Port Melbourne Primary School

2015 Annual Report to the School Community

Port Melbourne Primary School
School Number: 2932

Name of School Principal:

Peter Martin

Name of School Council
President:

Annette Maloney

Date of Endorsement:

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 - languages program’ minimum standards until 31 December 2015.
### School Context

Port Melbourne Primary School is situated about 3km west of the CBD and in December 2015, its enrolment was 734 in 32 classes, and this is predicted to rise to about 850 in 37 classes over the next three years, unless the new school in South Melbourne impacts on these numbers. It had 41.0 teachers and 3.0 principal class officers, as well as 9.1 ES staff. As well as four permanent buildings with 16 open plan learning spaces, a Library, Art Room, Multipurpose Hall, Performing Arts room, a Welfare Hub and an administration section, the school had three double storey relocatable buildings each with four classrooms, and three single storey relocatable buildings each with two learning spaces. A new double storey relocatable is to open early in 2016. All classroom spaces are open plan, enabling clusters of two or three classes to experience a differentiated curriculum in their flexible learning spaces. Because the school’s playing spaces are limited in size, senior students access Garden City Reserve at lunchtimes for active play. The school strives to improve its physical environment.

As enrolments have increased, the school’s SFO index has declined, and in 2015 it was 0.28, with 21% of families in receipt of a Healthcard, and 20% of students from Non-English Speaking Backgrounds.

The school is an active member of the Northern Lights cluster, a group of five local primary schools who work co-operatively to improve student learning outcomes in our area.

### Achievement

Student curriculum outcomes, as measured by NAPLAN assessments and student performance on the ICAS (International Competitions and Assessments for Schools) Maths and English assessments, continue to trend upwards, reflecting very positively on the major curriculum improvements implemented over the past four years, including the establishment of open plan collaborative learning spaces for all students, with teachers working together to ensure that the school delivers a differentiated curriculum that caters for the needs of all students. Our students achieved above the national average in all domains in the Year 3 and 5 NAPLAN assessments, and in most areas were also above the like school means (schools with a similar demographic). However, our aim will continue to be to ensure that our mean academic performance is always ABOVE the mean for similar schools.

We have the lowest proportion of students (65%) who completed Year 3 AND Year 5 NAPLAN assessments at the same school of any of the seven primary schools in the City of Port Phillip. This is an indication of the high level of student transience at PMPS. Despite this, the learning growth in Reading and Numeracy of the PMPS 2013-2015 NAPLAN cohorts was above the state benchmark and compared favourably with other local schools.

All PSD students showed progress at satisfactory or above in achieving their individual goals.

### Engagement

Student engagement was identified as a major focus for improvement in the 2015-2018 School Strategic Plan and there were significant improvements in the student engagement means in the 2015 Student Well-being Survey, although these are in general still at or just below benchmark. The collaborative team approach to planning with its emphasis on the analysis of multiple sources of student achievement data, has enabled class teachers to better differentiate between students, and more accurately target their particular learning needs. The introduction of a successful Lunchtime Clubs program has allowed many more students to spend their lunchtime engaged in adult led activities. The House system continues to be developed with a view to increasing the level of all students in a range of House activities. The number of student absences is a concern, although most non-illness related absences are because of overseas or interstate holidays.

### Wellbeing

The implementation of two student welfare co-ordinators with respective responsibility for the junior and senior schools respectively, has enabled the school to interact proactively with students at risk. The rollout of the Kidsmatter student well-being initiative commenced in 2015 and will continue for the next two years. The establishment of a KidsMatter working party open to all interested parents has increased the effectiveness of this rollout. Our school chaplaincy program has enabled the facilitation of a number of small groups programs which have assisted in the development of student self-esteem.

### Productivity

All teaching staff now work in collaborative teams as part of a whole school professional learning community. These teams, which each had two hours of timetabled time release each week, were facilitated by two leading teachers each with an 0.5 time allowance to facilitate the implementation of this approach. Four middle management staff completed training in improving their leadership skills at the Bastow Institute during the year. With an increase in the number of trained middle managers and a predicted reduction in staff mobility in 2016, staff serve Public Relations, Media and Marketing Committee. y means are predicted to increase in 2016. Potential Bring Your Own device programs were researched and staff were trained in the implementation of an iPad program at Years 5 & 6 to be rolled out at the commencement of 2016.
School Council President’s Report

The past year has been a year of consolidation as we had full use of our upgraded school-grounds (new turf as well as artificial turf) as well as no new classrooms onsite for the first time in several years. However, at the end of the year, we had one of our single storey relocatable buildings replaced by a double storey building. If the proposed new primary school in Ferrars St is operational in 2018, this new building may be the last new building development here for several years. However, a major project for 2016 will be the replacement of softfall in the treed area behind the Hub with a rubberised surface incorporating improved drainage.

Our Years 3-6 students continue to have regular access to Garden City Reserve at lunchtimes, and I acknowledge the support of the City of Port Phillip in making this possible.

Our Parents and Friends Association (PFA), under the leadership of Simone Cresp and Thea Kogler, continued to play a major role in both the social life of our community and by fundraising for the school. The PFA is the major fund-raising organisation within the School, and in 2015, raised $120 000 which has been used to fund the remainder of the oval upgrade, the installation of dedicated playground equipment for our Year 1&2 students, the purchase and installation of additional ICT resources, and with provision for the replacement of the softfall behind the Hub with a solid surface much of the oval upgrade. Highlights for the year included a very successful fete which raised $60000, another very successful Trivia Night which cleared $42000 and a range of smaller activities such as the Family Fun Run, and the Dads Footy day. I thank my Fete committee for its outstanding commitment and professionalism in staging the event, and for preparing documentation for our 2015 Fete which will be held in late November. Congratulations to all PFA members, and thank you for your continuing dedication to PMPS.

Under John Sculley’s leadership, almost forty dads participated in our “dads footie day” where we lost narrowly to the St Kilda Park PS dads. Many more parents were involved participating in training sessions for the match as well as assisting on the day. Over $2000 was raised for the school.

Our School Council continues to work extremely hard for our community, and I thank all the 2015 Councillors for their contributions, many of which have been above and beyond the call of duty. I particularly acknowledge the contributions of outgoing President, Michele Williams, who served on Council for six years and as President for five years. Michele was extremely active in advocating for the school, lobbying DET for additional funds, and in preparing successful funding submissions. Other retiring Councillors are Rohan Cresp and Anna Heerey.

Finally, I would like to extend a special thanks to our staff. Our dedicated teachers and support staff work tirelessly to ensure that every student has the opportunity to maximise his or her potential while at Port Melbourne Primary School. Their commitment and enthusiasm ensure that our children are happy in their learning, and this is very much appreciated.

Annette Maloney
Principal's Report

During 2015, 734 students attended Port Melbourne Primary School in the care of thirty-two classroom teachers and specialist staff in Visual Arts, Performing Arts, Phys Ed and Reading Recovery. Eight Education Support staff (ES) assisted the teaching staff in the delivery of our curriculum programs, and the school was also fortunate to receive support from a DEECD Guidance Officer, Leigh Erasmus.

Staffing 2015

(a) Teaching Staff

Teagan Barrack   (Year 6)
Rosie Binding Year 4 (Oct-Dec)
Elaine Burn Year 4 (Jan-Sept)
Maria Chadwick Performing Arts
Tara Chambers French
Darren Crawcour Year 4
Sam Crigan Year 5
Kristen Cutting Prep
Shauna Donnelly Year 2
Caroline Farrant (Aug-Dec)
Peter Fleming Year 1
Louise Florentzou Year 4
Sophie Gero Prep
Meerah Gill Year 6
Sasha Goss Year 5
Caitlin Green French
Kym Hall Assistant Principal
Craig Harrison Year 4
Emma Hockey Year 1
Haylee Horn Year 3
Bethan Jones Year 3
Lisa Keem Year 1 (until June)
Melinda Keenan Year 1
Lisa Kendall Year 2
Kate Lewis Prep
Milli Lloyd Year 2
Alex McLeod Year 3
Jessica McPherson Year 1
Peter Martin Principal
Dervla Murtagh Phys Ed
Deb O’Donnell Visual Arts Specialist (0.6)
James O’Raw Year 5 (Aug-Dec)
Candy Patamisi Year 1
Maddie Reid Year 1
Natalie Rose Assistant Principal (Jul-Dec)
Neil Scott Year 2
Poppy Sandillon Year 3
Allira Somerville Year 4
Susannah Smith Prep
Michelle Snedden Prep (until August)
Michael Snowden Phys Ed
Kate Thompson Year 1
Chris Toner Art/Literacy Intervention (0.6)
Karen Tozer (Year 1)
Ann Turner-Calleri Assistant Principal (until June)
Sarah Tyo Year 6
Alex Watson Year 1 (Jul-Dec)
Trisha Wheeler Prep
Margaret Whitford Librarian (0.4)

(b) School Support Staff

Valerie Adams First Aid Officer/Administrative Assistant
Greg Ades Integration Aide (0.8)
Effie Asimakopoulos ESL/Integration Aide (0.6)
Mirella Basile Integration Aide (0.33)
Timothy Humnell Integration Aide (0.4)
Port Melbourne Primary School

Lorraine King Integration Aide (0.4)
Helen Larkin Enrolments Officer
Kaye Linsdell Business Manager
Pam Snowden Office Manager
Kirsty Vincent Speech Therapist (0.3)
Nicole Wapling Library Technician (0.4)
Wendy Ward Integration Aide (0.4)
Jackie Whittaker Integration Aide (0.4)

Before and After School Care

Staff from Camp Australia

School Cleaning
Port Phillip Cleaning Services (terms 1 & 2); Typhoon Cleaning Co. (terms 3 & 4)

School Council has again been active with six effective sub-committees: Before and After School Care, Buildings and Grounds, Education, Finance, Local Road Safety and Marketing.

The 2015 Council comprised:
Rohan Cresp Co-opted parent
Caitlin Green DET
Kym Hall DET (Convenor Education)
Anna Heerey PFA Representative
Thea Kogler Parent
Simon Magasanik Parent
Annette Maloney Co-opted parent (Vice President, Convenor, Marketing)
Peter Martin DET
Paul Perrett Parent (co-opted October)
Dave Roberts Parent (Treasurer)
Neil Scott DET (from July)
Ann Turner-Calleri DET (until June) (Convenor Buildings & Grounds)
Michele Williams Parent (President & Convenor, Local Road Safety) until Dec 31

The Parents and Friends Association, under the leadership of Simone Cresp and Thea Kogler, was again very active, organising several social events and raising over $120,000 for the school. Highlights included our annual December Fete, yet another very successful Trivia Night, the Family Fun Run, and a number of other smaller activities. The monies raised were used for a variety of purposes including completing the major upgrade of the oval, installing a dedicated playground with adventure equipment for students in Years 1 & 2, upgrading our school’s wireless network, purchasing digital workstations and interactive whiteboards.

SouthPort Uniting Care delivered our school chaplaincy program, and in accordance with Federal government guidelines, this provided a number of programs to develop resilience in our students as well as supporting families in coping with a number of difficult situations.

A wide range of extra-curricular activities were offered during 2015, including Prue Woolcock’s very successful Garden Club which maintains our vegie garden, the very successful netball club which now involves over ninety children each Saturday (congratulations to Trish Oliver) and a very active student leadership program centred on our Junior School Council, while our swimming and athletics squads were very successful, in part due to the extensive coaching by Dervla Murtagh and Simon Magasanik. In addition there were several whole school theme days including Bastille Day, Harmony Day and Music Day, as well as special promotions such as Ride to School Day and Walk to School Day. Thank you to the many parents who volunteered to assist the school as classroom helpers, sports coaches and marshals and class reps, as well as assisting with all the PFA’s fundraising activities.

A major challenge for School Council in the coming years will be to ensure that our school community works closely with the community of the new primary school in Ferrars St to ensure that those families who live in the new school’s catchment have the opportunity to transition seamlessly to the new school if they wish to transfer there in 2018. Council may also wish to ensure that pressure is continued to be applied to the State government and the DEECD to ensure that a new secondary campus is opened in inner Port Phillip to address the enrolment pressures on Albert Park College.

I acknowledge the efforts of all School Council members for their contributions both at Council and through its sub committees, I congratulate the Parents and Friends Association for its support both financially and in arranging numerous social activities for our community, I thank all other members of the Port Melbourne community for their contributions to the school, but, in particular, acknowledge the efforts of our teaching and support staff.

Peter Martin
PRINCIPAL
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.

School Profile

| Key: Range of results for the middle 50% of Victorian government primary year levels: | Result for this school: Medina of all Victorian government primary year levels: |

<table>
<thead>
<tr>
<th>School Enrolment Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>A total of 712 students were enrolled at this school in 2015, 314 female and 398 male. There were 12% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Socio-Economic Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the school's Student Family Occupation index which takes into account parents' occupations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent Satisfaction Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Staff Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
## Performance Summary

### Achievement

**Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)**

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A ‘C’ rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

- **Results: English**
  - No Data Available

- **Results: Mathematics**
  - No Data Available

### School Comparison

- **Similar**

### Towards Foundation Level AusVELS

Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).

Data will not be displayed where less than 10 student assessments were provided.

Towards Foundation Level AusVELS is not used for the School Comparison.
# Performance Summary

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAPLAN Year 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</td>
<td><img src="image" alt="Graph" /></td>
<td>![Similar]</td>
</tr>
<tr>
<td>Year 3 assessments are reported on a scale from Bands 1 - 6.</td>
<td><img src="image" alt="Graph" /></td>
<td>![Similar]</td>
</tr>
<tr>
<td><img src="image" alt="Graph" /></td>
<td>![Similar]</td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Graph" /></td>
<td>![Similar]</td>
<td></td>
</tr>
</tbody>
</table>

| **NAPLAN Year 5** | | |
| The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. | ![Graph](image) | ![Similar] |
| Year 5 assessments are reported on a scale from Bands 3 - 8. | ![Graph](image) | ![Similar] |
| ![Graph](image) | ![Similar] |
| ![Graph](image) | ![Similar] |
## Performance Summary

### Achievement

**NAPLAN Learning Gain Year 3 - Year 5**

Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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’.

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Low 13%</td>
<td>NAPLAN Learning Gain does not require a School Comparison.</td>
</tr>
<tr>
<td></td>
<td>Medium 54%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High 33%</td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>Low 16%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medium 52%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High 31%</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Low 33%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medium 43%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High 26%</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>Low 27%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medium 47%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High 26%</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar and Punctuation</strong></td>
<td>Low 16%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medium 56%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High 24%</td>
<td></td>
</tr>
</tbody>
</table>
### Performance Summary

#### Engagement

**Average Number of Student Absence Days**

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

**Average 2015 attendance rate by year level:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>93%</td>
</tr>
<tr>
<td>Yr1</td>
<td>91%</td>
</tr>
<tr>
<td>Yr2</td>
<td>90%</td>
</tr>
<tr>
<td>Yr3</td>
<td>93%</td>
</tr>
<tr>
<td>Yr4</td>
<td>92%</td>
</tr>
<tr>
<td>Yr5</td>
<td>89%</td>
</tr>
<tr>
<td>Yr6</td>
<td>92%</td>
</tr>
</tbody>
</table>

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#### Student Outcomes

**Results: 2015**

Results: 2012 - 2015 (4-year average)

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#### School Comparison

- Lower
- Lower
### Port Melbourne Primary School

#### Performance Summary

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Attitudes to School - Connectedness to School</strong>&lt;br&gt;Measures the Connectedness to School factor derived from the <em>Attitudes to School</em> 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.</td>
<td><img src="image1" alt="Results: 2015" /> 1 5</td>
<td><img src="image2" alt="Similar" /></td>
</tr>
<tr>
<td><img src="image3" alt="Results: 2012 - 2015 (4-year average)" /> 1 5</td>
<td><img src="image4" alt="Similar" /></td>
<td></td>
</tr>
</tbody>
</table>

| **Students Attitudes to School - Student Perceptions of Safety**<br>Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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. | ![Results: 2015](image5) 1 5 | ![Similar](image6) |
| ![Results: 2012 - 2015 (4-year average)](image7) 1 6 | ![Similar](image8) |
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.


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**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$4,649,792</td>
</tr>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$503,060</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$20,000</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$28,267</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$702,840</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$5,903,958</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$4,613,123</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$20,991</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$6,890</td>
</tr>
<tr>
<td>Consumables</td>
<td>$90,902</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$447,474</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$18,594</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$254,159</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$73,044</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$79,905</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$21</td>
</tr>
<tr>
<td>Utilities</td>
<td>$40,327</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$5,645,429</strong></td>
</tr>
</tbody>
</table>

**Net Operating Surplus/-Deficit**   **$258,528**

**Asset Acquisitions**               **$37,621**

## Financial Position as at 31 December, 2015

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$379,436</td>
</tr>
<tr>
<td>Official Account</td>
<td>$710</td>
</tr>
<tr>
<td>Other Accounts</td>
<td>$63,064</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$443,210</strong></td>
</tr>
</tbody>
</table>

## Financial Commitments

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$156,227</td>
</tr>
<tr>
<td>Revenue Received in Advance</td>
<td>$55,635</td>
</tr>
<tr>
<td>School Based Programs</td>
<td>$231,348</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$443,210</strong></td>
</tr>
</tbody>
</table>

Student Resource Package Expenditure figures are as of 01 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 major difference in monies held at bank between 2014 and 2015 is accounted for by the following increases in funds held:

- Student Resource Package Expenditure $36000 held over to be used in the 2016 staffing budget
- Building Fund $120000 to be expended during 2016
- VIC grant $20000 (grant to redevelop a passive play space – to be actioned in 2016)
- L/ship Development $5000 to be used to develop middle level leaders in 2016
- Camp Assistance fund $13000 to be carried forward to 2016 to support families in financial difficulties
- Leave Reimbursement $15420 monies received in 2015 to pay for 2014 salaries

### Notes

- PFA: Port Melbourne Primary School
- DE&T: Department of Education and Training
- VICT: Victorian Institute for the Care of the Elderly
- L/ship: Leadership