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.
Verney Road School (VRS) is a state government educational facility in the North Eastern Victoria Region in the city of Shepparton. Students at the school are funded under the Program for Students with Disabilities (PSD) and have been assessed with a mild to profound intellectual disability. Many students have multiple diagnoses of disability which may include Autism Spectrum Disorder (ASD), Down Syndrome, Attention Deficit Hyperactivity Disorder (ADHD), associated impairments such as sensory and physical impairments and/or challenging behaviours. Checklist data in 2015 showed every child has made tangible learning progress.

Students’ ages range from three to eighteen years of age. The school has an Early Education Unit which begins intensive learning support for pre-school children and also offers extensive family and professionals outreach. There are three school aged sections, Early, Middle and Senior Years. Current enrolment is 197.5 plus there are 17 early education students. Substantial enrolment growth is reducing play space and creating the need for split recess and lunch times.

The Student Family Occupation (SFO) density has remained relatively stable over recent years and is currently 0.74 with the state median being 0.51. The school has a low range socio economic profile. The ratio of boys to girls is approximately 3 to 1. The proportion of families that have English as an additional language (EAL) is 12%, and 16% of students are indigenous.

Both teaching and Education Support Staff (ESS) have had to increased rapidly to accommodate the growth in student enrolments. In 2015 there was a total staff number of 57.1 Effective Full Time staff (EFT), 1.8 EFT principal class, 25.8 EFT teachers, 26.5 EFT Education Support Staff (ESS) and 3.0 EFT trainees. The three units are each led by a non-teaching leading teacher and each classroom is staffed with a teacher and education support staff member. There are 21 classes overall. VRS maximises its staffing resources in many ways including distributing leadership, employing trainees who are trained to work with and mentor students with challenging behaviours and support active supervision during yard play times. In addition a trainee in Information Technology was employed in 2015.

The school was purpose built in 1999 for 74 students and although buildings are modern, space is at a premium as six portable classrooms have been added to house the increasing enrolment and the school is landlocked. Three new classrooms were added in 2010 under federal government Building Education Revolution (BER) funding. This has considerably reduced play space. Most students access transport to and from school that is funded by the Department of Education (DET) although families that do choose to pick up and drop off must alternate with bus times for safety due to car park congestion.

The School Vision is: Verney Road School in partnership with parents, carers and the community provides the best opportunity for all children to have a meaningful and worthwhile education. We optimise talents and abilities and enhance self-esteem and prepare each individual for a purposeful pathway into adulthood.

The School Values are:

Be Safe ~ we are committed to the promotion of behaviours and creating environments that ensures the wellbeing of every member of the school community.

Be Respectful ~ we are committed to accepting each other as we are and valuing our strengths and differences.

Be Responsible ~ we are committed to supporting each other, for being accountable for our actions and encouraging all to achieve independence.

Be a Learner ~ we are committed to all members of our school community having a go at diverse learning opportunities and by reflecting on our mistakes and not giving up, we build success.

Achievement

Increasing the use of Augmentative and Alternative Communication (AAC) was a key focus for 2015. Visual support for communication for students with complex communication needs was provided with the development of Aided Language Displays (ALD) and Pragmatic Organisation Dynamic Displays (PODD). Teachers were guided to practice by our Literacy Consultant, Jane Farrall and our Communication Curriculum Focus Team led by Merryn Saraiva. 25 students with severe and complex communication needs were assessed on the internet based Communication Matrix. 25 students indicated progress through at least three of the stages. The AAC work is just beginning at Verney Road School (VRS) with ongoing training planned for staff in 2016 supported by Speech Pathologist Haylee Parfett.

Embedding the Four Block Literacy Model across all classrooms was another key goal for 2015. Jane Farrall again supported the implementation of the literacy model by modelling, observing, training and giving feedback. Literacy is taught 4 times weekly implementing Guided Reading, Working with Words, Writing and Self Selected Reading. In the Early Years (EY) 43% students completed checklist skills in Reading. 43% of EY students completed checklist stages in Writing.
In the Middle Years (MY) 6% of students completed checklist stages in Reading. 12% of MY students completed checklist stages in Writing.

VRS has 3 non-teaching Leading Teachers, Janine Thorne ~ Senior Team, Jesse Whittaker ~ Middle Years’ Team and Ann Hoskin ~ Early Years’ Team. Each has the responsibility of leading teaching and learning across their team by modelling and team teaching and having a classroom presence. This classroom presence increased in 2015, but remains a priority to ensure the leaders are not constantly enveloped in supporting the management of challenging behaviours to the detriment of being an Instructional Leader.

The VRS Instructional Model guides every classroom teacher into what constitutes daily good planning and teaching. It includes a learning intention, explicit teaching, task practice and reflection with key teaching strategies of questioning, wait time and feedback. There is an expectation that teachers use each element in their daily lessons. A classroom observation model guides the teaching practice and builds teacher consistency. All teachers are observed and given feedback about their teaching practice on a termly basis.

Planning is seen as an essential pre-requisite to teaching at VRS. Common planning formats were developed in the Early and Senior Years. Shared planning arrangements between staff were not maximised by all. Staff are required to download their planning on a shared intranet site prior to teaching. This supports accountability and any Casual Relief Teacher (CRT) that may be employed for replacement.

In the Senior Years all VCAL projects are assessed in accordance with the requirements and guidelines outlined in the Curriculum Planning Guide and are Quality Assured. All VETiS Units are planned and assessed in accordance with the Training Package guidelines from the Industry Skills Council and are validated by our Registered Training Organisation (RTO). Students are observed to demonstrate competence on more than one occasion and whenever possible in different contexts to make sure the assessment is consistent, fair and equitable. Validation of student progress is discussed by VCAL teachers prior to the end of each project. Validation of student progress in VETiS takes place by our RTO. In 2015, 5 VCAL students completed and attained VCAL certificates in 2015.

The goal was to utilise a consistently operable tracking system that is enhanced to provide collective data displays of multiple cohorts (gender, class, age, etc.). Unfortunately the Tracking System was dogged with malfunctions over the year and constant adjusting was made by the creator, Advance Computing. Our thanks to Ann Hoskin for her persistence in 2015 in ensuring the Tracking System was operable. 2015 saw the employment of Technology trainee Reece Wardle. This has been perceived as an outstanding success by staff as he has supported them through reporting time, with the Tracking System and with computer glitches.

The staff contribution to the teaching and learning at VRS is enormous. Teaching and supporting a classroom of students with multiple disabilities is extremely intense and challenging. Our grateful thanks goes to all our staff for their incredible persistence, patience, professionalism and belief that ‘Every child at VRS can learn!’

Engagement

Improving attendance was a priority in 2015. A small attendance subcommittee was formed which met twice each term. Our school by the nature of its cohort has some absence issues that are plagued by ongoing ill health of some of our students. This cohort was not the priority focus. Building a culture of attending school, every day a student is healthy was the purpose.

Improved practices included studying absence data at leadership and attendance meetings, re-shaping the Attendance Policy, ensuring consistent phone follow-up to families when a student has 2 or more days of unexplained absence. Principal follow-up for chronic absentees. Rewarding strong attenders with Pizza lunch with the principal and the best class of attenders at end of term assemblies.

The greatest improvers were the Senior Years in 2015.

- Year 11 average absence improved from 35 days (2013) to 19 days (2015).
- Year 12 average absence from improved from 28 days (2013) to 25 days (2015).

Notable though, were three chronic non-attenders in the Early Years who showed great improvement with individualised attendance plans.

The Specialist Programs at VRS include Music, Art and Physical Education. These are very hands-on programs designed to build creativity, high interest, rhythm and movement, fine and gross motor skills, persistence and resilience. The Specialist programs provide a broad range of skills and cater for a huge range of abilities, meeting the needs of every learner.

The weekly class cooking program provides a wealth of learning for each student in terms of food preparation healthy eating and trying new foods! The weekly Community Access program provides learning in bus travel and safety and community participation.

In 2015 the SSG (Student Support Group) format changed to 2 full days per year. Students in Middle and Senior years attend the SSG. Early Years’ students had supervised play activities. Goals were negotiated and progress information
was exchanged. Meetings were for 45 mins – 1 hour. ES staff and a leadership team member attended the SSG’s. These meetings were previously done in teachers’ Admin and Planning time (APT) and after school. Those ‘hard to get’ families were frequently not completed. This changed format has ensured a more professional approach to SSG’s. Teachers have comprehensive SSG pre- notes and minutes of the SSG meeting are all saved on the school Tracking System. SSG’s achieved each term have been 98%.

The goal to continue to improve parent involvement was highlighted at The Mothers’ Day High Tea and The Fathers’ Day Breakfast in 2015. Both were outstanding events with huge numbers of families represented. The Mothers’ Day High Tea held in the school hall achieved exceptional numbers as the students celebrated a special day with their mum or carer. Our grateful thanks to the staff who go above and beyond to ensure these events are of a high standard and enjoyed by all. Other events which are most successful in engaging families are the whole school assemblies, the Welcome BBQ, the Fun Run and the Christmas Assembly in the Bourchier St. PS. Hall.

The Debutante Ball (Deb) was an extraordinary learning and social event for our Senior students in 2015. Held at the Goulburn Valley Hotel, it was a night to be remembered for students, families and staff at VRS. It was a wonderful reminder of the capacity of our students to participate in the community as ‘typical’ rather than students with a disability. The Notre Dame and GV.Grammar students who ably partnered our students were excellent role models and mentors. The Deb Ball was another example of where there are high expectations for learning with multiple opportunities for practice, our students will achieve! Tremendous thanks must go to the team of staff who supported the students through all the preparation – all credit to you!

The VRS Camping and Excursion Program is a first-rate implementation of providing opportunity and challenge for students with disability. The Seniors travelled to SwanHill and a city camp in Melbourne. The Middle Years enjoyed a beach camp at Anglesea and a Bike Camp at Blackwood.

Excursions included Scientwists to Echuca, the Mansfield Zoo and the Echuca Water Park. In the EY camp preparation includes After School Camp and an Overnight Sleepover. A huge vote of thanks for the staff who care for our students on overnight camps, 24/7 and give up their own family time to do so.

2015 was a big year for fundraising for the 2016 overseas trip to China. Interested students and staff were selected by ballot and waiting lists arranged. Events were planned, capped off by ‘A Chinese Garden Party’ held in the beautiful gardens of the Guymer family. The students going to China waited on family and friends and an auction contributed to funds raised.

VRS run a comprehensive Transition program for students in their final year of school that informs both parent and student of the pathway options in the Disability sector. The program involves tours of options and provides students with opportunities to attend a variety of settings throughout the year to assist in making informed decisions about career pathways.

In conjunction with the Transition program VRS also have developed a Work Experience program for all Senior Year students. VRS has developed strong connections with Dualwale - Yooralla, Connect GV and Shepp Access that support our students to complete their work experience. Second and Third year students are supported through their Work Related Skills subject to research and obtain work experience in mainstream employment. As a result of our Work Experience program VRS has its first School Based Apprenticeship student commencing at a local butcher, a student being employed part time at a local café and another student working full time at Dualware - Yooralla. It is the goal of Senior Years that all students leave VRS with a career pathway that students have worked towards developing.

Wellbeing

2015 saw changed staffing arrangements with our Social Worker position. Kath Lancaster resigned and was replaced by Rebekah Watts in an Acting role. Rebekah moved onto family leave and was replaced by Darren Miles. Darren came to us from Wodonga Senior Secondary College.

The SoSafe! Program began full implementation in Term 2, 2015. This followed whole staff training, parent and school council information sessions and the SoSafe! Team meeting regularly. SoSafe! provided a common language for students around personal and community safety including public and private, OK and not OK, consent and no, friends, family, community workers and people I don’t know.

Whole staff training was held re legal and safe restraint as per Department of Education (DET) Policy. On rare and limited occasions a student can be restrained to ensure the safety of self and others, with minimum force and minimum duration. Staff training was essential to understand the risks of restraint, the safety features of restraint and the need to report any restraint incident to DET.

A Positive Behavior Support (PBS) team met fortnightly during 2015. Whole school focus behaviours were launched for a common language and approach across the school. The PBS team presented at the National Conference with Verney Road School’s implementation receiving accolades. PBS books were commercially produced showcasing student understandings of the key behaviours on the matrix. An increased focus on Tier 2 and 3 students saw the Wellbeing team plan and support staff for improvement in challenging behaviours.
Horse Riding/ Sailing Therapy including Riding Develops Ability (RDA) and Horses for Hope and also Sail-ability provides tremendous confidence boosting skills for our students. Fears are conquered over time and our students developed self-assurance whilst riding or sailing. Our thanks to the fabulous volunteers who support these excellent programs.

School based Social Skills groups were held with Middle Year’s students. These weekly small groups gave students a chance to do some intensive, group interactions to build and practise individual social skills.

A daily breakfast program is led by our Social Worker Darren Miles and ESS, Jenny Chuck. This is held in the Home crafts room and is a daily opportunity for many students to interact, have a healthy start to the day and to focus on table manners. Seniors run their own program with a greater focus on independence and responsibility of getting their own breakfast.

Student Leadership is well developed at VRS. 2015 leaders were Jamie Lee Lambourn (C) Jake Langman and Jess Bentley (VC’s). The student leaders have an important role of meeting and greeting all visitors, leading assemblies, representing the school in the community and helping with school tours. They also sit on the Disability Advisory Committee for the City of Greater Shepparton and meet monthly. Moreover they are required to be role models to their peers. All final year students form a Student Council and in 2015 fundraised to ensure two flag poles were on display at the front of the school.

Mel Calagero is our permanent Massage Therapist at VRS. She works across the whole school providing opportunity for calming massages for students each week. She is also on call to use therapeutic massage to support students with heightened sensory needs.

A key element of student's wellbeing is the trusting, caring relationships staff build for their students. Our staff get to know the intricacies of each child and understand 'how they tick'. Staff continually adapt to meet the child’s learning, physical and social needs and also to build home –school relationships. They have high expectations for the social participation of every child at school and in the community. Special thanks to the staff at VRS for the wonderful job they do!

Productivity

Professional Learning at VRS is largely school based with the belief that on-site learning together as a staff creates the greatest opportunity for whole school change. $30,426 was invested into staff professional learning across the school.

Regular applications to philanthropic trusts, local donations and fundraising raised $37,828 in 2015.

Information Technology is a vital learning and communication tool at VRS. $50,264 was spent on replacing and purchasing new equipment, including laptops, iPads, audio visual and computers for both the classrooms and to support the Whole School Tracking System and a server upgrade.

The new DET system of Performance and Development Plans were implemented in 2015 incorporating SMART goals, strategies and an evidence base. Staff embraced the system as PDP was not a new concept to them. Some minimal funds were spent on CRT release for replacement when plans were first developed. CRT costs: $1500.

During Jane Farrall’s visits provision was made for coaching time and for peer observations. Teachers were released from teaching duties to observe Jane modelling and to observe peers. CRT replacement costs: $2,200

For 2015 Verney Road School was granted $18,700 to improve the outcomes in Literacy and Numeracy for our junior Koorie students, this allowed a teacher to be employed to work one on one in the Early Years.

The Sporting Schools Program funded $5,250 to allow 3 terms of Active After School Sports for our students. They participated in football, netball and ten pin bowling.

$4,339 was spent on library books and improving our literacy resources across the school.

Verney Road School was in receipt of a generous grant of $9,000 from The Goulburn Valley Community Fund, as well as many private, business and service clubs contributing funds to assist our 9 students going to China in 2016. All major fundraising for 2015 went towards contributing to the costs associated with this trip.

Our Senior Years students were actively involved with raising $153 to go towards purchasing an additional flag pole and having our old one relocated to the front of the school, where both the Australian and Indigenous flags can be flown.

Our school grounds continued to show improvement, the play areas in both the junior and senior yards were topped up with new mulch. With a donation of $5,000 from the Shepparton Club two pieces of outdoor fitness equipment were able to be purchased and installed in the senior yard. A new trampoline $1,995 was purchased and replaced the old one.
Also an electric battery operated **leaf sweeper** was purchased for **$3,850** and has been used by both staff and students to keep the concrete paths and courtyards clear of leaves and debris. 

Internally the school also benefited by $13,888 being spent of the **replacement of carpet** in the B Wing classrooms. The A Wing kitchens all received **new upright ovens** at a cost of **$6,000**. C Wing had a new storeroom created at the end of the girl’s toilet which was underutilised and has provided an additional area for the sports and recreation equipment at a cost of **$4,200**.
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.

Enrolment Profile
A total of 198 students were enrolled at this school in 2015, 55 female and 143 male. There were 3% of EAL (English as an Additional Language) students and 13% 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.
# Performance Summary

## Achievement

**Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)**

Percentage of students in Years Prep to 12 with a grade of C or above in:

- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

## Student Outcomes

### Results: English

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<table>
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<tr>
<td>0</td>
<td>100</td>
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</table>

### Results: Mathematics

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<tbody>
<tr>
<td>0</td>
<td>100</td>
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</tbody>
</table>

## School Comparison

Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.

## Towards Foundation Level AusVELS

Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).

Data will not be displayed where less than 10 student assessments were provided.

### English

No Data Available

### Mathematics

No Data Available

Towards Foundation Level AusVELS is not used for the School Comparison.
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.

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.


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**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$4,335,328</td>
</tr>
<tr>
<td>Government Provided DET Grants</td>
<td>$981,166</td>
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<tr>
<td>Government Grants Commonwealth</td>
<td>$13,562</td>
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<tr>
<td>Revenue Other</td>
<td>$34,427</td>
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<tr>
<td>Locally Raised Funds</td>
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<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$5,455,412</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$4,222,459</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$4,767</td>
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<tr>
<td>Communication Costs</td>
<td>$6,301</td>
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<td>Consumables</td>
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<td>Miscellaneous Expense</td>
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<td>Professional Development</td>
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<td>Property and Equipment Services</td>
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<tr>
<td>Salaries &amp; Allowances</td>
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<td>Trading &amp; Fundraising</td>
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<td>Travel &amp; Subsistence</td>
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<tr>
<td>Utilities</td>
<td>$31,362</td>
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<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$5,127,099</strong></td>
</tr>
</tbody>
</table>

| Net Operating Surplus/-Deficit   | $328,313 |

| Asset Acquisitions               | $0      |

<table>
<thead>
<tr>
<th>Financial Commitments</th>
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<tbody>
<tr>
<td>Operating Reserve</td>
<td>$139,533</td>
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<tr>
<td>Asset/Equipment Replacement &lt; 12 months</td>
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<tr>
<td>Capital - Buildings/Grounds incl SMS&lt;12 months</td>
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<tr>
<td>Maintenance - Buildings/Grounds incl SMS&lt;12 months</td>
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<td>Revenue Receipted in Advance</td>
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<td>School Based Programs</td>
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<td>Other recurrent expenditure</td>
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<tr>
<td>Asset/Equipment Replacement &gt; 12 months</td>
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<tr>
<td>Capital - Buildings/Grounds incl SMS&gt;12 months</td>
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<tr>
<td>Maintenance - Buildings/Grounds incl SMS&gt;12 months</td>
<td>$136,500</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$685,902</strong></td>
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</tbody>
</table>

### Financial Position as at 31 December, 2015

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$253,709</td>
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<tr>
<td>Official Account</td>
<td>$21,806</td>
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<tr>
<td>Other Accounts</td>
<td>$410,387</td>
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<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$685,902</strong></td>
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</table>

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

In 2015 Verney Road School showed strong financial management and was able to facilitate the goals and priorities of the Annual Implementation Plan, reflective of the schools 2015-2018 Strategic Plan.

Verney Road School has provided its students with many opportunities throughout the year to improve their communication, literacy and numeracy skills. This has been achieved by continuing to keep the school’s IT resources up to date, by replacing classroom whiteboards and updating the support software to enhance the learning outcomes for our students. $50,264 was spent on replacing and purchasing new equipment, including laptops, ipads, audio visual and computers for both the classrooms and to support the Student Digital Portfolio Tracking System.
All students, including those with complex communication needs have benefited greatly from the implementation of AAC practices. Staff were supported with additional professional development throughout the year provided by Jane Farrall and the introduction and continuing participation of the 4 Block model within the classrooms. $30,426 was invested into the staff professional learning across the school and this has proven to be very beneficial in improving student outcomes.

Donations and fundraising to the school were welcomed in 2015, $37,828 was provided through local support, grant and trust applications and donations. A large portion of these funds gave 9 of our students the opportunity to travel overseas for a 10 day supported China trip. Our school grounds have also benefited from this additional funding by providing outdoor fitness equipment in our senior yard and upgrading some of the junior play equipment.

Verney Road School carefully prepared and monitored budgets throughout the year, to ensure that revenue expected and expenditure remained within reasonable limits and all funds expended were in accordance with DET guidelines. The net surplus to the school has left it in a good strong position to continue the development of student learning and support the staff to continue the Augmentative and Alternative Communication processes throughout 2016.