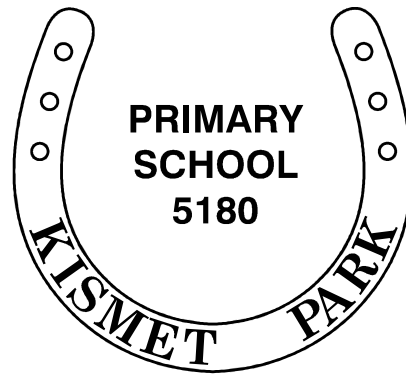


**KISMET PARK PRIMARY SCHOOL**  
**No: 5180**

**2008 Annual Report to the  
School Community**



## School Overview

Kismet Park Primary School is set in the Gum Tree Hills Estate on the historic site of Sir Rupert Clarke's horse racing facility and only a short distance from 'Kismet' House, hence the name and emblem of our school. It was established in 1980 and a young student Miss Shelley Lambert designed our horse shoe logo.

The Kismet Park learning community aims to attain excellence in education by empowering all with the experience of success. Kismet Park's cooperative, supportive learning environment assists students and staff to achieve personal excellence by fostering respect for ourselves, others and the environment while celebrating achievement and success in learning.

Through our daily activities we demonstrate and promote the 'You Can Do It!' foundations which we believe are essential to achieving personal excellence.

Confidence      Getting Along      Organisation      Persistence      Resilience

Kismet Park offers students a range of extra curricular opportunities, particularly in The Arts and Sport. Our Whole School Performance of 'Are We There Yet?' was a wonderful celebration of the school's commitment to the Arts with all students, staff and many parents involved in preparations, rehearsals and performances. This was acknowledged with a very positive response in the 2008 Parent Opinion survey. The average score for parent satisfaction with the school was 6.09 on a scale from 1 to 7, where 7 is the best possible score.

School enrolment decreased from 454 in 2007 to 432 in 2008 as a result of a number of our families moving out of Sunbury. Our class structure in 2008 included 4 X prep classes, 5 X 1/2 classes, 5 X 3/4 classes, and 5 X 5/6 classes. Specialist programs were provided in PE, Art and Music. Staff included the Principal, an Acting Assistant Principal, 2 Leading Teachers, 14 expert teachers, 1 accomplished and 6 graduate teachers. In addition to this, there were 5 teaching support staff and 9 teacher aides. The average score for teacher satisfaction (morale) was 64.7 on a scale from 0 to 100 where 100 is the best possible score. Of the 29 teaching staff at Kismet Park at June 2007, 25 or 86% were still at the school at June 2008. The figure across all Government schools was 84%. All teaching staff participated in a range of professional learning activities throughout the year. This included local and external opportunities such as Mentoring for Beginning Teachers, Principles of Learning and Teaching (PoLT), THRASS Training, Assessment, Developmental Curriculum and Student Welfare. Staff in Years 3-6 were also involved in our Australian Government Quality Teacher Program (AGQTP) funded project 'Learning By Design.' All teachers in Victorian Government Schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute can be found at:

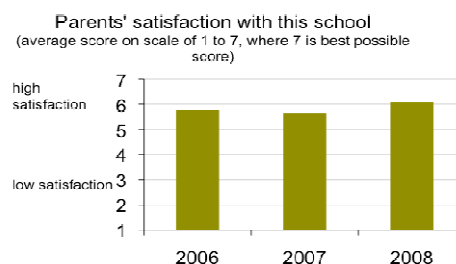
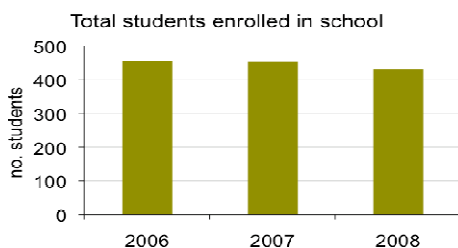
<http://www.vit.vic.edu.au/content.asp?DocumentID=241>.

The leadership team, having carefully considered the stage of development of our Performance and Development Culture consultation with Regional Office decided not to pursue accreditation prior to addressing areas for improvement identified in surveys and staff discussions. We will seek to achieve accreditation during 2009.

During 2008 the school implemented the second year of our 4 year Strategic plan. This plan focuses on enhancing student achievement in the key areas of Literacy and Numeracy.

- To improve student learning outcomes in English.
- To improve student-learning outcomes in Mathematics particularly in the Number dimension.
- To strengthen the students' sense of connectedness to teachers, connectedness to school, to promote a stronger sense of student safety, and to improve perceptions of self esteem
- To further enhance our transition processes for students moving from kindergarten to school.

To implement this plan teachers continued to work in project teams responsible for program development and implementation in the areas of Literacy, Numeracy, Student Welfare and Inquiry Learning. Project teams worked towards achieving our targets through regular after school meetings and curriculum days. Our POLT (Principles of Learning & Teaching) Project team provided staff with professional development in the 6 Principles of Learning & Teaching which guided teaching and learning practices.



### Principal's Report

The school structure for 2008 reflected the consultative processes undertaken using school data and contextual information available to the school.

Prep	Marina Zakryszka Kate Ashworth	Elisha Fell	Sarah Rainford
Year 1/2	Julie Zabielski Robyn Tiller	Julie Billing Naomi Watts	Carol Willoughby
Year 3/4	Yvonne Ching Jo Harding	Margaret Brown Andrea Juricic / Michele Tabone	Jasmin Stapleton
Year 5/6	Cynthia Schumann Elena Avignone	Rosie Smyth Maris Attard	Sue Niedermair
Specialist Teachers	Art Music Physical Education Literacy Support Numeracy Support	Louise Rowan Charles Schumann Bev Keenan	(Prep to Year 6) (Prep to Year 6) (Prep to Year 6)
Integration Aides	Karen Ralph Christine Schang Karen Williamson Judy Fordyce Andrea Maylor (T4)	Bernadine Hetherington Donna Pemberton Susan Davies Enza Teuber (T 3&4)	Glenys Nice Michelle Leatham Michell Ward (T1 &2) Helen Woodhouse (T 3&4)
Administration	Vanessa Leetch	Debbie Wight	Michel Sinclair
Acting Assistant Principal		Diane Powell	
Principal (Appointed Term 2)	Glenn McConnell		

Significant features of 2008 included:

- Australian Government Quality Teacher Program (AGQTP) projects which promoted effective use of our new learning spaces
- A team of teachers involved in the AGQTP program 'Building The Capacity of Leaders'
- Teams working collaboratively to deliver differentiated curriculum in areas of numeracy and literacy.
- Participation in the Sunbury Diggers Rest Numeracy project to develop the teaching of Number as part of the Mathematics curriculum
- Continued development of partnership activities with Victoria University and RMIT
- Introduction of the Developmental Curriculum into the Prep area
- The extension of our lunch time activities program to provide additional social opportunities for students
- Participation in Mentoring for First Time Principals Program
- Broadened range of student leadership roles.
- Establishment of the Language Support Home Room
- Social skills program targeting boys in years 5 and 6.
- Staff professional learning including a focus on Restorative Practices, Boys Education and working towards a Performance and Development Culture
- Our Whole School Production 'Are We There Yet?'
- Enhancement of our whole school transition program
- Launch of a new school website

Our Staff remains committed to the delivery of effective educational programs by reflecting upon their pedagogy and incorporating of the most current teaching and learning research into their classroom practice. With a renewed emphasis upon teachers working in collaborative teams, sharing their knowledge and skills, students are benefiting from the inclusion of fluid groupings, peer coaching and intervention clinics that more readily address the specific learning needs.

The wonderful support of our parent community was evident through a range of activities including Working Bees, The Easter Fete, preparations for our whole school production, PTA and providing assistance with classroom programs. We are very fortunate to have such a supportive parent community who continue to work as partners in our learning community. Finally, we extend our thanks to our dedicated School Councillors who play an integral role in maintaining effective communication between the school and the wider community.

Improved student learning outcomes for all students continues to be the focus of all at Kismet Park Primary School, with emphasis on accountability processes and the setting of high expectations applied to all.

Glenn McConnell  
Principal

### School Council President's Report

2008 has been a very exciting year for everyone at Kismet Park Primary School. We have continued to see many changes around our school and this is the first full year that our teachers and students have been working in our brand new classrooms. Both teachers and students alike have excitedly begun their journey in using these wonderful new learning spaces.

The 2008 school year provided many opportunities for Kismet Park Primary School to shine. Our school and our students have a wonderful reputation which is a credit to our entire school community – teachers, parents and children. 2008 saw another action packed year for Kismet Park Primary School with our students and staff involved in a range of learning experiences – including

- A diverse and exciting Music program that allowed our children to experience a magnificent Whole School Production as well as Musical Soirees, Music Camp, Choir and Band
- Sporting activities such as Year level swimming; Cross country; House Sports in both athletics and swimming;
- Grade 3/4 Camp to Anglesea; excursions for all year levels, the Premier's Reading Challenge
- Community events such as our combined Buddy day and lapathon; and yet another successful FETE hosted and organised by our fantastic PTA.

I thank the school staff for working extremely hard to deliver these programs – all of which provide our students with a blend of learning activities to enhance their education.

In 2008 we have also saw the appointment of a new Principal and Assistant Principal – which heralds a new future and vision for Kismet. We congratulate Glenn McConnell and Diane Powell on their official appointments and look forward to working with them, their team and the entire school community to assist in moving Kismet Park Primary School forward in ensuring “Empowerment and Excellence for All”

Your school council made up of a dedicated group of parents and teachers and in 2008 they worked to support the fantastic efforts that are being made by the staff of our school. We were and are charged with the responsibility for a range of activities – including

- The development and monitoring of the schools strategic plan
- The establishment of the broad direction and vision of the school
- The reviewing and updating of the schools policies
- And working with the school to assist in the development and monitoring of the schools budget.

School Council has worked to provide the best learning environment for our students. Throughout 2008 we:

- Hosted a very successful working bee that saw our school grounds begin to transform and become a pleasant area for our children to be within.
- Worked closely with the Hume City Council to ensure that the safety of our children is maintained as they arrive and depart from our school. Progress has been made with our investigations into the introduction of Bike Riding to School for our students. Both of these projects will continue to be developed in 2009.
- Worked on the development of our Schools website and Information Booklet to provide the most up to date information to our parents and students.
- Made extensive investigations into the appointment of a provider that would help to promote Healthy Eating via our Canteen Sub-committee
- Assisted the school with the development of an Anaphylaxis Policy.

2008 has been a busy year for our School Councillors. I would like to congratulate them on their work throughout the year. I would also like to take this opportunity to farewell two of our Councilors who retire at the end of this year – Sue Churchyett and Linda Sidebottom. These two ladies have worked diligently on behalf of the school community and we wish them well as they complete their Primary School journey.

Thank you to the school community for your continued support. We look forward to working on your behalf in 2009.

Jacqui Phillips  
School Council President

## Student Progress & Achievements

### Student Learning

**Kismet Park aims to provide P-6 programs that challenge, motivate and extend all students to perform to their potential. Our targets as outlined in our Strategic Plan include:**

- To increase the percentage of students at or above the expected standards in Reading, Writing and Speaking and Listening across the school to 80%.
- To have mean scores in Year 3 AIM (now NAPLAN) of 2.5 or better & Year 5 of 3.3 or better in Reading and Writing.
- To increase to 20% the percentage of students above the expected standards across the school in Reading, Writing and Number
- To increase the percentage of students at the expected standards in Mathematics across the school to 80%.
- To be consistently at or above mean scores of 2.4 in Year 3 and 3.3 in Year 5 in AIM (now NAPLAN) in number
- To focus on improving growth patterns between Year 3 to Year 5 based on AIM (now NAPLAN) data.

Throughout 2008 there was an emphasis on refining and enhancing our approaches to the teaching of comprehension, number and the differentiation of our student learning needs. Our AGQTP project provided teachers with professional learning opportunities linking pedagogy to effective use of learning spaces. *In partnership with* Victoria University and RMIT, staff and pre-service teachers were involved in activities related to the interdisciplinary domain of ICT in year 5-6 classrooms. Literacy and Numeracy programs included the provision of support personnel to address the needs of identified students. The Oral Language Support program continued, providing students in years Prep -6 with additional instruction in this vital area of development. Finally the introduction of the Developmental Curriculum in Prep has been included in our Early Years practices in an endeavour to address the increasing number of students entering school with developmental delay in phonological awareness and oral language.

For Prep -2 students experiencing difficulties with fine motor, pragmatics and concepts about print, the establishment of our language support home room provided them with extra assistance.

The Literacy, Numeracy and Student Welfare project teams commenced drafting new policy documents and Scope and Sequence Charts that take into consideration differentiation and document the school's expectations regarding effective teaching practice.

The Year 1/2 team under the guidance of consultant Sue Gunningham implemented teaching strategies to improve student outcomes for number.

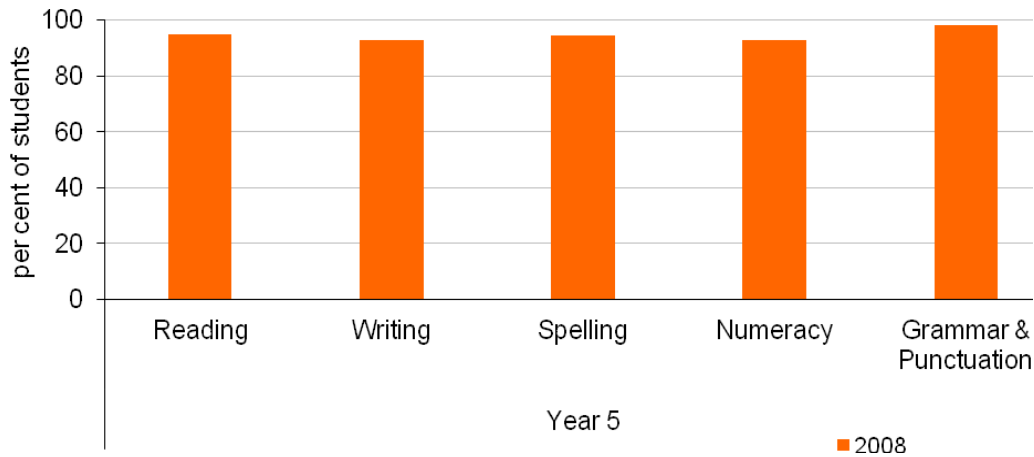
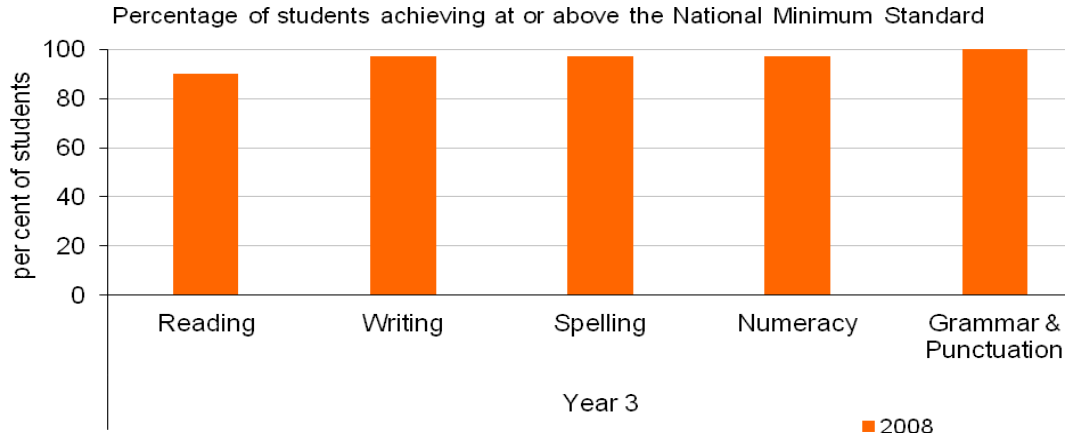
Students in Years 3 and 5 participated in the annual NAPLAN (Achievement Improvement Monitor) tests in Literacy and Numeracy. Through these results we were able to evaluate our achievement in Reading, Writing and Mathematics.

When compared to VELs (Victorian Essential Learning Standards) in reading approximately 92% of our students (89.9% at year 3 and 94.5% at year 5) are achieving at or above the national standards. Further examination of our data identifies a need to continue our focus on developing deeper levels of understanding (comprehension) of text, particularly at years 2 and 3. In Mathematics 94.85% of students (97.1% at year 3 and 92.6% at year 5) achieved at or above national standards. During 2009 there will continue to be a focus upon number. We will also be targeting improved outcomes for our more capable students. During 2009 we will be funding the participation of 20% of our year 3-6 students (as identified by teachers) in national testing programs such as the University of NSW test series in English and Mathematics. There will also be continued emphasis of teachers working in teams to deliver differentiated programs which cater for the needs of students working below, at or above their expected standard. The school, in partnership with school Council will also seek to provided support programs where funding is available within our annual budget.

While the percentage of students performing at or above the National Benchmarks continues pleasing, it was noted that the percentage of students performing at or above their expected level was below our local targets at both years 3 & 5 when measured against VELs (*Victorian Essential Learning Standards*).

Teacher assessments indicating progress against the VELs (*Victorian Essential Learning Standards*) are included in student reports distributed in December. Teacher assessments showed that across the school population more than 88% of students achieved 'at or above their expected level' in the key areas of literacy and numeracy.

School analysis of student growth measured by comparing 2006 Aim data to 2008 NAPLAN data shows that our student achievement equalled or bettered state mean growth in all the areas measured – Reading, Writing, Spelling and Numeracy.



### Student Engagement and Wellbeing

Kismet Park aims to maintain and further develop a stimulating, challenging and safe learning environment in the classroom, school grounds and surroundings. Our goal for is 'To strengthen the students' sense of connectedness to teachers, connectedness to school, to promote a stronger sense of student safety, and to improve perceptions of self esteem.' Targets included:

- A reduction in student absences,
- Parent Opinion Survey results to equal or better State benchmarks
- A demonstrated improvement in Student Opinion survey results

During the first two weeks school the Kismet Park 'Start Up' program was once again implemented in all classrooms across the school. The program strongly supports our Student Welfare initiatives through the process with all classrooms developing a Code of Cooperation. During this process students discussed issues related to learning, safety, playground and classroom rules and 'Getting Along'. Implementation of 'You Can Do It!' and the *Buddy Program* continued with an emphasis on 'Getting Along'.

At the beginning of the year staff participated in professional learning focussed on implementing restorative practices. Our first curriculum day, facilitated by Geoff Blair further developed staff awareness and practices in this area. Staff also attended the Sunbury Diggers Rest Common Curriculum Day presented by Joseph Driessen who spoke on '7 Ways To Improve Boy's Education At Your School.'

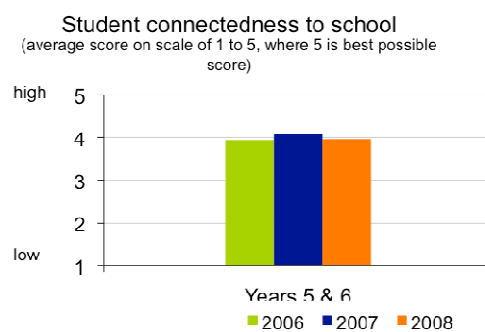
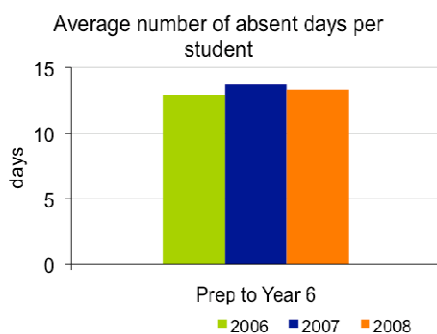
In the '2008 Attitudes To School Survey' students in Year 5 and 6 students were asked to what extent they agreed with each of the five statements ( I feel good about being a student at this school, I like school this year, I am happy to be at this school, I feel I belong at this school, I look forward to going to school) on a scale where 1 = strongly disagree and 5 = strongly agree). Results reflected their 'connectedness to school' with a mean score of 3.96 across these responses. This is a slight decrease from 2007.

Peer Mediation continues to provide students with strategies for resolving conflict and establishing positive relationships continued, with all grade 6 students attending training sessions during term 1. These sessions were facilitated by classroom teachers.

Responses to the '2008 Attitudes To School Survey' which related to student safety (3.89 out of 5) identifies this as an area for improvement. Student Safety questions measure 'The extent to which students feel they are safe from bullying and harassment.' Parent and Staff Opinion Survey data indicate improved satisfaction with classroom behaviour .

Throughout 2008 we continued our focus on reducing student absenteeism through monthly monitoring of absences by the Student Welfare Manager, promoting the benefits of regular attendance and follow up of regular / lengthy absences. Average student absence across the school decreased slightly from 2007 from 13.8 days to 13.3 days. The greatest improvements in attendance were achieved at the Prep Year and Year 6.

We will continue to focus on initiatives such as 'Its Not OK To Be Away!' to highlight the benefits of regular attendance. The extension of our lunch time activities program, supported through its inclusion in the staff yard duty roster has provided many of our students with purposeful recreational and social outlets.. Staff and parents provided students with a range of recreational and social activities during recess breaks. We will continue to implement a range of initiatives to nurture the social skills of our students and support positive experiences in the playground during 2008.



### Student Pathways and Transitions

Kismet Park provides transition programs which support students on their entry into Prep and through the Middle Years of Schooling (*Years 5 to 9*) where they move on to Secondary College. The main aims of our transition processes are:

- to provide students and parents with a happy, confident start to school life
- to foster open communication.
- to provide information and support to parents and students

While maintaining our established transition programs, in 2008 we began focussing on introducing a whole school approach which would build upon established programs for pre schoolers and year 6 transition to Secondary College. New opportunities included:

Whole school Buddy program in multi age groupings

Whole school transition program during Term 4 which included classroom visits for all students in order to familiarise students with their 2009 learning environment.

These activities further enhanced our comprehensive transition program which included:

- Prep teachers visited the Pre-schools throughout the year to establish communication
- Pre-school families received information from the school in the following ways: the information book, brochure, parent information session before & on orientation day, and the nominated Junior School Transition Manager attending a kinder committee meeting during the year.
- Tours of the school for prospective parents and students
- Prospective Preps attended the school for two half days, in grade structure, meeting the teachers and becoming familiar with the school.
- Pre-school visits incorporated story times, class activities and play ground experiences. There were also “back to kinder” visits for Preps and Story tellers from the upper school who visited the local kindergarten.
- New students were supplied with a ‘Welcome Show Bag’ which included a book.
- Class teachers mailed personal letters to new preps.
- Information packs were mailed to parents. These included student information forms to assist class placements, initiate support plans/referrals for PSD students. Parents of high needs students were contacted.
- A Prep transition survey was conducted to ascertain the level of satisfaction with our Kindergarten transition program. The results of this survey were extremely pleasing with very positive levels of satisfaction indicated by the majority of parents. As a result of this survey parents our orientation process will be reviewed and expanded during 2009 to provide a greater range of orientation experiences.

In the *Middle Years* of School (*Years 5 to 9*) the aim was to ensure that students were provided with the necessary skills and experiences to make the transition to their Secondary College a smooth and happy passage. The Secondary transition program involved close liaison with the local Secondary schools. Our 2008 program included:

- An annual Year 6 Graduation ceremony to celebrate the completion of the students’ primary education.
- Year 6 students attended a Secondary transition day at Sunbury Downs secondary College. A motivational guest speaker and team building activities were highlights of the day.
- Year 6 Orientation Day where students attended their future Secondary Colleges.
- Year 6 teachers completed Transition reports for each exiting year 6 student. These reports include information related to the student’s academic and social development. This information assisted the Secondary College to identify the needs of students and with the process of class placements.
- Students completed passport booklets which were passed on to teachers at their Secondary College. The inclusion of student work samples provided further information about their level of achievement and future goals.
- Students who were considered “at risk” were taken individually to their future schools over an extended period of time so that they could meet staff and familiarise themselves with the Secondary setting.
- Our social skills program included transitional activities to prepare the students for change.

### Future Directions

Kismet Park will continue to focus on enhancing the differentiation of learning programs and opportunities we provide for our students. Planning for improvement included an extensive analysis of achievement data to reflect on student achievement and to identify areas for improvement. Implementation of our 2009 Annual Improvement Plan will support the implementation of an effective Performance and Development Culture which promotes best practice throughout all classrooms across the school. Our primary foci will continue to be:

- ❖ Literacy with a particular focus on comprehension
- ❖ The enhancement of Oral language skills of students
- ❖ Mathematics - with a particular focus on number
- ❖ The implementation of Developmental Curriculum in Prep classrooms with elements introduced at years 1&2
- ❖ Restorative Practices in student & Staff Welfare across the school
- ❖ Accreditation for a school wide Performance & Development Culture

### Student learning

Areas identified for particular focus during 2009 are:

- ❖ To further develop our capacity to integrate ICT tools across the curriculum in years 5&6. This will be supported by our AGQTP funding for 'Learning By Design'
- ❖ A continued focus on providing differentiated programs in English with a focus on comprehension.
- ❖ A continued focus on providing differentiated programs in Mathematics with a focus on number.
- ❖ To consolidate the implementation of Developmental Curriculum in Prep Classes and introduce aspects of the program into the Year 1/2 area.
- ❖ To integrate the application of thinking tools into regular classroom practice
- ❖ To strengthen our assessment practices to better inform teachers of student learning needs
- ❖ To extend the use of our school level data to inform our teaching and learning practices.
- ❖ To strengthen the students' sense of connectedness to teachers, connectedness to school, to promote a stronger sense of student safety, and to improve perceptions of self esteem.

### Student Engagement & Wellbeing

Areas identified for particular focus during 2009 are:

- ❖ Continue to work towards embedding restorative practices.
- ❖ Build upon our revised Buddy program introduced in 2008 with multi age groupings
- ❖ Lunch time social skills program
- ❖ Raise the profile of Peer Mediation and provide on going support for our peer mediators
- ❖ Continue to provide leadership and responsibility opportunities for students
- ❖ Further community promotion of 'It's not OK to be away!' and reinforce school implementation of our school Attendance Policy and Procedures
- ❖ Traffic Safety initiatives introduced in partnership with School Council

### Student Pathways and Transitions

Areas identified for particular focus during 2009 are:

- ❖ Ongoing development of our across the school transition program 'Are You ready?' to prepare students for their move to 2010 learning environments.
- ❖ Our Transition coordinator will provide opportunities for our year 5 students to visit the McEwen Drive Kindergarten to promote social links between our school and future students.
- ❖ Participation in Local kindergarten Network and transition meetings
- ❖ Information sessions for Kindergarten parents focussed on school readiness
- ❖ PTA (Parent Teachers Association) will continue its program for welcoming new families to our school community.

### Performance & Development Culture Accreditation

- ❖ Implement meeting schedules which support team work and provide professional learning opportunities which build the capacity of both individual teachers and teams to provide classroom programs which meet the needs of all students in our care.

## **Financial Performance and Position**

The school's program budget and workforce plan are reviewed annually by staff and School Council to ensure that maximum resources are directed to our goals and priorities. We appreciate the financial support of the PTA in the provision of valuable resources that enhance programs across the school.

At the beginning of 2008 we opened with a balance of \$151,886.19 which included a CWG Grant of \$31,754.54. During 2008 the school processed final payments for building projects which included the installation of a 220000 litre water tank, enhancement of the school's entry areas, roof and gutter refurbishment and landscaping associated with our new building. We also committed to providing new furniture for classrooms in our new building. The school contributed financially to these projects through locally raised funds and accumulated revenue.

At the end of 2008 the school had a balance of \$102,337.92 in its accounts.

In 2008 the school continued its commitment to resources that support teaching and learning. This included:

- Providing optimal classroom learning environments for our students.
- Support programs in Literacy and Numeracy.
- Staff professional development in the areas of Numeracy, Literacy and Student Welfare.
- Building on resources that support current programs and initiatives.

Our program budgets reflected the teaching and learning targets set out in our Strategic Plan. During 2008 we also successfully applied for the following grants which will be received during 2009:

- ❖ AGQTP (Australian Government Quality Teacher Program) - \$5000 to support teacher professional learning
- ❖ Free Fruit Fridays which will provide fruit for our year Prep -2 students throughout the year.

Our 2009 budgets reflect the need to ensure that we maintain an appropriate level in our cash reserves while continuing to support the implementation of school programs and initiatives. Close monitoring of school expenditure will be achieved through revised school ordering processes which clearly link resourcing to teaching and learning. This process also promotes a collaborative decision making process amongst teaching and project teams. We aim to increase our investment balances slightly during 2009 in order to provide for the further enhancement of our facilities and programs in future years.

<b>Financial Performance – Operating Statement Summary for the year ending 31st December, 2008</b>	
<b>Revenue</b>	<b>2008 Actual</b>
DE&T Grants	\$281,355
Commonwealth Government Grants	\$59,733
State Government Grants	\$0
Other	\$28,254
Locally Raised Funds	\$205,721
<b>Total Operating Revenue</b>	<b>\$575,063</b>
<b>Expenditure</b>	
Salaries and Allowances	\$151,456
Bank Charges	\$937
Consumables	\$72,175
Books and Publications	\$13,965
Communication Costs	\$11,921
Furniture and Equipment	\$75,997
Utilities	\$27,755
Property Services	\$112,394
Travel and Subsistence	0
Motor Vehicle Expenses	0
Administration	\$4613
Health and Personal Development	\$505
Professional Development	\$18,400
Trading and Fundraising	\$47,176
Support/Service	\$8,612
Miscellaneous	\$75,983
<b>Total Operating Expenditure</b>	<b>\$621,888</b>
<b>Net Operating Surplus/- Deficit</b>	<b>-\$46,825</b>
<b>Capital Expenditure</b>	<b>\$8322</b>
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	

<b>Financial Position as at 31st December, 2008</b>	
<b>Funds Available</b>	<b>2008 Actual</b>
High Yield Investment Account	\$4,342.04
Official Account	\$14,986.59
Other Bank Accounts( listed individually)	\$30,453.93
10005	\$43,467.42
10010	\$43,467.42
10050	\$9,087.94
<b>Total Funds Available</b>	<b>\$102,337.92</b>
<b>Financial Commitments</b>	<b>2008 Actual</b>
School Operating Reserve	\$61,820.50
Co-operative Bank Account	\$30,454.00
Assets or Equipment Replacement < 12 months	
Revenue Received in Advance	\$6065.00
Building/Grounds including SMS < 12 months	
Region /Clusters Funds/School Based Programs < 12 months	
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/School Based Programs > 12 months	\$3998.42
Provision Accounts > 12 months	
Co-operative loan >12 months	
Beneficiary/Memorial Accounts	
<b>Total Financial Commitments</b>	<b>\$40,517.42</b>

**School Contact Information**

Address:	McEwen Drive, Sunbury, 3429
Principal:	Mr Glenn McConnell
School Council President:	Mrs Jacqui Phillips
Telephone:	9744 4566
Email:	kismet.park.ps@edumail.vic.gov.au
Web site:	<a href="http://www.kismetparkps.vic.edu.au">www.kismetparkps.vic.edu.au</a>

**This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Glenn McConnell.**