

2016 Annual Report to the School Community



School Name: Carrum Downs Secondary College

School Number: 8423

Insert photo here if required

Refer to page 7 of the Annual Report Guidelines for instructions

Delete this text after inserting the image

Name of School Principal:	Mark Gow _____
Name of School Council President:	Mathew McDonnell _____
Date of Endorsement:	_____

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

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



Education and Training

About Our School

School Context

2016 saw the development of a new College strategic plan covering 2016-2020. The goals of the Annual Implementation Plan for 2016 were to develop whole school curriculum with scope and sequence documentation and common assessment tasks aligned with the Victorian Curriculum.

Our purpose is to provide a supportive learning environment where young people are empowered to achieve their personal best and develop as responsible and creative members of our community.

In achieving our purpose we value:-

- Focus on **Learning**
- **Mutual Respect**
- **Responsibility** for our actions
- Achieving our **Personal Best**
- Acting with **Integrity**
- **Enjoyment**

Carrum Downs SC was established in 2004 in the expanding outer suburban area south east of Melbourne. The 2016 enrolment was 950 students from Year 7 – 12. Staffing at Carrum Downs SC comprises of the College Principal, two Assistant Principals and 10 leading teachers, 64.20 EFT teachers and 30.00 EFT Education Support staff to assist with the learning program and the wellbeing of students.

The College has attractive grounds with a welcoming entry. 2016 has seen a large amount of school resources spent on facilities and learning. We have installed projectors and speaker systems in 44 classrooms to support teaching and learning. New tabletops have been placed in every classroom in the college. We have also built new classrooms and redeveloped old classrooms including the construction of a Technology classroom with 3D printer and relocating our media facility to a new space. We have also begun moving student lockers from outside to inside and now have 70% of student lockers inside and out of the weather. A new Senior Study Room has also been completed which is located in the Learning Resource Centre.

Additional facilities include four science rooms, two Food Technology kitchens, a Gymnasium, Fitness Room, Music and Performing Arts Centre and Canteen. VET Hospitality students run the Salubrious Restaurant for staff and students five days per week. We have an outdoor applied learning facility known as “The Village” and extensive outdoor areas include synthetic turf areas, tennis and basketball courts and an oval.

In 2016, the College moved from a Middle and Senior school system to a House system made up of students in years 7-12 allocated to each House-ANZAC, Flynn, Gilmore and Hollows. Each of the four Houses has a new leadership team consisting of a House Leader, 2 Assistant House Leaders and a House Support Officer. There are approximately 15 staff members allocated to each House with the majority of their teaching undertaken with students from their House. This system is aimed at further supporting students as they transition into and across the year levels and build stronger relationships with students and staff members in each House.

The majority of senior students complete VCE, with approximately one third of students studying VCAL and a high proportion incorporating applied or vocational strands into their program in the senior years. Curriculum from Year 7 – 10 is based on the Victorian Curriculum and is tailored to reflect the needs and interests of students.

All students had a choice of Japanese and Spanish in Year 7 and have a choice for LOTE in Year 8, with a range of electives being offered from Year 9. A Select Entry Program (SEP) was introduced for Year 7 in 2009. SEP has continued to be refined to include compulsory instrumental music from 2011 and the application and selection process has been redesigned to have greater rigor and includes testing in literacy and numeracy and assessment of the students' capacity to problem solve and work in a team.

The College offers a wide range of extension and enrichment programs including many opportunities to be involved in student leadership, instrumental music tuition, sports, musical and drama productions, Human Powered Vehicle (HPV), debating, Homework Club, Cultural Crew and a variety of other lunchtime and after school activities. In addition to a Year 7 Transition Camp and subject specific camps, we offer a number of educational tours both interstate and overseas including visiting our sister school in Japan and Central Australia.

The Student Family Occupation (SFO) index at the College for 2016 was 0.5629. The College attracts enrolments from a diverse range of cultures, the largest group of whom come from the islands of the South Pacific, with a very small number qualifying for EAL support. Most students live in the neighborhood surrounding the College though some are attracted from further afield for particular curriculum options.

There was a strong focus in 2016 on further developing our curriculum and common assessment tasks in every Learning



Area and subject across the college ensuring we have a consistent delivery in line with the Victorian Curriculum. We have continued to develop and implement our Student Management Model and the Pro-Social Behavior Model. Development Plans.

The College Priorities for 2017 will be based around excellence in teaching and learning. Our key areas of focus will be:

- Curriculum planning and assessment
- Building practice excellence

Framework for Improving Student Outcomes (FISO)

- **Building Practice Excellence**
- Build a culture where **curriculum development** is a high priority and is shared by all members of staff following consistent agreed processes
- Collaborative learning is valued by all staff and supported by **curriculum focused PLT's** where opportunities to improve practice are supported by time, structures and programs
- Further develop a culture of professional learning and professional learning team practices to result in higher student learning growth
- Build capacity of staff to implement a focused, cohesive and effective approach to teaching and learning that leads to improved student learning
- **Curriculum Planning and Assessment**
- Whole school focus on improvement in Literacy and Numeracy
- Documented **scope and sequenced curriculum and learning standards** that are used by all teachers in all teaching areas
- Develop **Common Assessment Tasks** and practices which are aligned across the College and with the VCAA curriculum, allowing for accurate and timely reporting
- School wide use of data to drive teaching and learning with the introduction and implementation of a whole school Data Management System
- Documentation and implementation of a formally agreed instructional model
- Intervention/support programs to bridge the gap in student learning

Achievement

Students across Years 7-10 performed at 'similar' to predicted levels for teacher judgements in English and Mathematics. All of the Year 7 and 9 NAPLAN results were 'similar' to the expected scores and within the middle 60% of Victorian government schools.

In the NAPLAN Learning Gain, the majority of students achieved medium growth. This is within the middle 60 % of Victorian Government Schools and similar to expected results. NAPLAN Year 7-9 learning gain percentages in Reading and Numeracy were excellent with a high number of students in the high growth level, Writing, Spelling and Grammar and Punctuation indicated that an average of 48% of students were paced in the middle 50%, 34% of students were in the low 25% learning gain percentage an average of 17% were in the high level.

In 2016 a large amount of time and resources were spent on developing curriculum, scope and sequence documentation and common assessment tasks for each learning area and subject. This work was undertaken in Professional Learning Teams led by our Instructional Leaders and Learning Area Leaders which were newly created positions.

Professional Development time was also allocated to identifying and developing a Pedagogical Framework which would include elements of our existing Instructional Model and further build on the teaching practices that our college believed would best support our students with their learning.

The college leadership team was re-visioned in 2016 with the aim of ensuring we placed the college resources in the areas that we thought were important to ensure students were being supported in their learning. This resulted in a number of new positions being created across the leadership team and a larger number of staff undertaking positions of responsibility and being further engaged in delivering our key college goals.



Data analysis of 2016 VCE/VCAL/VET results:

- Our VCE study scores over a four year period sit within the state average for like schools
- 94% of students satisfactorily completed their VCE.
- 86% of VET units of competence were satisfactorily completed
- Of the students doing a senior VCAL 87% achieved a Senior Certificate.
- 73% of VCAL credits were satisfactorily completed
- 91.6 % of VCE students obtained first and second round offers for further education and training

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

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

Engagement

In 2016, average attendance was 91% which was a slight increase from 2015. We introduced a new student management portal (Compass) which tracks student attendance more accurately and also informs parents on a regular basis regarding their child’s attendance. We are working towards improving this figure in 2017. Year 9 had the lowest attendance at 89% however this was an improvement from 2015. Student attendance averaged 89.8% across the 6 year levels. Year 7 and Year 11 had the best attendance for 2016 at 93% followed by Year 12 with 92% respectively.

Retention from Year 7 through to year 10 was at the state average. Students exiting to further employment and full time study were at the state average however as a college we need to improve our higher destinations across this cohort.

Parent Satisfactory Summary indicates that we are within the state average inside the middle 60% of all Victorian Government schools.

The focus for the Middle years is on engagement, skill development and social competencies. The senior years is focused on pathways. For many senior students the key to their ongoing engagement is the study of vocational programs offered at the college and/or the VCAL program. We continued to operate a student run café –Salubrious and a Land and Conservation School Based Apprenticeship where students engage in authentic learning along with a large number of external VET courses.

The Pastoral Care program and House system are key aspects of the school’s programs. These programs are focused on increasing pride, connectedness to the college, self-esteem and community involvement through charitable work.

Wellbeing

The college has continued its strong focus on student connectedness and student engagement. The outcomes for the Students Attitude to School survey was just below the middle 60% of Victorian government schools The student response to their perception of safety sits within the state average at the positive end of the scale.

We have continued to offer a wide range of extra-curricular programs which have included inter school sport, camps and excursions, production and music programs.

Student well-being has been a continued focus with goals set around ensuring consistent student management strategies and practices to ensure an orderly, safe and secure environment. Consistent and sustained application of the Student Management and Pro-social Model has led to an improvement in student behavior and thus the student perception. The introduction of the 4 R model has led to consistency in student management in the classroom. In 2016 we re-scheduled our Pastoral Care program and instead of undertaking this program for 15 minutes at the start of each day we have re-structured our Tuesday timetable to a five period day and Pastoral Care now takes place period 4 before lunchtime. We have also redeveloped the Pastoral Care curriculum for 2016 to ensure it aligns with the Victorian Curriculum. Our Pastoral Care program has implemented our pro social skills component which is aimed at educating students about bullying and bringing about positive behavior in the college.

Year 7, 8 and 9 students have focused on relationships and social competencies in Pastoral Care including research being undertaken on the “World of Work” and an increased component of careers education.

Developing strong links with the feeder primary schools continues to be a priority as is the aim of greater parent and community involvement in the college. The percentage of Year 6 students enrolling in CDSC from our local feeder schools increased for 2016. In the competitive environment of school enrolments this continues to be a large element of our work.



Our House and Wellbeing Teams work with students experiencing difficulty in their learning (including PSD students), provides counselling and group activities for students struggling with social and emotional problems and provides a whole school program for staff and students covering identified areas of need.

In 2016 there has been a strong emphasis on supporting students to learn the skills to support themselves and be more independent. In addition to the work on the Pastoral Care Program and the explicit teaching of social skills we have re-visioned our student leadership model and introduced a new program that provides opportunity for more students to be involved in leadership and build on student voice in the college.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 948 students were enrolled at this school in 2016, 467 female and 481 male. There were 8% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</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>School Staff Survey</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 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <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 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</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 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & 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 (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>46%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>42%</td> <td>41%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>45%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>52%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>37%</td> <td>47%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	46%	22%	Numeracy	42%	41%	17%	Writing	33%	45%	22%	Spelling	31%	52%	17%	Grammar and Punctuation	37%	47%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>Lower</p> <p>Lower</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 94% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 57% VET units of competence satisfactorily completed in 2016: 86% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 73%</p>																										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</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>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>90 %</td> <td>89 %</td> <td>90 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	90 %	89 %	90 %	93 %	92 %	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	90 %	89 %	90 %	93 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>												



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</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> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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> Lower</p> <p> Similar</p>

How to read the Performance Summary

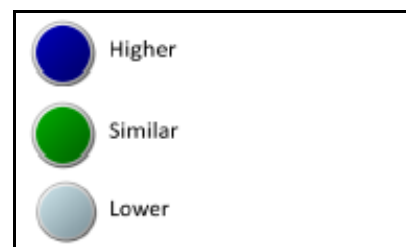
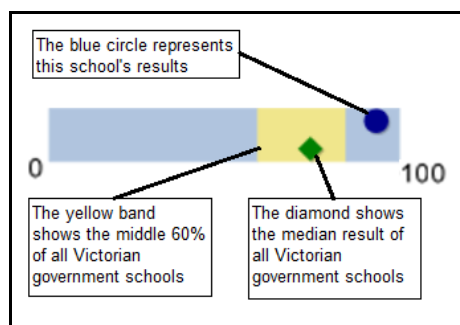
What are student outcomes?

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.

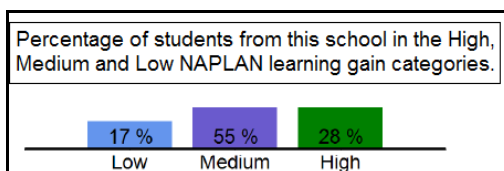
You can see these results for the latest year, as well as the average of the last four years (where available).

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$8,419,505	High Yield Investment Account	\$23,390
Government Provided DET Grants	\$1,198,673	Official Account	\$8,478
Government Grants Commonwealth	\$38,286	Other Accounts	\$0
Government Grants State	\$14,245	Total Funds Available	\$31,868
Revenue Other	\$31,189		
Locally Raised Funds	\$831,086		
Total Operating Revenue	\$10,532,985		
Expenditure		Financial Commitments	
Student Resource Package	\$8,357,987	Operating Reserve	\$24,368
Books & Publications	\$2,839	Provision Accounts	\$7,500
Communication Costs	\$30,448	Total Financial Commitments	\$31,868
Consumables	\$343,350		
Miscellaneous Expense	\$628,205		
Professional Development	\$66,508		
Property and Equipment Services	\$841,458		
Salaries & Allowances	\$228,077		
Trading & Fundraising	\$225,258		
Travel & Subsistence	\$132		
Utilities	\$60,187		
Total Operating Expenditure	\$10,784,448		
Net Operating Surplus/-Deficit	(\$251,464)		
Asset Acquisitions	\$99,619		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process. Misc. Expenses include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

Asset acquisitions include the purchase of 44 projectors, which have been installed with speakers into classrooms at a total cost of \$93,321.00. Reverse cycle air conditioners, cost \$19,640.00 have been installed in the Hollows classrooms to replace damaged aged Rinnai gas heaters. The College was fortunate to be able to purchase 2 portable buildings at nominal cost plus the moving expenses. These buildings have been repainted internally, projectors, reverse cycle air conditioners, and new carpet tiles have been installed at a total cost of \$20,000.00, including purchase for the two rooms.

Poor collection rates of Essential Materials and charges costs together with facility expenditure for the benefit of students and staff caused the 2016 operating deficit.

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.