### Lynall Hall Community School
No: 8003

#### 2007 Annual Report to the School Community

<table>
<thead>
<tr>
<th>Address:</th>
<th>Cnr Gleadall &amp; Highett Sts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RICHMOND Vic 3121 (P O Box 99)</td>
</tr>
<tr>
<td>Principal:</td>
<td>Mr Eddie Crouch OAM</td>
</tr>
<tr>
<td>School Council President:</td>
<td>Ms Margot Foster</td>
</tr>
<tr>
<td>Telephone:</td>
<td>9428 4421</td>
</tr>
<tr>
<td>Fax:</td>
<td>9428 1854</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:lynall.hall.com@edumail.vic.gov.au">lynall.hall.com@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>Web site:</td>
<td><a href="http://www.lynallhall.vic.edu.au">www.lynallhall.vic.edu.au</a></td>
</tr>
</tbody>
</table>

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the school.
School Overview

Lynall Hall Community School is a small school located in Richmond with a second annexe (No 1), with convenient access to all forms of transport. Our school caters for students who for a variety of reasons are seeking an alternative to mainstream schooling. Enrolment is discretionary and takes place at the start of each school term. Lynall Hall provides an alternative secondary education to an enrolment of approximately 120 students from across the metropolitan area.

The school’s size and pragmatic blending of social and academic learning are key ingredients to its ability to service the needs of otherwise disengaged students.

We have a commitment to co-operative, collaborative practices in teaching and learning and in its management practices. Our prime purpose is to address the educational needs of students so that they can attain skills necessary to enter further education, vocational training or the workforce. The school's size and structures provide the opportunities for students to develop the social skills and attitudes, which will enable them to participate more fully in the life of the wider community.

We believe that the needs of the students can best be addressed in a small school environment, which offers:

- A community base and focus
- A great deal of individual attention.
- Positive social experiences
- Numerous opportunities to further develop self -esteem, self -confidence and optimism.
- The security and encouragement required to maximise potential
- Relevant, engaging and purposeful learning programs

As members of a well-organised, purposeful school community that emphasizes mutual trust and goal-based learning strategies, it is considered important that students develop:

- Productive behaviour and attitudes
- Enhanced skills and abilities
- Realistic views of their strengths and weaknesses

It is expected that students will make a genuine commitment to their learning by:

- Attending regularly and punctually
- Participating purposefully and productively in all their classes
- Involving themselves in Whole School activities

Lynall Hall is responsive to the unique community we serve and:

- Involves students, parents, staff and community in cooperative planning and decision making
- Support educational innovation whilst valuing effective established practices
- Strive to develop initiative, resilience and enterprise in responding to new situations

At Lynall Hall it is expected that students will:

- Respect the rights of others within the school community and beyond
- Participate in school activities to the best of their abilities

In developing an understanding of their potential as individuals and members of the broader community, and to maximise their learning outcomes, students are encouraged to:

- Challenge and extend themselves
- Take pride in their achievements
- Learn from their failures or shortcomings
- Investigate post school options via work experience and career counselling
- Remain at school long enough to benefit from all programs
- Demonstrate new learning’s both at school and in the wider community
- Exercise the self -discipline and perseverance required to make further gains
- Learn decision-making and negotiation skills.

Our school has a Student Family Occupation Density (SFO) ranking of 0.69, placing us in the lower 15% of schools across the state. We also have only 1% of students whose parents predominantly speak a Language Other than English at home.

In striving for continuous improvement, Lynall Hall is committed to maximising the educational opportunities for all students, with staff professional development playing a vital role in achieving this. We also focus on continually improving the physical environment with the belief that this impacts on student and staff well-being.
Our strategic plan targets for 2007 were to ensure

Student Learning
- Implementation of 70 minute periods
- Implementation of VELS Integrated Units
- Improving learning spaces including the creation of a separate space for the 7 & 8 Program
- Intensive professional learning for all staff particularly in literacy, numeracy and Success For Boys.
- The implementation of individual learning plans
- Improved testing and monitoring of literacy and numeracy levels
- Review of all students for D&I funding

Student Engagement & Well Being
- Revised attendance monitoring system implemented and fully operational
- Improvement in the individual student and whole school attendance data
- Further development of the Student Wellbeing Team
- Improvement in the engagement and connection measures in the Student and Parent Opinion Surveys

Student Pathways & Transition:
- Plans implemented for all students
- The MIPS Mapping Tool implemented and fully utilised

**DEMOGRAPHICS**

There has been a significant increase in enrolments over the last three years. (75-128). In 2007 we experienced a 9.4% increase in enrolments from the previous year.

In 2007 Lynall Hall had 128 students and indications are that the enrolment will be maintained around this range in the coming year; however, due to the nature of the school, significant fluctuations may occur during the course of the year.

In 2007 59% of the enrolments were boys and 41% girls

In 2007 we had a Year 7 intake of 5 students, compared to 2 in 2006, of these, 80% were boys.

**PARENT SATISFACTION**

In a statewide survey parents are asked to what extent they agree with the statement "Overall, I am satisfied with the education of my child" on a scale where 1 is strongly disagree and 7 is strongly agree. The mean score is reported. The Parent Opinion Survey changed in 2006 and is not comparable to the pre-2006 survey. Pre-2006 data is therefore not shown.

44 families were invited to complete the survey and the response rate of 32% is well below the state average of 75%.

The average score for parent satisfaction with the school is 5.93, a significant increase on the 2006 result of 5.33. The school's result is judged as 'effective' and places us above 90% of secondary schools across the state. We will have achieved our target of recording a score above statewide mean (i.e. results to be above the 50th percentile)

**TEACHER SATISFACTION**

In a statewide survey teachers are asked to report on their opinion of the school's morale on a scale from 1 to 5 where 5 is the best possible score. 72.4% of staff invited to complete the survey responded, slightly lower than the statewide mean. The mean score for teacher satisfaction (morale) across both campuses is 3.5; an improvement to the 3.4 score in 2006, placing us at the 60th percentile of state results.

**TEACHER ABSENCE**

The average number of days absent per teacher was 5.81 days, lower than the statewide average of 7.06 days.
TEACHER RETENTION

Of the 20 teaching service staff at Lynall Hall Community School at June 2006 (including those on leave without pay), 14 or 70% were still at the school at June 2007. This figure across all Government schools was 86%.

TEACHER QUALIFICATIONS & PARTICIPATION IN PROFESSIONAL LEARNING

All teachers in Victorian Government Schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at: http://www.vit.vic.edu.au.

All teaching staff have participated in Professional Learning programs throughout the year. The school’s expenditure of $66,500 on this area indicates the high value placed on providing teachers with the best available strategies and programs to ensure improved student learning outcomes.

Principal's Report

The Northern Regional General Manager agreed to fund ($10,000) a consultant to drive “Whole School Improvement” and to assist with the planned restructure of the Number 1 Richmond Campus as a year 7 & 8 learning centre. Yvonne Paukke was recommended by the Region to work with Zita Pinda, Innovations & Excellence Educator, myself & staff members for the 2007 school year. A very successful two day “Group Learning Workshop” activity at Cumberland Resort, Lorne was approved by the Regional General Manager and School Council to conduct a Professional Development activity for all teaching and non-teaching staff which was facilitated by the Neville Freeman & Agency from Sydney.

There were three particular purposes for the use of the experimental, systematic methodology by the Neville Freeman Agency in the workshop:

1. To provide an opportunity for Lynall Hall Community School staff to interact with each other in a structured, democratic process of analysis and debate about desirable and feasible changes for improvement in their community.
2. To create an awareness of, and allow opportunities for practice by the participants of a particularly rigorous approach to improving “complex and messy situations”.
3. To use this methodology to address actual issues which were perceived as problematic by the participants in exploring their own collective experiences.

The recommendations from this in-service were then analysed and prioritised by the agency and for the remainder of the year a number of key recommendations were developed and implemented to achieve school improvement. These include the following:

1. Improved consultation & communication across the school.
2. The endorsement for the continuation of the 4 x 70 minute classroom periods that were introduced at the start of the 2007 school year.
3. The appointment of a new leadership team consisting of an Assistant Principal, Leading Teacher – Curriculum & Leading Teacher – Wellbeing from the start of the 2008 school year.
4. The continued representation of working groups within our Yarra Schools Network/Innovations and Excellence on the following working groups:
   - Success for Boy’s.
   - Early Years.
   - Middle Years.
   - Student Wellbeing.
5. The redevelopment of the Number 1 Campus as a year 7 & 8 Learning Centre from the start of the 2008 school year.
6. The formation of a school improvement sub-committee.
7. The introduction of a new electronic school attendance system.
8. Improved teaching and learning environment and curriculum development.
9. Targeted staff Professional Development.
10. The introduction of the new student reporting system.

Lynall Hall Community School hosted a very successful PD activity “Student Management, Beyond Telling – Off”, at the Abbotsford Convent for our teaching and non-teaching staff and other staff members from the Yarra Network of Schools. The PD activity was facilitated by Jo Lange.

Student enrolments have continued to increase in the last three years (75 – 128). In 2007 we experienced a 9.4% increase from the previous year. Parent & Staff satisfaction with the school have continued to improve from 2005 to 2007. Along with purchases, extensive buildings and ground works were carried out to improve the teaching and learning environment for both staff and students and enhance the visual image of the school. These include the following:

1. The upgrade of our school kitchen and common room to industrial standards.
2. The purchase of a new 12 seater school bus.
3. Data projectors and screens in all classrooms, including 2 interactive whiteboards.
4. The installation of water tanks (50,000 litres) to collect rain water for school toilets and garden watering systems.
5. New staff work areas.
6. Total upgrade of the Number 1 campus portable, kitchen, phone & data system, other staff and class work areas.
7. Installation of a new telephone system.
8. Extension of bus shed.
9. Major building works to replace the flooring & floor coverings in the art classroom.
10. Industrial exhaust systems installed in the technology room and a Commonwealth Government grant of $28,032 for our school kitchen.
11. Classrooms painted with new chairs and tables purchased.
12. Garden seating around court yard.
13. New photo copy machines in general office and staff work area.
14. Stairs to gymnasium store room.
15. New computers and flat screen monitors in staff work areas.
16. New security cameras and monitor system.
17. Hydroponics & Aquaculture systems installed on both school sites.

Volunteer groups continue to be of great assistance to our school programs, they include the following:

- Good Shepherd Family Services have gained a $15,000 sponsorship for our student breakfast program, which is also supported by the organisers & mentors from DHD Engineering & Melbourne Water.
- The “Bridge & Dish” programs at the No 1 site.
- A joint Commonwealth Government grant of $20,000 per year for three years for the schools “Chaplaincy” program.
- The funding of over $100,000 from IOOF for a co-ordinator for the proposed “Pre-Driver” education program.
- Support for our girls “Leadership” Program.
- Joint “VCAL Link” program with INNLEN & for 2008 this program has been supported by a “Memorandum of Understanding” with Mission Australia.
- Victoria Police members from Richmond Police Station & Fitzroy Police Station.
- Collingwood Neighbourhood Justice Centre have supported the school with a grant of $10,000 to employ a worker to evaluate & review all teaching and extra curricular programs to improve relationships between the local community, local police and support services.
- Odyssey House Youth Services have gained further sponsorship to support a “Drug & Alcohol” worker for two days per week to support our teaching and learning programs.
- Richmond Assembly of God held a “Working Bee” with over 200 church members building garden beds, painting outdoor tables and toilets, cleaning, etc, and providing over $3,000 worth of building materials & their youth workers who supply the food and cook a B-B-Q every second Friday.
- Leo Berry boxing gymnasium who offer boxing lessons for our students.
- Wodonga & Sunraysia TAFE Colleges who have supported our VCAL Rural Studies - Certificate 1 & 2 camping programs.
- Collingwood Children’s Farm who support our environment and gardening programs.

Special grants include the following:

- The Commonwealth Government for a “Success for Boy’s” grant of $55,000 for a joint program across the Yarra Network of Schools to improve educational outcomes for boys.
- A grant of $3,540 from SFYS to supply mountain bikes for our bike education camping program.
- An environment grant of $5,000 from MECU Limited banking group.
- A grant of $3,500 from the NMR National Literacy/Numeracy Week grants titled “Koorie Literacy” – “Acting Locally, Thinking Globally”.
- A one off DEECD maths & science equipment grant of $24,000

Other community groups who use our school facilities are as follows:

- Westside Circus group.
- Open Doors language school.
- Apostolic Faith Mission church group.
- Brighton Institute.

All DEECD target dates were met, implemented and approved by School Council, including the Annual Implementation Plan. In 2008 we will also be undertaking our Performance & Development Culture Review and our Strategic Review which will lead to the development of our new 2009 to 2012 Strategic Plan.

In conclusion, I would like to thank all school council members, teaching & non-teaching staff, students & parents for their continued support of the school under my leadership and to Zita Pinda & Yvonne Paulke for their support with Whole School Improvement & Innovations & Excellence planning and implementation. It has been a very productive & rewarding year and I am looking forward to the challenges of the 2008 school year.

Eddie Crouch OAM.
Principal.
Lynall Hall Community School.
School Council President’s Report

We began the 2007 school year with funding approved for some exciting projects including ‘Success for Boys’, ‘Investing in our Schools’, and ‘Water Resources’ grants. We also had the challenge of building on some successful initiatives of 2006 including the ‘girl’s leadership’ and ‘OURPLACE’ projects.

The year has been characterised by the successful implementation of a range of projects addressing the physical environment, student welfare and curriculum development. With these programs in place the way is opened for crucial long term planning and a focus on improving both teaching and learning outcomes.

School Council

The school council welcomed an increased number of parent representatives joining two community members, staff members, the principal and the business manager for well attended and productive monthly meetings. Particular thanks must go to our community representatives - Treasurer John Shilliday, and Madeline Wright for their active involvement in the daily operations of the school, support for staff and dedication to improving the learning opportunities and welfare of students.

Staff:
The number of staff has increased with additional welfare and support workers. Teachers saying goodbye this year include Drazen Stojakovic, Lambis Englezos and Rhondah Whitaker.

In 2008 the school will see the appointment of an Assistant Principal, Leading Teacher – Curriculum & Leading Teacher – Wellbeing employed to further strengthen the leadership structure within the school.

Enrolments:
Enrolments at Lynall Hall stood at 160 at the end of 2007 – an increase of 33 students. The objective is to have enrolments at capacity of between 150 – 180 students and to increase the rate of student attendance & retention. Strategies to achieve this include the implementation of a new attendance system to track at risk students, breakfast program (which offers a free met card), lunch program and additional welfare support staff & the new leadership team.

Curriculum:
The ‘Whole School Improvement’ review and the integration of Number 1 annexe learning center were major projects during 2007.

The review provides the basis of a long-term strategy to improve teaching and learning outcomes.

During the year there has been some restructuring of staffing as additional funds allowed for further recruitment of teaching & welfare/youth workers across the school.

Facilities:
The school has undergone a transformation with major work being carried out in grounds and buildings. The gardens have been landscaped, water tanks and recycling systems installed. Repairs identified in the OH&S audit have been made, and renovations to buildings have increased & improved facilities and the purchase of the new bus has enhanced the potential for excursions.

Finance:
Stannards Accountants and Advisors provided an audit of the school finances. They commended staff on the efficient and orderly administration of the schools finances and advised on areas where improvements to internal control procedures could be made.

Staff are to be congratulated on the number of successful grant applications enabling valuable projects to be added to improve curriculum outcomes across the school.

Future challenges:
In the last few years the school’s physical environment has been vastly improved, enrolments increased and curriculum widened.

As the school moves to implement the recommendations in the ‘Whole School Improvement’ review it is also renewing and clarifying its mission and restructuring staffing and curriculum to achieve the goals identified.

The year ahead is crucial to the future of the school. It will see the implementation of this strategy and with the continued support and commitment of staff and school council the school will consolidate the valuable groundwork that has been done.

In the time I have been associated with the school I have seen a remarkable transformation and I’m confident that as the school attracts workers of integrity its goals will be achieved.

Margot Foster.
School Council President
Student Progress & Achievements

STUDENT PROGRESS & ACHIEVEMENT

VELS - English & Mathematics:
Teachers’ assessments of Reading, Writing, Speaking and Listening, Measurement, Chance & Data and Structure in years 8 and 10 over the past year indicate that 20% (average) of the students in Year 8 and 30% of students in Year 10 are achieving at or above their expected levels.

Given that the majority of our students have a history of school refusal, these results, although well below state medians, are encouraging.

Across the school (Year 7 – 10 Inclusive) there has been an improvement in the percentages at or above the expected level in all aspects of English and Mathematics.

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>% achieving at or above the expected VELS level 2006</th>
<th>% achieving at or above the expected VELS level 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>35%</td>
<td>57%</td>
</tr>
<tr>
<td>Writing</td>
<td>35%</td>
<td>54%</td>
</tr>
<tr>
<td>Speaking &amp; Listening</td>
<td>35%</td>
<td>49%</td>
</tr>
<tr>
<td>Measurement, Chance &amp; Data</td>
<td>13%</td>
<td>41%</td>
</tr>
<tr>
<td>Structures</td>
<td>15%</td>
<td>37%</td>
</tr>
</tbody>
</table>

The percentages assessed as being at or above expected levels in 2007 were high when compared to results in other years. The school is reasonably satisfied with these results. We will continue to review programs and strategies to further improve student achievements against the VELS.

AIM
As the enrolments in Year 7 and Year 9 were below the minimum 10 students required for data publication no results are recorded against expected levels or National Benchmarks in order to maintain privacy.

VCE
VCE results have decreased from 23.8 in 2006 to 18.6 in 2007.
In 2006 the college provided access to 8 of the 45 VCE subjects median study scores for Media and Music Performance increased from results of previous years. 59% of students successfully completed VCE.

VET
In 2006, 15 students undertook VET studies. In 2007 this had increased to 34 students. The 2007 participation rate of 31.2% participation rate is above the statewide benchmark of 23.8%.

The rate of successful completion of VET studies was 56%; this is below the statewide average of 76.4%. The 2007 results are similar to those of 2006.

VCAL
94 students undertook VCAL studies in 2007. The participation rate of 131% is significantly above the statewide average of 12%. 50.4% of studies were completed successfully, slightly below the statewide average of 76.5% satisfactory completion.

The success of our VET and VCAL programs over the past 3 years is noted in the graph to the right.
**PSD Program Report**

Lynall Hall Community School has less than 10 D&I funded integration students who are fully supported with individual teaching and learning plans & regular PSG meetings to support these students. They are making satisfactory progress and are assessed under the VELS and their results form part of the school’s overall assessment in this area.

**Student Pathways and Transitions**

Data available from the “On Track” system is updated in May each year. Hence the data for 2007 Year 10 - 12 exit students is not yet available.

The apparent retention rate for students between years 7 and 12 remains high despite having decreased from 1900% in 2006 to 1400% in 2007. This is well above the statewide mean of 78.2% and reflects the transient nature of the school enrolments.

**Student Engagement and Wellbeing**

**Student Engagement and Wellbeing- Student Absence**

The school has employed a number of measures to improve student engagement and well being, including increasing parent awareness of the value of regular attendance at school for their children through newsletter articles, meetings and communication with parents concerning absences. We have also developed and implemented programs that focus on developing students’ social skills. We have introduced students to conflict resolution strategies and delivered a values program. Programs and curriculum are regularly evaluated and improved to improve engagement.

The average number of absent days per student has increased markedly over the year (22.4 days per student in 2006 – 31.4 days per student in 2007). This indicates, that on average, students missed almost 1 day per week.

- The students are usually enrolled at the school as a result of continuing high absence rates and the 2007 results indicate that this pattern has continued at Lynall Hall
- Student absence has been a major issue for action during 2007 and this action will continue in 2008. The Community School will examine a number of initiatives aimed at lowering the absence rates for all year levels to be below the 75th percentile of the state benchmarks.

The average of 31.4 days per student in 2007 remains significantly above the state wide average of 16.3 days absence per student.

The data sets indicate that all year levels have absence rates well above the state mean.
Student Engagement and Wellbeing- Student Connectedness to School

Year 7-12 students across the state were asked to what extent they agreed with each of five statements
(I feel good about being a student at this school, I like school this year, I am happy to be at this school, I feel I belong at this school, I look forward to going to school) on a scale where 1=strongly disagree and 5=strongly agree. The mean score is reported. The survey changed in 2006 and is not comparable to the pre 2006 data.

The mean score of 3.60 reported in the Student Opinion Survey is an improvement on the 3.31 scored in 2006. This indicates our students are more connected to school than those in 75% of state secondary schools in spite of extremely high absence rates.

Given the makeup of school enrolments these results are quite pleasing as many of our students are referred to Lynall Hall as habitual school refusers who are disconnected to school.

The results also indicate that boys feel more connected to school than do girls. The survey also indicates that student relationships and student motivation are areas we will continue to work on. The low results in these variables are not unexpected given the makeup of our student population. Results for connectedness to teachers, stimulating learning and teacher effectiveness are all deemed to be excellent with all results being above the 75th percentile.

Our commitment to improving student learning remains a key focus for our school. Teachers are addressing issues such as student relationships and motivation.

We are developing ideas and strategies to provide avenues for student input in to their learning including goal setting, student portfolios and eventually student lead conferences. We expect that students will have a greater understanding and commitment to their learning if they share this responsibility with their teachers.
Future Directions

The key improvement strategies for 2008 include:

Student Learning

- Implementation of VELS Integrated Units to ensure students have increased motivation with a focus on Science and numeracy
- Improved project based learning
- Development of a program model at Year 7/8 level as a pilot for implementation 7-10
- Employment of Secondary Teacher Assistant
- Use an evidence based approach to monitor School Improvement and undertake school review
- Development of an improved learning environment for 7/8
- Improved food and hospitality facilities and programs
- Building on intensive professional learning for all staff in literacy, numeracy and Success for Boys undertaken in 2007
- The implementation of individual learning plans for all students
- Improvement in the engagement measures in the Student Survey related to motivation and connectedness to peers
- Improved monitoring and assessment of student learning using a variety of evidence tools
- Increased numbers of students completing the AIM tests
- Use of school equity component to employ additional staff including 3 x Integration/Youth Workers to increase staff/student ratio in all 7-10 classes to support improved student learning

Student Engagement & Well Being

- Consolidation of attendance monitoring system implemented in 2007
- Improvement in the individual student and whole school attendance data by 20%
- Improvement in the engagement, connection and student safety measures in the Student Opinion Surveys
- Improvement in the satisfaction with the school in the Parent Opinion Surveys

Student Pathways & Transition:

- Individual Learning Plans implemented for all students
- The Student Mapping Tool implemented and fully utilised to improve student engagement resulting in improved quality of learning outcomes
- 100% completion of VET, VCAL and VCE for those students completing their schooling at Lynall Hall
- Pathways counselling for students implemented through development of Individual Learning Plans
Financial Performance

Financial Performance for the year ending 31st December, 2007

<table>
<thead>
<tr>
<th>Revenue</th>
<th>2007 Actual</th>
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</thead>
<tbody>
<tr>
<td>DEECD Grants</td>
<td>$932,137</td>
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<tr>
<td>Commonwealth Government Grants</td>
<td>$110,704</td>
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<td>State Government Grants</td>
<td>$21,038</td>
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<td>Other</td>
<td>$78,964</td>
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<tr>
<td>Locally Raised Funds</td>
<td>$31,039</td>
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<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$1,173,881</strong></td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Salaries and Allowances</td>
<td>$176,573</td>
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<tr>
<td>Bank Charges</td>
<td>$0</td>
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<td>Consumables</td>
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<td>Books and Publications</td>
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<td>Communication Costs</td>
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<td>Furniture and Equipment</td>
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<td>Utilities</td>
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<td>Property Services</td>
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<td>Travel and Subsistence</td>
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<td>Motor Vehicle Expenses</td>
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<td>Administration</td>
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<td>Health and Personal Development</td>
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<td>Professional Development</td>
<td>$66,575</td>
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<td>Trading and Fundraising</td>
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<td>Support/Service</td>
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<td>Miscellaneous</td>
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<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$1,008,517</strong></td>
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| Net Operating Surplus/Deficit| $165,364 |

Financial Position as at 31st December, 2006

<table>
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<th>Funds Available</th>
<th>2007 Actual</th>
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<td>High Yield Investment Account</td>
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<td>Official Account</td>
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<td>Other Bank Accounts</td>
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<td><strong>Total Funds Available</strong></td>
<td><strong>$436,795</strong></td>
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Financial Commitments 2007 Actual

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<thead>
<tr>
<th>Commitments</th>
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<tr>
<td>Assets (inc Leases)</td>
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<td>Buildings/Grounds</td>
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<td>Region /Clusters Funds</td>
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<td>Professional Development</td>
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<td>School Operating Reserve</td>
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<td><strong>Total Financial Commitments</strong></td>
<td><strong>$493,825</strong></td>
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</table>

* Centrally paid salaries are not included in this summary

In 2007 the school managed its finances in line with DEECD processes and guidelines. There was a clear delineation and segregation of duties to ensure that prudent checks and balances were in place with regard to budgeting, receipting and expenditure of funds.

Income for the year was some $474,000 more than in 2006, mainly as a result of DEECD and Commonwealth grants and the expenditure increased by $364,000 lower, mainly due to increased expenditure with property services, salaries and support services.

The School Council, whilst responsible for overseeing the program and provision of timely reports to School Council, has been supported by our Business Manager and Principal to provide high-level financial leadership.

During 2007, staff development has been supported to a very high level in the firm belief that improved teaching will directly lead to improved student achievement. The funds allocated to this program are well in excess of that provided by the DEECD.

While locally raised funds do not contribute significantly to the total income, the continued support from families allows the school to offer the best possible facilities, resources and programs to its students. An example of this is the provision of replacement computer equipment being scheduled every three years.

The school has maintained the DEECD requirement to have an operating ‘safety net’ of at least $10,000 as at the end of the 2007 school year.

As a result of the financial management processes undertaken by the School Council, and the increased expenditure on Property services, the balance per student (as at December 2007) has decreased by more than $200 per student and is closer to the state mean.

During 2007 funds were expended in accordance with the budget approved by school council. Appropriate amounts have been expended on student learning programs with pleasing student achievement noted across the school.