

# 2016 Annual Report to the School Community



School Name: Milgate Primary School

School Number: 5212



Name of School Principal:	Debbie Mierisch
Name of School Council President:	Simon Mosley
Date of Endorsement:	



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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

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

## About Our School

### School Context

Milgate Primary School is a community united by a commitment to learning and educating the whole child built upon the core values: Appreciation, Commitment, Confidence, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance.

Enjoying a rich multicultural community (30% Language Background Other than English), Milgate has a commitment to prepare our students with the attributes and competencies to become global citizens of the world. A significant number of Milgate students work above their expected level of learning. Challenge and Support programs are provided to ensure all students reach their full potential. Milgate PS is an authorized International Baccalaureate World School delivering the Primary Years Program. The school also has a sister school in China which supports the internationalizing of education.

Milgate is dedicated to building strong community relationships, positive student achievements and a supportive learning environment. An emphasis upon critical and analytic thinking strategies, inquiry learning and a strong commitment to the development and integration of Learning Technologies across the curriculum further combine to provide an exciting and flexible learning program designed to meet students' individual needs. There is a strong partnership between parents and staff, with a high level of parent participation on school council, as classroom helpers and in fundraising and social activities.

Milgate Primary School offers its 600 students an attractive, safe and stimulating learning environment and a successful Outside School Hours Care facility. This school has 57 staff: 3 Principal Class, 35 teachers and 19 Education Support staff (administration, library, first aid, classroom support, IT support).

### Framework for Improving Student Outcomes (FISO)

The Improvement Initiatives selected from FISO were as follows:

#### **1. Excellence in teaching and learning - Building practice excellence**

The key improvement strategies were:

- Continue to build teacher capacity in classroom instruction.
- Further develop an innovative ICT environment to enhance learning, motivation and engagement.
- Plan school wide resourcing to ensure it supports the strategic plan and enhances student-learning outcomes.
- Continue to enhance leadership, teamwork and accountability across the school.
- Continue to embed the PYP Learner Profile attributes and the PYP Attitudes.

#### **2. Positive climate for learning - Empowering students and building school pride, Setting expectations and promoting inclusion**

The key improvement strategies were:

- Plan for more customised learning, with higher levels of student responsibility for learning
- Continue development of a positive culture particularly through continuing to build resilience
- Expanding the student leadership and the role of Junior School Council.

Excellence in teaching and learning was selected, as this is included in the Strategic Plan goals in building teacher capacity for improved teaching and learning with a focus on specific subject areas of Reading and Mathematics. The Reading data in NAPLAN and teacher judgments needed to be improved and a consistent approach to the teaching of Reading across the school was to be implemented. We were also working towards developing a consistent approach to the teaching of Mathematics.

Positive climate for learning was selected, as this is included in the Strategic Plan goals. We had started working on this area with the implementation of the International Baccalaureate Primary Years Program and beginning to increase student responsibility for their learning and needed to continue with this to develop student responsibility. Positive education / psychology / strengths based education had also begun.



Throughout the year staff participated in ongoing professional learning related to the improvement initiatives both within the school and outside. The school has been part of the global New Pedagogies for Deeper Learning (NPDL) project, which has provided excellent professional learning for teachers from international and national educators. This has complemented the IB PYP and enabled teachers to provide deeper learning experiences for students. Ongoing collaborative planning and some teacher observations have contributed to building teacher capacity.

The draft instructional model for Maths has been completed for trial in 2017. The reading instructional model is still being devised.

## Achievement

Milgate Primary School is proud of its achievements in student learning. The student achievement in both English and Maths is significantly higher than the state benchmark and when compared with similar schools, the English and Maths achievements are both similar to that of other similar schools.

The NAPLAN data indicates that students are performing substantially above all schools in the state in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Year 3 and 5 students in NAPLAN are performing very well in comparison to similar schools. The focus for 2017 will be to increase the percentage of students achieving High Learning gain (Yr 3 – Yr 5) in all areas of the curriculum as this is an area that can be improved.

Catering for the individual learning needs of students continues to be a focus of the school. Many varied opportunities are provided for students to excel in all areas of the curriculum. All students including those with a disability (PSD students) showed progress at satisfactory, above or well above in achieving their individual learning goals.

There is a strong emphasis on developing the capacity of staff and the capabilities of our students. There has been a continued focus on the explicit teaching of Maths skills with significant improvements in student learning. A whole school instructional model for the teaching of Maths has been developed in 2016 and will be implemented by teachers in 2017. Literacy skills in Reading, Writing and Spelling have been continually developed working towards a consistent approach to the teaching of Reading across the school. In 2017 a whole school instructional model for Reading will be developed. Developing the capacity of our staff and the capabilities of our students also continues through the ongoing implementation of the International Baccalaureate Primary Years Program. Year Level Teams plan collaboratively to ensure that the curriculum is effectively differentiated. This ensures that students are engaged, challenged and supported in their learning. Collaborative Year Level Teams are supported professionally by Leadership staff.

In 2017, the focus will continue to be on explicit teaching of Maths and English skills especially in the Early Years and consistency of approaches in English and Maths across all year levels. There will be a continued focus on explicit Learning Intentions and Success Criteria for all learning tasks. In 2017 we will continue to implement teaching and learning strategies that explicitly develop the skills and challenge and engage all students. There will be a focus on teacher practice incorporating peer coaching / observation and professional learning to continue to develop the capacity of teachers to provide an explicit, rigorous teaching and learning program with high expectations for all students.

The International Baccalaureate Primary Years Program (IB PYP) continued to be implemented across the school with very successful learning outcomes. This is an inquiry based international program. The student engagement and learning in the IB PYP has been excellent with students having opportunities to take responsibility for their learning. The Exhibition in Year 6 provides opportunities for students to investigate a global issue in depth and present their learning at an open night when members of the community are invited to attend.

In 2017, the school will target improvements in English and Maths achievement and the relative student achievement growth in NAPLAN from Years 3-5.



## Curriculum Framework implemented in 2016

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

### Engagement

Teachers and students believe that they work in a stimulating, safe and nurturing environment where teaching and learning is at the centre of all that we do. Overall student attendance is higher than the state average.

On the Year 5 & 6 Student Attitudes to School Survey, all areas remained similarly high in 2016 indicating that our students are engaged in their learning and connected to school. The areas of the Student Attitudes to School Survey for Milgate PS in 2016 in 'Student Connectedness to School' and the 'Student Perceptions of Safety' is similar to other like schools. The four year average for 'Student Connectedness to School' is higher than similar schools.

The IB PYP curriculum and whole school approach to learning provides high levels of learning engagement for students through an inquiry based approach. The PYP Exhibition in Year 6 challenges and engages the students in taking responsibility for their learning. The units of inquiry are continuously being evaluated and changed as needed to meet the 21<sup>st</sup> century learning needs of the students.

Technologically, the school is extremely well resourced. Interactive whiteboards / Apple TVs are in every classroom and students in Years 3-6 continue to be involved in the 1:1 iPad program. There are school sets of iPads for Years F-2 and also sets of MacBooks / netbooks across the school. The school's Learning Technology team oversees the effective use of ICT to innovate and engage students in their learning. In 2016 a very successful Code Club was continued for Year 5 and 6 students after school to learn and extended to include Year 3 and 4 students. The additional resources of a 3D printer, drones, spheros, beebots and robots are used in the learning of coding. Coding will be taught in all year levels as part of the curriculum in 2017.

Student Leadership is developed through the school in School Leaders, House Leaders, Environmental Leaders, Junior School Council, student led assemblies and Milgate Achiever Awards. Student voice is encouraged and developed through the above forums. This area was developed in 2016 with student leaders attending leadership forums and Junior School Council taking a more active role in school activities. In 2017 this will be extended further.

In 2016 Discovery sessions (Play based learning) have continued to be developed in the Foundation learning program. This has had a positive impact on students' transition to school and their oral language and social skill development. In 2016 two of the Foundation teachers attended the Reggio Emilia Early Learning training in Italy and many aspects of this project / student driven learning, have been incorporated into the Discovery sessions to enhance the learning program.

Milgate Primary School has a strong program in place to support the various transitions our students make. The Foundation students' transition to school is enhanced by the excellent transition program conducted with the students and their families at the end of the year in Term 4 prior to their commencement at school. Other transition opportunities during the year are: Term 2 – Discovery Days for preschool children and Term 3- Storytime activities in the library for pre-school children.

Strong communication links have been developed with our feeder preschools and these have continued in 2016 with groups of our Year 5 students regularly visiting the preschools to read to the preschool children. This strengthens the connections between students thus assisting with their engagement and transition to school.

### Wellbeing



The whole school wellbeing strategy is part of the Student Engagement and Wellbeing policy. This focuses on the school values, Positive Education, respect for people, property and for learning using the Restorative Practices model. Each student is aware that bullying and intolerance are not accepted at this school and focused learning, respect and consideration of others are encouraged.

In 2016, Milgate continued to focus on Positive Education / Psychology as a whole school approach to wellbeing. The Student Wellbeing Team has focused on the implementation of explicit teaching of social skills across the school and introducing the positive education concepts through their own classrooms and Milgate Mix-Up sessions. A one day professional learning in Positive Education was conducted by Georgina Manning for all staff and the student wellbeing leader also conducted professional learning for staff. During the year. Teachers trialed learning from the professional development sessions and aspects such as gratitude and kindness in their classrooms. In 2017, the focus will be on further implementing Positive Education through an Inquiry based approach where teachers research, trial and share ideas thus building their capacity and understanding. Positive Education is a whole school cultural approach.

All year levels developed Essential Learning Agreements, with student input, about how they will work together, and the PYP Learner Profile and Attitudes were used and referred to throughout all student learning. The ACER Wellbeing survey for students was trialed by Year 5 in 2016 and will be implemented across the school in 2017. This will be done in Terms 1 and 4 providing benchmark data in Term 1 and then comparison data in Term 4 in regard to programs implemented during the year.

Our excellent class ratios build early confidence in the Foundation students. The Year 6 and Foundation student buddy system contributes to developing the social confidence of the younger students as they transition to school. Milgate Mixups is a continuing program building wellbeing and engagement where all students across the school are part of a Milgate Mixup group comprising students from Years F – 6. The students meet in these groups throughout the year developing relationships with different aged students and contributing to building the school community. This will continue in 2017.

Our 2015 Year 6 students enrolled at a range of local government, Catholic and Independent schools. The Year 6 Graduation, a curriculum emphasis in Personal Development in Term 4, as well as the PYP learning, assisted with this transition into secondary school. The secondary schools organised regular visits to their schools for Year 5 and 6 students throughout the year to attend classes, musicals, etc. The strong relationships we have established with our local secondary schools enable our students to make successful transitions which contributes to their wellbeing at school.

For more detailed information regarding our school please visit our website at  
[www.milgateps.vic.edu.au](http://www.milgateps.vic.edu.au)



## Performance Summary

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

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

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 50% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p><a href="#">Enrolment Profile</a></p> <p>A total of 544 students were enrolled at this school in 2016, 264 female and 280 male. There were 27% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><a href="#">Overall Socio-Economic Profile</a></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><a href="#">Parent Satisfaction Summary</a></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><a href="#">School Staff Survey</a></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 50% of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>24%</td> <td>48%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>51%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>64%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>52%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>39%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	48%	27%	Numeracy	26%	51%	22%	Writing	25%	64%	11%	Spelling	17%	52%	32%	Grammar and Punctuation	35%	39%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	24%	48%	27%																							
Numeracy	26%	51%	22%																							
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Grammar and Punctuation	35%	39%	26%																							



## Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>93 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	94 %	95 %	93 %	95 %	94 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	94 %	95 %	93 %	95 %	94 %										



## Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

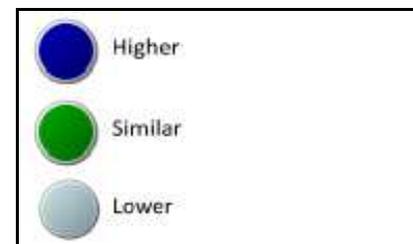
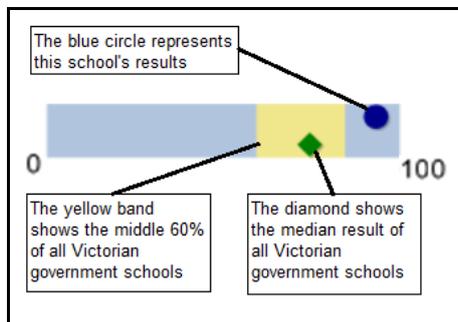
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

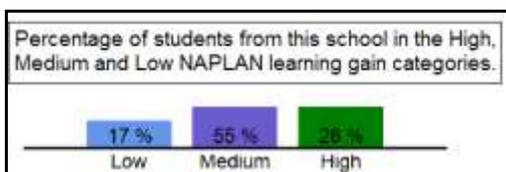
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,863,617
Government Provided DET Grants	\$454,629
Revenue Other	\$7,679
Locally Raised Funds	\$624,319
<b>Total Operating Revenue</b>	<b>\$4,950,244</b>

Expenditure	
Student Resource Package	\$3,554,147
Books & Publications	\$3,322
Communication Costs	\$10,368
Consumables	\$124,218
Miscellaneous Expense	\$279,069
Professional Development	\$30,716
Property and Equipment Services	\$267,398
Salaries & Allowances	\$246,385
Trading & Fundraising	\$63,454
Travel & Subsistence	\$690
Utilities	\$38,740

**Total Operating Expenditure** **\$4,618,506**

**Net Operating Surplus/-Deficit** **\$331,737**

**Asset Acquisitions** **(\$21)**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$236,538
Official Account	\$122,354
Other Accounts	\$38,855
<b>Total Funds Available</b>	<b>\$397,747</b>

Financial Commitments	
Operating Reserve	\$110,340
Asset/Equipment Replacement < 12 months	\$20,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$15,000
Revenue Received in Advance	\$212,407
School Based Programs	\$20,000
Other recurrent expenditure	\$20,000
<b>Total Financial Commitments</b>	<b>\$397,747</b>

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

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

In 2016 the finance committee has endorsed all funds and the school is in a good financial position. The school continued a painting maintenance program which was funded from school funds. School funds have funded the International Baccalaureate Primary Years Program (IB PYP), curriculum resources and



professional learning for staff. Other school funds were used to lease sets of iPads for student use in Foundation – Year 2 as well as iPads for the library and MacBook Pros for the computer lab. Other Learning Technology resources such as drones and spheros have also been funded. Prior to the end of the 2016 year, parents paid fees for books, etc. and the invoices for student supplies were not paid until 2017. The Parents and Friends Association of the school organized a number of fundraising events throughout the year, which contributed to the locally raised funds. These funds were used to install new blinds in classroom areas of the school and will continue to be used in 2017 for playground area development. Towards the end of 2016, the school was granted funding for maintenance, which will be managed by a project manager in 2017 to complete the high priority areas on the CARS report.