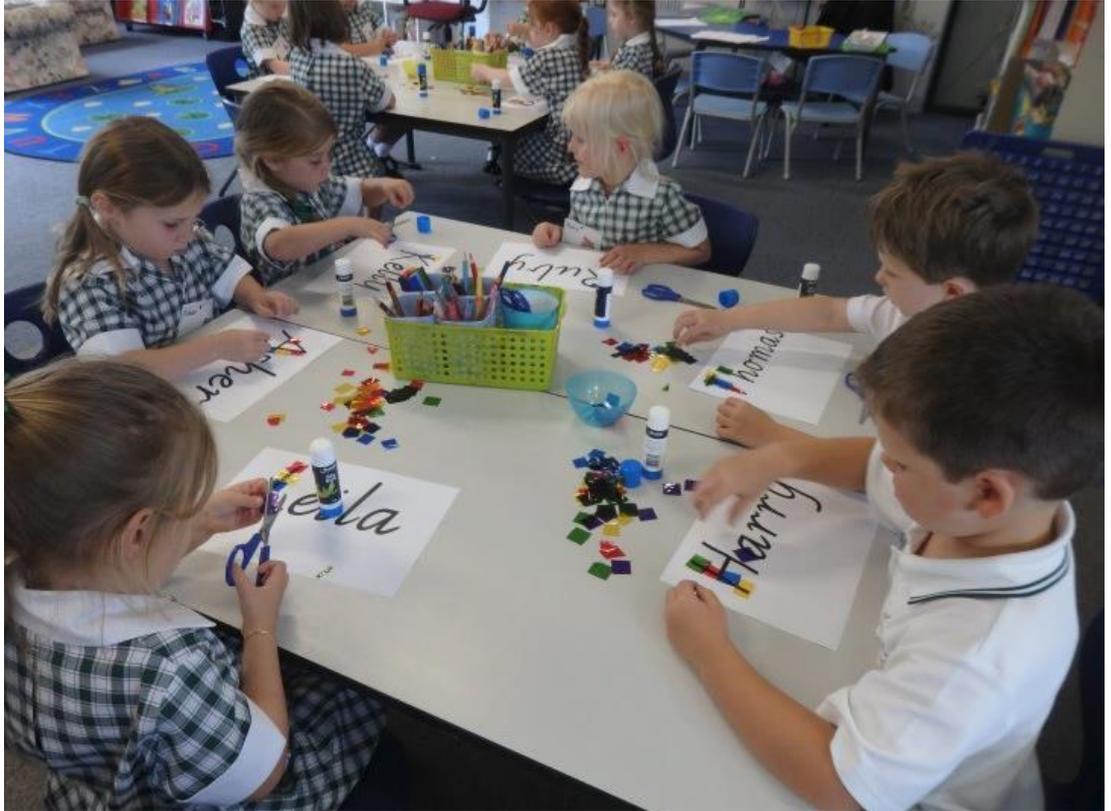


# 2016 Annual Report to the School Community



School Name: Manifold Heights Primary School

School Number: 4224



Name of School Principal:

Barry Rowland

Name of School Council President:

Gwyneth Morrison

Date of Endorsement:

8 May 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## About Our School

### School Context

The school vision of encouraging students to become more motivated and independent learners, was the key focus throughout 2016. We aimed to provide a wide range of learning choices for students to demonstrate their understandings and to reach their full potential – the school motto being ‘Unleashing Potential’. The school community and its programs consistently encouraged students to become lifelong learners who value themselves, others and learning itself. We strived to promote social responsibility, resilience, perseverance and independence, preparing our students for an ever changing world.

Our three key school values – Safety, Respect and Responsibility were embedded across the school community (in classroom operations and outside of it) via an enhanced approach to our School Wide Positive Behavior Support (SWPBS) arrangements.

Located in the suburb of Manifold Heights (Geelong West), our school commenced 2016 with an enrolment of 392 students, continuing a slight positive growth trend over the past few years (345 students back in 2012). The SFO index was 0.4142, which has remained relatively stable. The school student cohort is arranged on a daily basis into four communities – Prep, Juniors (Grade 1 and 2), Middles (Grade 3 and 4) and Seniors (Grade 5 and 6), with quite separate buildings supporting each of these. A specialist program embracing the following key areas was provided to all students – PE, Music, ART, Indonesian LOTE and Library. An Outside School Hours Care facility has a dedicated building and it supported a significant need both before and after school each day. Four adventure playgrounds provide students of all ages with opportunities for creative and imaginative play. The school has a number of basketball / netball courts and a large grassed oval.

Our programs were developed to cater for the individual needs of a diverse range of students through the use of Student Learning Goals, which were linked closely to explicitly stated Learning Intentions and Success Criteria, for class lessons. Staff team work is most evident in curriculum planning and implementation in all teams: Preps, Juniors, Middles, Seniors and Specialists. We had an emphasis upon integrating our curriculum, utilising Inquiry Learning to allow our students to develop their interests, skills and abilities. Critical and analytical thinking strategies were combined with multi media / ICT resources, aiming to meet students' individual needs.

Strong partnerships between parents and staff were desired and fostered. We encouraged a high level of parent participation through classroom helpers, volunteers with grounds development, focus groups, School Council membership, fundraising, participation in events such as sport, Bike Education, the Arts, excursions and social activities. Two highlights of the 2016 school year were the Carnivale held in March (profit exceeding \$20,000 realised) and the School Concert held at The Arena in North Geelong (September 1<sup>st</sup>) with a thousand in the audience and all students participating on stage. The annual Mano Family BBQ and the Queenscliff Bike Ride overnight camp for Seniors in December were also school calendar highlights.

**Workforce composition:** 29.32 Equivalent Full Time staff comprising -

1.0 Principal, 1.0 Assistant Principal, 1.0 Leading Teacher, 20.6 teaching class, 5.32 ES staff, 0.4 Chaplain.

### Framework for Improving Student Outcomes (FISO)

The FISO model has allowed us to sharpen our focus on improvement strategies to improve identified student outcomes. An improvement cycle where evaluation and diagnosis of the 2015 data occurred, enabling us to set priorities and goals for the 2016 school year. The major focus was ‘Building Practice Excellence’ with a specific emphasis on teaching Spelling. This has resulted in a whole school approach to implement the tool ‘Words Their Way’, providing data and strategies for teaching and learning at each child’s individual learning point. Based on 2016 data, the FISO model has been used to form the basis of analysis of data and provide evidence to effectively plan for and develop the Key Improvement Strategies for the 2017 AIP.

The 2016 Key Improvement Strategies identified were:	Progress
<b>Achievement:</b> Teachers teach to each individual student’s point of need, through the effective use of assessment, feedback and a differentiated curriculum	
• To develop and strengthen teacher capacity in the use of purposeful feedback.	<b>3</b>
• Deepen the use of assessment evidence to customise and improve student learning.	<b>3</b>
• Build the capacity and confidence of teachers to use rich tasks for differentiation.	<b>3</b>
<b>Engagement:</b>	
• Extend students’ ownership of, confidence, independence and accountability for their own learning.	<b>2</b>
• A whole school focus on providing a more stimulating learning environment for students which includes an eLearning focus.	<b>3</b>
<b>Wellbeing</b>	
• To implement a consistent, positive behaviour management strategy – building a whole school community culture based on making the values inherent in the ‘School Wide Positive Behaviour Support’ framework, which is explicit for students, staff and parents.	<b>4</b>
<b>Productivity</b>	
• Demonstrate pro-active and robust management of staff performance, including capacity building and evidence based progression against agreed targets.	<b>4</b>
• Enhance a culture of distributed leadership throughout the school so that all staff are able to exercise leadership in the improvement of student outcomes.	<b>3</b>
• Use the Professional Learning Team (PLT) structure to further develop a collaborative culture based on student outcome data and identified priority areas for improvement in teaching practice.	<b>4</b>

(Progress key used: 1 = Emerging. 2 = Evolving. 3 = Embedding. 4 = Excelling.)

School website: <http://www.manifold.vic.edu.au/>



## Achievement

The school has worked towards improving learning outcomes for all students from Foundation to Year 6 by providing every individual student with the opportunity to reach their learning potential through a comprehensive and sequential curriculum. Collective accountability for assessment of student learning is rigorous and data is used as feedback to students to inform future individual learning needs and the setting of differentiated tasks. Students requiring additional support or extension with their learning are identified on an ongoing basis and appropriate programs and teaching strategies are provided for them. The school works actively to build the capacity of teachers through agreed whole school professional development activities and options.

### AUSVELS

Teacher judgment of student outcomes for English and Mathematics indicates our results are comparable to state benchmarks.

### NAPLAN

In 2016 NAPLAN assessment of Year 3 and Year 5 Reading was similar to other government schools on school performance. The percentage of students in the lower two bands for Reading was lower than similar schools indicating the additional support and teaching strategies provided for these students has value added to student learning outcomes. The strategy of a reading intervention program for Year 1 and Year 2 has provided support for students.

In Numeracy in Grade 3, students performed at a comparable level to similar schools, whilst students in Grade 5 performed slightly lower.

In Writing, Grammar and Punctuation, students achieved at the expected levels, however data indicates these students have further potential to extend their learning.

The school continues to regularly identify and track students learning progression, in English and Mathematics in particular. This is a powerful tool to support improving instructional practice across all year levels. In 2017 there is a planned whole school focus to improve Writing outcomes for students through Professional Development and implementation of the VCOP writing approach. (Vocabulary, Connectives, Openers, Punctuation). The school uses numerous assessment tools to validate teacher assessment according to AusVELS. Moderation, pre and post testing and PAT data form part of our triangulation process. An Assessment Schedule is reviewed annually and planning for the Victorian Curriculum is well underway. There have been reviews of Professional Learning Teams and the foci of professional conversations about learning have become part of the learning culture of the school. The school has participated in a pilot program for Professional Learning Communities. Eight days of Professional Learning was completed by three staff members as Instructional Leaders. This will enable processes for establishing an Inquiry Change Challenge culture to be developed during 2017. This will include a cycle of teacher observation and feedback for teachers to share and improve pedagogy, aimed at improving student outcomes.

There is evidence of increased use of ICT to support learning. This is particularly so in the school wide focus on Mathletics and Reading Eggs. The links to home with these programs have been highly successful. A pilot program for the use of 1:1 devices for our Year 5 and 6 students has been planned for 2017.

## Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

## Engagement

Our goal is to provide experiences for students that develop a strong sense of belonging, leadership qualities, resilience, engagement and motivation to learn, as well as developing a strong sense of values, all in line with our School Wide Positive Behaviour Support focus.

In 2016 student attendance was positive with all Year Levels achieving above 90% attendance rate (Preps 95%). Our attendance data for 2016 is matched as similar to that of other schools with background characteristics of our community. The school will continue promoting improved levels of attendance through the implementation of strategies and programs that target levels of absence and late arrivals. Family holidays during the school term impact on the average number of days absent for our student cohort.

Out teaching staff challenge students with their learning utilising a student owned reflective approach upon their own data and setting relevant learning goals across curriculum areas. Students are provided with the opportunity to showcase their learning mid-year via Student Led Conferences with their parents. An increasing and deliberate effort to embed ICT across the weekly program has enhanced student engagement with learning – in 2017 we will introduce a Pilot 1:1 iPad program within our Senior Community.

Engagement is enhanced through our Student Leadership, Student Council and Prep Buddies programs. In 2016, whole school celebrations for Literacy and Numeracy week, School Concert and Education Week provided students and parents with an opportunity to participate in activities to build stronger connectedness between home and school.

A range of extra-curricular activities support students to develop their social competencies. These include the Mano School Band (The Purrumbeatles), a School Choir, Dance Troupe, Art competitions, participation in the State School Spectacular, Bike Education program, Camps and Excursions. A very experienced Integration Aide team provide a highly supportive program to students in the Program for Students with Disabilities.

A transition program for students moving on to the next grade level offers a valuable opportunity to prepare students for the following year at school. To further support the transition of students, our teaching staff participated in a formal handover of student information thus ensuring continuity of support for all students. Four formal orientation sessions for Preps commencing in 2016 were undertaken late in 2015. Our Grade 6 Graduation evening in December was a tremendous success with many, many family and friends attending.



## Wellbeing

The 2016 Attitudes to School Survey (ATSS) data for Year 5 / 6 students was similar to other state schools. In 2016 there was a significant improvement in student responses around questions which focused upon Classroom Behaviour, Connectedness to Peers, Stimulating Learning, Teacher Effectiveness and Teacher Empathy.

All students (P-6) completed our annual school developed survey (based on similar elements to the ATSS), allowing for an opportunity to offer feedback to their teachers around learning and engagement. The 2016 results of this survey were positive and many aspects reflected a positive trend when compared to the 2015 data – especially around School Connectedness and Student Motivation.

The school continues to build teacher capacity to implement a rigorous approach to teaching and classroom management that supports an engaging and challenging learning environment. The 'Starting Right' unit of work at the beginning of each school year continues to be a feature of developing a sense of belonging for all students, including the identification of class and school values, establishment of processes and teamwork. Our goal is to provide experiences for all students that enhance readiness and enthusiasm to continue the next step in their learning, including starting school, moving between year levels or into secondary colleges, in a resilient, confident and enthusiastic way.

The school continues to have ongoing positive relationships with the local preschools. The kindergarten children visit the school for a transition program during the September to November period (four transition sessions).

The Foundation and Year 5 Buddy Program is a feature of welcoming and inducting the new students into our school.

An intra-school transition program occurs in Term 4 where all year levels link with the following year's students and teachers. This program prepares students for their entry into the next year level. The focus of this program is establishing a sense of belonging, learning about expectations of the new year level and developing a cooperative team approach to learning.

Our Year 6 students participate in all relevant transition programs offered by local secondary colleges. The Year 5 students visit upon invitation and are also visited at our school by the local colleges. The Year 4 students participate in a Science and Food Technology program during Term 3 generating a further opportunity to make links with our local secondary college.

The school continues to review transition processes and programs from pre-school to school, from year to year, transferring into the school, and moving from primary to secondary settings.

The employment of a School Chaplain has ensured students are well supported in all emotional and social aspects of their school.

School Wide Positive Behaviour Support (SWPBS) has been further embedded throughout the school as an approach to model and reinforce positive social behaviour. With a common approach and a clearer understanding of expected community behaviour, we have seen enhanced student perceptions and feelings about their school and its operations. The development of a parent and staff SWPBS matrix are planned to be developed in early 2017.

For more detailed information regarding our school please visit our website at  
<http://www.manifold.vic.edu.au/>



## Performance Summary

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

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

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

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

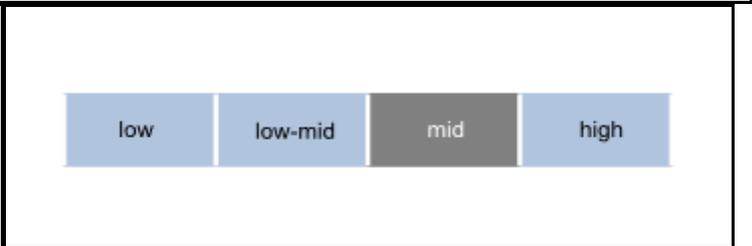
### School Profile

**Enrolment Profile**

A total of 392 students were enrolled at this school in 2016, 197 female and 195 male. There were 5% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

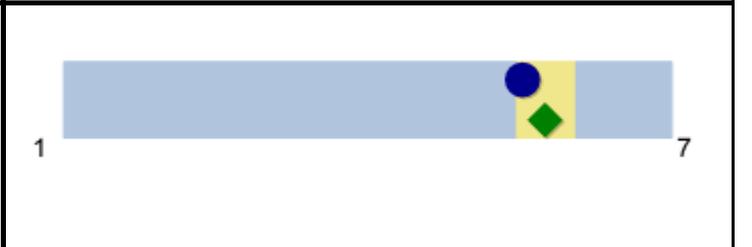
**Overall Socio-Economic Profile**

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



**Parent Satisfaction Summary**

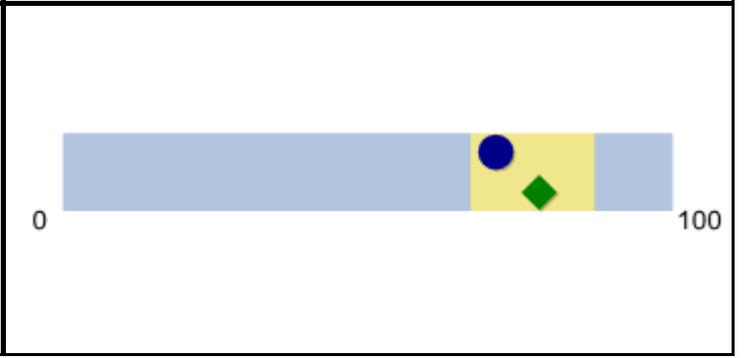
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



**School Staff Survey**

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

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





## Performance Summary

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

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



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><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> Similar</p> <p> Lower</p> <p> Lower</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</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>66%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>46%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>55%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>44%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>47%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	66%	20%	Numeracy	34%	46%	20%	Writing	30%	55%	15%	Spelling	32%	44%	24%	Grammar and Punctuation	32%	47%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	14%	66%	20%																							
Numeracy	34%	46%	20%																							
Writing	30%	55%	15%																							
Spelling	32%	44%	24%																							
Grammar and Punctuation	32%	47%	21%																							



## 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 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 817 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	93 %	93 %	94 %	90 %	91 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	93 %	93 %	94 %	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: 2016</b></p> <p><b>Results: 2013 - 2016 (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: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

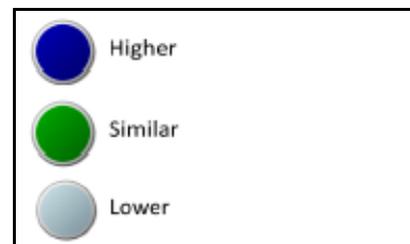
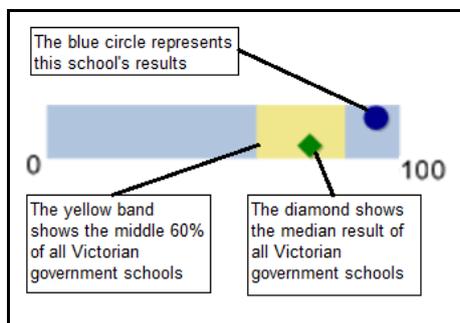
## What are student outcomes?

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

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

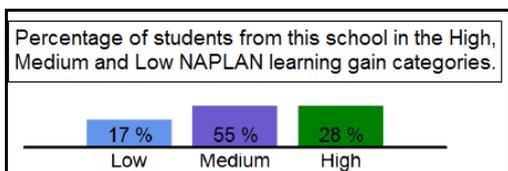
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

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



## What are the changes in student achievement?

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

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

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

## What is a School Comparison?

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

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

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

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

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

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

## What is the meaning of 'Data not available'?

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

## What is this school doing to improve?

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

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,628,559	High Yield Investment Account	\$1,936
Government Provided DET Grants	\$364,899	Official Account	\$52,333
Government Grants Commonwealth	\$42,063	Other Accounts	\$203,232
Revenue Other	\$15,603	<b>Total Funds Available</b>	<b>\$257,501</b>
Locally Raised Funds	\$208,616		
<b>Total Operating Revenue</b>	<b>\$3,259,739</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$2,639,801	Operating Reserve	\$93,054
Books & Publications	\$7,978	Asset/Equipment Replacement < 12 months	\$26,000
Communication Costs	\$9,006	Maintenance - Buildings/Grounds incl SMS<12 months	\$8,068
Consumables	\$78,916	Revenue Received in Advance	\$22,770
Miscellaneous Expense	\$138,695	School Based Programs	\$107,609
Professional Development	\$12,973	<b>Total Financial Commitments</b>	<b>\$257,501</b>
Property and Equipment Services	\$192,920		
Salaries & Allowances	\$94,642		
Trading & Fundraising	\$41,139		
Utilities	\$29,466		
<b>Total Operating Expenditure</b>	<b>\$3,245,537</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$14,203</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*

Manifold Heights Primary School received a total operating revenue of \$3,259,739.00 in 2016. This increased slightly in comparison to 2015 due to increased student numbers. Revenue for Commonwealth Government Grants increased due to Chaplaincy funding and Student Teacher Supervision payments from Deakin University. Locally raised funds increased due to the Mano Carnivale profits and additional funds received for Hire of School Facilities/Equipment, especially from Camp Australia.

The combined bank balance at the end of 2016 totalled \$257,501.00 with \$200,000.00 invested in a Term Deposit. Overall the school completed 2016 with a Net Operating Surplus of \$14,203.00 which reflected expenditure within the revenue received.

