

**Crib Point Primary School
Including Perseverance Primary school
Annex
3080 & 3261**

**2008 Annual Report to the
School Community**



Department of Education and
Early Childhood Development



Literate Numerate Curious Passionate Articulate Respectful Joyful

School Overview

Crib Point is a small town located in a semi-rural area close to the shores of Western Port. The pupil enrolment in 2008 was 200 with 26 Prep students. Architectural designed buildings comprise of 8 permanent classrooms, gymnasium, arts/technology area, library and an administration wing. A double relocatable building houses two classrooms. The school is situated in a large natural bush setting of 11 acres, which includes two large asphalt areas, two playgrounds, a courtyard and fitness track. HMAS Cerberus is located within the Crib Point environs and has close links with the school. Crib Point Primary School has a SFO (student family occupation) density figure of .49. Crib Point Primary School and Perseverance Primary school operate in a hub/annexe arrangement.

Perseverance Primary School is a one classroom rural school on French Island, which is in Western Port. French Island has a permanent population of approximately 100 residents and roughly the same number of temporary inhabitants. The school was established over 100 years ago in 1896. The multi-aged classroom began with 9 students in February and concluded with 6 students in December. Perseverance Primary School has a SFO (student family occupation) density figure of .25.

2008 was a year of focused teacher professional development.

The school undertook targeted Literacy Professional development in the middle and senior school through our participation in the Department of Education and Early Childhood Development Literacy Improvement Teams Initiative – Literacy & Koorie Literacy coaches project. The objective of this program is to provide targeted schools with intensive assistance to bring about sustained change in classroom practices that are necessary to improve student outcomes in Literacy. Positive changes in planning, delivery and assessment have been a direct result of this program.

Two teachers undertook a combined Teacher professional leave project which focused on achieving the following ICT goals:

- The enhancement of the whole schools computer program
- Increasing all staff members' computer knowledge, skills and confidence
- Aligning our Scope and Sequence ICT document with the VELS interdisciplinary domain, focusing on providing students with the tools to transform their learning and to enrich their learning environment.

- Providing students with opportunities to further develop their computer skills
- Integrate ICT into the curriculum more effectively so as to enhance student learning
- Providing students with the ability to adapt to changing technology
- Exploring programs, blogs and wikis.

We installed our first electronic whiteboard in a Prep/one classroom ready for the beginning of the 2009 school year.

All staff took part in an initiative entitled "Looking over the school fence" where a curriculum day was dedicated to visiting other schools that are considered to be 'Best Practice' schools in literacy. The visits were highly successful with all staff gaining new strategies and ideas to enhance their teaching practice.

SCHOOL MISSION STATEMENT

Vision:

Crib Point Primary School inspires students to become life-long learners who achieve their potential and become valued members of society.

Motto: Providing an anchor for the future.

Objectives:

The objective of CPPS is to increase student participation, engagement and achievement in academic, personal and social skills. CPPS will endeavour to strengthen the quality of its learning environment by working together with students, parents and the wider community.

Strategies:

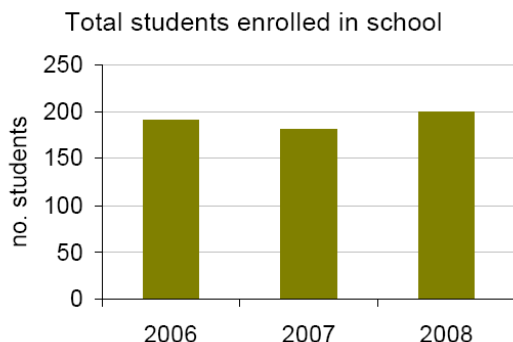
The school's strategies to achieve these objectives are to provide:

- High quality educational program.
- Continual improve curriculum delivery.
- Opportunities for continual professional training.
- Stable financial management and resourcing.

Student enrolments –

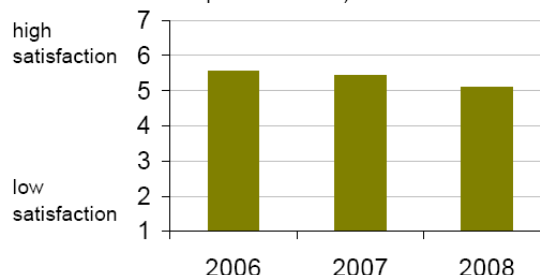
Enrolment data collected in the February census indicated growth at Crib Point from 181 in 2007 to 200 in 2008. This growth was reproduced at Perseverance in the February census figures showing 6 students in 2007 rising to 9 in 2008. This was a positive outcome for both schools.

Crib Point

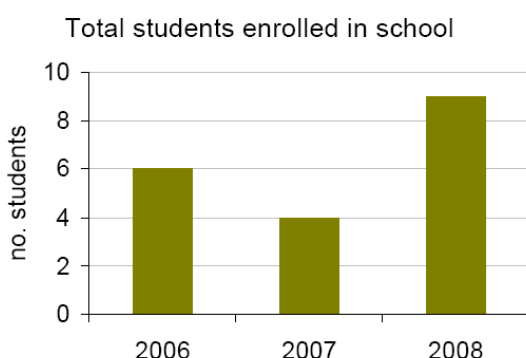


Crib Point Primary School

Parents' satisfaction with this school
 (average score on scale of 1 to 7, where 7 is best possible score)

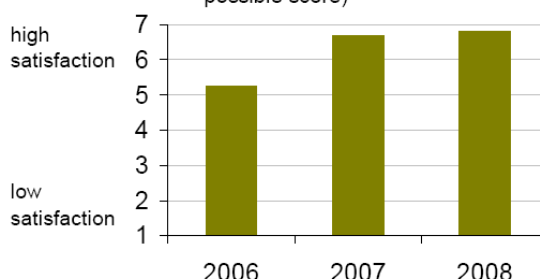


Perseverance



Perseverance Primary School

Parents' satisfaction with this school
 (average score on scale of 1 to 7, where 7 is best possible score)



Parent Satisfaction –

The Parent Opinion Survey was conducted in August 2008. A random sample of parents was asked to what extent they agreed with a number of statements relating to teaching & learning, relationships and resources. Out of the 40 questionnaires (*this figure was determined by the DEECD formula of 15% of your FTE student enrolment or up to 40, whichever is the greater number*) that were sent to families, 30 were returned. Parents are asked to what extent they agree with the statement "Overall I am satisfied with the education my child receives from their school". The results are shown on a scale where 1= strongly disagree and 7 = strongly agree. The mean score for Crib Point Primary School in the area of General satisfaction was 5.10 which is a decline from 5.43 in 2007. The continued decline in community perception of school climate strongly indicates the need for further investigation in 2009 to clarify and appreciate what the parent population perceives as the areas that we must work harder on. Approachability and parent input for example are two areas of concern that were acknowledged as requiring improvement by the representative sample.

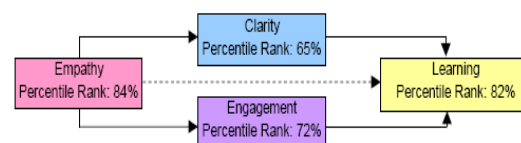
The mean score for Perseverance Primary school was 6.80 which is a rise from 6.67 in 2007.

Teacher Satisfaction –

The teachers were asked to what extent they agreed or experienced a positive reaction to questions centred around empathy, clarity, engagement and learning.

The average percentage ranks calculated against all schools were as follows empathy 84%, Clarity 65%, Engagement 72% & Learning 82%. The average score for teacher satisfaction (morale) at this school was 85.3 on a scale from 0 to 100 where 100 is the best possible score. This indicates a positive culture which ranks above the state average.

Four Key Elements
 (average percentage ranks against ALL school means)



Your School's Strengths and Weaknesses relative to ALL schools

Teacher Absence –

This data is not currently available.

• Teacher Retention –

Of the 15 teaching staff at Crib Point Primary school at June 2007 (including those on leave without pay), 14 or 93% were still at the school at June 2008. This figure across all Government schools was 84%

Teacher participation in professional learning –

All teachers have participated in professional learning throughout the year, with a continued emphasis on the Smart Words® spelling program along with our participation in the Department of Education and Early Childhood Development Literacy Improvement Teams Initiative – Literacy & Koorie Literacy coaches' project. Teachers in Grades 3 – 6 worked closely with Pip Coward (Literacy Coach) and were provided with designated time slots for one on one coaching conversations. Mary Hewit and Mary Simpson undertook a TPL (Teacher professional leave) project which focused on improving student access to ICT through improved teacher knowledge and practices. Their aim was to:

- The enhancement of the whole schools computer program
- Increasing all staff members' computer knowledge, skills and confidence
- Aligning our Scope and Sequence ICT document with the VELS interdisciplinary domain, focusing on providing students with the tools to transform their learning and to enrich their learning environment.
- Providing students with opportunities to further develop their computer skills
- Integrate ICT into the curriculum more effectively so as to enhance student learning
- Providing students with the ability to adapt to changing technology
- Exploring programs, blogs and wikis.

We installed our first electronic whiteboard in a Prep/one classroom ready for the beginning of the 2009 school year.

All staff took part in an initiative entitled "Looking over the school fence" where a curriculum day was dedicated to visiting other schools that are considered to be 'Best Practice' schools in literacy. The visits were highly successful with all staff gaining new strategies and ideas to enhance their teaching practice.

• Teacher Qualifications –

All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian

Institute of Teaching can be found at: http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Student Progress & Achievements

Student Learning

The school strategic plan for 2007 – 2010 clearly outlines the schools plan to improve the children's literacy stands particularly in the areas of reading, writing and spelling.

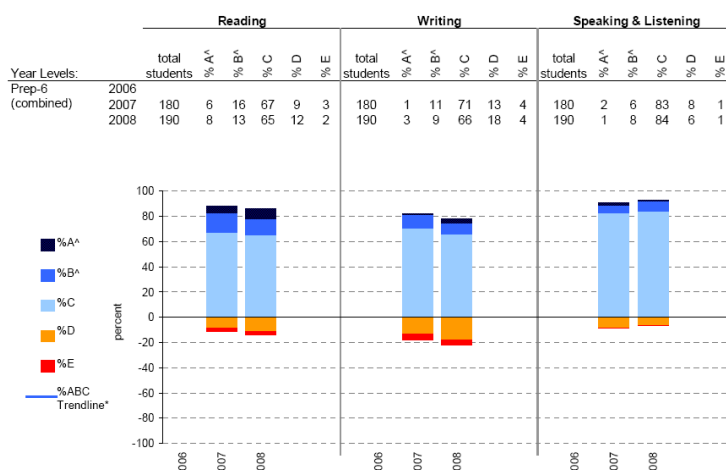
Percentage of students achieving at or above expected standards – Crib Point

Literacy

The 2008 Teacher judgement against VELS Prep to Grade Six (combined) Literacy data indicates that: In reading 86% of children are achieving at or above the expected level. 21% of these children were working above the required standard, with 14% below standard.

In writing 78% of children are achieving at or above the expected level. 12% of these children were working above the required standard with 22% below standard.

In speaking and listening 93% of children are achieving at or above the expected level. 9% of these children were working above the required standard with 7% below standard.



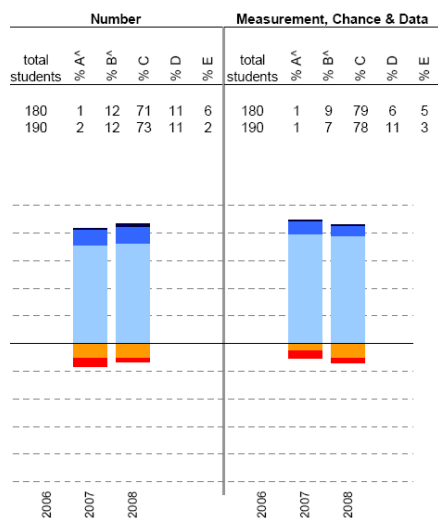
Numeracy

The 2008 Teacher judgement against VELS Prep to Grade Six (combined) Numeracy data indicates that:

In Number 87% of children are achieving at or above the expected level. 14% of these children were working above the required standard with 13% below standard.

In measurement, chance & data 86% of children are achieving at or above the expected level. 8% of

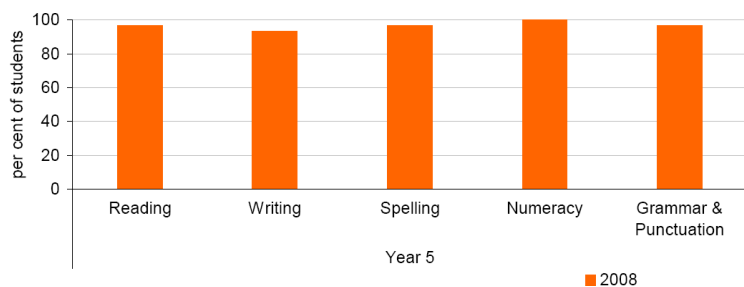
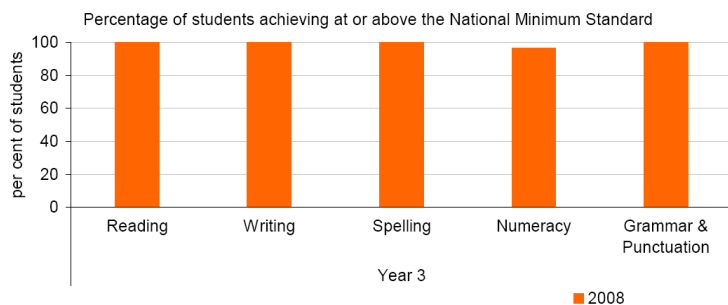
these children were working above the required standard with 14% below standard.



Crib Point NAPLAN - National Assessment Program Literacy & Numeracy.

The following graphs represent children in Years 3 and 5, who, according to their NAPLAN results, would have been considered as performing at the expected level (a "C" grading) or higher ("A" or "B") against the CSF/VELS.

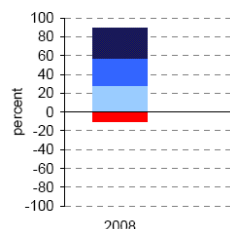
Percentage of students achieving at or above National Benchmarks – NAPLAN



An analysis of the 2008 NAPLAN data for **Grade Three** students shows in Reading 100% of the students were at or above the National band range of 2 – 6 with none in the below average range. 93%

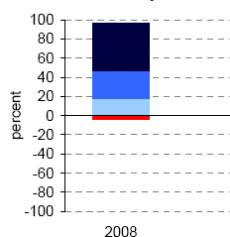
of the students were assessed as being within the National average bands (2 – 5) in which 60% of Australian Yr 3 students should be grouped. 7% of Year three students were above the national standard and none below. The mean scaled score for Yr 3 reading at Crib Point P.S was 397.9 compared to the Victorian state scaled mean score of 415.8.

Percent of students by NAP Band



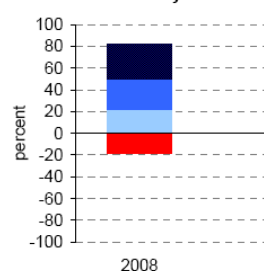
In writing 100% of the students were at or above the National band range of 2 – 6 with none in the below average range. 75% of the students were assessed as being within the National average bands (2 – 5) in which 60% of Australian Yr 3 students should be grouped. 25% of Year three students were above the national standard and none below. The mean scaled score for Yr 3 writing at Crib Point P.S was 424.4 compared to the Victorian state scaled mean score of 421.2

Percent of students by NAP Band



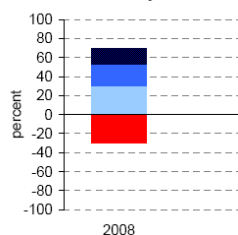
In Numeracy 96% of the students were at or above the National band range of 2 – 6 with 4% in the below average range. 85% of the students were assessed as being within the National average bands (2 – 5) in which 60% of Australian Yr 3 students should be grouped. 11% of Year three students were above the national standard and 4% below. The mean scaled score for Yr 3 numeracy at Crib Point P.S was 389.5 compared to the Victorian state scaled mean score of 416.1

Percent of students by NAP Band



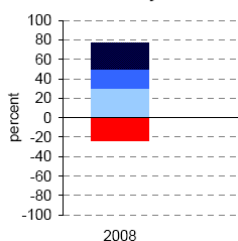
An analysis of the 2008 NAPLAN data for **Grade Five** students shows in Reading 97% of the students were at or above the National band range of 4 – 8 with 3% in the below average range. 94% of the students were assessed as being within the National average bands (4-7) in which 60% of Australian Yr 5 students should be grouped. 3% of Year five students were above the national standard and 3% below. The mean scaled score for Yr 5 reading at Crib Point P.S was 4.63 compared to the Victorian state scaled mean score of 492.1

Percent of students by NAP Band



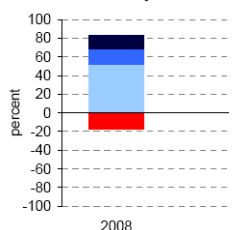
In Writing 93% of the students were at or above the National band range of 4 – 8 with 7% in the below average range. 83% of the students were assessed as being within the National average bands (4-7) in which 60% of Australian Yr 5 students should be grouped. 10% of Year five students were above the national standard and 7% below. The mean scaled score for Yr 5 writing at Crib Point P.S was 474.9 compared to the Victorian state scaled mean score of 496.0

Percent of students by NAP Band



In Numeracy 100% of the students were at or above the National band range from 4 – 8 with none in the below average range. 93% of the students were assessed as being within the National average bands (4-7) in which 60% of Australian Yr 5 students should be grouped. 7% of Year five students were above the national standard. The mean scaled score for Yr 5 numeracy at Crib Point P.S was 469.2 compared to the Victorian state scaled mean score of 487.8

Percent of students by NAP Band



Perseverance PS NAPLAN - National Assessment Program Literacy & Numeracy.

There is no school data available for privacy reasons as there were less than 10 students who sat the NAPLAN.

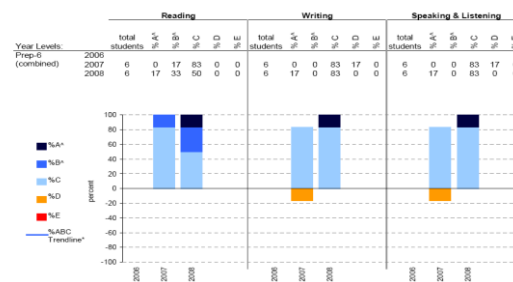
Perseverance PS

The 2008 Teacher judgement against VELS Prep to Grade Six (combined) **Literacy** data indicates that:

In reading 100% of children are achieving at or above the expected level. 50% of these children were working above the required standard.

In writing 100% of children are achieving at or above the expected level. 17% of these children were working above the required standard.

In speaking and listening 100% of children are achieving at or above the expected level. 17% of these children were working above the required standard.

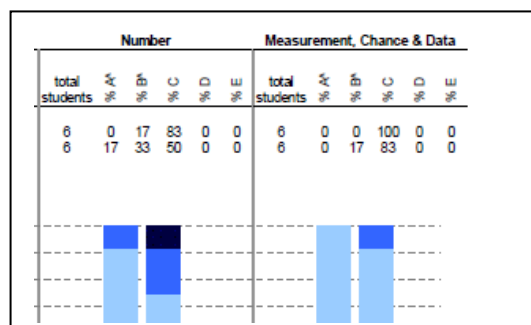


Numeracy – Perseverance PS

The 2008 Teacher judgement against VELS Prep to Grade Six (combined) Numeracy data indicates that:

In Number 100% of children are achieving at or above the expected level. 50% of these children were working above the required standard.

In measurement, chance & data 100% of children are achieving at or above the expected level. 17% of these children were working above the required standard.



The data indicates that the Grade 3 & 5 children are performing well in all areas when compared to National benchmarks.

Yr3 children performed above Victorian state benchmark in writing, but in all other areas the Gr3's & 5's were below.

The data that relates to teacher judgement against VELs levels indicates that an average of 14% of children (28 out of 200) are falling behind their expected level, this figure is too high and is being seriously addressed.

Action:

- Focus on DEECD *BluePrint* 2 framework for student learning.
- Scheduled planning & professional development for professional learning teams to focus on best practice.
- Victorian Essential Learning Standards (VELs) framework to underpin curriculum development and teacher practice.
- Principles of Learning & Teaching (PoLT) strategies employed to generate focused teaching.
- Utilisation of new assessment & moderation procedures, including the SmartWords spelling program.
- Continuation of the SmartWords spelling program across the school.
- DEECD Literacy Coach working with the teachers in Grades 3 – 6 in 2008/9 which involves mentoring, coaching and modelling of best practice.
- DEECD Numeracy Teaching and learning coach working with teachers in Grades Prep – 2 in 2009
- Maintenance of small class sizes.
- Early identification and intervention for students considered at risk. Speech therapist support of the S.P.A. program.
- Individual learning plans for students at risk as well as gifted students.
- Introduction of E5 instructional model in 2009.



Student Engagement and Wellbeing

Student Engagement and Wellbeing are priority at Crib Point Primary School where policy and practice decisions are made with the aid of information collected from the Parent, Staff & Student surveys, RISC data and first aid statistics.

There was a slight decline in positive opinion recorded by children in Grade 5& 6 in relation to school connectedness with a fall from 4.17 in 2007 to 4.14 in 2008. Student opinion at Perseverance Primary School also fell from an extremely high 5 in 2007 to 4.27. (Only 3 children were in the age group that undertook the survey).

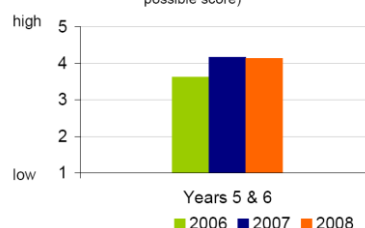
The You Can Do It program maintained its high profile in the school in 2008 and was supported by a refresher course for the staff, a parent night, assembly awards and use of the specific YCDI language across the school.

Fortnightly welfare meetings attended by the Principal, sub school leaders, guidance officer, social worker and Chaplin helped to strengthen the tracking of children deemed at risk; socially, emotionally or academically.

Student engagement is strongly supported by the employment of SSO staff who provide assistance to students and staff in classrooms. The continuation of the SPA program which is overseen by the DEECD Speech Therapist also enhances student engagement through weekly individual and small group sessions.

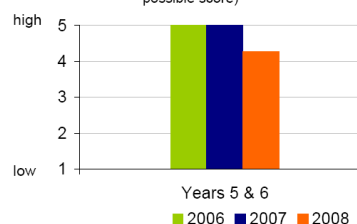
Crib Point Primary School

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



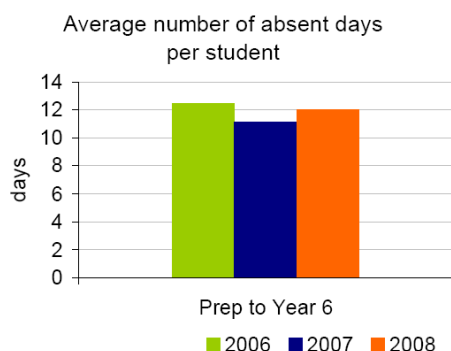
Perseverance Primary School

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

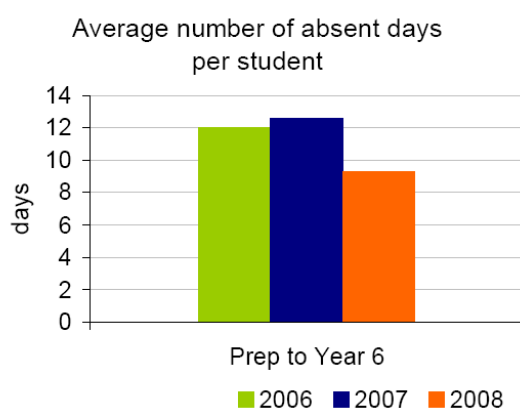


Average number of absent days per student –
 Student absence data showed a slight increase at Crib Point Primary School with the average number of days absent rising from 11.1 per child in 2007 to 12 in 2008. The highest area for absenteeism is in Grades Prep – 2. There was an improvement at Perseverance Primary School from 12.6 in 2007 to 9.3 in 2008.

Crib Point Primary School



Perseverance Primary School



Action:

- Continuation of social & emotional focused activities during the first two weeks of school. Last year it was a **“School is great in 2008”** theme. All of the activities that took place during these two weeks focused on connecting the children to their peers, class, teachers and school leading to positive development of self esteem, team work, independence & getting along in order to create school connectivity.
- Ongoing Professional development to support PoLT, focusing on supportive learning environments, positive teacher – student relationships, opportunities for deeper levels of thinking, authentic assessment practices and links with the community.

- Further development of whole school / community events – YCDI parent night, concert, open night etc.
- Linking in with Mornington Peninsula Youth Services division.
- Strengthening of the Chaplaincy program through Gary’s development of new curriculum, targeting children who find social interaction challenging.
- Investigation in 2009 of resource materials and programs to enhance the YCDI program for example: ‘Friendly families, friendly schools’, Bounce back or Heart masters (Kids matter).
- Lunch time activities provided by the Chaplain and ADF aide.

Student Pathways and Transitions

Transition at Crib Point Primary School focuses on generating positive links with our feeder Pre Schools, local navy base and district secondary schools. It also acknowledges the transitions that take place when children move through year levels.

The Prep transition program offers frequent opportunities for the new students to become familiar with their school. The activity sessions are carefully designed to stimulate the child’s interest whilst creating a secure and enjoyable environment. Kinder step Prep program activities in 2008 included 3 visits, the final visit culminating in a sausage sizzle lunch with the parents. The children were familiarised with the facilities, specialist subjects and school routine. The Prep orientation night for parents is another essential component of the transition program as it allows the school to outline expectations and the parents’ time to ask questions, this takes place after the first orientation visit. Information sharing between the preschools and our staff is crucial to ensuring a smooth transition and the early detection of possible learning difficulties. Our Prep transition coordinator is in contact with the feeder preschools throughout the year, visiting the local Kindergartens to supply information and conduct information briefings. The kinder children are also invited to special events where appropriate. The Year Six children are involved in two visits to Western Port Secondary College where they have an opportunity to meet and participate in a range of activities designed to familiarise them with the school and staff. Before attending these sessions

the children produce a passport containing information about them to share with others. The Grade 5 children also take part in a discovery day at Western Port Secondary College. The school chaplain and the ADF aide are an integral part of the transition program, providing support for students as they cope with the challenge of moving into an unfamiliar setting. Individual learning plans and staged response documents are developed for children who are at risk or achieving well beyond expectations for their year level. These documents form part of a hand over process where teachers discuss the needs of their new students with the past teacher

Action:

- The school will continue to provide a Chaplaincy program.
- The school will retain an Australian Defence force aide.
- Continued investigation of Middle Years strategies that specifically relate to transition.
- Yr 6 and Prep teachers to participate in transition networks.
- Adherence to Interstate Student Record Transfers Protocols. (MCEETYA)
- Reinstate the playgroup in 2009.
- Designated time to allow teachers to hand over student information.
- Individual learning plans &/or staged response documents for identified children.



Future Directions

The School Strategic Plan 2007 – 2010 was developed as a result of the 2006 Diagnostic review, it sets out the schools goals and targets.

Student Learning Goals:

- Improving standards in reading, writing and spelling.
- Developing students' knowledge, skills and behaviours in using the interdisciplinary skills domain in VELs.

Annual Implementation Plan 2008 Key improvement strategies.

Student Learning:

Develop a comprehensive whole school approach to Literacy.

- Continuation of Smartwords© school wide approach to spelling.
- Improved pedagogical literacy practice of teachers in Years 3 -6 through participation in DEECD "Literacy Improvement Teams: Professional Learning Program".
- Common approach to planning, moderation and assessment for literacy.

Develop a comprehensive whole school approach to Numeracy.

- Participation in SMR Teaching & Learning Coach – Mathematics project P – 2.
- Investigation of Numeracy frameworks; eg Nelson Maths.

Professional Development program.

- Professional development program linked directly to Personal Professional development plans, Annual implementation plan, PoLT principles and E5 instructional model.
- Introduction of peer feedback as part of the review process.

Student Pathways & Transitions:

- To further improve student transition to and from the school specifically for those students not in Prep or Year 6 transition programs.
- Allocated time for the exchange of student information.
- Increased contact with HMAS Cerberus.

Student Engagement & Wellbeing:

- Re development of the whole school approach to welfare & discipline, investigating recommendations from Calmer classrooms, Safe schools are effective school and Friendly schools friendly families.

- To reduce non attendance and lateness rates across the whole school through the introduction of new strategies and programs in line with "It's not ok to be away".

Ultranet:

Develop a knowledge and readiness for the Ultranet designed to enhance educational assessment and management practices.

Sustainability education:

Developing strategies which challenge the school community to understand their role in generating an environmentally sustainable future.

- Installation of solar panels to generate power for the school on French Island.
- Investigation of Solar panels for Crib Point PS.
- Continued drought tolerant indigenous plantings at Crib Point PS.
- Grant applications to procure more rain water tanks.



Financial Performance Crib Point Primary School.

Financial Performance for the year ending 31st December, 2008	
Revenue	2007 Actual
DEECD Grants	\$ 135,356
Commonwealth Government Grants	\$ 59,744
State Government Grants	\$ 800
Other –	\$ 44,217
Locally raised funds	\$ 85,151
Total Operating Revenue	\$ 325,268
Expenditure	
Salaries and Allowances	\$ 33,017
Bank Charges	\$ 476
Consumables	\$ 26,113
Books and Publications	\$ 2,632
Communication Costs	\$ 6,163
Furniture and Equipment	\$ 33,241
Utilities	\$ 13,921
Property Services – Grounds works	\$ 107,089
Travel and Subsistence	\$ 0
Motor Vehicle Expenses	\$ 32
Administration	\$ 10,840
Health and Personal Development	\$ 170
Professional Development	\$ 5,946
Trading and Fundraising	\$ 28,679
Support/Service	\$ 62,327
Miscellaneous	\$ 24,379
Total Operating Expenditure	\$355,026
Net Operating Surplus/-Deficit	\$-29,759*
Capital Expenditure (Cases 21 Finance Only)	
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2007 Actual
High Yield Investment Account	\$ 21,560.78
Official Account	\$ 4,927.52
Other Bank Accounts(listed individually)	
Co-operative account	\$ 228.50
Total Funds Available	\$26,716.80
Financial Commitments	2007 Actual
School Operating Reserve	\$10,436.30
Cooperative Bank account	\$228.50
Assets or equipment Replacement < 12 months	
Revenue receipted in advance	\$ 347.00
Building/Grounds including SMS < 12 months	\$ 10,000
Region /Clusters Funds	
Provision Accounts < 12 months	
Repayable to DEECD	
Other recurrent expenditure (Accounts payable)	
Assets or equipment Replacement > 12 months	
Building/Grounds including SMS >12 months	
Region /Clusters Funds > 12 months	
Provision accounts > 12 months	
Co-operative loans > 12 months	
Beneficiary / Memorial Accounts.	
Total Financial Commitments	\$ 26,716.80

*The net operating surplus / deficit figure which is drawn from the schools operating statement of \$-29,759 does not take into account the school operating reserve at the end of 2007(\$29,730.67) and money carried over from the 2007 cash budget (\$29,577.74). (\$59,308.41 see General ledger table.p12)

Crib Point Primary School Inc Perseverance Primary School Annex
2008 Annual Report to the School Community

General Ledger: Bank accounts movements summary from 01/01/2008 to 31/12/2008

Account code & title	Opening	Receipts	Payments	Balance
Bank Acc 10001 High Yield investment account	\$56,741.02	194,895.01	\$230,075.25	\$21,560.78
Bank Acc 10002 Official account	\$1,089.26	\$389,751.94	\$385,913.68	\$4,927.52
Bank Account 10005 Cooperative account	\$1,478.13	\$1,020.94	\$2,270.57	\$228.50
Totals	\$59,308.41	\$585,667.89	\$618,259.50	\$26,716.80

School Budget Management Report - 2008

(013080) Crib Point Primary School

Current Pay Period: 200899 **Fortnight Ending:** 01 Jan 2009

Summary	Section 1 Credit	Section 2 Cash	Total
A Budget - Current Year	\$1,238,181	\$155,157	\$1,393,338
B Surplus B/F from previous year	\$0	N/A	\$0
C Credit to Cash Transfers	-\$10,000	\$10,000	\$0
D Cash to Credit Transfers	\$0	\$0	\$0
E Total Funds available	\$1,228,181	\$165,157	\$1,393,338
F Projected Expenditure	\$1,198,105	\$165,157	\$1,363,263
G Projected Balance	\$30,076	\$0	\$30,076
J SURPLUS AVAILABLE TO SCHOOL OR DEFICIT TO BE REPAID	\$30,076	\$0	\$30,076
	Surplus	Surplus	Surplus



Financial Performance Perseverance Primary School.

Financial Performance for the year ending 31st December, 2008	
Revenue	2008 Actual
DEECD Grants	\$28,006
Commonwealth Government Grants	\$3,367
State Government Grants	0
Other –	\$1,731
Locally raised funds	\$6,942
Total Operating Revenue	\$40,046
Expenditure	
Salaries and Allowances	\$5,492
Bank Charges	\$28
Consumables	\$1,024
Books and Publications	\$0
Communication Costs	\$1,055
Furniture and Equipment	\$4,562
Utilities	\$2,240
Property Services	\$1,677
Travel and Subsistence	\$6,664
Motor Vehicle Expenses	\$1,268
Administration	\$395
Health and Personal Development	\$0
Professional Development	\$701
Trading and Fundraising	\$614
Support/Service	\$253
Miscellaneous	\$2,605
Total Operating Expenditure	\$27, 310
Net Operating Surplus/- Deficit	\$14,003
Capital Expenditure (Cases 21 Finance Only)	
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	\$17,144.04
Official Account	\$166.24
Other Bank Accounts(listed individually)	
Total Funds Available	\$17,310.28
Financial Commitments	
School Operating Reserve	
Cooperative Bank account	
Assets or equipment Replacement < 12 months	\$5,304.53
Revenue receipted in advance	\$215
Building/Grounds including SMS < 12 months	
Region /Clusters Funds	
Provision Accounts < 12 months	
Repayable to DEECD	
Other recurrent expenditure (Accounts payable)	\$1,790.75
Assets or equipment Replacement > 12 months	
Building/Grounds including SMS >12 months	
Region /Clusters Funds > 12 months	
Provision accounts > 12 months	
Co-operative loans > 12 months	
Beneficiary / Memorial Accounts.	
Total Financial Commitments	\$7,310.28

School Contact Information

Address:	Milne Street Crib Point 3919
Principal:	Lisa Vandenbosch
School Council President: Crib Point P.S.	Libby Scott
School Council President: Perseverance P.S.	Rosella Battaglia
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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Crib Point PS on 59839282

