

2016 Annual Report to the School Community



School Name: Greensborough Secondary College

School Number: 8750



Name of School Principal:	Pauline Barker
Name of School Council President:	Ev Stone
Date of Endorsement:	May 11 2017

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.

About Our School

School Context

Greensborough College is a Year 7 to 12 co-educational School situated in the City of Banyule in the North Western Victorian Region. At Greensborough College our students are happy, confident, respectful learners and citizens. The leadership and achievement they develop is nurtured and strengthened by our outstanding staff, peers and our growing connections with the broader school community. We take pride in our commitment to unlocking the full potential of all our students and ensuring that they are well equipped to meet their future challenges in our constantly emerging world as strong global citizens.

Our College enrolments have drawn from a wide and diverse geographic area. However as new schools have been built, our enrolment growth has dropped and we have experienced a decline in enrolment numbers, from 806 in 2015 to 747 in 2016. We expect a turnaround in our growth due to the positive changes occurring in the College, including the 10 million dollar building program due to start in May 2017 and to be completed by July 2018. Our local primary schools are reporting growth, which we intend to be mirrored at Greensborough College when students reach secondary school age, making Greensborough College once again the School of Choice.

In 2016 Greensborough College had a Student Family Occupation (SFO) factor of 0.4417 and an Student Family Occupation and Education factor of 0.4509. There were 1.8% of EAL (English as an Additional Language) students and 1.5% of ATSI (Aboriginal and Torres Strait Islander) students. Our disadvantaged students' category sat at 24% and just under 1% of students were in Out of Home Care.

The staffing profile included 1 Principal, 1 Liaison Principal (Assistant Principal) 0.63 Assistant Principal, 43 EFT Teachers and 16.83 EFT Education Support Staff.

Greensborough College is an inclusive school that is focused on academic achievement and ensuring all students achieve their personal best. We provide a wide range of programs for all ability levels. There is a strong emphasis on core subjects: English, Mathematics, Science and Humanities; complemented by programs in the Technologies, Arts, Music, Languages (Italian), Physical Education and Health, alongside our school commitment to Positive Psychology. A wide range of VCE subjects including a strong VET program runs parallel to our VCAL program, offering students diverse futures pathways.

Greensborough College offers a wide range of inter-school sporting and co-curricular activities including a full camps program, Musical Instrumental Program, School Production, Debating, Outdoor Education, Community Involvement, overseas cultural experiences, student leadership, student achievement celebrations, Homework Club and Model Aeroplane club.

School attendance is addressed through a range of strategies. The use of COMPASS for record keeping and communication to families ensures that all absence data is up-to-date and accurate. We use sms, telephone contact, staged response letters alerting families and family meetings to work through issues around attendance for individual students. We incorporated redemption strategies for students to make up attendance time and we have established attendance policies for all students and VCE/VCAL students specifically. We offer a broad curriculum and co-curriculum program as stated, to engage students.

Greensborough College creates critically resilient, creative, curious, confident and independent



learners for life through a learning community which provides a safe, secure and challenging learning environment. Our school motto is 'Strive for Excellence', this is embodied in the actions of all key stakeholders who are jointly committed to improving the learning outcomes of students. The College culture of participation and striving to achieve our best is based on the touchstones of High Expectations and Respect.

Framework for Improving Student Outcomes (FISO)

In 2016 we identified Excellence in Teaching and Learning as a key priority. We targeted Curriculum Planning and Assessment and Building Practice Excellence as the initiatives.

The strategies were around building teacher capacity to

- to use and interpret a broad range of data sets
- plan for consistency and moderating student assessment,
- audit and develop Victorian Curriculum

Other strategies included to:

- Develop the instructional practice of every teacher, ensuring whole school, consistent approach to teaching and learning and an agreed instructional framework.
- Review and establish a leadership model across the school that aligns with the school SSP and School Improvement Initiatives.
- Implement a new rigorous approach to Performance and Development Process incorporating stretch goals.

All staff worked cooperatively in their Curriculum Teams to review curriculum documentation. Time was allocated during a Curriculum day, Professional learning and Curriculum Area time to achieve this.

All staff engaged in the design of curriculum programs in readiness for the transition to the Victorian Curriculum in 2017. Staff used time provided in the meeting restructure as well as a Curriculum Day to complete these tasks.

Staff used the new curriculum documentation to develop scope and sequence documentation, detailed curriculum area and unit plans, resources and common assessment. These documents have been aligned with our Greensborough College Instructional Model. In 2017 we aim to complete and upload all curriculum documentation by the end of semester 1.

All staff contributed to the development of the Greensborough College Instructional Model which was launched at the end of the year and is being implemented in 2017. A new leadership structure was created with three Leading Teacher positions designated to curriculum, data and pedagogy and two Leading Teacher positions designated for Sub Schools.

Achievement

VCE Outcomes

In 2016 Greensborough College students achieved similar outcomes to comparative schools. The Mean Study Score was 27 and the satisfactory completion rate was 95%. The percentage of study scores over 40 was 5.4% and the Dux of the College achieved an ATAR of 99.55. Of all VCE students 8% achieved an ATAR of 90 or above and 18% achieved an ATAR of 80 or above. 48% of Year 12 students undertook at least one VET study and we achieved satisfactory completion of 78% of VET units of competency and 78% of VCAL credits. Students exiting to successful pathways is similar to like schools, while intake adjusted measures show higher than predicted



successful pathways.

Teacher Assessments

Teacher judgement of student achievement is comparatively lower. Our teachers continue to develop their capacity around moderation and designing common assessment tasks. Teachers collaborate in professional learning communities to ensure consistent instruction and to build practice through peer observations and coaching.

NAPLAN

The percentage of students in the top 3 bands is comparatively lower in Reading and Numeracy. The work we are doing in professional learning communities to implement a consistent instructional model and to use student achievement data to inform practice are strategies to address the NAPLAN data. English and Mathematics teaching teams are undertaking NAPLAN item analysis to inform curriculum design and teaching practice. NAPLAN learning growth showed strong medium gain for Years 5-7 and Years 7-9. Continued focus on instruction, peer observations and coaching should see higher learning gains in the future.

The overall intake adjusted measures show that NAPLAN performances were below predicted measures while VCE achievement was above predicted measures.

School Improvement Focus

Further improvement of student outcomes and achievement will be achieved through:

- Developing the instructional practice of every teacher to ensure that a whole school and consistent approach to teaching and learning is implemented through the Greensborough College Instructional Model.
- Implementing a rigorous approach to the Performance and Development Process that incorporates stretch goals around numeracy, writing and VCE.
- Developing a culture of high expectations of VCE teaching and learning and building teacher capacity in assessing consistently and accurately against VCE subject outcomes
- Building a culture of shared learning and feedback to enhance teaching and learning practices
- Building teacher capacity to more effectively interpret and use a broad range of data and evidence to ensure the curriculum is stimulating and differentiated to better cater for each students point of learning.
- Expanding teachers’ capacity and skills in planning for consistency and moderating student assessment.
- Reviewing assessment and reporting practices to determine the effectiveness of current practices and potential opportunities aligned with Compass.
- Auditing current curriculum and develop curriculum documentation in line with The Victorian Curriculum and VCE Study Designs

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- | | | | |
|---|----------------------------------|---|--|
| <input type="checkbox"/> Victorian Early Years Learning and Development Framework | <input type="checkbox"/> AusVELS | <input type="checkbox"/> Victorian Curriculum | <input checked="" type="checkbox"/> A Combination of these |
|---|----------------------------------|---|--|



Engagement

Student attendance data is similar to like schools. Attendance rates in the senior years are at 90% and above while in Years 7-10 the rates are at 80% or better. The work we are doing on developing engaging curriculum and co-curricula programs should improve these rates.

The real retention rate is also similar to like schools and intake adjustment measures show higher than predicted levels of retention.

A consistent approach to managing and responding to **Student behavior** has been maintained in our school. We have a whole school approach to student discipline, which is underpinned by the school values of respect, honesty and integrity, self-discipline, learning and cooperation.

Throughout 2017, student engagement will be further supported through:

- Increasing students' cognitive engagement and their capacity to be more reflective, metacognitive, independent and active learners.
- Creating a stimulating learning program where students are engaged in their learning.
- Creating opportunities where the school recognises good learning and student achievement.
- Investing in leadership development for students
- Increasing student voice in learning

Wellbeing

Student Feedback showed high levels of connectedness to the school and to peers, high levels of perception of safety and improvement in student morale, teacher effectiveness and teacher empathy. Overall wellbeing measures are similar to other Victorian Government Schools.

The Student Wellbeing team comprises a full time Social Worker, who leads the team, a School nurse for two days, as part of the Secondary School Nurses Program and a DET Educational Psychologist for one day a week. Another feature of the wellbeing program is our school dog, Tobi, who has been trained in the "Puppy Love" program. Tobi is on site three days a week and is used in a number of ways to support students. The Wellbeing Hub is a space within the school that has been created for the team to operate out of and for students to use during class time and at recess and lunchtimes.

Positive and strong relationships among all members of the school community are at the core of student wellbeing. Proactive student support plans are implemented for those students who need support with their wellbeing and learning. Year Level Coordinators monitor and review student attendance on a daily basis and have frequent contact with families around attendance, learning and wellbeing issues.

Throughout 2017 student wellbeing will be enhanced through:

- Developing and promoting positive behaviours and attitudes and a sense of optimism across the College.
- Improving access to and options for co-curricula programs, activities and events
- Embedding Positive Psychology strategies
- Implementing strategies to increase parent engagement

For more detailed information regarding our school please visit our website at
<http://greensc.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 secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile

Enrolment Profile

A total of 747 students were enrolled at this school in 2016, 364 female and 383 male. There were 4% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

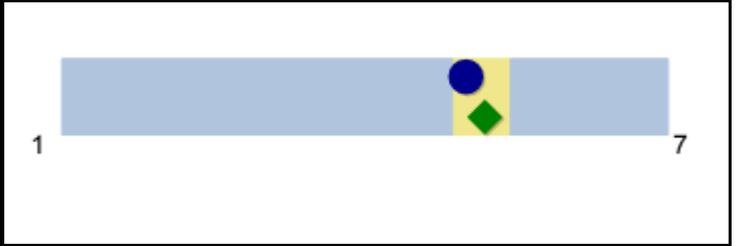
Overall Socio-Economic Profile

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



Parent Satisfaction Summary

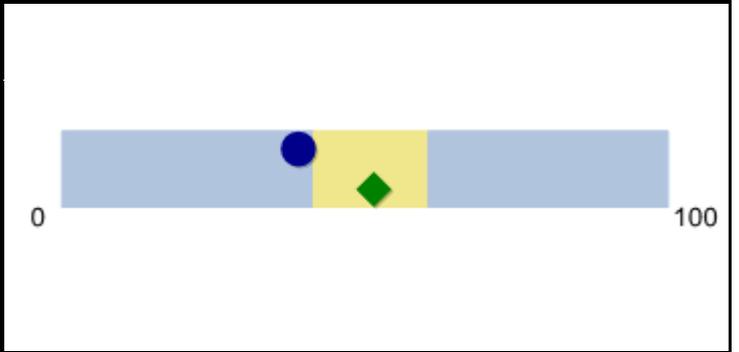
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



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.





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> Lower</p> <p> Lower</p>



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> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>

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>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 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>42%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>59%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>42%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>41%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>45%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	42%	29%	Numeracy	30%	59%	11%	Writing	32%	42%	26%	Spelling	26%	41%	33%	Grammar and Punctuation	30%	45%	25%	<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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 95% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 43% VET units of competence satisfactorily completed in 2016: 78% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 78%</p>																										

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												
<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> <table border="1" data-bbox="603 824 1050 920"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>86 %</td> <td>82 %</td> <td>87 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	86 %	82 %	87 %	92 %	93 %	<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> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	86 %	82 %	87 %	92 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												



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: 2016</p> <p>Results: 2013 - 2016 (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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

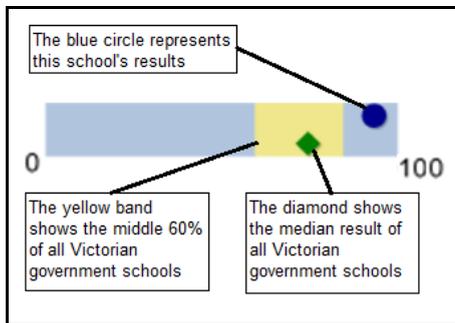
What are student outcomes?

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, 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.

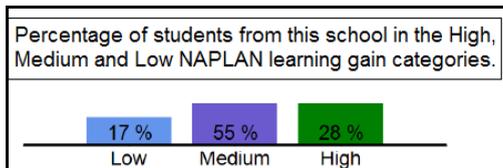
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.

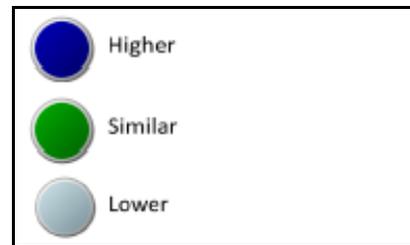


What is a School Comparison?

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.



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'.

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

Revenue	Actual
Student Resource Package	\$6,622,591
Government Provided DET Grants	\$931,353
Government Grants Commonwealth	\$67,983
Government Grants State	\$11,288
Revenue Other	\$16,426
Locally Raised Funds	\$936,297
Total Operating Revenue	\$8,585,937

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$866,110
Official Account	\$98,367
Total Funds Available	\$964,477

Expenditure	Actual
Student Resource Package	\$6,622,895
Books & Publications	\$2,045
Communication Costs	\$31,809
Consumables	\$185,905
Miscellaneous Expense	\$382,946
Professional Development	\$21,543
Property and Equipment Services	\$537,653
Salaries & Allowances	\$230,658
Trading & Fundraising	\$183,030
Travel & Subsistence	\$50,808
Utilities	\$69,614

Financial Commitments	Actual
Operating Reserve	\$265,349
Asset/Equipment Replacement < 12 months	\$40,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$15,000
Revenue Received in Advance	\$195,873
School Based Programs	\$142,783
Provision Accounts	\$214,526
Asset/Equipment Replacement > 12 months	\$40,000
Capital - Buildings/Grounds incl SMS>12 months	\$50,000
Total Financial Commitments	\$963,531

Total Operating Expenditure	\$8,318,906
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Net Operating Surplus/-Deficit	\$267,032
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Asset Acquisitions	\$0
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Student Resource Package Expenditure figures are as of 08 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.



In 2016, the SRP included Equity funding of \$152,622.00 and Integration funding of \$383,646.00. During the year the school was successful in obtaining a grant of \$59,414.00 for the Professional Learning Communities Project.

The actual deficit at reconciliation time was in the order of \$8,000 as a result of declining student numbers, however the school was able to manage the staffing profile to ensure a small deficit. A range of strategies were implemented to manage the staffing profile including the reduction in the number of Assistant Principals and Leading Teachers. In 2017 there will be close management of the SRP and a focus on promoting the school to increase student numbers in 2018 and beyond.

The College's \$10 million dollar building program will commence in May 2017. This will comprise a Senior School building containing general purpose classrooms, open spaces, and Information Centre, Careers Centre and staff spaces. Attached to the Senior Building is the Art Centre containing art classrooms, external art space and staff space. A new gymnasium is also part of the project comprising a one court basketball court, change facilities and staff space. The project also includes a refurbishment and extension of our current gym and canteen building and this will become the Specialist Centre comprising an Industrial kitchen, a Home Economics Kitchen, Performing Arts Centre, Music Centre, Canteen and cafeteria and Administration offices.

The College has committed funds towards the building program of \$190,000.00. Other commitments will be made towards the renovation of buildings that will remain and to landscaping around the new buildings as well as to the purchase of furniture and computer and network upgrades.