

**2015 Annual Report to
the School Community**

Northcote High School

School Number: 8180



Name of School Principal:

Kate Morris

Name of School Council President:

Rob Ryan

Date of Endorsement :
23 March 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Northcote High (NHS) is a large, vibrant and highly successful co-educational school. Established in 1926, the school has developed strong traditions and a rich intellectual culture, manifesting through a record of consistently positive student achievement and high levels of participation in the schools comprehensive co-curricular program. Highlights of this program include a renowned music program; diverse sporting opportunities, plus vibrant performing and visual arts; combined with an excellent Public Speaking and Debating Programs. Our students also feature in national and state forums covering subjects ranging from Maths, Writing, Languages, Art and Engineering to Politics, Design and the Environment.

NHS has a long and proud tradition of innovation and excellence and has been the recipient of a number of DE&T initiatives. NHS is also a leader in a range of discipline areas and has built a reputation as a strong humanities school, which sits alongside a long held community appreciation of the Maths and Sciences programs. A feature of the school has been an outward facing perspective in regard to contemporary education trends and an elevated focus on internationalising the experiences of all students. The school encourages active citizenship and aims to prepare young people for a fast-changing world through participation in challenging learning both in the classroom and through enquiry-based learning. Generating local and global outlooks and the development of a toolbox of knowledge, skills, understandings and dispositions for success at and beyond our school.

NHS delivers excellent educational outcomes through a supportive learning environment where we espouse the belief that all students can achieve success. Significant and ongoing redevelopment of NHS facilities and programs create a progressive learning environment where student needs and development are central to curriculum provision and are located within a learning and care framework that supports young people developing both personal and social responsibility.

In 2015 the school had an enrolment of approximately 1,650 students including approximately 80 students in the International Student Program.

Achievement

NHS is performing well above the state mean in all areas of student learning including NAPLAN literacy and numeracy and the VCE. Year 7 and Year 9 NAPLAN literacy and numeracy results place NHS students in the top 20 per cent of Victorian government secondary schools. This outcome is drawn from the statewide school comparisons, which demonstrates that across the school students are performing well in all learning measures.

In 2015 NHS achieved an excellent set of VCE outcomes, continuing a consistent upward trend over the past 8 years. The highest ATAR (Australian Tertiary Admission Rank) achieved in 2015 was 99.80. A total of 25% (61) of our students earned an ATAR of 90 or above. 129 students earned an ATAR of 70 or above. This means 53% of the cohort achieved results in the top 30% of Australia. In 2015 there was a strong increase in the number of students achieving in the top 5% of the nation with 16.7% of students scoring an ATAR of 95 and above. The number of 90+ scores achieved by the class of 2015 also outperformed all classes of the past decade. Overall, 12.3 % of study scores were above 40 - a most positive increase on 2014 of 9%. The median Study Score was 31.3 up from 30.00 in 2014. Further highlights also include four (4) perfect Study Scores of 50 – two in Biology, one on Psychology and one in English. 95% of students received tertiary offers in early 2016.

Quality teaching and prioritising of relationships is central to the rich student learning experiences at NHS. 2015 priorities continued to be firmly focused on the teacher-student partnership by facilitation of learning that is both challenging and interesting, whilst building student learning confidence and a culture of academic discipline. These outcomes are supported through a rich and active teacher professional learning program that investments in developing teacher professional practice and supports the development of high impact understandings and actions. The school has a priority to develop teacher professional practice through building a shared understanding of a research-based Instructional Model (LENAR) and framework for Learning and Teaching (Curiosity and Powerful Learning). In addition teachers participated in a peer observation process that requires considerable individual and collective reflection via the growth coaching model, which informs a cycle of improvements for both teacher and student learning outcomes.

In 2015, considerable effort and resources were allocated to developing a stronger collegial culture i.e. teacher collaboration with a focus on teaching teams in faculties. Further effort has been focused on embedding the Northcote High Lesson Model (LENAR) which elevates precision in teaching in every classroom every day. We continue to work with teachers in regard to teacher effectiveness, stimulating learning experiences and quality relationships. The expectation is that over time we will see a greater level of deep engagement by junior students in regard to learning experiences and relationships with teachers.

In 2015 staff also worked to build myNorthcoteHigh the schools Learning Management system, and in so doing supporting a vibrant, guaranteed curriculum that is accessible to staff, students and parents.

Engagement

NHS continues to work with community (teachers, students and families) to build deeper understanding of the importance of quality relationships through student learner agency. Teachers worked actively with students to encourage independent learning through skills development and a growth mindset. Curriculum design and development has been a priority with a strong focus on aligning courses to AusVELs whilst elevating the development of challenging tasks that can be accessed across a range of learning levels. This focus has been a feature of 2015 with teachers working in teams developing learning activities with a greater focus on collaboration and real world learning. Active real world learning sits side by side with a commitment to elevate the teaching of skills to develop the characteristics that support young people building greater resilience. NHS also offers a diverse range of co-curricular activities and learning experiences that promote 'student engagement' in a dynamic and socially connected environment. The school's Tutorial/Connect Program is also deeply focused on relationships and provision of a key connection point for all students and families. This program supports the ages and stages of learning, respectful relationships and partnering within our school and in the community via a unique year level experience.

NHS's student attendance rate is consistent with, or slightly superior to, similar schools performance. Attendance is a key to connectedness. Relationships with teachers and peers are a lynchpin for personal safety and the capacity to build learning confidence. The school continues to focus on identification of strategies to improve engagement outcomes – particularly stimulating learning, teacher effectiveness and teacher empathy.

In 2015 the school launched its revised vision and values and achieved the task of embedding the values into the school-wide Relationships Framework including behavior guides and protocols. A whole-school approach to Restorative Practice continues to be implemented in line with schools values and supported by strong systems and processes.

NHS receives positive feedback from students via the Annual Student Attitudes to School Survey, with regards to student morale, student safety and connectedness to peers, which is within the excellent range and markedly above the state median. Slight improvement in some areas is evident over the last four-year period along with a marginal decline in a few areas particularly learning confidence, simulating learning and teacher empathy, which will continue to be areas of focus in 2016.

Student engagement and wellbeing which will be further supported in 2016 through:

- * Implementation of the schools Vision and Values via the school-wide Relationships Framework – which will support creating the conditions for success
- * Continued focus on Academic care with elevated monitoring and feedback processes and supports;
- * Increased opportunities for student leadership and participation through the unique year level experience plus co-curricular and community activities (beyond NHS), learning to lead, for example, leadership training, student publications, environmental sustainability, Youth and LGA Forums.

Wellbeing

NHS's very high real student retention rates of 75-80% continue to be an outstanding feature of the school's life. Student pathway outcomes clearly identify a strong tradition of commitment to tertiary study with a growing number of students accessing a range of Vocational Education courses (VET) either via our partner provider, Northern College of Arts and Technology (NCAT) or through courses available through the Inner North or Inner Melbourne Vet Cluster Programs. In 2015, 76 students in Years 10, 11 and 12 enrolled in VET, with an additional 25 involved in a VET taster course at Year 9. The percentage of students exiting after Year 12 to further studies (particularly university) was again well above the state median in 2015.

NHS works in partnership with NCAT to support students accessing the VCAL Program. In 2016 for the first time NHS will be offering two VET studies internally. In 2015 NHS worked closely with students and families to ensure they access the most appropriate program for their skills, capabilities and interests. Consideration will be given to piloting a VCAL program at NHS for the 2017/2018 school year.

The Tutorial/Connect Program is a critical advisory, relationship conduit for students, families and teachers – the Connect Program continued to evolve in 2015 with a greater focus on social and emotional learning and the unique year level experience. Philanthropic Projects have now also been embedded into each year level Tutorial/Connect Program. The Tutorial/Connect Program is also the key communication conduit for university/VTAC information sessions and one-on-one careers counselling at a range of year levels. In 2015 the Careers Advisor and Pathways roles evolved to a new level providing greater accessibility and support to community. Greater levels of partnering were also achieved with the ILLEN and University Transition Officers particularly, Latrobe, Melbourne and RMIT.

During 2015, the school:

- * Continued analysis of VCAA/VCE data to mentor, monitor and track student performance to ensure student outcomes are at or above predicted outcomes.
 - * Refined Year Level orientation program at both Year 11 and 12 located at Melbourne University and Latrobe University and introduced a Careers Expo at Year 10 and 11 and an end of year showcase at Yr 8.
 - * Raised student and parent awareness of alternative education options including VET and VCAL with our partner school NCAT and the VET Clusters;
 - * Monitored student performance and attendance in course selection and counselling process to better assist and guide appropriate program and subject choice;
- In 2015 all year groups utilized 1:1 devices and the school completed introduction of *myNorthcoteHigh* – Learning Management System. *myNorthcoteHigh* houses the Year Level and Subject articulated curriculum and provide shared access for teachers, students and families.

Productivity

Productivity priorities in 2015 focused on three key ideas – enriching learning experiences and outcomes for students, staff collaboration and building community. Supported by a strong commitment to ensure resource allocation is aligned with achievement of the schools goals including:

- Building capacity around teacher professional practice and implementation of the NHS Instructional Model (LENAR)
- Establishing faculty teams to support teacher collaboration and the actioning of key tasks including: developing a guaranteed curriculum, with associated challenging learning tasks, rubrics and broad ranging mechanisms to assess progress and the next steps of learning.
- Address "School climate" in the Staff Opinion Survey in the following areas - Teacher collaboration and Guaranteed Curriculum.

In 2015 the school continued to invest in and develop IT Infrastructure and hardware with a focus on effective service provision i.e. IT help desk and the establishment of an IT Reserve. Implementation of netboxblue (IT traffic monitoring and load sharing) continued with a focus on optimizing capability, along with planning for implementation of BYOD years 10 – 12 for 2016.

In 2015 the Campus Masterplan came to life with the allocation of \$3million by DE&T for the Performance Hub. Further facilities refurbishment is planned for 2016/17 with the decanting of learning spaces from 'A Block' into B and C Blocks.

The school continues to seek opportunities to reflect contemporary thinking and actions through ongoing review of education support services that are integral to the life of the school with a particular focus on the library and supports for programs for example music and sport.

System/processes improvement has also been a priority through efficient use of operational resources, including Library, Business administration, IT Services and infrastructure, timetable and staffing and leadership structures. The school's Professional Learning Program and Performance, Recognition and Review process was further refined with deeper focus on teaming, the instructional model and peer observation.

To support the aim of internationalisation, NHS applied for permission to offer the VCE Offshore with NHS's sister school Huaibei No. 1 High School in Anhui China. The school has also maintained other initiatives to support internationalisation, including promoting the schools International Study Tour Program through languages and specialist trips e.g. music. Another development has been a focus on reciprocal teacher professional development opportunities with Huaibei No. 1 High School and continuing engagement with the Victorian Young Leaders to China Program (DE&T)

A further initiative for 2015 was the review of the schools communication conduits to ensure practices reflect the broader community and promote a culture of reciprocity in terms of two way information flow between the school and home. A new website structure was developed in 2015 for launch in 2016. An e-newsletter was also implemented along with refining communication conduits via Compass newsfeed protocols and systems.

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 secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile

Enrolment Profile

A total of 1651 students were enrolled at this school in 2015, 761 female and 890 male. There were 2% of EAL (English as an Additional Language) students and 0% 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

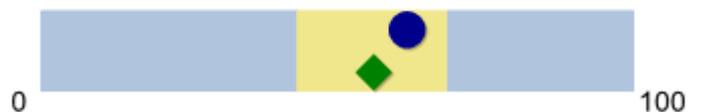
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



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.



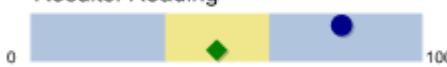
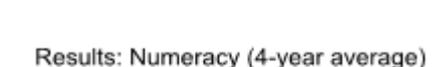
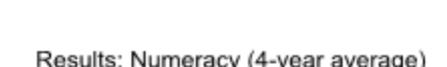
Performance Summary

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>

Performance Summary

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

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

Performance Summary

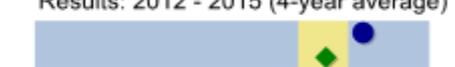
Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

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>20%</td> <td>44%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>54%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>12%</td> <td>50%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>50%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>49%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	44%	36%	Numeracy	16%	54%	30%	Writing	12%	50%	38%	Spelling	26%	50%	24%	Grammar and Punctuation	24%	49%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	44%	36%																							
Numeracy	16%	54%	30%																							
Writing	12%	50%	38%																							
Spelling	26%	50%	24%																							
Grammar and Punctuation	24%	49%	27%																							
<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>50%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>47%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>48%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>47%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>51%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	50%	26%	Numeracy	28%	47%	25%	Writing	25%	48%	28%	Spelling	21%	47%	32%	Grammar and Punctuation	18%	51%	32%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	24%	50%	26%																							
Numeracy	28%	47%	25%																							
Writing	25%	48%	28%																							
Spelling	21%	47%	32%																							
Grammar and Punctuation	18%	51%	32%																							
<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: **99%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **4%**
 VET units of competence satisfactorily completed in 2015: **88%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **N/A**

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 2015 attendance rate by year level:</p> <table border="1" data-bbox="566 817 1021 913"> <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>95 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	95 %	93 %	93 %	93 %	94 %	94 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
95 %	93 %	93 %	93 %	94 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (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: 2014</p>  <p>Results: 2011 - 2014 (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: 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> Similar</p> <p> Similar</p>

How to read the Performance Summary

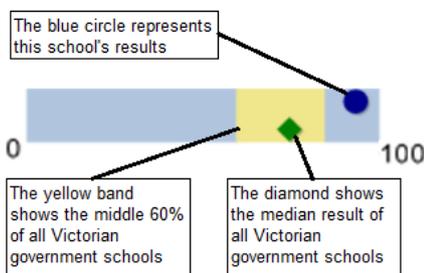
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

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

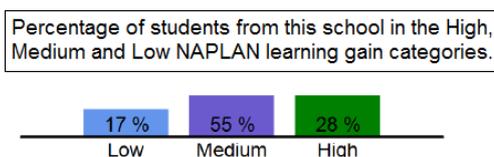
You can see these results for the latest year, as well as the average of the last four years (where available).

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

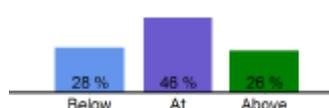


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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
Student Resource Package	\$11,752,435
Government Provided DET Grants	\$1,991,961
Government Grants State	\$30,526
Revenue Other	\$83,084
Locally Raised Funds	\$2,361,662
Total Operating Revenue	\$16,219,668

Funds Available	Actual
High Yield Investment Account	\$1,036,901
Official Account	\$67,070
Other Accounts	\$1,350,883
Total Funds Available	\$2,454,854

Expenditure	
Student Resource Package	\$11,765,480
Books & Publications	\$14,242
Communication Costs	\$62,856
Consumables	\$556,189
Miscellaneous Expense	\$1,112,723
Professional Development	\$229,375
Property and Equipment Services	\$887,209
Salaries & Allowances	\$675,847
Trading & Fundraising	\$25,157
Travel & Subsistence	\$83,715
Utilities	\$91,162
Adjustments	\$160

Financial Commitments	
Operating Reserve	\$584,014
Asset/Equipment Replacement < 12 months	\$47,608
Capital - Buildings/Grounds incl SMS<12 months	\$250,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$58,000
Beneficiary/Memorial Accounts	\$20,454
Revenue Received in Advance	\$1,136,133
DET Central Coordination	\$6,231
Capital - Buildings/Grounds incl SMS>12 months	\$352,414
Total Financial Commitments	\$2,454,854

Total Operating Expenditure **\$15,504,114**

Net Operating Surplus/-Deficit **\$715,553**

Asset Acquisitions **\$28,666**

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

In 2015, the School's finances reflected sound management by the school leadership group, staff and Council. The budget was developed through consultation with program leaders, staff and School Council and enabled the school to direct funding to priority areas aligned to the School's Strategic Plan. Centrally held funds are applied to salaries for school staff- teachers, principal, assistant principals and support staff. The financial report on this page shows the cash component of government funding, grants and other locally raised funds. Within the expenditures, "Salaries and Allowances" applies to local staff such as instrumental music teachers, casual relief teachers and additional support staff. All school accounts are fully audited by an external auditor according to Department Guidelines.