

2016 Annual Report to the School Community



School Name: Carranballac P-9 College

School Number: 5486



Name of School Principal:	Brendan O'Brien
Name of School Council President:	Michael Walsley
Date of Endorsement:	[Enter date here]

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

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 with the opening of its first campus in Dunnings Road followed in 2006 by the campus in Jamieson Way. The growth of the college has reflected the growth and development of its neighbourhood residential area with a history of rapid growth which has now stabilized leading to a current enrolment of 1460 Foundation to Year 9 students.

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 sites provide the full continuum from Foundation to Year 9.

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, open 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 index is currently 0.4614 and SFOE 0.3857 meaning the college's socio-economic profile is comparable with the state mean. 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, an EAL profile of approx., 15% and 31 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. A number of support and extension programs are in place both within the core curriculum and as a part of an extensive extra curricular program. Japanese language is provided for Foundation to Year 4 students and a "Bridge" program with Korea runs in Year 8.

The staff profile has expanded as enrolments have increased with a mix of experience and emerging teaching 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 director. The college has a strong focus on mentoring and coaching to support the implementation of targeted teaching and learning supported by high expectations. The school council is active in overseeing policy development and financial control. It is supported by Facilities and Parents and Friends sub committees who 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 the student cohort.

Framework for Improving Student Outcomes (FISO)

The College has identified "Curriculum, planning and assessment" and "Empowering students and building school pride" as its key focus. We have restructured the foundation years of schooling so that all year levels have straight grades. A full curriculum review is underway from Foundation to Year 9. The college has implemented common pre and post learning assessment tasks in Mathematics for all year levels. 2016 saw the introduction of the HERO program to address attendance and punctuality. Significant progress has been made in improving student attendance and programs have been put in place to support students who have been identified with particular needs.

Achievement



The College has implemented a pre and post testing regime to support targeted teaching with the goal to achieve an average affect size of in excess of 0.4 in English and Mathematics. A professional learning program has been implemented to support cross college moderation, and to support planning. Results collated through the Student Performance Analyser indicated that the college has achieved its target.

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

The college identified two target areas under engagement:

- Reduce lateness and absence by 2%
- Develop and implement protocols for the transfer of data on student enrolment.

The college established a vertical team who led the college in the implementation of the Here Everyday Ready On-time program to address attendance. Data from Semester 2 shows that significant improvement has been achieved.

A protocol has been established and implemented for all students transferring into the college which includes and personal tour and interview. Structures are in place to support the transfer of student records on enrolment.

Wellbeing

Carranballac College has implemented “High Reliability Schools” surveys to identify factors affecting student outcomes as they relate to the following.

- Safe and Collaborative Culture
- Effective Teaching in Every Classroom
- Guaranteed and Viable Curriculum

Communication networks the College and the school community and wellbeing protocols and processes have been reviewed and enhanced.

For more detailed information regarding our school please visit our website at <http://www.carranballac.vic.edu.au/>



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 pri/sec schools: Result for this school: Median of all Victorian government pri/sec schools:

School Profile

Enrolment Profile

A total of 1365 students were enrolled at this school in 2016, 610 female and 755 male. There were 25% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

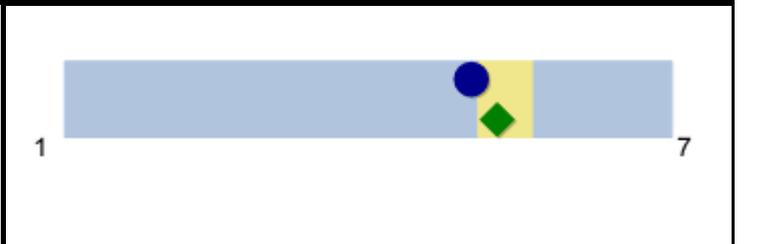
Overall Socio-Economic Profile

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



Parent Satisfaction Summary

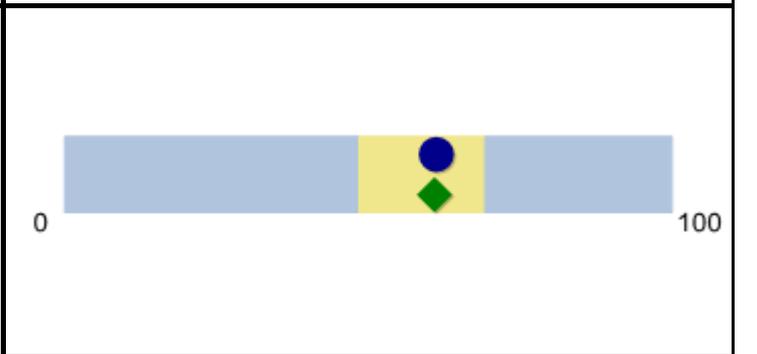
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



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

Achievement	Student Outcomes	School Comparison



Teacher judgment of student achievement

Percentage of students in Years Prep to 6 working at or above age expected standards in:

- English
- Mathematics

For further details refer to *How to read the Performance Summary*.

Results: English



 Similar

Results: Mathematics



 Similar



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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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> Similar</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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 primary year levels:
 Result for this school: Median of all Victorian government primary year levels:



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"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>34%</td> <td>39%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>42%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>56%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>46%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>37%</td> <td>43%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	34%	39%	27%	Numeracy	27%	42%	31%	Writing	28%	56%	16%	Spelling	31%	46%	23%	Grammar and Punctuation	37%	43%	20%	<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 primary year levels:
 Result for this school: ● Median of all Victorian government primary 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"> <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>91 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	92 %	92 %	93 %	92 %	92 %	<p> Similar</p> <p> Similar</p>
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(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary 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> Lower</p>



**Students Attitudes to School -
Student Perceptions of Safety**

Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.





(Secondary Year Levels)

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>



(Secondary Year Levels)

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>



(Secondary Year Levels)

Performance Summary

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 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>28%</td> <td>53%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>45%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>34%</td> <td>47%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>47%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>41%</td> <td>47%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	53%	19%	Numeracy	25%	45%	30%	Writing	34%	47%	19%	Spelling	33%	47%	20%	Grammar and Punctuation	41%	47%	12%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 7-9)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>52%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>54%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>43%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>43%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>52%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	52%	22%	Numeracy	32%	54%	14%	Writing	41%	43%	17%	Spelling	24%	43%	33%	Grammar and Punctuation	29%	52%	19%	<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>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 0% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 0% VET units of competence satisfactorily completed in 0: 0% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 0: N/A</p>																										



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>87 %</td> <td>86 %</td> <td>85 %</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	87 %	86 %	85 %	NA	NA	NA	<p style="text-align: center;"> Lower</p> <p style="text-align: center;"> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
87 %	86 %	85 %	NA	NA	NA									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>No Data Available</p> <p>No Data Available</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: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p>No Data Available</p> <p>No Data Available</p>												

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> Lower</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).

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.

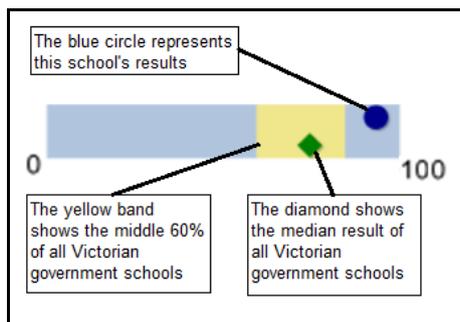
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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



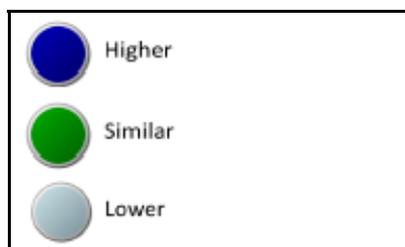
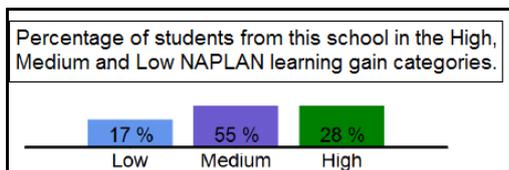
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

students' characteristics – these schools will receive targeted support to ensure that there is 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'.



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'.

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

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

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	\$10,998,424	High Yield Investment Account	\$790,245
Government Provided DET Grants	\$1,362,482	Official Account	\$73,782
Government Grants Commonwealth	\$333,086	Total Funds Available	\$864,028
Government Grants State	\$10,000		
Revenue Other	\$96,951		
Locally Raised Funds	\$1,445,074		
Total Operating Revenue	\$14,246,018		
Expenditure		Financial Commitments	
Student Resource Package	\$10,681,074	Operating Reserve	\$469,781
Books & Publications	\$40,163	Asset/Equipment Replacement < 12 months	\$130,360
Communication Costs	\$60,234	Maintenance - Buildings/Grounds incl SMS<12 months	\$30,000
Consumables	\$295,237	Revenue Received in Advance	\$72,666
Miscellaneous Expense	\$1,009,237	School Based Programs	\$44,116
Professional Development	\$22,330	Provision Accounts	\$14,871
Property and Equipment Services	\$953,351	Other recurrent expenditure	\$10,917
Salaries & Allowances	\$407,554	Asset/Equipment Replacement > 12 months	\$34,794
Trading & Fundraising	\$197,137	Capital - Buildings/Grounds incl SMS>12 months	\$56,523
Travel & Subsistence	\$99,485	Total Financial Commitments	\$864,028
Utilities	\$111,833		
Total Operating Expenditure	\$13,877,634		
Net Operating Surplus/-Deficit	\$368,383		
Asset Acquisitions	\$48,331		

Student Resource Package Expenditure figures are as of 06 March 2017 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.