

Watsonia Heights Primary School No 4935

2008 Annual Report to the School Community



"Strive for the Heights"



Department of Education and
Early Childhood Development

The Annual Report to the school community is a simplified report that provides a clear picture of the school's progress and achievements as well as outlining future directions.

This report has been prepared in accordance with the Department Guidelines

School Overview

Watsonia Heights Primary School is situated in the north eastern suburb of Greensborough, approximately 16km from Melbourne.

Watsonia Heights Primary School has a commitment to providing a safe, secure, caring environment where children are encouraged to develop as individuals to their best ability. It is a school where well-planned programs are provided to engage students and help students maximise learning opportunities and become life-long learners.

The 2008 student learning data indicates that the majority of students are achieving at or above the expected level. To ensure learning is maximised for all students, we are developing approaches that ensure learning is more personalised and caters for individual needs. We have an emphasis on developing students' skills of reflection and goal setting.

At Watsonia Heights Primary School great emphasis is placed on developing the school values which are:

- Respect,
- Tolerance
- Honesty
- Co-operation
- Equality
- Integrity
- Good Manners
- and Work Habits

These are discussed with the students and underpin the school's programs. The school's overall goal is to continually aim to improve student outcomes.

The beliefs are that all students can learn, all students' need to be developed as life-long learners, student engagement promotes successful learners and that all individuals have the right to be treated with respect.

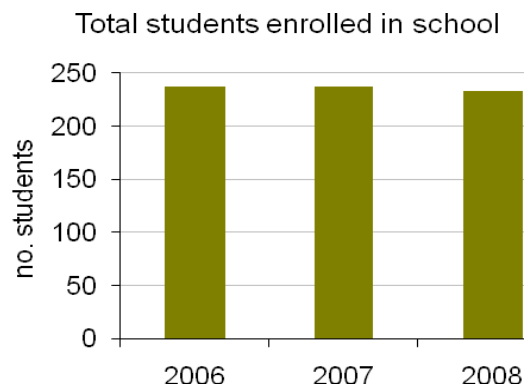
Throughout 2008, students were supported to demonstrate positive behaviours and to develop social skills, through our education program, including You Can Do It, a highly successful Prep/Year 6 student Buddies program and a classroom focus on teamwork and co-operation.

A strength of Watsonia Heights Primary is the strong sense of community. The school recognises the importance of the local community and the school is highly regarded in the community and strong parental involvement is very evident at Watsonia Heights Primary. Parents can readily be seen working in classrooms, assisting with Literacy and Maths, being involved with sport and music groups and special projects, such as improvements to grounds, garden and equipment, excursions and the school concert. There is a high level of parent participation in other areas which include Parent Association, School Council, fundraising and social events.

School Council again played a key role in the Financial Management, Policy and program development throughout the school. Council is always supportive of the Principal, staff and any new initiatives that are introduced. Such an excellent partnership ensures that Watsonia Heights continues on as a great school.

Watsonia Heights will continually strive to provide a quality education for each student so that they become active and successful participants in society.

Student enrolments –



The graph for student enrolment shows our student enrolment between the years 2006-2008. The school has continued to maintain an even enrolment although there was a slight decrease in 2008. This was due to the fact that we had a higher than usual student transfer rate to rural areas and other metropolitan regions.

In 2008 at February census the school enrolment was 238; 130 males and 104 females. While the overall school enrolment figures continue to show a greater male enrolment the 2008 Prep enrolment data indicates an even balance of gender enrolment. Demographic projections received from the

Department of Education and Early Childhood Development in 2008 suggested that our student enrolments should continue to be maintained or increase slightly in the next few years indicating a continued, pleasing trend of improved enrolments and reinforcing our positive reputation in the local community.

The school SFO (Student Family Occupation) density is 0.37 which indicates a low socio-economic status. The LBOTE (Language Background Other Than English) proportion is a very small figure at 0.04.

Parent Satisfaction - Schools report on parent satisfaction using the general satisfaction variable from the Parent Opinion Survey conducted by the Department of Education and Early Childhood Development. Parents are asked to what extent they agreed with the statement "*Overall, I am satisfied with the education of my child*". The response rate for randomly selected parents was 63%.

The average score for Parent satisfaction is 5.79 on a scale from 1-7, where 7 is the best possible score. This is slightly lower than the state 5.91 but is a marginal increase on the school score of 2007(5.68).

WHPS enjoys strong relationships with parents and the local community and these partnerships were fostered throughout 2008 through an active Parents Association and the provision of a wide range of formal and informal opportunities for parent and family involvement. The school continues to reap benefits from our tradition of high level parental participation.

Commonwealth Requirements

Teacher Satisfaction

The average score for teacher satisfaction (morale) at Watsonia Heights Primary School was 87.1% on a scale from 1 to 100 where 100 is the best possible score. This score is higher than the state average of 80.8% and a significant increase on the previous year's score of 80%. This positive increase in the score is particularly pleasing when consideration is given to the changes in staff in 2008. A range of strategies were implemented to address the issue of teacher satisfaction and to lift morale in 2008 will be built on in 2009.

Teacher Absence

The average number of days absent per teacher in 2008 was * days compared to a state wide average

of * days. Rather than reflecting high absenteeism by all staff these figures can largely be attributed to long term sick leave periods being taken by a couple of staff members in 2008.

(* data unknown at time of printing)

Teacher Retention

Of the 15 teaching staff at Watsonia Heights Primary School at June 2007, 14 or 93% were still at school in June 2008. The figure across all government schools is 84%.

In 2008, Watsonia Heights Primary School's ten classrooms were organised into a Prep-Year 2 and Year 3-6 Team. Apart from a Prep class, all 2008 classrooms were composite, with grade numbers kept as low as possible across the school. Our staffing profile incorporated a leading teacher, who took on the acting principal role, six expert teachers, five graduate teachers and an accomplished teacher, plus a team of specialist teachers and School Support Officers. Throughout 2008 the school welcomed four graduate teachers.

Teacher participation in professional learning

Professional Development is highly valued at Watsonia Heights Primary and all the staff have participated in professional learning throughout the year. During 2008 all staff including the Principal participated in a wide range of high quality external, internal professional learning activities. These have included Victorian essential Learning Standards, English- Writing seminar and workshops with Stephen Graham, Anaphylaxis Training, ICT workshops, Zart Visual Art workshops etc.

Teacher Qualifications

All teachers in Victorian government schools are registered with the Victorian Institute of Teaching (VIT). The requirements for the VIT can be found at:

http://www.vit.vic.edu.au/content.asp?Document_ID=241

Principal's Report

I was pleased and extremely proud to have continued on in the role as acting principal at Watsonia Heights Primary for the majority of the 2008 year and to have been reappointed in the same role for the first half of 2009. It has been another difficult year for the school but the strength and support shown by all members of the school, and wider community has again come to the forefront. This really is a feature of Watsonia Heights Primary School that we are very proud of.

Teachers make the difference and I certainly have no doubt about the accuracy of this statement. I am fortunate to lead a team of very enthusiastic and dedicated professionals who consistently operate in the best interests of our pupils and remain focused on creating an environment that optimises student learning. I sincerely thank them for all their continuous support and hard work.

Staffing structures during 2008 included quite a number of changes in the principal leadership position, myself sharing first term, Kerry Wall stepping into the position in Term 2 and then me, being reappointed in Term 3 and 4. I would like to take this opportunity to sincerely thank Kerry for her ongoing support as my mentor throughout the year and her invaluable sharing of her wealth of knowledge and leadership expertise.

It was a pleasure to work with School Council during 2007. I commend councillors and particularly School Council President, Andre Van Eeken, on the professional manner in which they approached their important role.

We are fortunate to have such an active, involved parent population at Watsonia Heights Primary School and in 2008; further efforts were made to strengthen these vital home-school links. Parents supported the school in a vast array of activities and special events, both in the classroom and through participation in extra-curricular initiatives, including: fathers' day breakfast, stalls, special lunch days, excursion & camp supervision, weekly canteen assistance, student banking, listening to reading, supporting classroom activities, book fair, walkathon, working bees, the school special event days and the Grade 6 graduation.

The Parents Association, had an outstanding year in 2008 and, through their tireless work, we were able to enhance our school in many ways.

Fundraising activities included the Trivia Night, special lunch days, mothers' and fathers' day stalls and other special events. The funds were utilised in a range of support for students especially in the purchase of Interactive Whiteboards for classroom use.

I take this opportunity to commend our 2008 School Student Leaders including School Captains, Vice Captains, House Captains and Junior School Council Members. It was a pleasure to work with these students and on many occasions they proved themselves as wonderful ambassadors for the school – the future is in good hands! Special thanks to our team of leaders for their dedication to the role.

In 2008 there was an extensive range of classroom and extra-curricular activities aimed at providing the students at Watsonia Heights with a variety of experiences. Activities included such things as Instrumental music program, prep music sessions, Healthy Minds and Healthy Body celebration Day, Cross-age activities during Book Week, Literacy and Numeracy Week, Education Week, Heritage Week activities incursions, excursions, Grade 3 / 4 and Grade 6 camps, Grade 5 Canberra Tour, Grade 2 sleep-over, Prep breakfast, Grade 1 dinner, Prep-6 Swimming Program, Interschool and Intra-school Sport, sports clinics, Kinder-Prep Transition, Year 2-3 Transition, Student Leadership workshops, Grade 5/6 Mini fete Grade 6 Graduation, Three Way Conferences, whole school Concert and Prep-Grade 6 weekly Buddy program .

We continued to make excellent progress towards achieving our Strategic Plan targets. The reorganisation of our staff leadership structure resulted in terrific support for myself and another means of providing a more structured forum for the leaders of the school to further drive and develop the curriculum and learning and teaching best practice initiatives.

Jennie Roach-Pierson
Acting Principal

School Council President's Report

During my time as a parent & School Council Member at Watsonia Heights Primary School may I say 2008 was a very difficult period for all students, teachers, parents & staff members in the WHPS community.

It always amazes me that during times of adversity how situations bring communities together, and to those members within our community at WHPS may I once again extend my thanks of gratitude to you all who supported and assisted the teachers & staff throughout 2008.

May I also take the opportunity of thanking Miss Jennie Pierson; Jennie had taken up the acting principal's roll in 2008 and also for this coming year. Jennie has run a very tight ship throughout the year along with the support of her fellow teachers and staff. The result of the approach that the teachers have taken throughout 2008, is reflected in the achievement that has resulted in the admiration and accolades of surrounding schools & Victorian Education Department.

History has shown that we have always been able to maintain a steady level in student enrolment and achieving excellent results. 2008 was no different and in 2009 this level of enrolment has increased. This in a way reflects on the high level of commitment, professionalism, expectations and respect that the teachers & staff have for one another that secures the future of WHPS. For that may I again on behalf of School Council congratulate each and every one of them on a superb effort and result that they have all achieved last year.

On the downside we have lost parents from School Council and our community this year. To those parents that are leaving our community, or are not taking up a position on School Council, on a personal note, may I thank you all for your support, not only to School Council, but to me and also to the broader community of WHPS. To the new members of School Council may I extend a warm welcome to you all and many thanks on having taken the opportunity to get involved in our community. I'm looking forward to working with you all throughout the year.

To the Parent's Association congratulations firstly with the influx of new parents who joined PA and secondly what you have achieved within the community of WHPS with new ideas and the fund raising throughout 2008. This has been nothing short of superb.

To all the students & parents of 2008, may I welcome you to WHPS. Thank you for choosing

WHPS and I hope that your child had achieved the results that you were expecting and also and more importantly enjoyed their first year of school. To the current 2009 students and parents thank you also for choosing Watsonia Heights and for leaving your child's education in the hands of the teachers and staff at WHPS. I also hope that WHPS lives up to your expectation, and may I wish the students all the best for the future at WHPS. They could not be left in better hands.

With the high level of commitment & enthusiasm of the teachers and the staff the introduction of new parents on School Council & Parents Association, along with a continued increasing enrolment of new students the Watsonia Height's Primary School has a very good foundation and exciting future to build on.

As President of School Council, school council will be confronted with issues that will affect all members of the WHPS community in 2009. These issues will be addressed by members of School Council on its merits and I remind all, that decisions will be made with the interest of the education and safety first, and foremost for all students attending WHPS.

It will be a very exciting 2009 at WHPS and may I wish everybody associated with the school all the best for 2009.

Andre Van Eeken
Watsonia Heights Primary School Council President

'Strive for the Heights'

Student Progress & Achievements

Student Learning

The aim of the 2008-2011 Watsonia Heights Primary School Strategic Plan is to ensure that all students are challenged and supported by appropriate learning programs so that they are given the opportunity to achieve their potential. Across the school there is a culture of high expectation and achievement of personal best. 2008 has continued to see the analysis of the school data and conducting of evaluation of all areas of student learning.

In the 2008 Annual Implementation Plan the Key Improvement strategies focused on the areas of Literacy and Numeracy.

The development of school-wide teaching strategies and professional sharing to improve student learning outcomes continues to be our major challenge. Our emphasis on teachers working in teams and supporting one another to improve student outcomes was developed further throughout 2008.

The goal was to achieve further improvement in English and Mathematics with a particular emphasis on Writing, Spelling, Speaking and Listening. We wanted to develop a shared vision and goal statement for expectations in Spelling and Writing which has been achieved. There is now a new scope and sequence, Prep-Year 6 in these areas. Numeracy also now has a more consistent and sequential program throughout the school. The staff is to be congratulated highly for the work they have done throughout, what has again been a difficult year. They have focused on making improved student outcomes a priority and the data results have reflected this with results being very pleasing in many areas.

We achieved all of our goals by focussing on teaching and learning and our curriculum provision emphasised the English and Mathematics domains of VELS. Extra support was given in Literacy for Levels 1 and 2, through programs for Reading Recovery and Literacy Intervention. In Levels 3 and 4, the Maths Program was enhanced by the extra work done by staff on developing the curriculum terms of more comprehensive planning of lessons and additional resourcing.

In June 2008, we were proud to accept our accreditation as a school with a Performance and Development Culture.

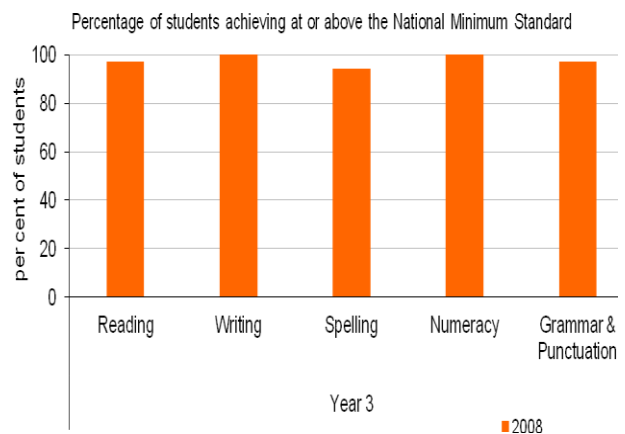
The Core Performance Indicators Report for the 2007 Student Learning reflects the school in a very positive light.

The NAPLAN is an annual national assessment and reporting program in English and Numeracy for students in Year 3 and 5.

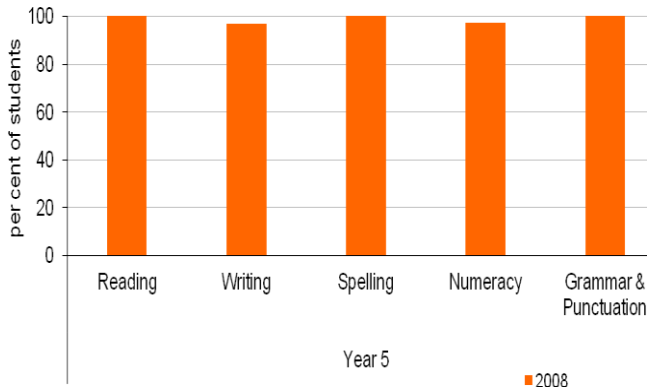
In 2008 there is no comparison with previous year results as this is the first year of national testing.

The following graphs show the percentage of Year 3 and Year 5 students at Watsonia Heights Primary, who according to the NAPLAN results are achieving at or above the National Minimum Standards.

The graph below which looks at the Year 3 data indicates that there is much to be pleased with in the development of improved school results but there is still scope for improvement when you view the school mean scaled score against the state mean scaled score which shows the mean school scaled scores to be slightly below the mean state scaled scores. In Writing and Numeracy while the NAPLAN data shows 100% of students achieving at or above the national minimum standard the mean scaled scores put the Year 3 results below the state. The Reading and Grammar and Punctuation results are indicating the students achieving at or above national minimum standards to be at 98% while spelling data is at 94%.



The graph below looks at Year 5 NAPLAN results. The results are extremely pleasing as in Reading, Spelling and Grammar and Punctuation 100% of students are achieving at or above the National Minimum Standards. In Writing and Numeracy 98% of students are achieving at or above the National Minimum Standards.



Teacher assessment of Number showed between 94-100% of students achieved at or above the expected level in Years Prep, 1, 2, 4, 5 and 6. In Year 3, 88% achieved at the expected level. All Year level results showed a marginal increase in the number of students attaining results at or above expected level in comparison with the previous year's teacher assessed results.

Our Writing which was a focus in 2008 student achievement at or above expected level was between 90-100% in all year levels.

In 2008 100% of Prep students were able to read at Level 1 with 90-100% accuracy. This is an improvement from 90% in 2007. In 2008, 81.3% of our Prep students were able to read at Level 5 with 90-100% accuracy. This is comparable with the state results. In Year 1, 80.8% of students were able to read Level 15 text with 90-100% accuracy which is slightly down on the previous school years results and just below the state mean. In Year 2, 96.7% of all students were able to read Level 15 and Level 20 text at 90-100% accuracy.

One area of concern is the % of students at 50% or below in accuracy at given text levels. There is a need to address this issue of students deemed as under achieving in 2009.

Over the next twelve months we will continue to build upon our literacy strategies to continue to improve our student learning outcomes, and build students achievements across all levels.

Student Engagement and Wellbeing

Our goal is to create a learning culture where we provide a safe, supportive and welcoming school environment which values diversity and encourages positive attitudes, personal responsibility and respect for the rights of others.

Watsonia Heights Primary School has worked diligently in 2008 to achieve increased levels of student engagement. There has also been a whole school focus on developing social skills and fostering resilience. We introduced a range of initiatives to encourage students to feel more empowered, responsible and independent. Various programs were implemented successfully in 2008 in response to student needs and parental concerns. This included an 'Early Start and Afternoon Finish' program where Year 1 and 2 students entered and left the school building/classrooms independently, the introduction of 'Tribe' activities developing co-operation and greater visual use of the 'You Can Do It' Program character puppets-Gabby Get-along and Ricky Resilience.

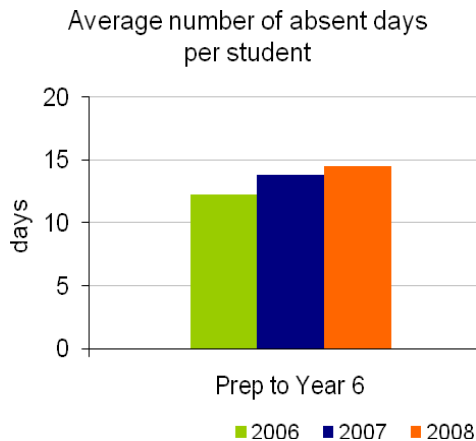
New and widened opportunities for student leadership and responsibility were formulated and all our Year 5 students participated in a 'Leadership' Work shop over a week in Term 4.

Health, fitness and healthy eating were given a clear focus, with the continued school wide promotion of rehydration and healthy snack breaks across all classrooms.

At Watsonia Heights we foster wellbeing, engagement and school connectedness and that help to create our positive school climate. In 2008 connectedness-enhancing activities included the celebration day for the "Healthy Minds and Healthy Bodies" unit in Term 1 (*pictured*), the Prep/Grade 6 Buddies program, Student of the Week Awards (based on the YCDI foundations), Junior School Council and our cross-age activity sessions and annual school concert. Students took part in a wide range of curriculum-based events, which included Book Week, Wacky Wednesday, Numeracy and Literacy Week and Mini-fete day.

The following graph shows that the average number of absences per student has increased in the last twelve month period, to 14.5 days. This is an increase from 13.8 days in 2007 and 12.2 days per student in 2006. We believe that maximum student attendance is essential to consolidate student learning. The school results are greater than the 2007 state mean benchmark of 13.8 days.

When you analyse the individual year level data for the school, all year levels Prep to Year 5 results show a slight downward trend in means from the 2007 data, however there is a significant increase in the average number of absences per student in Year 6. This increase can be largely attributed to one student whose absence was addressed on an individual level for staff. We also recognise that student absence can largely be attributed to several students being absent due to long term illnesses or travel.



In 2008 punctuality still remained an issue of concern, with quite a number of students arriving after the bell at 9am. The school continues to use the signing of an Early Release or Late Pass, which means that closer tracking can be done on individual students and follow up conducted with parents. We also promote the importance of consistent and punctual school attendance. Student attendance data is also included on our June and December Student Report forms.

Student Pathways and Transitions

At Watsonia Heights Primary School in 2008 the Year2/3 Transition Program proved to be very beneficial for the students going into Year 3 and they felt more confident and comfortable in starting school the following year as they were familiar with the teachers, routines and new programs they were to be involved in.

The schools Pre School to School Transition Program is subject to a continuous improvement process. The rise in Prep enrolments for 2009 is a testament to our marketing and transition program. In 2008, our transition process was enhanced by the information night and refinement of the transition sessions and Prep/6 Buddies program.

The Pre-School to Prep Transition program has continued in 2006 with a Prep Information Night being held in May (Education Week) along with tours. The three student transition sessions were then held in Term 4. This program has been a very successful addition to the school as it prepares students well for the commencement of their first year at school.

The student enrolment for the Prep year is taken from numerous local Pre-Schools in the area. These include Grace Valley, Delta Rd., Ester St., Yallambie and local child minding centres. Visits to the school are also arranged when the school holds special activities, such as during Heritage Week. Staff also arrange visits for themselves and students to the Pre schools.

The Year 6 and Prep Buddy program is a very successful strategy which aims to improve the connectedness of students to the school and their peers. It has been a very positive program which continues to be a rewarding experience for all students involved. The buddy program contributes to the transition process. The program continues throughout the year and a close bond develops as the students are involved in learning activities together.

At Watsonia Heights Primary the program for students with disabilities has been shown to have a very good transition component. This involves a high level of communication with alternative settings, which include Concord where joint Parent Support Group (PSG) meetings are organised and information shared. This is vital as many of our students have joint placements. This has proven to be very beneficial to both staff and parents. Other students who are full time at Watsonia Heights have scheduled regular PSG meetings which are attended by all stakeholders in the child's education.

The Year 6/7 Transition program continues to evolve as we endeavour to foster greater links with the neighbouring secondary schools.

Our strategies to continue to improve student pathways and transition include:

- the development of a Prep parent survey to determine why parents selected the school and the strengths and weaknesses of the preschool to Prep transition process
- continued links with the pre schools and Secondary colleges
- further develop the links with schools in the Mini-Network cluster
- development of transition sessions for movement from all year levels into the following level

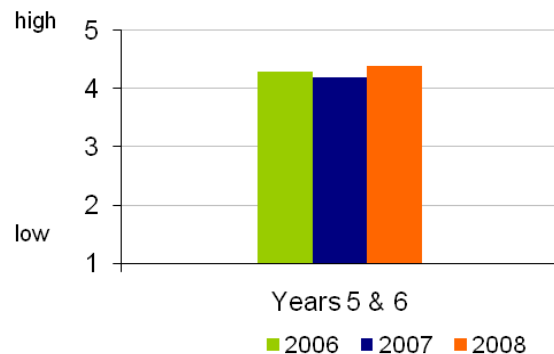
In the 'Student Attitudes to School Survey', Year 5 and 6 students are asked to what extent they agree with each of the five statements:

- I feel good about being a student at this school
- I like school this year
- I am happy to be at 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. Results from the 2008 survey indicate that whilst our Year 5 and 6 students feel well connected to Watsonia Heights Primary, there was an increase in this data from the 2007 results.

The student survey results from Year 5 and 6 students over the last two years shows a marginal variation with 2006 results being 4.3, 2007 being a around 4. However the 2008 results showed improvement to be at 4.39 on a scale of 1 to 5 where 5 are the best possible score. This result continues to place the school in the top 75% percentile for the state and above the state mean.

Student connectedness to school
 (average score on scale of 1 to 5, where 5 is best possible score)








Future Directions

In the period 2007-2009 the school has had several changes in the position of acting principal, resulting in a high level of instability for staff and students. We have however, endeavoured to provide as much stability as possible for the students. Hopefully by the end of 2009 there will be a more permanent appointment. As a school we are trying to maintain stability of staff, consolidate on changes made and progress new future directions.

The Watsonia Heights Primary School 2008 Annual Implementation clearly outlines the future directions for the school in line with the Strategic Plan.

2009 will see the introduction of a number of programs and strategies aimed at:

- improving student achievement in all domains of VELS by building the capacity of teachers and students
- to achieve further improvement of student learning outcomes at all levels (Prep-6) with a particular emphasis on Writing, Spelling and Speaking and Listening
- to enhance Teaching and Learning practices to maximise student achievement in Mathematics
- to achieve further improvement of student learning outcomes at all levels (Prep-6) in Numeracy
- to promote learning through the fostering of Student Wellbeing and Engagement with a particular emphasis on
 -  Classroom Behaviour
 -  'You Can Do It' Program
 -  Student Leadership
 -  Stimulating Learning
 -  Student Safety
- to develop a more collaborative approach for student well being across the school.
- to provide significant protective, environmental factors that foster resilience in students
- to review of the whole school discipline framework based on the school values and purpose
- to develop a consistent approach to Student Management/ across the school

-to provide transition programs for each area of the school that will improve the educational opportunities of all students

Prep-Year 2 Reading benchmarks will be:

100% of Prep students who are deemed capable will be reading at Level 1 with greater than 90% accuracy

90% of Prep students who are deemed capable will be reading at Level 5 with greater than 90% accuracy

90% of Year 1 students who are deemed capable will be reading at Level 15 with greater than 90% accuracy

100% of Year 2 students who are deemed capable will be reading at Level 20 with greater than 90% accuracy

NAPLAN mean results to be at or above the following levels:

To increase the Year 3 NAPLAN Reading result by 0.1(est. VELS equivalent scale)

To increase the Year 5 NAPLAN Reading result by 0.2(est. VELS equivalent scale)

To increase the Year 3 NAPLAN Writing result by 0.1(est. VELS equivalent scale)

To improve the Year 5 NAPLAN Writing result

To increase the Year 3 NAPLAN Spelling result by 0.2(est. VELS equivalent scale)

To increase the Year 5 NAPLAN Spelling result by 0.2(est. VELS equivalent scale)

To increase the Year 3 NAPLAN Grammar and Punctuation result by 0.2(est. VELS equivalent scale)

To increase the Year 5 NAPLAN Grammar and Punctuation result by 0.1(est. VELS equivalent scale)

To increase Year 3 NAPLAN Reading and Writing school scaled mean score to be equal with or above state mean scaled score

To increase Year 5 NAPLAN Reading and Writing school scaled mean score to be above state mean scaled score

To increase the Year 3 NAPLAN Numeracy result by 0.2

The Year 5 NAPLAN Numeracy result to show improvement

To increase the Year 3 and Year 5 NAPLAN Numeracy result to be above the state mean scaled score

Teacher Assessment will show:

In Speaking and Listening decrease the % of students P-6 who are assessed below the expected VELS level (ie. Levels D and E) by at least 1%

To increase the % of students at the expected levels in Numeracy across the school to 85%

To increase to 30% the number of students above the expected level in Numeracy across the school

Staff Opinion

The Staff Opinion Survey Class Misbehaviour score should improve from 14.3 to 12 (reducing scale)

The Student Attitudes to School Survey

Year 5 and 6 Attitudes to School Survey scores for Stimulating Learning will be at least 4.2

The Student Attitude to School Survey Classroom Behaviour score should improve from 4.3 to at least 6

The Student Attitude to School Survey School Connectedness score should improve to 5.8

Parent Opinion Survey

The Parent Opinion Survey Transition score should improve to 5.8

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	\$205 859
Commonwealth Government Grants	\$21 794
State Government Grants	\$1 860
Other	\$18 731
Locally Raised Funds	\$219 707
Total Operating Revenue	\$467 950
Expenditure	
Salaries and Allowances	\$171 826
Bank Charges	\$1 416
Consumables	\$53 759
Books and Publications	\$272
Communication Costs	\$5 602
Furniture and Equipment	\$38 726
Utilities	\$16 426
Property Services	\$135 215
Travel and Subsistence	-
Motor Vehicle Expenses	-
Administration	\$6 069
Health and Personal Development	\$ 393
Professional Development	\$5 995
Trading and Fundraising	\$57 333
Support/Service	\$899
Miscellaneous	\$48 020
Total Operating Expenditure	\$541 952
Net Operating Surplus/- Deficit	-\$74 002
Capital Expenditure	
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	\$154 375.91
Official Account	\$8 676.21
Other Bank Accounts(listed individually)	
<i>At Call Investments</i>	\$56 808.02
<i>(insert)</i>	
Total Funds Available	219 855.14
Financial Commitments	2008 Actual
School Operating Reserve	-74 002
Co-operative Bank Account	-
Assets or Equipment Replacement < 12 months	\$46 294.03
Revenue Received in Advance	\$32 655
Building/Grounds including SMS < 12 months	\$13 1000
Region /Clusters Funds/School Based Programs < 12 months	\$20 000
Provision Accounts < 12 months	-
Repayable to DEECD	-
Other Recurrent Expenditure (Accounts Payable)	\$35 000
Assets or Equipment Replacement > 12 months	-
Building/Grounds including SMS > 12 months	-
Region /Clusters Funds/School Based Programs > 12 months	-
Provision Accounts > 12 months	-
Co-operative loan >12 months	-
Beneficiary/Memorial Accounts	-
Total Financial Commitments	\$147 049.03

It is the intention of the Principal and School Council to continue to use available funds to update facilities around the school. These include replacement of sewerage pipes in the student toilet block, replacement of rotten windows, hot water facilities in the school, the ongoing replacement of classroom furniture, installation of two additional Interactive Whiteboards, improving the grounds, and having a cyclic plan to paint the classrooms. Therefore the school is in a good financial position to build upon in the future.

All areas of the school were allocated sufficient funding to enable the multitude of programs to occur. The school was able to adequately resource all areas of the School Strategic Plan.

Many of the resources have been provided from locally raised funds, which have enabled the school to maintain the playground and the purchase of three Interactive Whiteboards.

The Watsonia Heights Primary School community should be very proud of the high level of fundraising that it undertakes. This is a reflection of its practical commitment to the school.

School Contact Information

Address:	Henry Street, Greensborough 3088
Principal:	Miss Jennie Roach-Pierson
School Council President:	Mr Andre Van Eeken
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Email:	watsonia.heights.ps@edumail.vic.gov.au
Web site:	

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