

2015 Annual Report to the School Community

Thomastown Secondary College

School Number: 8383



Name of Principal: Leonie White

Name of School Council President: Stevan Kozmevski

Date of Endorsement: April 29 2016

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 - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Thomastown Secondary College is a co-education college offering educational opportunities for students in Years 7-12. Students are drawn from a wide catchment area, however the majority continue to come from the Lalor, Thomastown, Epping and Reservoir communities. The College student population continues to grow at all year levels and in 2015 the College had an enrolment of 587, an increase of 20% over the period of the last strategic plan. Both the Family Occupation (SFO) and School Family Occupation and Education (SFOE) are high and increasing. A staff of 50.2 EFT teachers and 16.4 EFT support staff deliver the extensive range of curriculum and co-curriculum programs offered by the College.

Our students are encouraged to set high expectations for themselves in all areas of their learning. The core value of Individual Excellence permeates all aspects of College life. It is included in individual goals, embedded in core learning strategies and is a focus in extra curriculum activities. In 2015 the College expanded the use of portfolios for all students in Years 7-10 encouraging them to continually strive to produce outcomes of publishing standard and to understand that excellence is obtained only through dedicated application and continual practice.

Along with increased enrolments in VCE, the number successfully completing this Certificate has also grown outperforming the state in 2015. At Thomastown 97.6% of students successfully complete the two-year program compared with a state result of 96.8%. Given that Thomastown does not run an alternative applied learning course in Years 11 and 12 this is a significant achievement. During 2015 the College again attracted funding to further improve infrastructure. This will see pathways and external cladding upgraded, sport and recreation facilities extended lighting and access improved and further internal modernisations completed. The College continues to expand its science, music and sporting facilities while providing students with authentic connections to the broader community through an increasing number of leadership possibilities.

The College continues to build an extensive far-reaching network of partnerships, with industry, tertiary institutions and third party facilitators. We have a detailed STEM (Science, Technology, Engineering and Mathematics) calendar of events in partnership with Latrobe University, the University of Melbourne, Quantum, and GSTAT and are actively involved in the planning for both the building and curriculum development for the new Whittlesea Tech School located at Melbourne Polytechnics campus in Epping and managed by leaders from the industry, tertiary and secondary education sectors.

In 2015, with the support of Doctor David Gurr from the University of Melbourne, the College completed a peer review of the 2012-2015 Strategic Plan measuring the College progress against stated goals. Building on our strong levels of student connectedness, attendance, and motivation, our key goal of Individual Excellence for all staff and students will be pursued through building practice excellence for all, further developing our learning culture which expects continual growth and by connecting each student more closely to the ever-changing and exciting opportunities within the wider community. To achieve this we will acquire and distribute resources (broadly conceived) to ensure support for these strategic directions, goals and improvement areas

Key to all that we do are our shared understandings that:

At Thomastown

- We welcome creativity, curiosity and celebrate innovation in a safe and supportive environments
- We foster courage in thoughts and in actions
- We respect and support different learning styles
- We demonstrate enthusiasm for learning in teaching and welcome new challenges and opportunities
- We work collaboratively in pursuit of individual excellence for all members of the College community
- We interact positively, constructively and respectfully with each other
- We support the aspirations of others and accept responsibility for achieving our own individual excellence
- We display pride in our school, our heritage and ourselves
- We embrace our obligation to contribute positively to the College and the wider community

These values form the basis of all interaction between staff,

Achievement

Learning performance is generally at expected levels and comparable to similar schools as the performance summary data indicates. The college aspires to be performing at state and national averages and continues to build both the physical and human resources in pursuit of this goal

Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards indicate that in both English and Mathematics the percentage of students in Year 7 to 10 receiving a 'C' rating is similar to schools with comparable cohorts. When compared with the State the result is lower. The results in Mathematics are stronger compared to that of English and this correlates with the mid to high percentage of students at the College where English is the second language. The introduction of the tracking of individual student data will allow for earlier intervention.

All students enrolled under the PSD program show progress based on their individual learning plans. All students in the program progressed to the next level with VCE students receiving extensive support together with the option of a three-year program.

Naplan performance tends to be at expected levels, which is below the national average and similar to like schools. The students' relative growth trend from 2013 to 2015 suggests the growth is exceeding (numeracy) or getting close to expected level (reading, grammar, and punctuation) except for writing and spelling where a proportion of high-growth students is lower than expected. The learning gains at Year 9 show that 68% for Reading, 77% for Numeracy, 58% for Writing have achieved medium to high improvement. Writing indicates that further scaffolding work is required and will be a focus in the next strategic plan.

For Year 12 in 2015 the median study score was 24 against a state average of 29. The percentage of school scores about 40 was 1% compared with statewide data of 9%. The mean study school is similar to like schools with 14 study scores above the school mean and 10 below. The College does not offer a VCAL program so almost all students participate in the VCAA exams and their results are included in school study score results. This differs from the majority of state secondary schools where the results of a number of those Year 12 students following an applied learning pathway and who do not sit exams are excluded from the school study score. A number of students however do participate in VET programs and 25% of the VCE cohort completed at least one unit of competency, an increase on both 2013 and 2014 outcomes. Of the 85 students eligible to complete the Victorian Certificate of Education 83 or 97.6% were successful, a rate higher than that of the State, which for 2015, was 96.8. Some students chose to follow a pathway, which included either employment or apprenticeships, however the majority, 87%, went on to further study. Of the latter group, 48% took up University offers and 39% continued their education at a TAFE College.

Engagement

During 2015 an extensive investigation into the comparison of digitally recorded attendance data against manually collected data revealed that, as expected, the digital attendance data was lower than actual attendance because of faulty third party software. Incorrect coding resulted in students late to class, leaving for an appointment Session 5, arriving at the end of Session I, participating in environment patrol, or attending a music class being recorded as a half-day absence. As seen in the summary data this has now been rectified for 2015 but cannot be changed retrospectively for the years before that. With attendance data corrected it can be seen that the College is exceeding that expected of similar schools and the State

From Year 9 onwards the College has introduced a range of programs which explore those exciting pathway opportunities currently available for students and support the development of a range of skills designed to increase awareness of career options, build confidence and social skills and link students to mentors in business and tertiary institutions.

The goals from the previous strategic plan have been met with the Attitudes to School Survey come on retention data State means and almost all students exiting the school into meaningful pathways. Student attitude to school has improved over the last three years with all scales apart from classroom behavior above the State mean. Student retention targets from Years 7 to 10 are close to the State median and percentage of Year 10 to 12 students seeking further study or full-time employment is above the state median

The unique and extensive transition program at Year 7 and the extensive work done by teachers from Years 7 to 12, the case management approach of our Wellbeing, Pathways, Home Group and Units teams all support a highly effective, closely monitored and supported transition beginning at Yr7. Extending student portfolios to all year levels encourages students to understand the importance of collecting evidence to showcase skills and other achievements in a format, which mirrors the world for which young people are preparing

A breakfast program continues to operate 5 days a week, and a homework program operates 3 days a week. Additional support is available for uniforms and classroom requisites, recognising that these are critical to ensuring education is both accessible and manageable.

The percentage of Year 10-12 students exiting to further studies and full time employment is higher than the State median for all schools. This is a very satisfying outcome given the challenges that need to be overcome to achieve this. The percentage of students who satisfactorily completed their VCE was also higher than the State.

Information nights and its transition point, arrange off opportunities period interviews, an extensive pathway support program and a range of enrichment and past ensure an extensive and details pathways experience

Wellbeing

Thomastown Secondary College's core wellbeing program provides a strong focus on achieving individual excellence for all students from Years 7-12. The structure and philosophy of the College are both designed to support the education, social and emotional needs of each student. Having this synergy between what we do and what we say results in a healthy school environment. This structure, which connects each student and family to the same Home Group teacher through Years 7-10, and again through Years 11 and 12, is quite unique.

The Attitude to School Survey indicates student motivation, feelings of being safe and connectedness to peers are all in the top 20% of Government schools in Victoria. These are all above expected outcomes for similar schools and above the median of all Victorian government secondary schools. Parent satisfaction is equal to the State median while staff endorsement of school climate is slightly higher than the State median. This pattern has been consistent for many years.

The College Wellbeing Team uses a case-management approach. It includes the Principal, a psychologist, a Special Needs Coordinator, a full-time Careers/ Transition Coordinator, a Student Welfare Coordinator and a nurse. This expert support is in addition to our Home Group Program and our Pathways Team, which is responsible for ensuring every student from Yrs. 9-12, has a pathway, monitored and supported through transition into senior schooling. An extensive network within the community supports this work, ensuring appropriate referrals and support are always available.

Extensive before and after school programs offer opportunities in music, choir, art, dance and physical fitness. The College is registered to be a smart school. As such it is one of a group of schools strategically organised to deliver smart, safe and responsible technology and well-being outcomes for the community including focusing on addressing all behaviors that are destructive including bullying and cyber bullying.

The introduction of new programs such as Interfaith and Advance along with expanding iTrack opportunities has seen student participation in leadership programs continue to grow. Student support, including fund raising, for organisations outside the school continues to build stronger links to the broader community and further develop a strong sense of social responsibility. Empowering students to initiate and lead such programs ensures that wellbeing indicators will continue to become stronger.

Productivity

Careful planning of valuable resources along with strategic partnerships with RMIT, Latrobe University, Quantum, the University of Melbourne, ABCN, and the Smith Family have resulted in a broad range of valuable additional opportunities and resources being available for students at the College.

The College completed works started in 2014 from additional funds for building improvements. The College hires classroom facilities for evening classes and to The Victorian School of Languages on Saturday mornings. It also operates a self-managed canteen. Funds have been extend seating facilities in the gymnasium as increased numbers leave the College without a venue to host all students or families comfortably.

Facilitators of the Arts and Music programs have produced the first commercially produced CD/DVD compilation and extended invitations to all students from all feeder schools to the 2015 Vision's concert. Sporting facilities are extensive and the refurbished health center and art gallery is now operational. The giant chessboard and pieces are used extensively.

A reorganization of staff professional learning time has allowed curriculum mapping to continue and in-depth broad discussion on strategies for differentiation and reading, writing and numeracy strategies has become a focus. Peer observation has reached a new level of understanding and effectiveness. All students now have access to a personal laptop and facility improvements in science, music, health, physical education and sport are all supporting the extension of student knowledge and understanding.

For more detailed information regarding our school please visit our website at
<http://www>

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.

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

Enrolment Profile

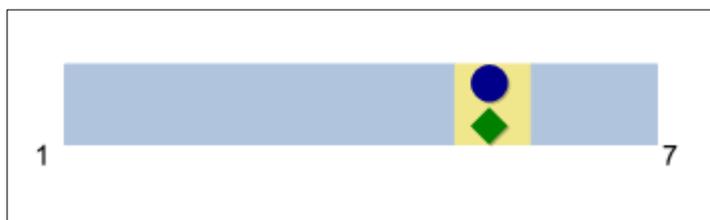
A total of 587 students were enrolled at this school in 2015, 274 female and 313 male. There were 12% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

Parent Satisfaction Summary

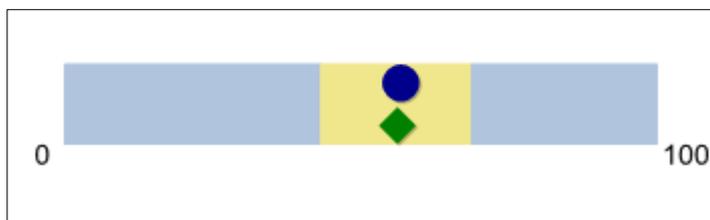
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

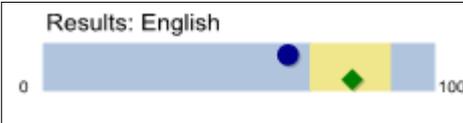
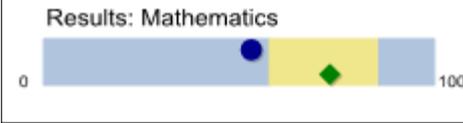
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



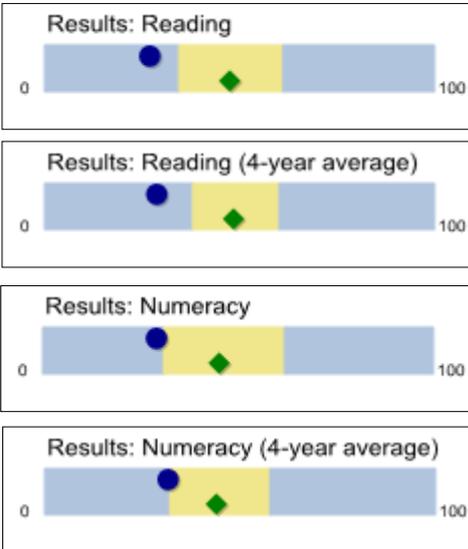
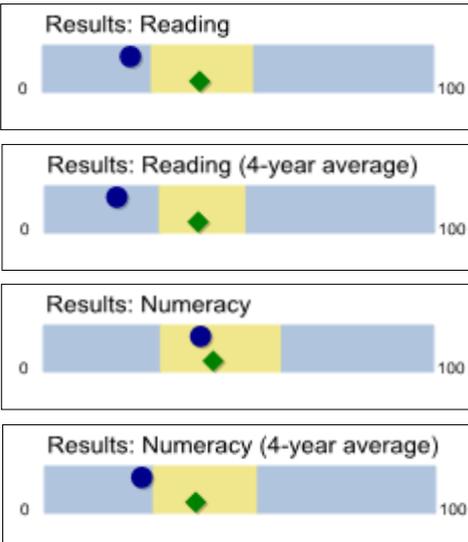
Performance Summary

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 Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>		

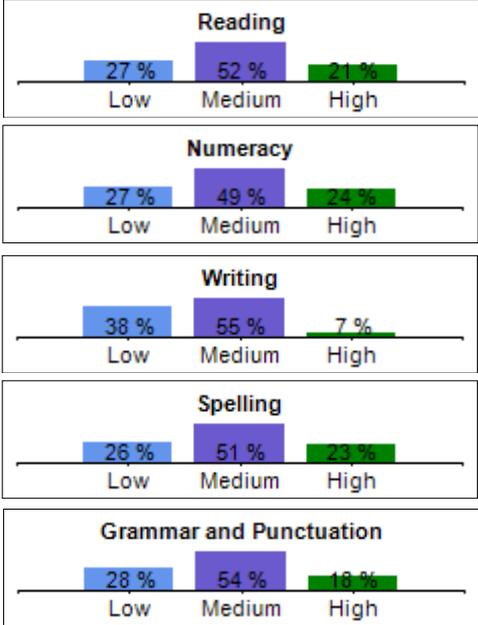
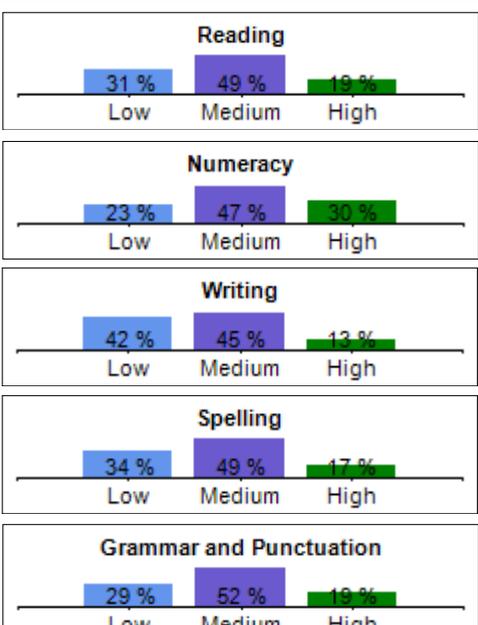
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Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>		<p>Being the first year of secondary 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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

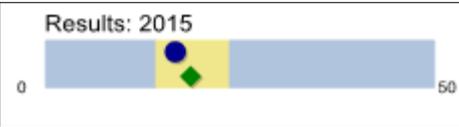
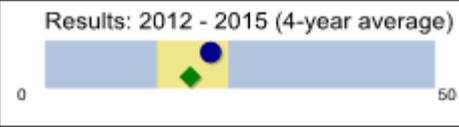
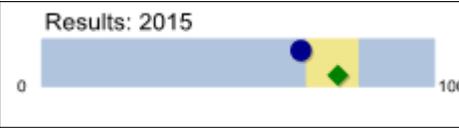
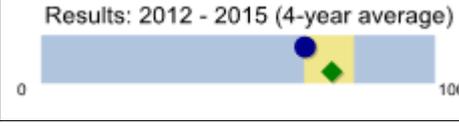
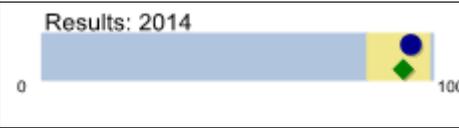
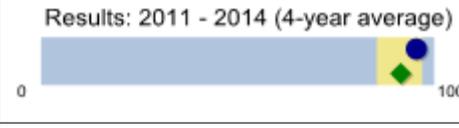
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<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's 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 Year 5 - Year 7 Student Outcomes</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>52%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>49%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>55%</td> <td>7%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>51%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>54%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	52%	21%	Numeracy	27%	49%	24%	Writing	38%	55%	7%	Spelling	26%	51%	23%	Grammar and Punctuation	28%	54%	18%	<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>	 <table border="1"> <caption>VCE Results Comparison</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>Comparison</th> </tr> </thead> <tbody> <tr> <td>Results: 2015</td> <td>~48</td> <td>Similar</td> </tr> <tr> <td>Results: 2012 - 2015 (4-year average)</td> <td>~48</td> <td>Similar</td> </tr> </tbody> </table>	Year	Score	Comparison	Results: 2015	~48	Similar	Results: 2012 - 2015 (4-year average)	~48	Similar	<p>Similar</p> <p>Similar</p>															
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Students in 2015 who satisfactorily completed their VCE: **98%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **19%**
 VET units of competence satisfactorily completed in 2015: **97%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **N/A**

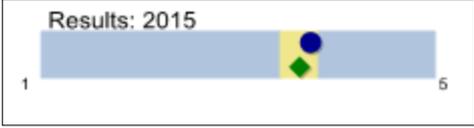
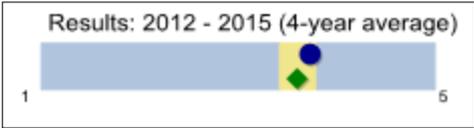
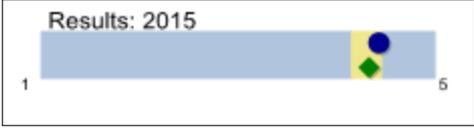
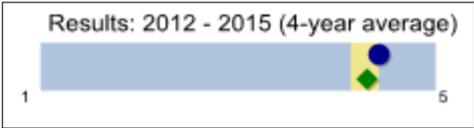
Performance Summary

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 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 2015 attendance rate by year level:</p> <table border="1" data-bbox="564 840 1023 936"> <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>91 %</td> <td>89 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	91 %	89 %	91 %	93 %	92 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	91 %	89 %	91 %	93 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

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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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>

How to read the Performance Summary

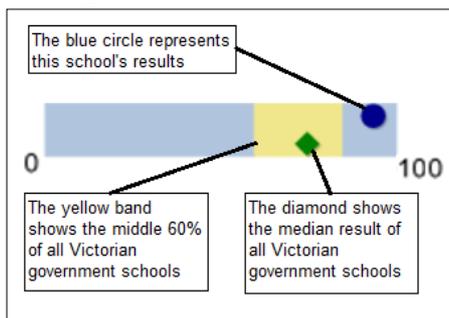
What are student outcomes?

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 colleges, 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.

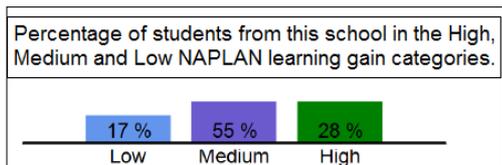
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



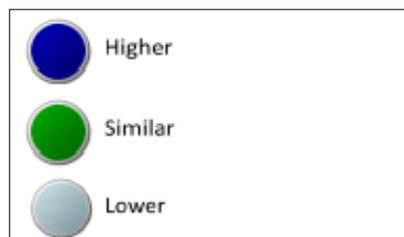
Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

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:

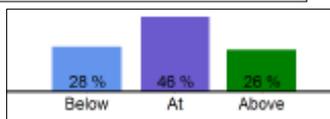
<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$6,062,603
Government Provided DET Grants	\$1,113,594
Government Grants Commonwealth	\$3,386
Government Grants State	\$14,702
Revenue Other	\$113,027
Locally Raised Funds	\$290,780
Total Operating Revenue	\$7,598,091

Funds Available	Actual
High Yield Investment Account	\$211,414
Official Account	\$11,929
Other Accounts	\$728,887
Total Funds Available	\$952,230

Expenditure	
Student Resource Package	\$6,044,573
Books & Publications	\$2,700
Communication Costs	\$16,525
Consumables	\$164,794
Miscellaneous Expense	\$295,676
Professional Development	\$50,609
Property and Equipment Services	\$631,826
Salaries & Allowances	\$264,607
Trading & Fundraising	\$125,515
Travel & Subsistence	\$4,530
Utilities	\$82,907
Total Operating Expenditure	\$7,684,263

Financial Commitments	
Operating Reserve	\$238,271
Asset/Equipment Replacement < 12 months	\$84,451
Capital - Buildings/Grounds incl SMS<12 months	\$200,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$182,052
Beneficiary/Memorial Accounts	\$23,332
Revenue Received in Advance	\$60,187
School Based Programs	\$52,000
School/Network/Cluster Coordination	\$23,483
Provision Accounts	\$35,000
Other recurrent expenditure	\$53,455
Total Financial Commitments	\$952,230

Net Operating Surplus/-Deficit	(\$86,172)
Asset Acquisitions	\$0

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

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

Financial performance and position commentary

The financial trends of our College remains positive with an overall operating surplus as indicated in the budget predictions for the year. Surplus funds will be used to access additional support in the classroom and for individual students. The College will also continue to purchase digital devices for use by students. During 2015 the College received notice that an additional \$740,000 will become available to improve identified facilities during 2016. At the time of writing tenders for this work have closed. We envisage work will be completed within a twelve-month period.

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