

2014 Annual Report to the School Community

Carranballac P-9 College

School Number: 5486

Insert photo(s) here if required.

Refer to the Annual Report Guidelines
for instructions.

Delete this watermark.

Name of School Principal:

Brendan O'Brien

Name of School Council President:

[Penny Heron]

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 - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Carranballac P-9 College is a two-campus college located in Point Cook, a suburban community, 25 kms south west of the Melbourne city centre. The college was established in 2002 grown with the development of its neighbourhood residential area to a current enrolment of 1350, Foundation to Year 9 students. The history of its growth is reflective of the community it serves where rapid expansion of residential homes, community amenities and support services has ensued within the expansive growth corridor on the western outskirts of Metropolitan Melbourne.

The College serves the demographically diverse communities of Point Cook and Altona Meadows. The area is primarily residential serviced by a wide range of expanding commercial businesses and family services. The modern amenities and parklands create an environment for a well-organized, quiet and interactive community. The college's two campuses provide a range of facilities enabling ready access for community activity and shared usage.

The college was established with the vision of a P-9 learning continuum and in support of Government policy that viewed the need to provide an alternative to the traditional primary to secondary school model of schooling. It was considered that a Foundation to Year 9 structure was an educationally productive means of catering for perceived learning and engagement issues attributed to the more traditional F-6 and 7-12 model of schooling.

Both college campuses, Boardwalk and Jamieson Way, are set in spacious, well-maintained grounds with an extensive array of contemporary designed buildings, modern playground equipment, opened grassed spaces and student amenities. The building configurations at both campuses include flexible learning spaces, specialist learning areas, multi-purpose learning areas and staff and administrative amenities. The college's Information Technology (IT) infrastructure is highly developed and accessible to all facets of the college's learning and administrative environment.

The Student Family Occupation (SFO) index is currently **0.431**, meaning the college's socio-economic profile is comparable with the state mean. As an F-9 College, additional funding is provided to support student learning and the SFO rating qualifies the college for Student Welfare support funding. The college currently has a small indigenous and refugee student profile, a high EAL profile (18 per cent) and **32.4** students enrolled who qualify for Program for Students with Disabilities (PSD) funding. The college provides dynamic instructional structures and practices catering to the special learning and welfare needs of the students. Teaching and learning resources including digital technology resources, a high level staff capacity building capability and extensive and diverse extra-curricular activities support student learning are also in place.

Carranballac College has experienced stable leadership over the course of its growth while its dynamic staff profile has expanded as enrolments have increased with a mix of experience and emerging professional and support personnel. An educational support (ES) staff structure is in place in support of students with special learning and social and health related needs and administrative requirements. Two campus principals and assistant principals with specific curriculum, pedagogy, staff development and student welfare roles and responsibilities support the college principal. Coaching has a school-wide focus on high need student services and specialised personnel are engaged to provide health and wellbeing as well as educational support services. The school council is active in overseeing policy development and financial control and engage actively in the life of the school.

The college aims to achieve a college-wide learning plan that offers personalised, authentic and engaging learning experiences for all students. A balance of explicit instruction and inquiry learning strategies are being continually developed, applied and refined to meet the diverse needs of its stable and its mobile student cohort.

Achievement

Our college is achieving results which are generally similar to other schools with the exception of Year 3 where the average results are lower across all measures.

Two year growth comparisons show that at 3-5, 5-7 and 7-9 on average 70%+ students are achieving medium to high growth rates.

Our college is committed to improving learning outcomes in Literacy and Numeracy having expanded the pedagogy coaching team to 5 full time teachers in 2014 under the supervision of an Assistant Principal. The coaches are dedicated to year levels to provide high quality targeted professional learning

6 students were enrolled in and successfully completed VET Cert II Music

All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals.

Engagement

The college's Attitudes to School Survey (ATSS) and Parent Opinion Survey (POS) results reflect the state and regional mean for engagement performance and are similar in comparison with all Victorian Government schools. Intake Adjustment data revealed that the college's Year 7 to Year 9 cohort met the threshold performance standards for both participation and environment dimensions while the Year 5 and Year 6 students met the participation requirement but did not meet the environment requirement for this measure.

The college survey results are due in part to the high level of transience (approx. 48% of students) which impacts on student and parent engagement and connection.

Overall student attendance data indicates the four-year average is similar to the state mean. While all year levels achieved a 90 per cent plus attendance rate, there is variability in absence rates across year levels and between years.

Wellbeing

The college obtained results close to the median for all Victorian government schools and met threshold performance standards for safety. The primary level (Years 5 and 6) results were lower than similar schools on comparative performance measures. Data revealed Year 5 and Year 6 student feelings and concerns around safety were recorded at a low level but this is typical for a P-9 setting.

We are committed to providing students with a safe and caring environment which provides cross-age learning and leadership opportunities. The college continues to explore opportunities to support student wellbeing through the development and implementation of a variety of programs and activities.

The college has a comprehensive well being team including the following college based staff: Psychologist, Speech Therapist, Family Support Worker and a dedicated Wellbeing coordinator all of whom work with Sub-school leaders at each school.

Productivity

The college has maintained a strong annual Student Resource Package (SRP) budget position prior to 2014 due to detailed budget planning processes, asset management and monitoring of resource impact on student achievement, engagement and wellbeing. Due to a significant proportion of teaching staff achieving pay increments which impacted negatively on the SRP the financial position of the college has been negatively affected however a review of procedures and practices has seen significant savings in both the credit and cash budgets.

The college currently provides staff for class groups across the Foundation to Year 9 continuum, specialist teachers and an extensive coaching and specialised student support provision. The leadership team is lead by the College Director, two Campus Principals, six Assistant Principals with dedicated roles focused on Curriculum Implementation , Sub-school Leadership, and Performing Arts. The Principal Class are strongly supported by leading teachers who focus on student wellbeing and curriculum and pedagogy working with class teachers who bring a range of experience and teaching expertise. All teaching K-6 staff are provided with 2.5 hours and 7-9 staff 5 hours per week Administrative and Planning Time (APT) as well as time for team planning, PLT activities and whole college planning.

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

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 1414 students were enrolled at this school in 2014, 644 female and 770 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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.



(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 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>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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>

(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■
Result for this school: ● Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>46%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>49%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>45%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>43%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>49%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	46%	26%	Numeracy	29%	49%	22%	Writing	27%	45%	28%	Spelling	25%	43%	32%	Grammar and Punctuation	24%	49%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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(Primary Year Levels)

Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1040 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>90 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	90 %	94 %	92 %	92 %	92 %	92 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	90 %	94 %	92 %	92 %	92 %	92 %										

(Primary Year Levels)

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>

(Secondary Year Levels)

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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(Secondary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
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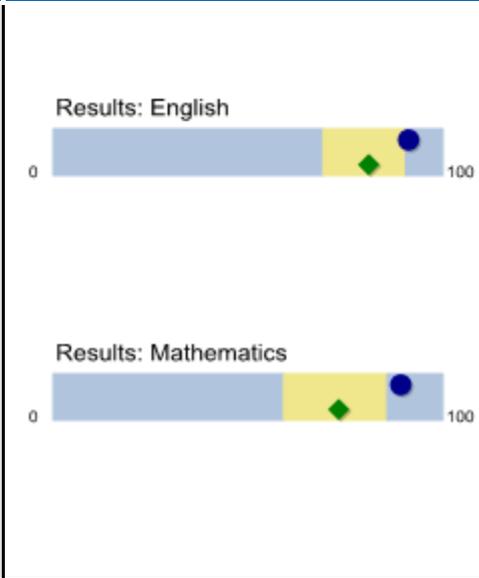
Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.



Higher

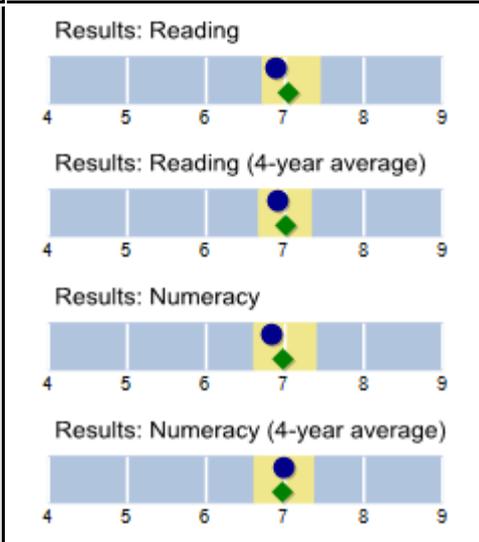
Higher

NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.



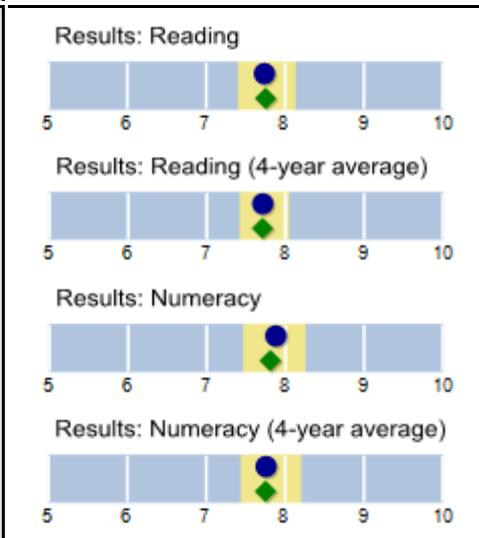
Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.



Similar

Similar

Similar

Similar

(Secondary Year Levels)

Performance Summary

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

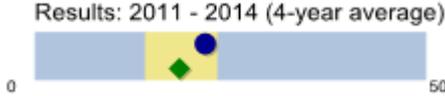
Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current 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>	<p>Reading Low: 22% Medium: 54% High: 24%</p> <p>Numeracy Low: 25% Medium: 51% High: 24%</p> <p>Writing Low: 22% Medium: 54% High: 24%</p> <p>Spelling Low: 24% Medium: 53% High: 24%</p> <p>Grammar and Punctuation Low: 25% Medium: 51% High: 25%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 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>	<p>Reading Low: 19% Medium: 56% High: 24%</p> <p>Numeracy Low: 25% Medium: 51% High: 24%</p> <p>Writing Low: 28% Medium: 51% High: 21%</p> <p>Spelling Low: 15% Medium: 53% High: 32%</p> <p>Grammar and Punctuation Low: 30% Medium: 40% High: 30%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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: 2014 0 to 50 scale, diamond at 30</p> <p>Results: 2011 - 2014 (4-year average) 0 to 50 scale, diamond at 30</p>	<p>No Data Available</p> <p>No Data Available</p>

Students in 2014 who satisfactorily completed their VCE: **0%**
 Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: **0%**
 VET units of competence satisfactorily completed in 2014: **0%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: **N/A**

(Secondary Year Levels)

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="571 819 1026 920"> <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>91 %</td> <td>90 %</td> <td>87 %</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	90 %	87 %	NA	NA	NA	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	90 %	87 %	NA	NA	NA									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p>No Data Available</p> <p>No Data Available</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: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p>No Data Available</p> <p>No Data Available</p>												

(Secondary Year Levels)

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

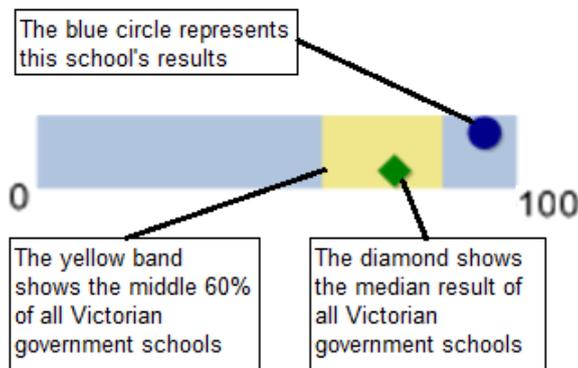
What are student outcomes?

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

For secondary 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.



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.

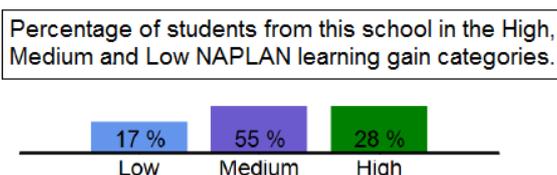
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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'.



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, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$10,627,695
Government Provided DE&T Grants	\$1,109,714
Government Grants Commonwealth	\$264,004
Government Grants State	\$7,190
Revenue Other	\$82,463
Locally Raised Funds	\$1,510,885
Total Operating Revenue	\$13,601,953

Funds Available	Actual
High Yield Investment Account	\$362,378
Official Account	\$59,334
Other Accounts	\$30,366
Total Funds Available	\$452,077

Expenditure	
Student Resource Package	\$11,129,736
Books & Publications	\$10,785
Communication Costs	\$66,175
Consumables	\$225,591
Miscellaneous Expense	\$844,076
Professional Development	\$38,703
Property and Equipment Services	\$691,958
Salaries & Allowances	\$331,600
Trading & Fundraising	\$352,227
Travel & Subsistence	\$128,767
Utilities	\$123,502
Total Operating Expenditure	\$13,943,119

Financial Commitments	
Operating Reserve	\$448,028
Cooperative Bank Account	\$4,049
Total Financial Commitments	\$452,077

Net Operating Surplus/-Deficit	(\$341,166)
Asset Acquisitions	\$3,160

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.

Financial performance and position commentary

The college continued the 3 year technology lease at a cost of \$37,441 per annum for 116 ipads, 85 apple TV's & 88 data projectors used to improve the integration of digital technology into student learning. Students in Years 5/6 continued to be immersed in elearning through the Mookie Program which developed multi media presentation skills and cyber safety awareness at a cost of \$30,000 per annum. Student support services for Speech and Occupational Therapy for students of highest need amounted to \$96,800. A major painting maintenance project for and upkeep of relocatable buildings amounted to \$22,140. The Parents & Friends project to install air conditioning in all classrooms continued with installation costs amounting to \$28,889. Further fundraising by the Parents and Friends in 2014 amounted to \$22,271. The staff profile of the College was reviewed throughout the course of 2014 in order to address the projected significant credit deficit.