

2015 Annual Report to the School Community

Kingswood Primary School

School Number: 5106



Name of School Principal:

Rosemary Cosentino

Name of School Council President:

Simon Lees

Date of Endorsement:

16th May 2016

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 - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Kingswood Primary School had 533 students in 2015 at census day; this was an increase of 65 students when compared to 2014. The school enrolled 112 preps with 37% coming from outside the Dingley Village area. (See table 1) Table 2 indicates that the school has an upward trend in enrolments. Kingswood attributes this increase of student enrolments to its brand identity in the market place based around the concept of laying the 'Foundations for Success' and making a 'Positive Difference' to the life of every student. Good academic results, committed teachers, great facilities and a wide range of curricula and extra curricula programs make Kingswood the school of choice. The school has capped its enrolments to control the rapid growth and maintain its current enrolment figures of 580 students.

At Kingswood we aim to create an enjoyable learning environment that is rewarding, organised, friendly and safe. In 2015 we completed the following projects: refurbishment of our portables, *additional irrigation system, external painting of the portables and the Year 5 & 6 students established an indigenous garden.* We established the oval working party to plan and design the new oval. We received another portable to accommodate the additional two classes in 2016. *The Stephanie Alexander Kitchen Garden program continued to be a highlight for our students.* We were delighted to employ a new kitchen specialist, Rob Goodwin, and we thank Melanie Nimos for her *contribution to the Kitchen Classroom.*

Kingswood is a leader in the use of ICT. The infrastructure, resources, professional learning opportunities and the annual ICT conference contributes to laying the foundations for success. We extended the 1 to 1 iPad program to Years 3 and 4, installed additional interactive TV's, new servers on and off site and introduced Robotics and Coding as a specialist subject area. We had great delight in taking students to Japan to witness firsthand the Japanese culture, food and sights. 2015 was a busy year with many achievements that we as a school can be proud of.

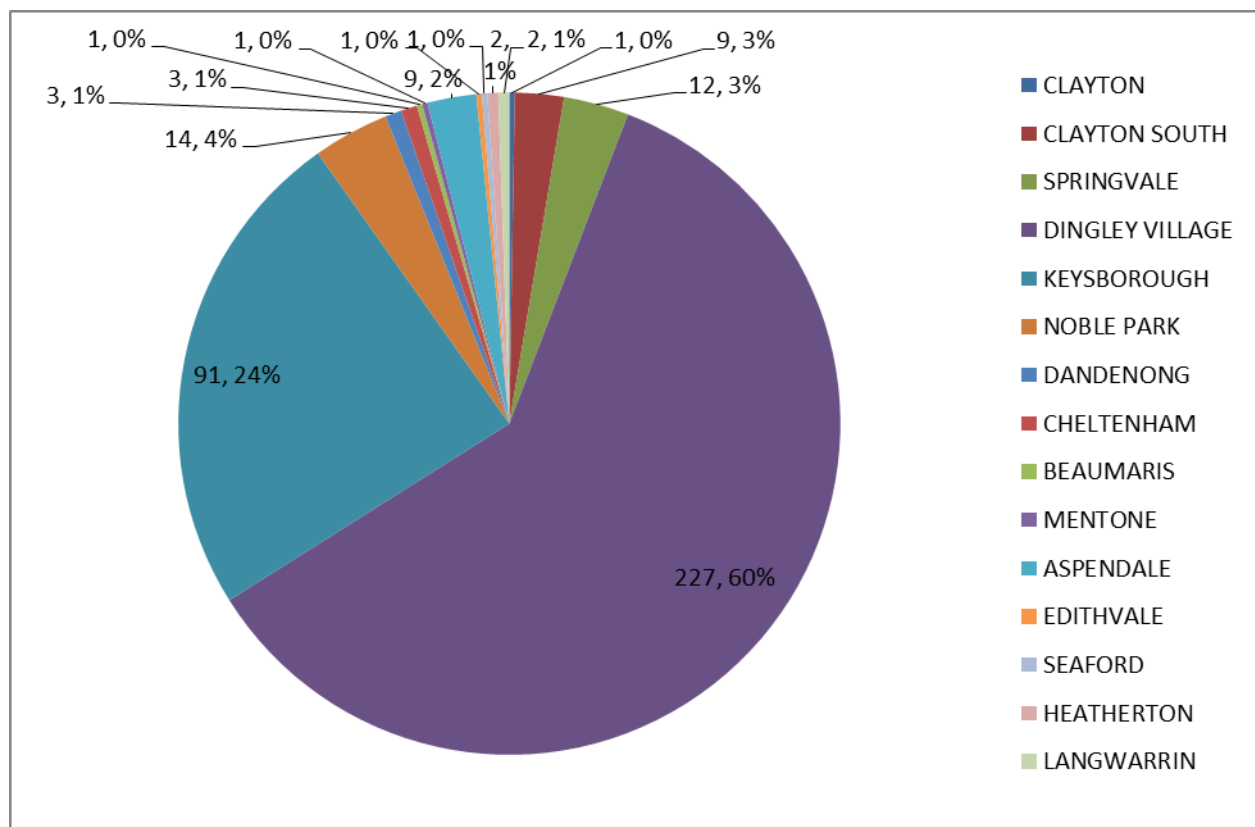


Table 1

FTE Enrolments & Projections - Kingswood Primary School (5106)






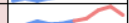


	FTE Actual Enrolments - Year level						Projected Enrolments				Trend
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	
Primary											
Prep	52.0	66.0	78.6	93.0	76.0	112.6	108.0	107.0	100.0	107.0	
Year 1	46.0	52.0	64.0	86.0	97.0	73.0	114.0	110.0	108.0	100.0	
Year 2	40.0	47.0	53.0	63.0	87.0	99.0	74.0	115.0	111.0	108.0	
Year 3	50.0	38.0	50.0	55.0	63.0	88.0	101.0	75.0	116.0	113.0	
Year 4	43.0	50.0	43.0	51.0	56.0	62.0	90.0	102.0	75.0	116.0	
Year 5	38.0	41.0	53.0	44.0	46.0	54.0	61.0	87.0	98.0	72.0	
Year 6	45.0	37.0	43.0	55.0	43.0	45.0	54.0	61.0	86.0	96.0	
Primary Ungraded	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Grand Total	314.0	331.0	384.6	447.0	468.0	533.6	602.0	657.0	694.0	712.0	

Table 2

Achievement

STUDENT LEARNING:

Explicit, differentiated teaching with a focus on using assessment FOR learning has been implemented across all Year levels throughout 2015. Teachers planned together to ensure targeted teaching and common pedagogy.

Standards measured against AusVELS (Australian Curriculum/Victorian Essential Learnings) indicated we did not meet our overall target of 90% of students making 12 months learning growth from December 2014 to December 2015 in Reading and Writing. Prep & Year 1 did meet the target in both areas.

91% of students were deemed to be at or above the expected level in Reading and 84% at or above the expected level in Writing, indicating that we met the target of 85% in Reading, but not in Writing. Writing will be a whole school focus in 2016.

Targets in Thinking were achieved both in 12 months' growth and students at or above the expected level. 93% or greater of students in Years 3-6 made 12 months or more growth and achieved the expected level or above.

NAPLAN RESULTS:

Our data from the National Assessment Program (NAPLAN) was strong, with results in Year 3 - Reading, Writing, Spelling and Numeracy consistently above ALL schools. In Year 5 in all areas, above ALL schools, substantially above ALL schools in Spelling and above similar schools in Reading, Spelling and Numeracy. 87% of cohort mean data tracked from Year 3 to Year 5 showed medium to high growth in Reading & Writing which was above the 2015 target.

Information Communications Technology continued to be a high priority with a high proportion of students achieving at or above the expect level. A high percentage of Year 3/4 & 5/6 students elected to participate in the Bring Your Own Device iPad program. Teaching and learning using these devices promoted anywhere, anytime access and learning. Teaching and learning tasks had a digital focus, and creativity, along with thinking, was embedded into our pedagogical approach. The continued use of Google Drive, Google docs and Google classroom supported collaboration of staff and students across all year levels. Year 3/4 & 5/6 5 staff began regular communication via email, allowing ready access and support.

We provided a curriculum appropriate to the learning needs of all students underpinned by high quality teaching and assessment practices. We implemented a whole school approach to planning for literacy, numeracy and inquiry learning. We have identified student needs and provided programs to support personalised learning.

Teaching and learning was differentiated within classrooms and across cohorts of students in all Year levels, particularly in the areas of Reading and Mathematics. In 2016 we will continue to focus on explicit teaching and assessment in Writing, ensuring that we meet the needs of a 21st century learner. Visible Thinking and Teaching for Understanding will be further embedded in teaching and learning at all year levels, to integrate the development of students' thinking with content learning, to deepen subject-matter learning and to cultivate

students' disposition toward thinking.

Building teacher capacity remains a priority, with high quality professional learning and coaching provided to teachers during 2015. Professional learning for the Leadership team focused on participation in the Powerful Learning Project and the implementation of Theories of Action – Harnessing Learning Intentions and Success Criteria.

Three teachers received scholarships to attend Harvard Graduate School of Education – Project Zero Classroom to support the embedding of a Culture of Thinking and teachers participated in sessions with the Bialik Thinking Culture Group. Staff also attended the Edutech Conference in Brisbane and Kingswood hosted the third Ignite, Innovate, Integrate ICT Conference with 400 teachers from across the state attending.

Engagement

The school continued to implement the Habits of Mind and embed them into the everyday language of staff and students, including individual student awards at assembly each week.

Classroom codes of behaviour, positive classroom awards and the promotion of resilience skills continued throughout the year, with an explicit focus at the beginning of each term. We further developed use of Kimochis in Prep to Yr2 and introduced the program to the Yr3/4s. The school continued to implement the Alannah and Madeline Foundation, Better Buddies Program.

Our classrooms are creative and engaging learning spaces, where teachers and students learn collaboratively. Attendance data of 95% and student opinion survey results indicate a high level of connectedness to school.

An extensive range of extra curricula activities were provided to encourage students to explore interests, discover talents and develop skills. Ski Camp, Surf Camp, Year 4 Camp and Year 6 Camp, lunchtime clubs – Chess, Rubik's Cube, Calisthenics, Limelight Drama, Coding, Crocheting, sporting activities, RACV Energy Breakthrough and Junior and Senior Choir, are a few of the opportunities offered to students. Our highly successful Stephanie Alexander Kitchen Garden Program is supported by a Kitchen specialist and a Garden specialist; a kitchen classroom and an extensive garden, which further strengthens student engagement.

Student leaders are elected each year and are responsible for running assemblies, they attend student leadership forums and programs. Our Year 5/6 teachers work closely with student leaders in developing their public speaking skills.

The students will continue to be empowered to have a greater say in how and what they learn, we call this 'Student Voice'. Students will have greater ownership of their learning which will continue to support high levels of student engagement.

Wellbeing

The Student Wellbeing sub committee continued focusing on the need to build emotional intelligence and resilience. The Andrew Fuller Resilience Survey was conducted from Years 4 to 6. Results were given to individual schools but also Dingley Village combined data, which resulted in the establishment of the Dingley Village School Group. Data for Kingswood was presented to staff and the Wellbeing sub-committee. Focus groups were conducted after the survey data was returned to determine thoughts beyond the answers. The data indicated that students lost sleep from worrying and felt they couldn't overcome their difficulties. The girls also indicated they could not face up to their problems and were feeling unhappy and depressed.

The Dingley Village Schools Group, a collaborative group, met throughout the year to organise parent information sessions and combined school activities with resilience as the focus. Stride 'MPOWER Girls' and 'Revved Up Boys' were the two student programs implemented in 2015 by the Dingley Village Schools Groups with students from Years 3 to 5 combined across the three schools and a day of resilience activities was conducted. The format and learning from the day was highly successful. A Parent Information night for the three schools, and held at Kingswood, with Andrew Fuller was another outcome of the schools' collaboration. The Dingley Schools Group will continue in 2016.

KidsMatter professional learning was conducted in Component One – Positive School Community, along with a Kimochi day and Kimochi Parent Information Night. Further Kimochi resources will be purchased in 2016 supported by the Parent Club. The very successful ‘Cultures of the World’ fete also supported Component One. Component Two – Social & Emotional Learning will be the focus for 2016.

Kingswood continues to provide transition programs on entry into school and from Year 6 into Year 7. All pre-prep enrolled students are provided with a thorough school transition program. The program begins with personalised school tours. Parents are invited to information nights and parent programs, and orientation sessions are offered to support children to become aware of what is entailed at school and to foster school connectedness. Each student attends a one on one interview with the principal class prior to beginning school.

Year 6 transition program involves close liaison with local government secondary schools and fosters the skills necessary to be ready for secondary schooling, this includes a simulated secondary day and information evening for parents. The Year-6 Graduation program is held to celebrate the students’ seven years of formal education. Our Year 6 exiting students enroll at a wide range of local secondary government and independent schools.

There has been a strong focus on student transition between all year levels with a series of sessions occurring for the whole school concurrently with Prep transition.

Productivity

Kingswood Primary School has an active School Council, Sub-Committees and Parent Club working in partnership for the betterment of the students. Fundraising by the Parent Club is focused and strategic, wanting what is best for the students. Funds raised in 2015 enabled the school to refurbish portable buildings into modern contemporary learning spaces.

At the start of the year, School Council nominated a number of key focus areas that the Council could drive to ensure that the school continues to progress and develop. These focus areas include:

1. planning and design of the School Oval Project
2. planning and design of the new Digital Strategy
3. working closely with Kingston Council to improve traffic management at the school
4. involving the school community and our neighbours in our decisions
5. increasing social connectivity – led by the Parent Club.

The Digital Strategy included the review of the School Website, mobile application SkoolBag and the School Management platform. The purpose of the review was to identify areas of improvement for engagement with the school community, increase process efficiency through streamlining and integrating all different systems used by the School; and to enhance the quality of our key digital communication methods (e.g. e-newsletter and website functionality). As a result of this review the school selected Compass Management System.

As part of the implementation of Compass, the school purchased a Compass Kiosk in the main office area for parent and staff use.

To ensure that Kingswood remains a leader in technology the school renewed leases for netbooks, purchased additional iPads and interactive TV’s. A computer coding club continues for students interested in developing their technology skills. Students in Year 3 to 6 bring their own iPads from home allowing anywhere, anytime access. Hosting a conference for teachers across the state, sending staff to 2015 EduTech Congress in Brisbane ensures that our staff keeps abreast of innovation in technologies.

The school continues to attract dedicated, hardworking staff committed to improving student learning outcomes. Kingswood Primary is focused on building teacher capacity in the area of Habits of Mind, Visible Thinking, Assessment and Technology. In house coaches facilitate professional learning for individuals and teams. International and state travel provides opportunities for staff wishing to develop their skills; international consultants are engaged to train whole staff. Staff Opinion Survey results are extremely positive and in the top percent of the state.

Performance Summary

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

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

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

School Profile

Enrolment Profile

A total of 534 students were enrolled at this school in 2015, 256 female and 278 male. There were 13% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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.








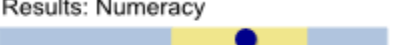
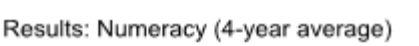






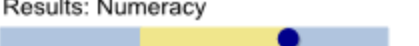
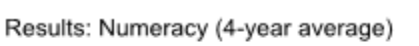




Performance Summary

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 Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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> Similar</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> Higher</p> <p> Similar</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 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"> <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>13%</td> <td>51%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>54%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>66%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>47%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>64%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	51%	36%	Numeracy	21%	54%	25%	Writing	13%	66%	21%	Spelling	23%	47%	30%	Grammar and Punctuation	17%	64%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	13%	51%	36%																							
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Grammar and Punctuation	17%	64%	19%																							









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 2015 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1034 920"> <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>93 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	95 %	94 %	93 %	95 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	95 %	94 %	93 %	95 %										

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: 2015</p>  <p>Results: 2012 - 2015 (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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

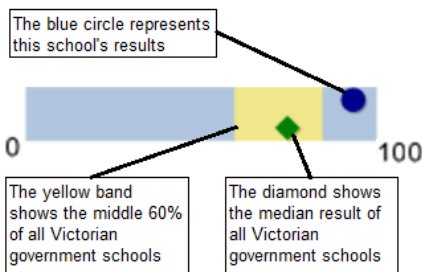
What are student outcomes?

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 colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

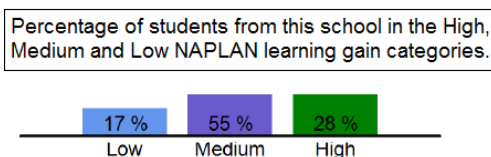
You can see these results for the latest year, as well as the average of the last four years (where available).

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

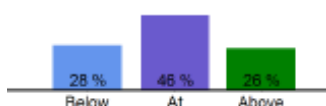


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$3,318,735
Government Provided DET Grants	\$580,914
Government Grants Commonwealth	\$2,700
Revenue Other	\$21,361
Locally Raised Funds	\$775,129
Total Operating Revenue	\$4,698,839

Funds Available	Actual
High Yield Investment Account	\$14,239
Official Account	\$23,340
Other Accounts	\$352,964
Total Funds Available	\$390,542

Expenditure	
Student Resource Package	\$3,260,791
Books & Publications	\$21,747
Communication Costs	\$17,727
Consumables	\$125,570
Miscellaneous Expense	\$303,854
Professional Development	\$91,173
Property and Equipment Services	\$492,420
Salaries & Allowances	\$183,678
Trading & Fundraising	\$143,514
Travel & Subsistence	\$109
Utilities	\$32,783
Adjustments	(\$2,313)
Total Operating Expenditure	\$4,671,053

Financial Commitments	
Operating Reserve	\$195,894
Asset/Equipment Replacement < 12 months	\$47,422
Capital - Buildings/Grounds incl SMS<12 months	\$93,012
Revenue Received in Advance	\$29,022
School/Network/Cluster Coordination	\$25,192
Total Financial Commitments	\$390,542

Net Operating Surplus/-Deficit **\$27,786**

Asset Acquisitions **\$22,096**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

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

Financial performance and position commentary

The Finance Subcommittee met eight times throughout 2015 to ensure that the governance and financial controls required by School Council and the Department of Education and Training were in place and that good financial practices were being exercised. During the year, the sub-committee reviewed and evaluated the financial statements on a regular basis and, consistent with the school's approach to policy assessment and development, revised and re-issued the following policies central to financial regulation: Investments, Electronic Banking, Canteen, and Out of School Hours Care.

The overall financial result for 2015 was a small loss of just over \$32k compared to a budgeted profit of \$15,700. School revenues were almost exactly in-line with budget at approximately \$1.38m with a total expenses variance of 3% (over-budget) causing the small negative overall result. Materially, the only expense over-runs compared to budget were in the area of buildings and grounds works (approx. \$63k over-budget combined). All other expense categories were in-line or lower than budgeted which is a testament to the excellent work of the school business leadership in setting a realistic and affordable budget and then living within those parameters.

For the information of families and friends, the major expense categories for the year were property services (\$309k), salaries, allowances and professional development (\$268k), classroom materials (\$89k) and computer equipment (\$74k); all of which are essential to maintain the physical assets of the school, attracting and retaining excellent staff and teachers and, of course, delivering education to the school's students.

In 2015 the school canteen generated a profit of just over \$17k, all while delivering a range of healthy and freshly-prepared food options for the students at Kingswood.

Profit-making programs such as the annual ICT conference allow the school to invest in a range of activities and programs that appeal to a broad variety of children, making Kingswood a unique learning environment with something for everyone.

Kingswood is financially well managed and is in a sound financial position.