

2015 Annual Report to the School Community

Boronia K-12 College

School Number: 8913



Name of School Principal:

David Rose

Name of School Council President:

Drey Baldwin

Date of Endorsement:

May 11, 2015

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

All students and staff of Boronia K-12 College commenced on the one site, Albert Avenue, at the beginning of 2015. Building works were still being completed up until the end of Term One.

A total of 563 students were enrolled prep to Year 12; - 301 male students and 262 female students. There were 279 students enrolled in Prep - Year 6 and 284 students enrolled in Years 7 – Year 12.

The Early Learning Centre enrolled 27 children in 3 year old kindergarten and 32 children in 4 year old kindergarten.

The vision of our College is to provide a safe, supportive and stimulating learning environment that engages and challenges students and adults to love learning, experience success and be effective and caring members of the global community. The vision is underpinned by the College values of Community, Achievement, Respect and Lifelong Learning. The implementation of these values relies on the development of positive relationships between all members of our College community. As a community we place a great emphasis on nurturing the following 5 key relationships: 1. Students feeling positive about themselves and their ability to learn and succeed. 2. Students being able to interact co-operatively and positively with other students. 3. Students being engaged with their learning and understanding its relevance to their own lives and the wider community. 4. Students having positive relationships with their teachers based on mutual trust and respect. 5. Supporting and constructive relationships between the home, the school and the local community.

Two substantive Assistant principals, Brooke Cross and Rachel Gardiner commenced in their roles in 2015, as did four acting Leading Teachers, each responsible for each Stages of Learning Team. The College staffing profile in 2015 was 3.0 Principal Class, 0.6 Leading Teacher, 20.7 Classroom Teacher 2, 16.2 Classroom Teacher 1, 0.5 Instrumental Music Teachers and 14.91 Education Support Staff.

The socio economic profile of the College is rated low-mid with an SFO Index of 0.5939.

Achievement

The College's strategic intent is to maximise achievement of high quality learning outcomes for all students with a strong focus on improving literacy and numeracy and to improve VCE, VET and VCAL outcomes.

It is pleasing to note that in most areas of student outcomes the College's performance against other Victorian government schools, (taking into account the characteristics of the school and its students) at both the primary and secondary level is at a similar or higher level.

At the primary year levels, teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) showed that the percentage of students from Prep to Year 6 with a grade of 'C' or above in English and Mathematics was in the expected range and similar to that of other Victorian government schools.

Year 3 NAPLAN results indicated that our achievement in Reading was below the median of all Victorian Government primary year levels and similar to other schools (taking into account the characteristics of the school and its students). Our achievement level in Numeracy was the same as the median of all Victorian Government primary year levels. Year 5 NAPLAN results indicated that our Reading results were similar when compared against other Victorian government schools, (taking into account the characteristics of the school and its students). Our Numeracy results were also similar when compared against other Victorian government schools. The NAPLAN Learning Gain Year 3 – Year 5 data, which compares a student's current year result to the results of all 'similar' Victoria students (i.e. students who in the same year level who had the same score two years prior), was mixed, demonstrating some improved 'Medium' gain in Reading and Spelling compared to 2014 data, but higher 'Low' learning gain for students across all domains.

At secondary year levels, teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) showed that the percentage of students from Years 7 to 10 with a grade of 'C' or above in English and Mathematics was in the expected range and similar to that of other Victorian government schools.

Our Year 9 NAPLAN results indicated our students scored lower than other Victorian government schools (taking into account the characteristics of the school and its students) in Reading and similar in Numeracy.

A small cohort of Year 12 students attempted VCE, with 90% achieving a satisfactory completion rate with a mean study score of 22.

VET units of competence satisfactorily completed in 2014 was 73%, and the VCAL credits satisfactorily completed in 2014 was 82%.

Engagement

The College's strategic intent is to improve student engagement in learning and develop self-motivated confident learners and to enhance student wellbeing in a vibrant college culture that is built on respectful relationships and a whole-school approach to student management.

In the primary year levels student attendance was at a higher level to other schools (taking into account the characteristics of the school and its students). Attendance rate for all year levels Prep to Year 6 was above 93% for 2015.

In the secondary year levels student attendance was greater than what we would expect, given the background characteristics of our students. Year 7 average attendance rate was 93% with other year levels attending upwards of 88% of the time. Student absence procedures include parents being informed by SMS when students were absent from school without prior notification from their parents. Any students with chronic non-attendance issues were supported by their home group teacher, and where appropriate, the School Chaplain, Student Wellbeing Coordinator, Psychologist or Social Worker.

The College conducted a number of programs to engage our students, including the Year 10 World of Work program, The Years 8 and 9 Connect program, incorporating the Duke of Edinburgh and Compass Awards.

Student leadership opportunities across all year levels of the College enable students to develop their leadership skills and increase engagement with their immediate and local community.

Wellbeing

Student Attitude to School data was disappointing in the Year 5 & 6 levels. Lower results were recorded than expected.

In the secondary year levels, Student Attitude to School data was at a similar level to that of other Victorian government schools, (taking into account the characteristics of the school and its students).

From Prep to Year 4 classroom teachers assume a pastoral care role, taking an active interest in the social, emotional and academic development of the student in their care. From Years 5 -12, home group or 'pod' teachers assume this role, ensuring they develop a strong knowledge of students under their care and providing a regular contact person for families of those students.

In 2015, the College was fortunate to enjoy the services of a number of support staff including a School Chaplain, an Adolescent Health Nurse, an Educational Psychologist, Social Worker and Student Wellbeing Coordinator. Individual and group support was able to be provided to a range of students and their families.

The College conducted a range of wellbeing programs in 2015, including such things as a Breakfast Club and Positive Education program in our Middle Years Stages of Learning.

Productivity

School resources are allocated effectively to optimise the achievement, engagement and wellbeing of students.

The school budget supported the priority areas identified in our Strategic Plan.

Class structures, staffing and timetables were put in place to ensure optimal learning and teaching.

Teaching staff participated in professional learning programs to enhance teaching practice. This was aligned to DEECD and school priorities.

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

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 563 students were enrolled at this school in 2015, 262 female and 301 male. There were 3% of EAL (English as an Additional Language) students and 3% 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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</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; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>42%</td> <td>8%</td> </tr> <tr> <td>Numeracy</td> <td>54%</td> <td>35%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>42%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>44%</td> <td>37%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>41%</td> <td>41%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	50%	42%	8%	Numeracy	54%	35%	12%	Writing	35%	42%	23%	Spelling	44%	37%	19%	Grammar and Punctuation	41%	41%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	50%	42%	8%																							
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Writing	35%	42%	23%																							
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Grammar and Punctuation	41%	41%	18%																							

(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="560 824 1035 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>94 %</td> <td>95 %</td> <td>96 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	96 %	93 %	94 %	94 %	93 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	96 %	93 %	94 %	94 %	93 %										

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

(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>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>		<ul style="list-style-type: none"> Lower Lower 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
<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: 37%, Medium: 45%, High: 18%</p> <p>Numeracy Low: 54%, Medium: 39%, High: 7%</p> <p>Writing Low: 40%, Medium: 48%, High: 11%</p> <p>Spelling Low: 30%, Medium: 56%, High: 14%</p> <p>Grammar and Punctuation Low: 29%, Medium: 53%, High: 18%</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: 33%, Medium: 39%, High: 28%</p> <p>Numeracy Low: 33%, Medium: 38%, High: 29%</p> <p>Writing Low: 57%, Medium: 29%, High: 14%</p> <p>Spelling Low: 31%, Medium: 46%, High: 23%</p> <p>Grammar and Punctuation Low: 58%, Medium: 19%, High: 23%</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: 2015: </p> <p>Results: 2012 - 2015 (4-year average): </p>	<p> Similar</p> <p> Similar</p>

Students in 2015 who satisfactorily completed their VCE: **90%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **24%**
 VET units of competence satisfactorily completed in 2015: **73%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **82%**

(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:

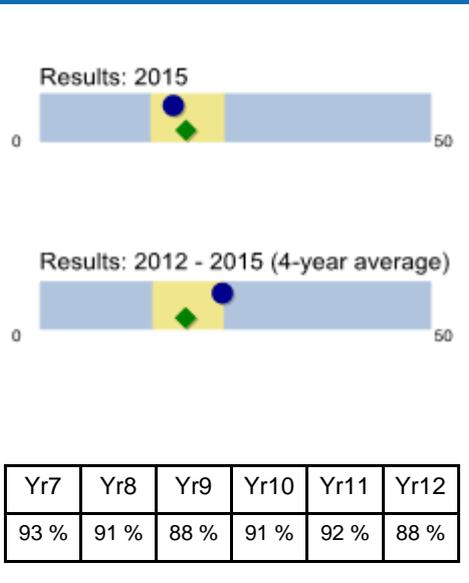
Engagement	Student Outcomes	School Comparison
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Average Number of Student Absence Days

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:



Higher

Similar

Student Retention

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



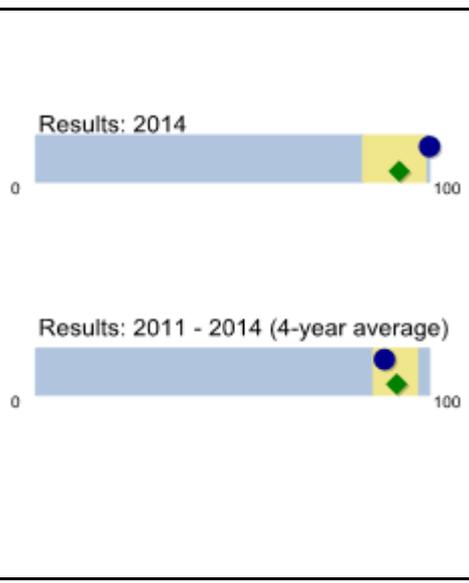
Similar

Similar

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.



Higher

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:

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

How to read the Performance Summary

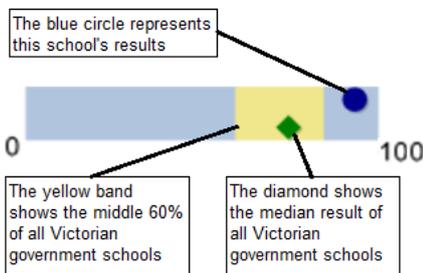
What are student outcomes?

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 colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

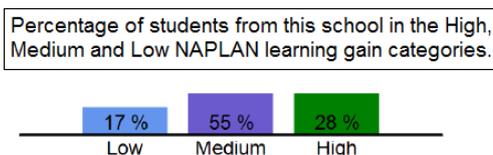
You can see these results for the latest year, as well as the average of the last four years (where available).

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

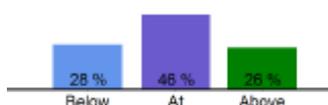


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



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



What is a School Comparison?

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

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

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

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

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

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

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

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,883,129	High Yield Investment Account	\$188,511
Government Provided DET Grants	\$1,140,875	Official Account	\$60,195
Government Grants State	\$9,725	Other Accounts	\$1,339
Revenue Other	\$68,042	Total Funds Available	\$250,045
Locally Raised Funds	\$336,058		
Total Operating Revenue	\$6,437,829		
Expenditure		Financial Commitments	
Student Resource Package	\$4,805,228	Operating Reserve	\$10,000
Books & Publications	\$3,303	Asset/Equipment Replacement < 12 months	\$168,067
Communication Costs	\$19,551	Revenue Received in Advance	\$71,978
Consumables	\$87,247	Total Financial Commitments	\$250,045
Miscellaneous Expense	\$270,541		
Professional Development	\$23,430		
Property and Equipment Services	\$401,924		
Salaries & Allowances	\$436,277		
Trading & Fundraising	\$46,082		
Utilities	\$64,143		
Total Operating Expenditure	\$6,157,726		
Net Operating Surplus/-Deficit	\$280,103		
Asset Acquisitions	\$84,614		

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 operated with limited funding throughout 2015. A number of grants were received from DEECD with respect to the building program for 2015.

The College operated to a tight budget.

With increased enrolments anticipated every year, it is expected that the future financial position of the College will result in increased revenue.