

2015 Annual Report to the School Community

Carranballac P-9 College

School Number: 5486



Name of School Principal: Brendan O'Brien

Name of School Council President: Ian Muir

Date of Endorsement: 30 April 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

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 1340 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 (SFO) index is currently 0.425 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 29.9 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.

Carranballac College has experienced stable leadership over the course of its growth, 2016 sees the appointment of its second College Director since its inception. 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.

Achievement

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

Two year growth comparisons show that at 3-5, 5-7 and 7-9 on average 65%+ students are achieving medium to high growth rates.

Our college is committed to improving learning outcomes in Literacy and Numeracy having a pedagogy coaching team of 2.5 EFT under the supervision of an assistant principal. The coaches provide high quality targeted professional learning both within the classroom and through the regular college wide professional learning program.

6 students were enrolled in and successfully completed VET Cert II Music. Students in the college successfully participated in the performing arts competition – Wakakirri achieving first place at a state level.

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

Engagement

The college's level of parent satisfaction as derived from the Parent Opinion Survey (POS) falls within the mid range for the state just below the median score for all government schools.

The School Staff Survey indicates a high level of endorsement by staff related to school climate falling within the mid range for the state and above the median score for all government schools.

The average days absent per full time year are similar to the state falling within the mid range for the state although higher than the state median. The most commonly reported reasons for absence are illness and extended family holidays.

Overall student attendance data indicates the four-year average is similar to the state median. Years Foundation to 6 student attendance rates exceed 90%. The attendance rates in years 7-9 fall between 88% and 90% attendance. The school uses an automated text messaging service to alert parents to lateness and absence. Teachers follow early warning procedures to inform parents about students who are at risk of not meeting learning goals due to their attendance pattern in addition to support strategies being developed between the school, student and parents.

Wellbeing

The data indicates that student perceptions are similar to other schools although the college obtained results below the median for all Victorian government schools for school connectiveness and safety in the primary level. This is consistent with data for year 5 and 6 students in a P-9 setting. Students in years 7-9 were lower than other schools in 2015 but the 4 year average was similar for school connectedness performance and were similar for both measures with regard to school safety.

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 extension and support programs and activities.

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

Productivity

The college follows an early years/middle years model of teaching with a core teacher in place across all year levels. Class structures are as follows: Foundation/1, Year 2, 3/4, 5/6, Year 7, Year 8 and Year 9. In the early years core curriculum is supported by specialist teachers delivering Art, P.E., Japanese and Music. In the middle years specialist teachers deliver programs in Art, P.E., Materials Food, Materials Wood and Materials Textiles, Music and VET Music Performance. The school recognises the value of leadership opportunities for students provided through its class structures and extensive camps and leadership program. Additional support for students whose primary language is not English is provided through the EAL program.

The staffing profile of 118.7 EFT includes 9 principal class officers, 83 teachers, 21.4 Educational support staff, 4.9 ES Disability and Impairment support and 0.4 para-professionals.

Staff are supported in maintaining and extending professional knowledge through a regular professional development program provided through the employment of guest speakers, the school based coaches and expertise within the staff. The college ensures that the staff meet DET requirements related to First Aid, Asthma, Anaphylaxis, Mandatory Reporting and OH&S.

The school has implemented a number of staff focus groups to develop action plans related to the equitable maintenance and expansion of ICT and other resources to support the delivery of quality learning programs across the college.

For more detailed information regarding our school please visit our website at
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.

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 1340 students were enrolled at this school in 2015, 600 female and 740 male. There were 15% 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 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.



(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>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>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>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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 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" 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>30%</td> <td>48%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>62%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>44%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>47%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>46%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	48%	21%	Numeracy	18%	62%	20%	Writing	35%	44%	21%	Spelling	22%	47%	31%	Grammar and Punctuation	32%	46%	22%	<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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 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>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	93 %	92 %	93 %	91 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</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>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>
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(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
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NAPLAN Year 7

The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.

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

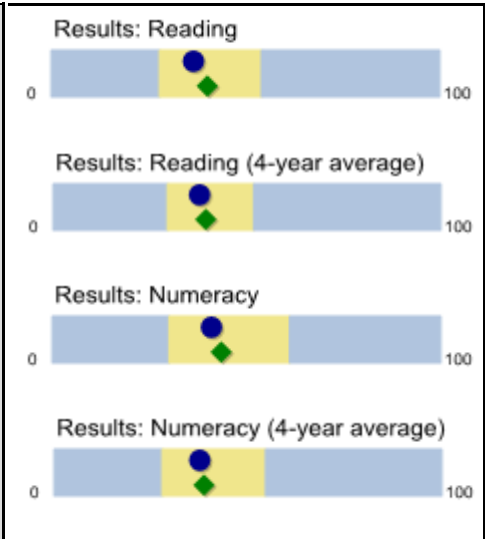


Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN Year 9

The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.

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



Similar

Similar

Similar

Similar

(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
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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 Student Outcomes (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>30%</td> <td>51%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>45%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>46%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>49%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>46%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	51%	19%	Numeracy	25%	45%	31%	Writing	32%	46%	22%	Spelling	19%	49%	32%	Grammar and Punctuation	36%	46%	18%	<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 Student Outcomes (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>23%</td> <td>50%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>55%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>65%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>54%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>46%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	50%	27%	Numeracy	23%	55%	22%	Writing	22%	65%	13%	Spelling	20%	54%	26%	Grammar and Punctuation	35%	46%	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>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p>
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Students in 2015 who satisfactorily completed their VCE: **0%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **0%**
 VET units of competence satisfactorily completed in 2015: **0%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **N/A**

(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: 

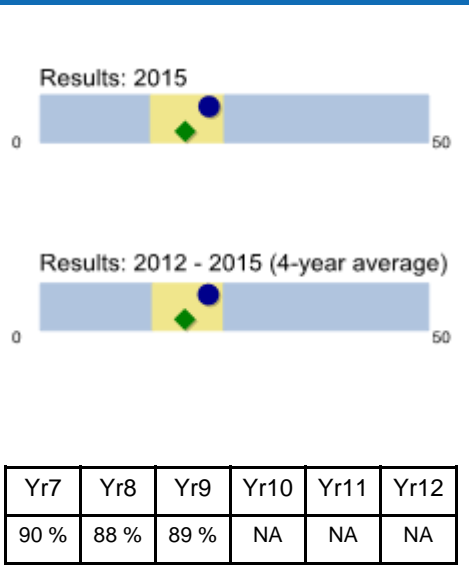
Engagement	Student Outcomes	School Comparison
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Average Number of Student Absence Days


Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

Average 2015 attendance rate by year level:



 Similar

 Similar

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.



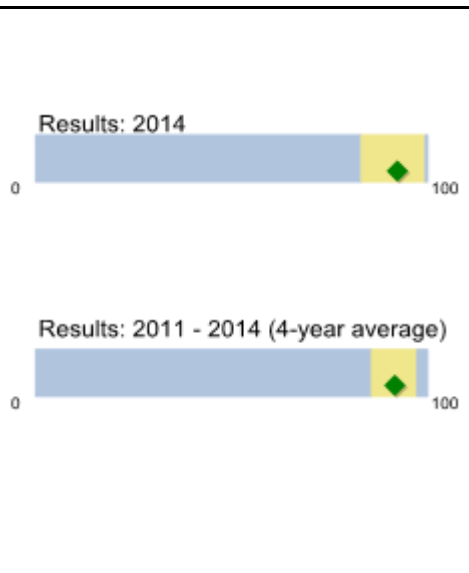
No Data Available

No Data Available

Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure uses data from the previous year.



No Data Available

No Data Available

(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:

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> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

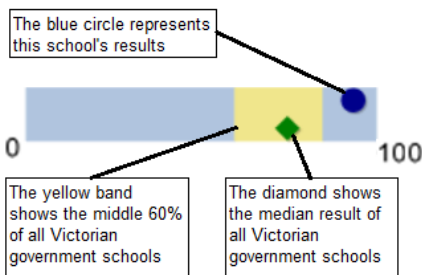
What are student outcomes?

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?

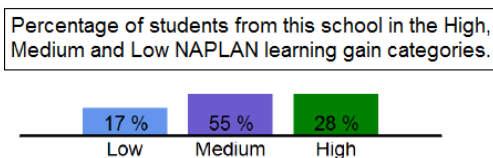
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of 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.

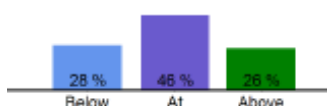
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

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.



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	Funds Available	Actual
Student Resource Package	\$10,564,014	High Yield Investment Account	\$763,477
Government Provided DET Grants	\$892,885	Official Account	\$68,106
Government Grants Commonwealth	\$232,688	Other Accounts	\$0
Government Grants State	\$389,300	Total Funds Available	\$831,583
Revenue Other	\$89,419		
Locally Raised Funds	\$1,640,277		
Total Operating Revenue	\$13,808,584		
Expenditure		Financial Commitments	
Student Resource Package	\$10,396,057	Operating Reserve	\$427,731
Books & Publications	\$6,887	Capital - Buildings/Grounds incl SMS<12 months	\$384,147
Communication Costs	\$70,722	Revenue Received in Advance	\$19,705
Consumables	\$209,542	Total Financial Commitments	\$831,583
Miscellaneous Expense	\$908,389		
Professional Development	\$12,026		
Property and Equipment Services	\$767,427		
Salaries & Allowances	\$344,661		
Trading & Fundraising	\$288,611		
Travel & Subsistence	\$114,151		
Utilities	\$115,957		
Total Operating Expenditure	\$13,234,429		
Net Operating Surplus/-Deficit	\$574,155		
Asset Acquisitions	\$6,806		

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 college continued the 4 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 Therapy for students of highest need amounted to \$53,600 The Parents & Friends project to install air conditioning in all classrooms continued with installation costs amounting to \$15,318. Further fundraising by the Parents and Friends in 2015 amounted to \$19,000. The staff profile of the College remained under review throughout the course of 2015 in order to address credit deficit-50% was repaid in 2015, with balance early 2016. A major Boardwalk Oval project received \$573,251 of which \$186,104 was expended in 2015. Balance to be spent in 2016.