2015 Annual Report to the School Community

St Kilda Primary School
School Number: 1479

Name of School Principal:	Sue Higgins
Name of School Council President:	Ben Pratt
Date of Endorsement:	19 April 2016

About Our School

School Context

'One cannot consent to creep when one has an impulse to soar – Helen Keller'

St Kilda is a vibrant inner city school of 559 incredible children. Our school's demographic is diverse and represents the eclectic nature of our local community. 5.58% of our student population is from an EAL background and 1% Aboriginal and Torres Strait Islander students. Our purpose is to provide exemplary educational opportunities in a stimulating, safe, nurturing environment to instil a love of learning: celebrating effort and achievement in the belief that all students can thrive and lead productive and fulfilling lives. The school's values reflect those that we believe are important for students in the future. Our focus is to create a student centred community with strong links beyond the school.

The school has 38.3 equivalent full-time staff: Principal, Assistant Principal, 3.6 Leading Teachers, 14.6 Classroom Teachers (2), 11 Classroom Teachers (1) and 7.49 Education Support Staff.

Our school encourages students to become lifelong learners and has a strong focus on teaching Literacy and Numeracy. We work closely with our Expert Curriculum Leaders, having regular focused professional conversations about teaching and learning practices to enable our students to engage fully and effectively in their future. The incorporation of digital technologies enhances our students' learning, opening up their world in rich, meaningful ways.

Our historic buildings complement the modern facilities including the Manabi Centre, which houses our Prep classes and forms a hub of the school. This Centre further enhances opportunities for strong community connections through partnerships with neighbouring preschool centres. Major refurbishment works have been undertaken on our LOTE room, located in the Sakura Building. The arbour was constructed, the Green Zone was completed, including the chicken run/shed, and a permit approved for a possible multi-sports facility. Discussions commenced regarding the development of the school's new Masterplan and the need to work with DE&T in regard to buildings to accommodate the significant increase in student numbers.

Achievement

Our school continues to focus on providing a high quality education for all our students. We have high expectations of both students and teachers.

Our priority is to provide time and support for our teachers to focus on student work and to develop a differentiated curriculum. This is complemented by a professional learning program for teachers that develops a whole school belief and understanding around teaching and learning. We were very pleased with our staff opinion survey which showed that our staff feel that we have created a supportive professional environment that encourages them to reflect and develop their practice.

Our children are achieving well and we have exceeded our goals for our teacher judgements against AusVELS. NAPLAN results show both Year 3 and 5 remaining above the State average, except for Year 5 in Numeracy. The Year 3 - Year 5 NAPLAN Learning Gain data, where students are compared to the results of all 'similar' Victorian students, shows a large percentage of children (44%) making a 'high gain' in reading, meaning within the top 25% of the State.

Our mission is to ensure our students develop the skills needed for their future and so we have concentrated our efforts during 2015 on deepening our knowledge and understanding of the 6Cs: collaboration, communication, character, critical thinking, creativity and citizenship (global). We are aware that the use of digital technology is a key part of the everyday world of our students' lives now and in the future and we are focusing on how we can use this tool to continue to enhance the teaching and learning in our school and how we can share this learning with our families.

Engagement

SKPS is a learning community. We teach that everyone is a learner and that it is our responsibility to ensure that we continue to have an open mind and a positive attitude to learning throughout our lives. Engaging in learning is our core business. The world is changing at a rapid pace as a result of technology and the ability to connect with people across the world. It is our task to create responsible digital citizens of the future who have the skills and knowledge to contribute positively to this new society.

Our focus has always been on developing strong relationships between all members of our learning community and providing a safe and supportive learning environment for all. We teach and learn together as a professional learning community. We support teams in working together through Action Research Team meetings, and planned professional learning that meets the needs of our teachers, creates shared understandings and is targeted towards our goals. As part of the New Pedagogies for Deep Learning Project we focus on providing quality, relevant learning experiences for our children. Through our participation in this project, and the knowledge we have gained over the previous years, we have been able to present to staff the future direction of education and have begun to adapt our practice.

In 2015 we have focused on encouraging the children to have a growth mindset and develop important skills and dispositions related to the learning process, such as grit, resilience and perseverance. The Prep Team reflected and began the school year with a range of strategies and teaching approaches that we believed would have an impact on children's learning. These included:
- o *focusing on the feedback that teachers are giving to children that will encourage grit*
- o *use mistakes as a learning opportunity,*
- o *focus on play and age appropriate tasks*
- o *real consideration of the needs of the children, highlighted by any assessment data*
- o *allowing children to have a higher degree of choice and control over their learning*
- o *the role of parents in the classroom*

We believe that we have already seen a change in the children's attitude to learning and a higher level of independence when learning. Our plan is to move this new approach into Year 1 in 2016 with a range of support processes in place to ensure a continuity of expectation and practice across Prep and Year 1. The 6Cs have also been discussed by all year level and specialist teams and, as teachers plan units of work, there has been a move away from the importance of only learning content towards learning the skills needed to analyse content and create new knowledge.

We have worked on the use of learning intentions as a strategy for focussing children and helping them to set learning goals for themselves. We use a Backward Planning Design Model to support teachers in identifying the key learnings or big ideas and skills that they want the children to learn during the course of the work and then break that work down further into smaller steps and relevant assessment tasks.

As a school we are committed to providing our students with the skills they need for their future. This has involved exploring the use of digital technologies to leverage learning. One of the most important skills we have focused on is the importance of being a responsible digital citizen. We believe that without these skills and knowledge our students would not be able to use the new technology effectively for learning in a safe and responsible way. In 2015 we introduced the BYOD program for our Year 5 children. It was empowering, enriching and viewed as highly successful. In 2016 Years 5 and 6 children will all be part of the BYOD program.

In 2015 our children have used technology in innovative ways to record learning. We began using Google Apps for Education, including Google Drive, as well as the Seesaw application for iPads to encourage children to recognise when they have achieved a learning milestone and record it in a digital portfolio. The idea behind the new portfolios is that there will be a record of each child's learning journey and the children will be able to identify learning goals and then reflect on their approach to learning and their achievements. Teachers will also be able to provide immediate feedback to students about their work face to face and online in a timely manner.

Our initial work focused on the teacher to student feedback process and we looked at the use of prompts to encourage students to articulate their thinking and to justify their ideas across all areas of the curriculum. This has had a powerful impact on the way the students think about their learning and their ability to reflect and discuss not only what they know, but also what they need to know next. In 2015 we have focused particularly on the Prep cohort as we wanted them to develop the right thinking habits from the moment they entered school. The feedback in this area now focuses on praise for effort and acknowledgement that they may not be

able to do something yet but that they will if they keep trying. The impact has been noticeable to all, including our parent community. This was a significant move away from extrinsic motivation towards the nurturing of intrinsic motivation.

We have also had a focus on teaching our students to become active, compassionate citizens for tomorrow. Through a range of programs such as Respectful Minds, and Social Skills and Confidence Building, Year 4/5 Transition, which includes puberty sessions, our children have had the support to reflect on strategies that they may use to feel more emotionally intelligent.

Our Quality Beginning Program has changed as our knowledge around growth mindsets and linking our school values to the 6Cs has developed. This program also teaches the children that we are a community of learners (students, parents and teachers).

Our SATSS (Student Attitude to School Survey) data shows that our students are highly engaged at school, have a strong connection to their peers and the school and find that their teachers are motivational, well prepared and empathetic to their learning needs. Our data across every variable of the SATSS survey is consistently higher than the Region and the State.

All our specialist teachers, Japanese, Physical Education, Performing Arts and Visual Arts, provide rich and stimulating programs that encourage the students to develop skills such as confidence, resilience and perseverance through practising the particular skills involved.

Wellbeing

The wellbeing of our students, staff and families continues to be a priority of our school. Welfare needs continue to grow in complexity and number as our student numbers increase. We embrace the opportunity to support our community.

We have a very proactive Welfare Team comprising: our Welfare Coordinator, a DE&T Beachside Educational Psychologist, a Leading Teacher, our school's Speech Therapist and the Principal. All are driven to achieve the best outcomes for every child through an integrated welfare approach. To support the core Welfare Team we draw up the expertise of a team of professionals: speech therapists, counsellors, occupational therapists, Applied Behaviour Analysis (ABA) therapists and a clinical social worker.

We have close partnerships with: Southport Uniting Care, The Royal Children's Hospital, The Alannah and Madeline Foundation, Safe Schools Coalition Victoria, Ardoch Youth Foundation, St Kilda Police Citizens Youth Club, St Kilda Adventure Playground, The Australian Ballet, Department of Human Services, Alfred CYMHS, Avenues Education and Headspace. Hanover Family Services and Homeground amalgamated and are now referred to as Launch Housing. SKPS, SFYS and Launch Housing have developed the Education Pathways program which has made a significant difference to a specific group of high need welfare families transitioning into the school and the ongoing support provided to ensure they remain engaged. All these support agencies directly support the children and families within our school.

The school has implemented a number of wellbeing programs including: internal and external counselling, social skills programs, such as, Boys are Buddies, weekly sporting activities with PCYC, BoLT Program and activities with St Kilda Adventure Playground. We are keen to engage students, particularly those at risk, in after school, weekend and holiday programs. Camp Australia and the City of Port Phillip directly support the school so that no child from a disadvantaged background misses out on holiday programs and/or before and after school care. Staff and student leaders also run a range of clubs to engage, motivate and inspire the children. These include: Nature Club, loom bands, ukulele, sewing, programming, games stations and robotics. We also run a Drop In program for our ex-Year 6 students who return weekly throughout Term 1 to share news of their new high schools, to receive support if required and to catch up with their peers.

In 2015 we employed a school nurse for 3 days per week and trained 13 staff in first aid. All staff undertook Asthma, Anaphylaxis and Diabetes training. With the advances in digital technologies staff update their Cybersafety knowledge annually and undertake annual Mandatory Reporting training. In 2015 we offered professional learning sessions on Cybersafety for our parent community. Staff revised and implemented eSmart and Quality Beginnings programs across Prep to Year 6. Children in Years 6 were involved in Peer Mediator training and School Captains participated in a Leadership program.

We have 6 Education Support Staff employed to work with our 9 PSD funded students. In addition, staff members are employed to run a Literacy Intervention program and to manage OH&S. We draw upon the generosity of our parents and community volunteers who work directly in the classrooms, supporting individuals or small groups of children. Individual Learning Plans are provided for all children working 12 months above or below the expected level.

According to our Student Attitude to School survey data our students feel happier, better connected, more positive about their relationships, their wellbeing and the teaching and learning that occurs at our school compared to others. Our results far exceeded Regional and State results across all aspects of the survey: Student Relationships, Wellbeing and Teaching and Learning. Their morale is high, they are confident learners, who believe their teachers are effective and their learning environment stimulating. They feel that they are good at their school work and are generally successful at school. Parents feel that we provide a stimulating learning environment for their children and believe their children feel safe and well connected to their school and peers. Parent Opinion survey results show significantly greater satisfaction with the school across all 18 identified areas under the broad headings of Climate, Behaviour and Engagement.

Our attendance data across all year levels has improved significantly since 2014, with the exception of Year 1 and Year 5. Our 'unexplained' absences were a focus in 2015 and the result was stupefying. In some cases there was a 90% decrease of unexplained absences across the grade level. All unexplained absences will continue to be a focus in 2016. SKPS families continue to take family extended leave which impacts upon our attendance results. 485 children took holidays outside of the designated school holiday periods to travel with family, this totaled 2502.5 school days.

Overall we pride ourselves on: knowing our children, caring, listening, being proactive, supporting, respecting, following due processes, understanding our community, and having an enormous heart.

Productivity

School Council budgets and locally raised funds have supported the effective use of Information Communication Technology resources (electronic whiteboards, LED screen televisions, and banks of laptop computers and iPads) to support 21st century learning practices. Our BYOD iPad program, implemented in 2015 for students in Year 5, further enhanced our use of digital technologies.

As the school will be at capacity in 2016 in regard to student numbers, the Buildings and Grounds Team drew up basic plans and provided them to developers for feedback regarding rough estimates to build additional classrooms whilst basically maintaining the same footprint. The school is also working with the re-locatable team of DE&T. This will be a major focus in 2016.

Our chicken coop came to fruition and is a highlight amongst the children, especially the Preps. The Frog Bog has been fenced and asphalt works have been undertaken across 3 separate areas of the school. The construction of our arbour is a beautiful feature as you enter the school grounds and is well used by children and parents. The jacaranda tree, wisteria climbers and clematis complete the picture! Discussions commenced in regard to the front of school beautification. This will be a major project in 2016.

LED lighting has been installed across the school and two additional teaching spaces have been air conditioned, sash windows repaired to allow the flow of fresh air and an additional door installed for ease of use and for OH&S purposes.

Our Business Manager's office, our photocopying room, technicians' office and our LOTE room were relocated and refurbished.

In 2015 students, parents and staff from our Sister School, Ishigase Elementary School in Japan, visited. School Council values the sister school relationship and recognises the importance it holds and the opportunities it provides in building language development and offering cultural experiences, and supports the program through funding.

The school has utilised Education Support Staff to assist with supporting individual and small groups of students with specific learning needs. Additional school funding was required to support 2 children under the PSD program to ensure their safety and wellbeing. The support staff regularly attend specialized tuition in

speech pathology and occupational therapy, which develops their knowledge and skills and ultimately benefits our students.

During 2015 our focus has been on maximising the role of our parent class representatives. A revised and reenergized induction program was held. Communication between home and school was a focus, with the intention of streamlining the existing tools to ensure a coherent and consistent system of sharing information. Google Classroom, Verso and See Saw were introduced and explored as a means to communicate and engage parents in their child's learning. See Saw was exceptionally well received by parents, was extremely easy to manage in the classroom by students and staff, and fulfilled the expectations of the school.

The community is most fortunate to have generous spirited parents who provide an outstanding layer of support for many events and programs which contribute significantly to the development of a positive school culture and enhance productivity. This support has included practical in-kind assistance and project and event management in the area of buildings and grounds and fundraising that has resulted in significant savings and benefit for the school.

For more detailed information regarding our school please visit our website at
http://www.stkildaps.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 559 students were enrolled at this school in 2015, 276 female and 283 male.
There were 5% of EAL (English as an Additional Language) students and 1% 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.

low	low-mid	mid	mid-high	high

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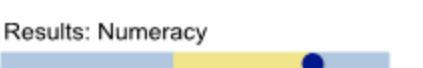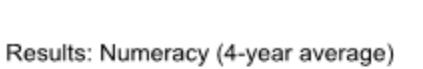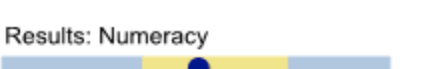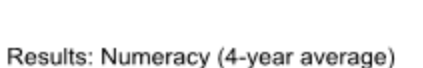
Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison

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.

Results: English
0 ▬▬▬▬▬▬▬▬▬◆● 100

Results: Mathematics
0 ▬▬▬▬▬▬▬▬◆● 100

● Similar

○ Lower

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.

English
No Data Available

Mathematics
No Data Available

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

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading 0 — 100 Results: Reading (4-year average) 0 — 100 Results: Numeracy 0 — 100 Results: Numeracy (4-year average) 0 — 100	● Similar ● Similar ● Similar ● Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading 0 — 100 Results: Reading (4-year average) 0 — 100 Results: Numeracy 0 — 100 Results: Numeracy (4-year average) 0 — 100	● Similar ● Similar ● Similar ● Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
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'.	**Reading** 23 % / 33 % / 44 % Low / Medium / High **Numeracy** 19 % / 57 % / 24 % Low / Medium / High **Writing** 31 % / 56 % / 14 % Low / Medium / High **Spelling** 29 % / 66 % / 6 % Low / Medium / High **Grammar and Punctuation** 20 % / 66 % / 14 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.
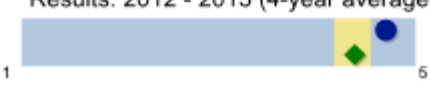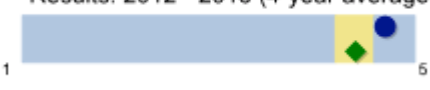
Education and Training
VICTORIA State Government

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

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:

Student Outcomes

Results: 2015

0 ● ◆ 50

Results: 2012 - 2015 (4-year average)

0 ● ◆ 50

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	93 %	94 %	95 %	94 %	94 %	95 %

School Comparison

● Similar

● Similar

Performance Summary

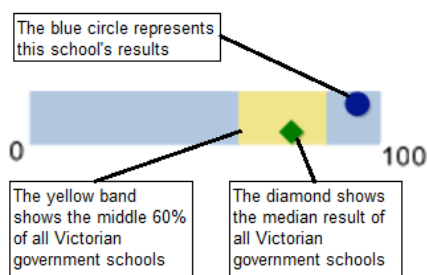| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (4-year average)	● Higher ● Higher
Students Attitudes to School - Student Perceptions of Safety 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 Results: 2012 - 2015 (4-year average)	● Higher ● Higher

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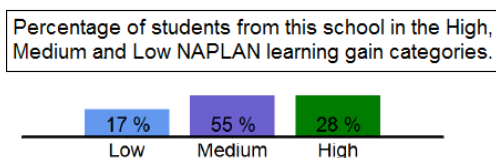
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all 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'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.

| 17 % | 55 % | 28 % |
| Low | Medium | High |

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.

| 28 % | 46 % | 26 % |
| Below | At | Above |
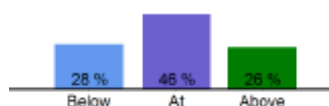
What is a *School Comparison*?

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.

Higher

Similar

Lower

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	Funds Available	Actual
Student Resource Package	$3,744,160	High Yield Investment Account	$3,878
Government Provided DET Grants	$398,615	Official Account	$109,986
Government Grants Commonwealth	$20,673	Other Accounts	$774,750
Revenue Other	$47,394	**Total Funds Available**	**$888,614**
Locally Raised Funds	$534,253		
Total Operating Revenue	**$4,745,095**		

Expenditure		Financial Commitments	
Student Resource Package	$3,471,366	Operating Reserve	$100,000
Books & Publications	$4,901	Asset/Equipment Replacement < 12 months	$67,100
Communication Costs	$7,887	Capital - Buildings/Grounds incl SMS<12 months	$218,000
Consumables	$88,415	Maintenance - Buildings/Grounds incl SMS<12 months	$137,979
Miscellaneous Expense	$345,243	Revenue Receipted in Advance	$86,757
Professional Development	$38,619	Provision Accounts	$25,000
Property and Equipment Services	$327,528	Repayable to DET	$3,000
Salaries & Allowances	$121,348	Other recurrent expenditure	$120,778
Trading & Fundraising	$72,006	Maintenance -Buildings/Grounds incl SMS>12 months	$130,000
Travel & Subsistence	$2,640	**Total Financial Commitments**	**$888,614**
Utilities	$18,190		
Adjustments	($37,412)		

Total Operating Expenditure	**$4,460,732**

Net Operating Surplus/-Deficit	**$284,362**

Asset Acquisitions	**$0**

Student Resource Package Expenditure figures are as of 21 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

In 2015 we had some major areas of expenditure which included:
- $117,958 towards the constructing the arbour, installing LED lighting across the school and asphalt works
- $82,979 was expended on iPads and laptops for student learning
- $31,237 was allocated to air-conditioning, touch screen monitors, portable basketball goals and lap top trolleys
- $59,815 was fundraising expenses as we held our biennial fete.
- $31,060 to further develop the ICT infrastructure and the employment of additional technician time to support the

needs of the school.
- $73,078 was allocated to speech therapists, occupational therapists and the employment of CRTs
- $31,913 was allocated to general consultancy (financial and website support)
- $37,412 was the amount adjusted by DE&T due to the incorrect Balance Day Adjustments done by the previous business manager in 2014