

2016 Annual Report to the School Community



School Name: Pakenham Secondary College

School Number: 8223



Name of School Principal:	Ray Squires _____
Name of School Council President:	Brian Paynter _____
Date of Endorsement:	April 24 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.



Education
and Training



About Our School

School Context

Pakenham Secondary College is a Year 7-12 College located within the Cardinia Shire on Melbourne's South East fringe. Its history as the main State Secondary School servicing a rural area has been overshadowed by the expansion of the city boundaries and the College now serves a much larger and more diverse community within a designated urban growth corridor.

The expansion of the Cardinia Shire has led to increased enrolment competition due to the development of new schools within the non-government sector and the construction of the new Officer Secondary College in 2015. This has had a negative impact on the school's enrolment with the Year 7 intake reducing to 99 in 2016 after being 195 in 2014 with total student numbers being 758 (EFT) in 2016.

In 2016 the staffing profile of the College was based around 59.5 EFT teachers and 17.7 EFT Education Support staff. Included in this profile was a Principal, 3 Assistant Principals and 6 Leading Teachers.

The school community has become increasingly diverse with students from a variety of ethnic and racial backgrounds joining the historically white Anglo Saxon school population. Related to this demographic change has been an increase in the College's SFO to a relatively high 0.6151 in 2016 with the SFOE being 0.5704.

The College's purpose as stated in its vision statement is based around "providing all students with learning opportunities designed to develop socially responsible citizens and build pathways to their future". It is committed to long term improvements in student learning. This is reflected in an agenda that is focused on student achievement and developing teacher capacity. There is a strong emphasis on the completion of all learning tasks with defined procedures for dealing with unsatisfactory achievement and effort. It is expected that students at Pakenham Secondary College will be successful in their learning and will achieve an outcome that gives them every opportunity to enter a satisfying and rewarding pathway upon leaving school. The College recognises that learning involves academic success, as well as personal development, so students are continually challenged to improve themselves. The challenge is to ensure that no student leaves the College without having at least one qualification.

The College operates an extensive "Transitions" and "Pathways" program, which is aimed at expanding students' knowledge and experience of the world of work, as well as deepening students' understanding of the educational opportunities available to them upon leaving Secondary School. By exposing them to the widest range of possibilities, students are encouraged to follow their interests and expand their aspirations. Particular focus is placed on supporting students, as they transition from Year 10 into VCE, VCAL, VET, School Based Apprenticeships and further training or the workplace. The College works hard to ensure that students are selecting courses and pathways that are consistent with their abilities, aspirations and Career Action Plan.

Framework for Improving Student Outcomes (FISO)

The College last undertook a Formal School Review in Term 3 of 2013. In the ensuing time the College has focused on:

- Improving student learning outcomes for all students, through enhancing teacher effectiveness and the quality of instruction.
- Improving student engagement and well-being across the school.
- Enhancing Student Pathways and Transitions by improving the readiness of students, as they move into the Senior School and matching pathways to their interests and aspirations.
- Enhancing school organisation so that teachers make effective use of the time allotted for professional interaction and analysis of data, as well as consolidate and embed practices and processes across the school.



This highlights a strong correlation between the College's focus and the recently introduced Framework for Improving Student Outcomes. In 2016 the College was focused on

- Building Excellence in Teaching and Learning through a focus on "Practice Excellence" and "Curriculum Planning and Assessment"
- Building Professional Leadership through a focus on "Building Leadership Teams"
- Building a Positive Climate for Learning through "Empowering Students and Building School Pride" as well as "Setting Expectations and Promoting Inclusion"
- Building Community Engagement in Learning through "Building Communities"

An evaluation of the School's improvement agenda against the Department of Education and Training's "Framework for Improving Student Outcomes" highlights a strong level of progress in the areas of "Building Excellence in Teaching" and "Professional Leadership". The introduction of "School Wide Positive Behaviour" in 2017 and a continued focus on providing opportunities for students outside the classroom will help to further enhance Student Connection with the School which can only add to the quality of the Learning Environment.

Significant work has been undertaken by the school in 2016 to enhance Community Engagement with the College through the employment of a qualified person to update the way the school communicates with the school community and general public. This work has included the introduction of :

- A new Web Page
- A digital newsletter
- A Facebook page
- Compass

Achievement

Student achievement data has continued to develop across 2016. Student outcomes, as indicated by teacher assessments from the Australian Curriculum / Victorian Essential Learning Standards (AusVELS), is comparable to similar schools. NAPLAN results indicate that the growth data, as students moved from Year 7 into 9, has improved on 2015 figures and is significantly higher than that achieved by the state. Of significance, is the improvement that has occurred in the relative growth data for students in Year 9 where the percentage of students who have grown "higher than expected" in Numeracy (28.4%), Spelling (25.7%) and Writing (26.5%) is above state benchmarks. Equally important is the reduction in the percentage of students whose relative growth data highlights growth that is less than expected. Particularly noteworthy has been the 10% reduction that has occurred in Numeracy and Reading, the 9% reduction that has occurred in Spelling and the 7% reduction in Writing.

The College has a strong focus on developing student literacy and numeracy levels and recognises that this forms the basis for improving student learning outcomes. The development of student literacy skills is being supported by a whole school focus on literacy through the adoption of the "Literacy for Learning" Program. It is clear that this program is beginning to have a significant impact on student learning outcomes.

VCE outcomes, as measured by the average study score, are comparable to 2015 figures, but significantly the percentage of students who have successfully completed their VCE in 2016 improved by 14%. Additionally, it has been noted that the percentage of ATAR scores over 50 has shifted from 27% in 2015 to 44% in 2016. Of equal importance is the increase in the percentage of students who have received university offers. Overall, in 2016, 80% of Year 12 students (VCE and VCAL) have received offers from either a TAFE or a University. This represents a 20% increase on 2015 figures.

Students on the Program for Students with a Disability (PSD) generally achieved their learning goals. Along with the extensive use of Integration Aides, the College used autism coaches and occupational therapists in an attempt to help students achieve their goals. All PSD students had an individual learning plan and regular student support group meetings were held across the year. The College is continuing to work with staff to support them in modifying the work for students on the program.



Curriculum Framework implemented in 2016

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

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

The ethos of the College is based on “providing learning opportunities for all students, which are designed to develop socially responsible citizens and build pathways to their future.”

A well resourced Pathways’ team works with students to expand their knowledge of work and make explicit the educational opportunities available to them upon completion of their secondary schooling.

Course counselling and extensive career guidance commences in the Middle School. Every student in Year 10 is given the opportunity to participate in Work Experience and has a personalised Career Action Plan which is fully developed in consultation with a member of the Pathways’ team. The school continues to work with outside agencies to expand the number of Post-Compulsory options that are available to students. There is strong, on-going demand for VET and an increasing number of students are undertaking a School Based Apprenticeship.

Student attendance levels improved on 2015 figures to such an extent that the 2016 figures are now similar to statistically like schools. Students with excessive absences are monitored by members of the Principal Class, Team Leaders or Welfare Team. If the need arises, referrals are made to external welfare agencies.

The College is working hard to build community awareness around the importance of regular attendance and how this is directly related to students being successful in their learning. This ethos has been supported by regular newsletter articles and a new attendance policy, which was fully implemented in 2016. In this policy it specifically states that “students who fall below 80% attendance in any class, without College approval, will record an ‘N’ for that subject in the end of semester report.”

Student retention levels are lower than statistically similar schools and are significantly impacted on by the transient nature of the community.

Wellbeing

Under the banner of “**SOAR**”, the school has embraced a set of values to support the development of each student.

Social and personal responsibility makes every student accountable for their own actions, while **O**pportunities are provided to ensure students fully develop all aspects of their character and participate in everything the College has to offer. **A**chieving their personal best reinforces the expectation of a culture of excellence and **R**espect underpins the importance of productive relationships.

The College has clearly defined classroom behavioural expectations supplemented by the implementation of consistent school-wide and classroom consequences. A well-resourced Student Management and Wellbeing team offers extensive support to students and includes qualified welfare officers, as well as Sub School Leaders and Team Leaders. It is understood that while student engagement is a priority and is supported in the College’s wellbeing structure, curriculum offerings and teacher practice also have an impact on Student Connectedness with the school.

Student destinations post secondary school are similar to other schools on the school comparison measure. They include employment, as well as further study and training at University or TAFE. The school is focused on working with students to ensure that they leave Pakenham Secondary College with at least one qualification and, as mentioned in the previous section, there is an increasing number of students opting for university upon completion of their secondary schooling.

Student opinion surveys show that the school needs to continue to work on building Student Connection with the College. This continues to be below statistically similar schools. The Principal conducted student forums across 2016 with a view to giving students more input into the operations of the College. The results of these forums have, in part, led to the College introducing “School Wide Positive Behaviour” into the school in 2017. This is a direct attempt to



address some of the issues that have been highlighted by both staff and students.

A sense of belonging, amongst the students, is promoted by providing students with multiple opportunities to be involved in activities beyond the classroom. A suite of extra-curricular activities is offered and includes a Chess Club, Art Club, Writers' Club, Music and Aerobics.

For more detailed information regarding our school please visit our website at
<http://www.pakenhamsc.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	
<p>Enrolment Profile</p> <p>A total of 758 students were enrolled at this school in 2016, 375 female and 384 male. There were 10% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Similar</p> <p>● Similar</p> <p>● Higher</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: ◆

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>42%</td> <td>41%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>53%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>46%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>40%</td> <td>41%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>44%</td> <td>45%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	42%	41%	17%	Numeracy	28%	53%	19%	Writing	38%	46%	16%	Spelling	40%	41%	18%	Grammar and Punctuation	44%	45%	11%	NAPLAN Learning Gain does not require a School Comparison.
Domain	Low	Medium	High																							
Reading	42%	41%	17%																							
Numeracy	28%	53%	19%																							
Writing	38%	46%	16%																							
Spelling	40%	41%	18%																							
Grammar and Punctuation	44%	45%	11%																							
<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 Year 7 - Year 9</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>52%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>51%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>46%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>53%</td> <td>26%</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	24%	52%	24%	Numeracy	21%	51%	28%	Writing	28%	46%	26%	Spelling	21%	53%	26%	Grammar and Punctuation	32%	46%	22%	NAPLAN Learning Gain does not require a School Comparison.
Domain	Low	Medium	High																							
Reading	24%	52%	24%																							
Numeracy	21%	51%	28%																							
Writing	28%	46%	26%																							
Spelling	21%	53%	26%																							
Grammar and Punctuation	32%	46%	22%																							
<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>	<div style="text-align: center;"> ● Similar </div> <div style="text-align: center;"> ● Similar </div>																								
<p>Students in 2016 who satisfactorily completed their VCE: 98%</p> <p>Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 29%</p> <p>VET units of competence satisfactorily completed in 2016: 86%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 72%</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>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>88 %</td> <td>86 %</td> <td>85 %</td> <td>86 %</td> <td>89 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	88 %	86 %	85 %	86 %	89 %	92 %	<p>● Similar</p> <p>● Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
88 %	86 %	85 %	86 %	89 %	92 %									
<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>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p>● Lower</p> <p>● Lower</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p>● 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> Lower</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

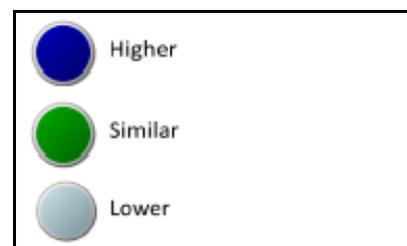
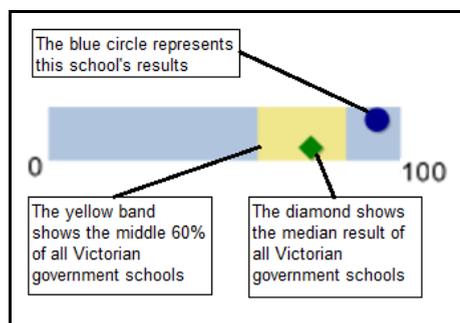
What are student outcomes?

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.

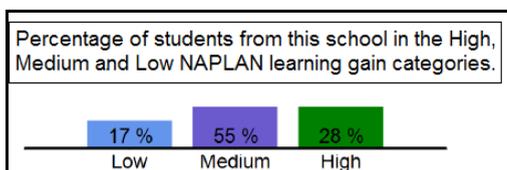
You can see these results for the latest year, as well as the average of the last four years (where available).

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 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'.

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 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	\$7,368,652
Government Provided DET Grants	\$1,273,327
Government Grants Commonwealth	\$25,330
Government Grants State	\$12,895
Revenue Other	\$23,714
Locally Raised Funds	\$124,725
Total Operating Revenue	\$8,828,643

Expenditure	
Student Resource Package	\$7,394,254
Books & Publications	\$3,063
Communication Costs	\$39,055
Consumables	\$158,727
Miscellaneous Expense	\$551,417
Professional Development	\$23,355
Property and Equipment Services	\$415,638
Salaries & Allowances	\$116,415
Trading & Fundraising	\$9,728
Travel & Subsistence	\$137
Utilities	\$90,329

Total Operating Expenditure **\$8,802,118**

Net Operating Surplus/-Deficit **\$26,525**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$883,724
Official Account	\$135,890
Total Funds Available	\$1,019,614

Financial Commitments	
Operating Reserve	\$203,201
Asset/Equipment Replacement < 12 months	\$126,293
Maintenance - Buildings/Grounds incl SMS<12 months	\$117,697
Revenue Received in Advance	\$58,505
Provision Accounts	\$366,588
Other recurrent expenditure	\$40,000
Asset/Equipment Replacement > 12 months	\$36,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$71,330
Total Financial Commitments	\$1,019,614

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.



Financial performance and position commentary

The College funds are relatively healthy. The schools expenditure listed in the summary is similar to that in the revenue that is listed. Staffing pressure due to a recent decline in enrolments has meant that the College has needed to access previous surpluses that have arisen through the credit line on the Student Resource Package (SRP).