

2016 Annual Report to the School Community



School Name: Mount Martha Primary School

School Number: 5171



Name of School Principal:	Martin Page _____
Name of School Council President:	Samantha Abbas _____
Date of Endorsement:	9 th March 2017 _____



All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - 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.

About Our School

School Context

Mount Martha Primary School has serviced the Mount Martha community since opening in 1982. The school strives to empower students to be active learners who make a positive impact in a changing world. The school's values of Knowledge, Respect, Integrity and Collaboration are implemented daily to provide an excellent, high quality learning environment.

In 2016 the total enrolment was 742 students organized into 32 classes from Prep to Year 6. The school's Student Family Occupation Index of 0.2444 in 2016 indicated an overall high Socio-Economic profile. A small percentage of students came from a background where English is not the main language spoken at home. There were also a small number of Koori and Torres Strait Islander students at the school. The school operated an Out of School Hours Care Program (OSHCP). In 2016 Mount Martha Primary School had 57 staff- 3 Principal Class, 41 teaching and 13 Education Support staff. The staff profile is weighted toward the experienced range across both Teaching and Educational Support personnel.

The school enjoys excellent relationships with its own and the broader community. Mount Martha's strong reputation in the community continues to be built on the success of its students in the academic, sporting and performing arts areas and co curricula program. The overall parent satisfaction score fell within the middle 60% of all Victorian schools. The destination schools for exiting Year 6 students were Dromana and Mornington Secondary Colleges and a number of local non-government schools.

Over recent years the school has completed significant grounds and building improvements. A focus for local community fundraising has been to continuously improve areas for the students. The school valued the support from parents and the wider community. Building works were completed in 2016 to develop additional flexible learning spaces in the Melrose Building. A new mod 5 re locatable classroom was also supplied to accommodate our additional enrolments.

Mount Martha Primary School developed its 2016-2019 Strategic Plan in early 2016. The Strategic Plan established our goals for improvement and strategies and targets. In English we continued a focus on the VCOP/Big Write and CAFÉ Reading programs and researched a Word Study program for full implementation in 2017. In Mathematics we continued the Nadia Walker approach to lesson preparation and delivery. The Primary Connections Science program was introduced across the school to enhance our students learning in Science. Accurate assessment and the use of individual and cohort data together with clearly stated and understood learning intentions and goals and is used to record achievement and plan the next steps for learning. Student wellbeing and engagement are enhanced by strategies including the further implementation of the Kids Matter program and the You Can Do It programs and application of digital technologies. We have maintained a focus on consistency of teaching practice and curriculum as a key approach to meet individual student needs and improve learning.

Framework for Improving Student Outcomes (FISO)

In 2016 Mount Martha Primary School focused on two of the FISO Improvement Priorities. Work in the "Excellence in Teaching and Learning" priority was centred on the "Building Practice Excellence" and "Curriculum Planning and Assessment" initiatives. As indicated in our "Achievement" section professional learning was undertaken and translated to improved pedagogy and programs in English, Mathematics and Science.

Work in our second FISO Improvement Priority, "Professional Leadership" – "Building Leadership Teams" revolved around building leadership capacity of school leaders to lead the curriculum improvements we were undertaking. Building a strong culture of collaboration and professional learning allowed significant improvements to be made in the development of a school wide consistent curriculum and pedagogy.



Achievement

Mount Martha Primary School provides an inclusive, supportive learning environment that challenges and engages students to grow as passionate learners. The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community. Teachers planned and worked collaboratively to develop teaching and learning programs that facilitated the continued improvement of student learning outcomes, implementing programs that personalised learning and set individual goals for students.

Teacher judgments of student performance based on AusVELS standards in English and Mathematics at all year levels places our students' achievements above the state-wide median. We performed at a similar level to comparative schools in student achievement data

In 2016 NAPLAN test results in Reading for Year 3 students placed them above the state median and similar to comparative schools. In Numeracy we performed above the state median and similar to comparative schools. The 2016 Year 5 NAPLAN results for reading indicated that we had performed equal with the state median and at similar level to comparative schools. In Numeracy we performed equal with the state median and at a lower level than comparative schools. Our results over 4 years have consistently been above the state median. We had performed at a similar level over the 4 year period to comparative schools in numeracy but lower than comparative schools in reading.

Our school has a comprehensive curriculum with a strong focus on literacy and numeracy. Professional development was provided in the 'Big Write' Program which encompasses genres, grammar and punctuation; this continued to be embedded across the all levels. The school became a showcase school for this program. Beginning 2017 all staff will continue professional development in this program and complete day two. After teachers being involved in an action research project in spelling, we developed a school word study program that will be implemented across the school in 2017. The school continued to embed aspects of the 'Reading CAFÉ' program in classrooms. Staff were also involved in professional development in mathematics and supporting students with additional learning needs with a focus on dyslexia. We also provided professional development for all staff in the 'Primary Connections' science program. All year levels were trialing units of work in 2016 with the program being fully implemented in 2017. An integrated program that addresses the domains of Science, Humanities/History, Design and Technology, Civics and Citizenship, and Health was delivered via the whole school "through" lines (Prep – Year 6 Inquiry topics). Interdisciplinary, personal and social learning are addressed within these domains and supported by a range of school programs. The continued development of student literacy and numeracy skills is supported by the use of information and communication technology (ICT). Specialist program teachers provided for student learning in Physical Education, ICT, Visual and Performing Arts and Languages – Japanese for Years Prep to 6 students. The school was an active participant in district sporting events and competitions. Opportunities were provided for students to participate in choir, school band and instrumental music tuition in brass, guitar, piano, drums and violin. Additional programs that supported student learning included Speech Pathology Assistance; Literacy Intervention and Phonological Awareness. The school provides a broad range of extra curricula activities to enhance student learning and to develop the whole child.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

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



Engagement

Mount Martha Primary School works in many ways to ensure our students are engaged in their learning and in our school community. Our school's student engagement policy continued to be the key document that ensured the consistent implementation of our whole school positive behavior management plan. The Kids Matter Framework provides an overarching level of coordination for the range of programs and activities we have introduced to increase student engagement. The school continues to focus on a curricula and co-curricular approach to student engagement. We strive to provide a rigorous and guaranteed teaching and learning program whilst providing an extensive range of other learning experiences such as camps, Beach safety programs, choirs, Bike Education etc to increase engagement levels across all Year levels.

Student voice in learning has been enhanced through the greater personalization of learning at all Year levels and an active SRC that shares ideas about school improvement. All Year 6 students are offered the opportunity to take up a leadership role within the school and all Year 6 students are allocated a staff member as a buddy and mentor. Regular morning teas are held where staff and year 6 buddies "catch up" in an informal setting.

In 2016 student attendance across the school was higher than the state median at all year levels. The school continued to highlight the importance of regular attendance. Attendance awards were presented to students with a 100% attendance rate at each end of term assembly.

Building partnerships between home and school remained a focus with individual class blogs used to highlight events, student achievement and invite feedback and comment. Items regarding student learning and achievement, sporting activities and special events were all regularly profiled in the weekly school newsletter and throughout the school including noticeboards, classroom, corridor and window displays and the TV screen in the school's entry foyer. Our Skoolbag app and the school website also provide parents with up to date information about school operations and events.

Throughout 2016 opportunities were provided for students' families and local community members to actively engage with students in a range of meaningful learning experiences. This included Sports Carnivals, Year 6 Market Day, Parent Information evenings on various topics, camps, Curriculum information sessions, Meet the Teacher evenings, special days e.g Japanese Day, Footy Day, musical concerts, Gold for Green Day, Working Bees, Father's Day breakfast and the Carnivale.

Student led conferences again were an important and successful opportunity for students to articulate their learning and future learning goals with their parents and/or carers. In addition the school continues to build the capacity of all staff to engage students in the highest quality learning activities including the thoughtful use of IT equipment to engage students in their learning. Our fleet of student netbooks is now complemented by an increasing number of ipads across all Year levels.

Wellbeing

In 2013 our school introduced the Kids Matter Framework and it has been pleasing to see the manner in which our school community has embraced the program. Since then our whole staff have continued to demonstrate their commitment to this initiative by undertaking formal training in Components 1, 2 & 3 of the Framework. Component 4 training – Helping children with mental health difficulties - will be undertaken throughout 2017. Essentially, **Kids Matter** provides a framework to build on and improve our existing practices, in addressing the mental health and wellbeing needs of our students. The KidsMatter Action Team consists of teachers representing most year levels, the Principals, a Leading Teacher for KidsMatter and a parent. The school also has a Year 6 KidsMatter Leadership team.

A key component of our approach to student wellbeing continues to be the specific teaching of Social and Emotional Skills utilising the You Can Do It (YCDI) program. All Year levels, utilising YCDI curriculum resources, plan for weekly lessons in the key elements of the program. Those 5 key elements (Organisation, Getting Along, Persistence, Confidence and Resilience) are now displayed prominently at the front of the



school to remind our school community of the importance of the YCDI program in our curriculum. The purchase of additional teaching resources, library resources, books, games, feelings cards and strengths cards have also supported teachers in the explicit teaching of social and emotional skills in all classrooms.

In Term 4 of 2016, Mount Martha Primary School introduced the Primary Protective Behaviours Program school-wide. The program selected by our school is one of the most frequently used nationwide, as reported by The National Safe Schools Framework. The Primary Protective Behaviours Program has two themes around which concepts and strategies are developed.

Theme 1: We all have the right to feel safe all of the time.

Theme 2: Nothing is so awful that we can't talk about it with someone.

The Protective Behaviours program will continued to be implemented annually in Term 3, in conjunction with the You Can Do It Foundation of Resilience.

A large number of specific programs and activities continued to be implemented to support the school's student-centred approach to wellbeing. Students were encouraged to participate in a range of curricular and extra-curricular activities that develop personal and interpersonal skills, attitudes and behaviours.

The MMPS Wellbeing team continues to meet fortnightly to discuss strategies to strengthen and provide high level support to students, their families and teachers. The team is made up of the Principal, Assistant Principals and Student Support Services Officers (SSSO) which include a Psychologist, Speech Pathologist and Social Worker. The team provides direct assistance where possible to families and students but has also created strong links with external agencies and is able to make accurate and prompt referrals when required. The school continues to create a database of local support services to assist in this referral process.

Staff worked towards improving students' attitudes to school by focusing on student voice and enhancing relationships between all members of the school community. A Student Representative Council (SRC) with representatives from all Year levels met regularly to discuss and decide on initiatives/ideas that had been suggested by students. The Year 6 KidsMatter Leadership Team worked to promote our school values and You Can Do It foundations by assisting students with social interactions in the playground, recognizing positive behaviours with award slips and assisting at school community events.

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

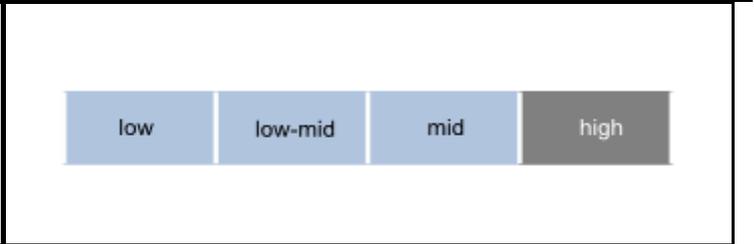
School Profile

Enrolment Profile

A total of 742 students were enrolled at this school in 2016, 350 female and 392 male. There were 1% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

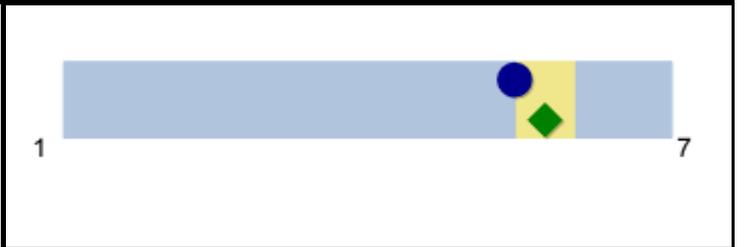
Overall Socio-Economic Profile

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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</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>NAPLAN Year 3</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> Lower</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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> Lower</p> <p> Lower</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain 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;"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>56%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>54%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>59%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>57%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>51%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	56%	18%	Numeracy	28%	54%	18%	Writing	23%	59%	18%	Spelling	20%	57%	23%	Grammar and Punctuation	27%	51%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	26%	56%	18%																							
Numeracy	28%	54%	18%																							
Writing	23%	59%	18%																							
Spelling	20%	57%	23%																							
Grammar and Punctuation	27%	51%	22%																							



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>Average Number of Student Absence Days</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>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	95 %	94 %	94 %	94 %	<p style="text-align: center;">● Higher</p> <p style="text-align: center;">◆ Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	95 %	94 %	94 %	94 %										



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>Students Attitudes to School - Connectedness to School</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

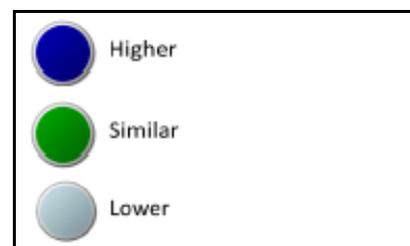
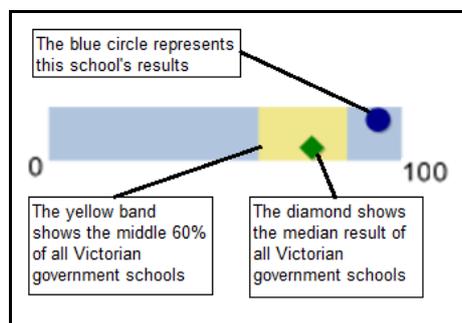
What are student outcomes?

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.

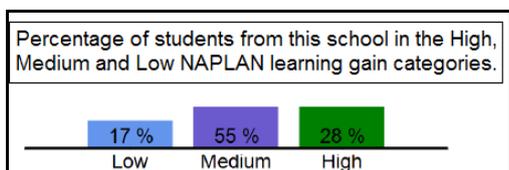
You can see these results for the latest year, as well as the average of the last four years (where available).

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

Revenue	Actual
Student Resource Package	\$4,549,021
Government Provided DET Grants	\$584,938
Government Grants Commonwealth	\$74,405
Revenue Other	\$60,094
Locally Raised Funds	\$754,654
Total Operating Revenue	\$6,023,112

Expenditure	
Student Resource Package	\$4,548,034
Books & Publications	\$10,885
Communication Costs	\$14,793
Consumables	\$165,321
Miscellaneous Expense	\$325,819
Professional Development	\$38,546
Property and Equipment Services	\$335,684
Salaries & Allowances	\$347,191
Trading & Fundraising	\$87,529
Utilities	\$13,638
Adjustments	(\$450)

Total Operating Expenditure **\$5,886,989**

Net Operating Surplus/-Deficit **\$136,123**

Asset Acquisitions **\$170,279**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$473,035
Official Account	\$16,669
Other Accounts	\$191,508
Total Funds Available	\$681,213

Financial Commitments	
Operating Reserve	\$214,308
Asset/Equipment Replacement < 12 months	\$19,400
Capital - Buildings/Grounds incl SMS<12 months	\$17,900
Cooperative Bank Account	\$60,777
Revenue Received in Advance	\$171,745
School Based Programs	\$97,029
School/Network/Cluster Coordination	\$30,445
Provision Accounts	\$16,641
Capital - Buildings/Grounds incl SMS>12 months	\$80,395
Total Financial Commitments	\$708,640

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.

Overall the School remains in a sound financial position with a net operating surplus. 2016 Budget was supplemented by funds carried forward from 2015. A well planned annual income and expenditure budget ensured the school's resources supported its educational priorities and goals. Proper accounts and records were



kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. Interest earning opportunities were maximised through efficient utilisation of the High Yield Investment account. The Finance Committee and School Council were well informed of the school's financial position by the regular provision of copies of the Operating Statement and Balance Sheet to facilitate their monitoring of the school's finances. Actual revenue and expenditure during 2016 was compared against the budget and variances were investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2016 year. A formal Investment Policy for the term deposit was ratified by Council. The Mornington Peninsula Administrative Network and Mornington Peninsula District Sports budgets were administered by the school in 2016. The school operated Out of Hours School Care Program formed a significant part of the schools' local trading revenue and expenditure. Additions were made to classroom provision in Melrose building with the completion of an open space area in early 2016. This cost was met from school Capital Building funds. Local fundraising by the very active PTA allowed planning to commence for the construction of a bike shed and play facilities in 2017. The Cooperative Account with Treasury Corporation of Victoria supports the funding of the Oval Project. In line with DET guidelines the school audit will be conducted within four years.