

# 2017 Annual Report to the School Community



School Name: Verney Road School

School Number: 5153



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 March 2018 at 11:57 AM by Janet Gill Kirkman (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 March 2018 at 03:10 PM by Joanne Sizeland (School Council President)

Name of School Principal:	Janet Gill Kirkman
Name of School Council President:	Joanne Sizeland
Date of Endorsement:	21/11/18

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



## About Our School

### School Context

Verney Road School (VRS) is a 'Specialist School' where we educate children and young people with a mild to severe intellectual disability from age 3 – 18 years. Many students have multiple diagnoses of disability including sensory or physical impairment, Autism, Attention Deficit Hyperactivity Disorder, Down Syndrome and challenging behaviours.

Our vision is that 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 has a Student Family Occupation of 0.73. The Camps, Sports, Excursions Funds (CSEF) was accessed by 148 students in 2017, which means the applicant must have a pension card or health care card. We have a diverse student population with, 12.74% indigenous, 4.25% are non – English speaking, 5 students in Out of Home Care. Only 1 in every 4 students is female.

Verney Road School has a culture of four key expectations; these are what we value:

**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.

The school sits on the busy intersection of Verney Road and Balaclava Road, Shepparton. It was purpose built in 1999 for 74 students. Enrolment figures for 2017 were 179, plus 20 Early Ed students. The buildings are modern; however, 6 portable classrooms have been added to meet the needs of the growing population. The school is landlocked by a housing estate on the north and a school and Childcare Centre on the west. Play space for the students is at a premium and play times are alternated to accommodate student needs and space.

The majority of students travel to school by contract buses. However the school car park at pick up and drop off time is extremely busy and parent pick-up must alternate with bus times for safety.

The school operates in three units of Early Years (age 3-9), Middle Years (aged 10-15) and Seniors Years (aged 16-18), each unit is lead by a Leading Teacher who supports learning, well-being and the organisation of the unit.

The school has high expectations that every child can learn with a focus on Literacy, Mathematics, Science, Physical Education, Visual Arts and Music and Independent Living Skills. The Victorian Curriculum is the key curriculum used for planning and goal setting. Senior students participate in VCAL, VET and Independent Living Skills Curriculum. There is a strong work experience and pathways program.

Augmentative Alternative Communication (AAC) is used to ensure every student can participate in the learning and communication process. We are dedicated as a school to ensuring all students can learn and communicate.

VRS has a whole school approach to behaviour management through implementation of Positive Behaviour Support. (PBS) Positive Behaviour Support embeds a common language, explicit teaching of a matrix of behaviours and uses data for evidence based decision-making. PBS incorporates a reward based program such as the 'PBS shop' in Middle Years.

Whole school approaches are used with a Four Block Literacy Model, a dedicated Instructional Model, Maths teaching using manipulatives and real world links and common planning models for teachers' weekly planning. An assessment schedule gathers data on every students' learning. A Sensory Therapeutic and Massage program operates to support students who may experience frequent dysregulation. Hydrotherapy and spa supports students with complex physical needs. A dedicated Early Education program provides supportive intervention for children and families aged 2.8 – 4 years. Students in Early and Middle Years participate in a learn to swim program and annual Swimming and Athletics sports are held. A daily Breakfast Program is provided to all students who choose to access it. A weekly shopping and cooking program features healthy eating and independent living skills. Community access is also part of the weekly program, to ensure every student interacts with the wider community. Riding Develops Ability (RDA) and Sailability is accessed by many students and our Cheerleaders won a National title! Seniors volunteer in the community for Advance. There is a broad camping and excursion program across the three units. Our Mothers' Day High Tea, Fathers' Day Breakfast and Annual Fun Run are very well attended. A pinnacle event last year for Year 11 and 12 students was the VRS. Debutante Ball.



VRS has 52.8 equivalent fulltime staff. 2.0 Principal Class, 27.2 Teachers and 23.6 Education Support Staff. In 2017 there were 20 classes including Early Education and the class size average was 9.4 students. Four trainees were also employed.

## Framework for Improving Student Outcomes (FISO)

Our key priorities for improvement in 2017 were:

**'Building practice excellence'** - We have continued to build all staff capacity (Teaching and ESS) in AAC (Augmentative & Alternative Communication- Visuals/ PODD/ Key Word Sign) strategies to ensure all students participate in communication and the learning process. Assessment of learning is based on the Communication Matrix and the Pragmatics Checklist.

In 2016-2017, 27 students were tested on the Communication Matrix.

- 5 students showed progression between 1% and 13%
- 4 students remained on the same score
- 17 students showed regression between 2% and 45%

In 2016-2017, 20 students were moved from Communication Matrix testing to Pragmatics Checklist testing.

In 2016-2017, 51 students were tested on Pragmatics Checklist testing in both testing periods. The test was changed between testing periods and percentage of skills mastered has been compared.

- 19 students showed progression between 5% and 31%
- 32 students showed regression between 3% and 85%. Regression may have been due to improved teacher understanding of the concepts in the testing tool.

**'Curriculum Planning and Assessment'** - The implementation of the Mathematics Victorian Curriculum and the Department of Education and Training Mathematics Improvement Strategy.

From June to December 2017 the test results for the Working Towards Maths Online Assessment in Counting and Place Value increased by 9.7%. In the same time period the test results for the Maths Online Assessment increased by 5%. In addition, 21 students progressed their mathematical knowledge to move from the base test to the more advanced one, showing a significant growth in skills.

## Achievement

In the area of Communication and Alternative and Augmentative Communication (AAC), all staff had termly training with our Speech Consultant Haylee Parfett. Haylee consults all around Australia and is very pleased with the growth in Verney Road School's whole school approach. In every classroom, AAC is available to every learner to support their communication. In 2017, every student had Communication SMART goal /s in their individual Education Plan. Twelve families had speech consults with Haylee Parfett to support their use of AAC in the home. Future work in AAC. is to have student access and mobility of AAC tools available for the student wherever they are in the school or the community.

In the area of Mathematics teaching improvement, two coaches Kelli Dodman and Colette Burgemeister completed the second year of their project. They introduced a lesson model. Staff were coached in their Maths planning and teaching. Resource kits were provided. A Maths learning sequence for the year was developed and classroom observations in Maths gave teachers feedback about their teaching. Classroom profiles of assessment results were completed. Much was achieved in the 2017 STEM (Science, Technology, Engineering and Maths) funded project. The Department of Education funded each teacher (Kelli and Colette) to be released 0.5 from the classroom for 2016-2017.

In 2017, 68% of learners achieved their SMART goals (personalised goals in Literacy, Numeracy and Communication.)

The Victorian Certificate of Applied Learning (VCAL) is an option for our Senior students. In 2017, 38 students participated in VCAL in the learning areas of Literacy, Numeracy, Work Related Skills, Personal Development Skills and Vocational Education and Training (VET) – Horticulture and Information Digital Media Technology. 6 out of 11 Year 12 students achieved their VCAL.

37 students attained credits towards their VCAL.



## Engagement

The adaptability and flexibility of our staff was a strong factor in supporting all of our students in 2017.

In 2017 there were a number of strategies put in place to support our students' attendance. We appointed a trainee in the Office, Phoebe, to follow up on student absences by calling parents when absences were unexplained. Classroom teachers also followed up on absences, by making sure any student with a high number of absences had a specific goal added to their Individual Education Program (IEP) addressing attendance. Reward programs and home visits were also used to help avoid disengagement from school. These strategies saw a small improvement in attendance on average by one day per week. Our newly appointed Family Engagement officer will also be able to support in this area from term two 2018.

The Student Engagement Class in 2017 supported some of our most traumatised and/or behaviourally challenged students. It was quite successful strategy in that we were able to reengage many of the students into our general classes. The SWIS data (behaviour incident reports) showed a decrease in the more serious types of behaviour incidents. The higher staff to student ratio allowed us to support these students in their transitions to other classes. Encouragingly, these students also made progress in their learning in both literacy and numeracy.

## Wellbeing

Our Wellbeing team consists of our Assistant Principal, Social Worker and Student Services Support Officer (SSSO) who meet weekly and review wellbeing referrals

The Wellbeing Program is further supported by our Occupational Therapist and Massage Therapist. They work to support the sensory integration of our students so that they can access learning. During 2017, on the advice of our OT, we were able to invest in Sensory boxes that include equipment such as weighted blankets, toys to promote concentration and supported seating equipment. Our Sensory Therapeutic Program is run on Wednesdays by our OT with assistance from an ESS. In 2017, we ran a Sensory Therapeutic class to support those students who experience frequent dysregulation.

We continue to run a Breakfast Program from our Home Crafts Room. This provides both nourishment, social interaction and explicit teaching in the mornings. Many of our students who have travelled long distances enjoy a 'second breakfast' on arrival at school that helps to get them ready to learn for the day.

We also have a dedicated team of volunteers who support us in many and varied ways. Some attend excursions such as swimming days while others volunteer weekly in classrooms. They are an integral part of our school community for which we are very thankful.

Our Community Access, camps and excursions programs continue to meet the needs of our students in engaging with the wider community and expanding their experiences. In 2017 these experiences included camps to Queenscliff and Melbourne for our Senior students, Malmsbury in Middle Years and our Early Years students enjoyed a sleep over or and activities night.

For more detailed information regarding our school please visit our website at <http://verneyrd.vic.edu.au/>



## Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools: Results for this school: Median of all Victorian Government Special Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 179 students were enrolled at this school in 2017, 48 female and 132 male.</p> <p>9 percent were EAL (English as an Additional Language) students and 12 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Achievement	Student Outcomes																																																																												
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<div data-bbox="472 315 1422 801"> <h3>Results: English</h3> <table border="1"> <caption>English Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>6%</td></tr> <tr><td>B</td><td>15%</td></tr> <tr><td>C</td><td>15%</td></tr> <tr><td>D</td><td>16%</td></tr> <tr><td>0.5</td><td>17%</td></tr> <tr><td>F - F.5</td><td>16%</td></tr> <tr><td>1 - 1.5</td><td>10%</td></tr> <tr><td>2 - 2.5</td><td>4%</td></tr> <tr><td>3 - 3.5</td><td>0%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div data-bbox="472 808 1422 1301"> <h3>Results: Mathematics</h3> <table border="1"> <caption>Mathematics Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>6%</td></tr> <tr><td>B</td><td>15%</td></tr> <tr><td>C</td><td>14%</td></tr> <tr><td>D</td><td>11%</td></tr> <tr><td>0.5</td><td>23%</td></tr> <tr><td>F - F.5</td><td>20%</td></tr> <tr><td>1 - 1.5</td><td>9%</td></tr> <tr><td>2 - 2.5</td><td>3%</td></tr> <tr><td>3 - 3.5</td><td>1%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div>	Level	Percentage	A	6%	B	15%	C	15%	D	16%	0.5	17%	F - F.5	16%	1 - 1.5	10%	2 - 2.5	4%	3 - 3.5	0%	4 - 4.5	0%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%	Level	Percentage	A	6%	B	15%	C	14%	D	11%	0.5	23%	F - F.5	20%	1 - 1.5	9%	2 - 2.5	3%	3 - 3.5	1%	4 - 4.5	0%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%
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## Performance Summary

Engagement	Student Outcomes												
<p><b>Average Number of Student Absence Days</b></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.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>17.8</td> <td>17.0</td> <td>18.3</td> <td>17.2</td> <td>17.6</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	4-year average	Average absence days	17.8	17.0	18.3	17.2	17.6
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Average absence days	17.8	17.0	18.3	17.2	17.6								
<p><b>Exit destinations</b></p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>91.2</td> <td>95.2</td> <td>100.0</td> <td>100.0</td> <td>96.6</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	4-year average	% of students to further studies or employment	91.2	95.2	100.0	100.0	96.6
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# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in key areas:

### Achievement

Student achievements in :

- English and Mathematics

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

## What is the meaning of '*Data not available*'?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels, so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## Towards Foundation Level Victorian Curriculum

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.



## Financial Performance and Position

### Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$5,062,965	High Yield Investment Account	\$472,336
Government Provided DET Grants	\$1,300,479	Official Account	\$3,790
Government Grants Commonwealth	\$46,325	Other Accounts	\$431,299
Revenue Other	\$49,378	<b>Total Funds Available</b>	<b>\$907,425</b>
Locally Raised Funds	\$50,602		
<b>Total Operating Revenue</b>	<b>\$6,509,750</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$318,448		
<b>Equity Total</b>	<b>\$318,448</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,822,411	Operating Reserve	\$171,863
Books & Publications	\$5,358	Asset/Equipment Replacement < 12 months	\$51,528
Communication Costs	\$6,606	Capital - Buildings/Grounds incl SMS<12 months	\$230,630
Consumables	\$119,847	Maintenance - Buildings/Grounds incl SMS<12 months	\$124,395
Miscellaneous Expense <sup>3</sup>	\$299,400	School Based Programs	\$23,770
Professional Development	\$55,526	Provision Accounts	\$11,300
Property and Equipment Services	\$322,857	Other recurrent expenditure	\$46,024
Salaries & Allowances <sup>4</sup>	\$281,938	Asset/Equipment Replacement > 12 months	\$145,000
Trading & Fundraising	\$2,108	Capital - Buildings/Grounds incl SMS>12 months	\$22,436
Travel & Subsistence	\$19,542	Maintenance -Buildings/Grounds incl SMS>12 months	\$80,479
Utilities	\$35,674	<b>Total Financial Commitments</b>	<b>\$907,425</b>
<b>Total Operating Expenditure</b>	<b>\$5,971,267</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$538,483</b>		
<b>Asset Acquisitions</b>	<b>\$204,010</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) Salaries and Allowances refers to school-level payroll.

2017 has seen an advancement across the school with the continued development with numeracy, science, literacy, communication and e-learning. The Department of Education and Training provided \$114,140.77 targeted initiative funding to support Maths and Science teaching specialists, developing the teaching of maths and science to all classes. \$8670 was spent to purchase the hands on resources used by the students. Funding of \$13,200 was provided to continue the Koorie Literacy and Numeracy program with the Reading Intervention of Early Years' students. A specialist reading teacher was employed approximately 9 hours weekly to continue the individual work with these students.

With the Department continuing to provide additional funding to support socially disadvantaged students, the VRS school council was again in a position to not request school fees from our families. The Camps, Sports and Excursions Funding (CSEF) was provided for students under their Centrelink



eligibility and \$26,800 was received to cover the cost of these activities normally paid by the parents. The CSEF funding is accumulative and is allocated to individual students and held in credit for any future activity costs.

\$227,101 was spent on replacement staff for the year. \$140,467 for teachers and \$86,634 for teacher assistants and additional support staff.

School Council approved the extension of the staff lounge and virtually doubling its size to accommodate the ever-increasing staff numbers. \$120,000 fully funded by VRS was allocated to cover the building costs and alterations.

The e-learning team worked diligently to update the schools technology in line with their SIPS (School ICT Progression Strategy) four-year plan. Providing three additional laptop trolleys equipped with fifty new laptops for senior students and middle years. The purchase of twenty-three iPads to improve device/student/staff ratio has assisted to increase the overall rating and keeping on track.

Some additional funding was provided through several grants to support our students. \$2,000 came from the GV Community Fund to purchase the Swing-A-Way swing for the new middle year's sensory outdoor area. The Greater Health Grant contributed \$1,018.60 for sensory tools and a specific massage chair. Sensory trikes were purchased with a \$2,595 grant from Variety the Children's Charity. We received \$25,000 for a shade structure in our Senior yard.

Towards the end of the year the school was in a financial position to allocate \$80,000 towards the replacement of the two small school buses that are used daily to transport students into and around the community.

The overall expenditure budget was 103% spent and the additional \$45,664 was managed within the school's cash reserve. Verney Road School has monitored the revenue and expenditure for 2017 within the guidelines of the Department of Education and Training to remain within reasonable limits and that all funds were expended accordingly. The school's end of year surplus was \$538,483 leaving the school in a good position to invest the funds for future and continued development for strong student outcomes and to provide a positive environment for VRS growth.

*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.*