

2015 Annual Report to the School Community

Timboon P-12 School

School Number: 6260



Name of School Principal: Sean Fitzpatrick

Name of School Council President: Chris Hibburt

Date of Endorsement: _____

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

The core purpose of this school, as defined in the Strategic Plan is: Timboon P-12 School is committed to continuous improvement in our learning and teaching that reflects current and future learning needs. Our school is striving to develop a culture that provides quality learning opportunities with a focus on ensuring that all members of the school community have the best options for success. The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. Daily instruction is based around Learning Intentions, Success Criteria, Quality of Task and Feedback. Our motto of “Strength Through Understanding” guides our daily core business. Curriculum initiatives include the Café Reading Menu, Primary Science Coaches, an Early Years Numeracy program, VCAL at years 11 and 12, a wide selection of VET subjects. An extensive list of VCE subjects is available to students as they prepare for their transition out of school. A comprehensive transition program runs between years K-12 which ensures students are supported in their transition into, through and from school. The ‘Covey Habits’ provide a common language and values system. Timboon P-12 School is well known for its ‘TAP’ (Timboon Agriculture Project) program. This program taps into the vibrant agriculture industry that directly involves up to 70% of our families. A P-12 approach to the teaching of agriculture is encouraged and is extensively supported by local business and the farming community. We offer the Stephanie Alexander Kitchen Garden program and are a ‘Asthma Friendly’ ‘Kids Matter’, ‘Sun Smart’ accredited school. Community partnerships are highly valued by the school. A joint venture between Timboon P-12 School and the Corangamite Shire has resulted in a School/Community Library and a shared sporting complex. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated curriculum program and unit system address the Australian Curriculum domains. Specialist P-6 and 7-12 teachers provide targeted instruction in designated areas. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music via our “Rock Bands Program.” Leadership roles exist throughout the school ranging from House Captains, School Captains and SRC members. We believe in giving every child the opportunity to be a leader.

Achievement

In 2015 Timboon P-12 School NAPLAN showed significant relative growth in numeracy results across years 5, 7 and 9 as has been the trend now for several years. It was also pleasing to note the similar or better than state results in NAPLAN reading was achieved in most year levels. The higher than state results in both reading and numeracy at year 7 and 9 demonstrates that our focus on both literacy and numeracy skills is delivering improved learning outcomes. The AusVELS assessment of numeracy by secondary staff does not match this data. Teacher assessment of mathematics in years 7-10 is rigorous, with high expectations, hence the discrepancy between teacher judgment and external assessment. Learning gains across the core areas of reading and numeracy are strong across the school and it is pleasing to note that students are making medium to high growth in the disciplines of spelling and grammar from years 5 to 9. The four year trend in NAPLAN numeracy results for years 5 and 9 are higher than the state average. These results were achieved through the analysis of individual student data, targeted teaching and high quality coaching for staff. VCE study scores in 2015 were below state average in some subject areas but the four year trend shows that the school is performing near state average. 96% of VCE units were successfully completed and VET completion rates were 100%. 47% of our year 12 students completed a VET unit of work. VCAL is offered at years 11 and 12 and a 81% completion rate was recorded. Strong support is provided to students through regular lunchtime and holiday tutorials in most subject areas. Reading Recovery is offered at Year 1. Students with special needs are well supported by Educational Support Staff and a Special Needs Coordinator. Individual pathway interviews take place for all students in years 10 to 12. Students who have English as a second language (E.A.L) are well supported by a trained E.A.L or oral language teacher. 2015’s positive results are due to a wide range of programs that have been developed and refined over the years.

Engagement

Student Attendance data is better than the state median at P-6 and similar to the state median in years 7-12. Attendance at all P-6 year levels is above 91%. All 7-12 year levels are close to or above 83%. The parents of students who are absent more than three unexplained days receive a phone call from a Year Level Coordinator and a letter requesting an explanation from the Principal. 2015 Student ‘Connectedness to School’ results were higher than the state average in the primary and secondary years. Significant growth was achieved in Year 5 and 6 ‘Connectedness to School’ data. The ‘Kids Matter’ program and the Timboon Agriculture Project (TAP) focus on developing community connections and a greater sense of belonging. These initiatives have assisted in developing a more child/parent/community friendly school environment. The school maintains an up-to-date web page but it has been the continued use of a Facebook page, which gives a daily update on activities being held at the school that has generated greater communication between the school and the school community. Posted items often reach 1,000 viewings.

Wellbeing

Our student's benefit from the services of a Circle Time, Student Leadership programs, Peer Support, the Building Resilience In Corangamite Kids (BRICKS) program and a two-step approach to student discipline. Our clearly outlined approach to whole school behaviour is strongly supported by School Council. Students are assigned to house teams who not only compete in athletic competitions but also work as a team to support the SRC. An extensive electives program for students in years 7-10 has supported the development of a positive school culture. Timboon P-12 School has a range of transition programs in place to support the various stages of learning. The transition of Kinder students into the Prep year is supported by a program that begins in the second semester of each year. This is supported by a positive collegial relationship between Kinder and School staff. A high proportion of students commencing year 7 come from our year 6 cohort. They are familiar with the buildings, grounds and teachers. Our extensive transition program offers several ‘getting to know you days’ and an open night. The result is a seamless and well supported transition program.

Productivity

The Kidsmatter day, held in September, was hugely successful in delivering a full range of student wellbeing programs ranging from cyber safety to healthy eating. The TAP has involved over 281 individuals from 34 farm businesses, 28 agricultural service providers, 13 food processing/ manufacturing businesses, 17 community/government organisations, and others. These groups have donated their time and expertise to develop and deliver curriculum or teacher PD, and/or to assist in the physical development of the school's food production and processing infrastructure. The end result has been a much more engaging curriculum for all. Pathway interviews are conducted for year 10 to 12 students, student course counselling happens from Year 7 up and a comprehensive work experience program is undertaken by Year 10 and 11 students. Students with special needs have an individual learning plan developed and updated each term. The school has had several disused building demolished and has appointed Patrick Architects to work with the school community in the design and development of the \$5.2 million re-build program. A contingency fund has been set aside to support unexpected building expenses and new furniture. All P-6 staff have undertaken training in the Café reading program and the VCOP writing program is being introduced across the school and is now extended to Year 7-9. 2015 was the final year that primary teachers worked with two science specialists to develop their science expertise and to document P-6 science curriculum. This program has been invaluable in building science curriculum capacity in primary staff. The 'Rock Band' program resulted in over thirty rock bands showcasing their exceptional musical talents at four end-of-year productions. An off-site performance was held at a neighbouring school. Year 9 students are involved in an extensive, Advance funded, camping program titled 'Taking Control' which has a focus on goal setting during this vital transition stage of their education.

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

Performance Summary

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

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

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

School Profile

Enrolment Profile

A total of 483 students were enrolled at this school in 2015, 225 female and 258 male. There were 1% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>52%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>48%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>57%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>67%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>50%</td> <td>31%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	52%	19%	Numeracy	29%	48%	24%	Writing	21%	57%	21%	Spelling	14%	67%	19%	Grammar and Punctuation	19%	50%	31%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Grammar and Punctuation	19%	50%	31%																							

(Primary Year Levels)

Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	92 %	92 %	91 %	91 %	91 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	92 %	92 %	91 %	91 %	91 %										

(Primary Year Levels)

Performance Summary

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

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

(Secondary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

(Secondary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>		<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>		<ul style="list-style-type: none"> Similar Similar Similar Higher

(Secondary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>		<p> Similar</p> <p> Similar</p>

Students in 2015 who satisfactorily completed their VCE: **96%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **47%**
 VET units of competence satisfactorily completed in 2015: **100%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **81%**

(Secondary Year Levels)

Performance Summary

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

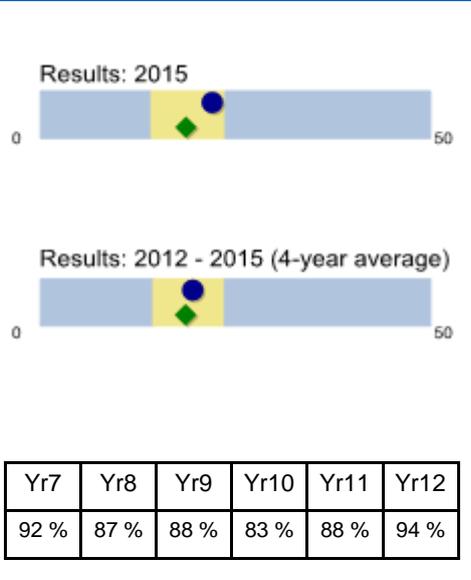
Engagement	Student Outcomes	School Comparison
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Average Number of Student Absence Days

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

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:

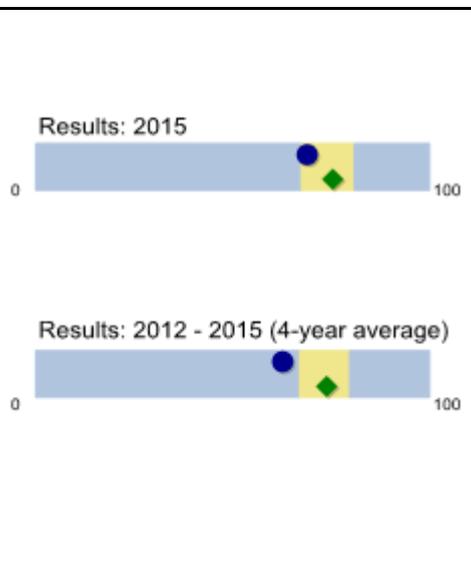


Lower

Similar

Student Retention

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



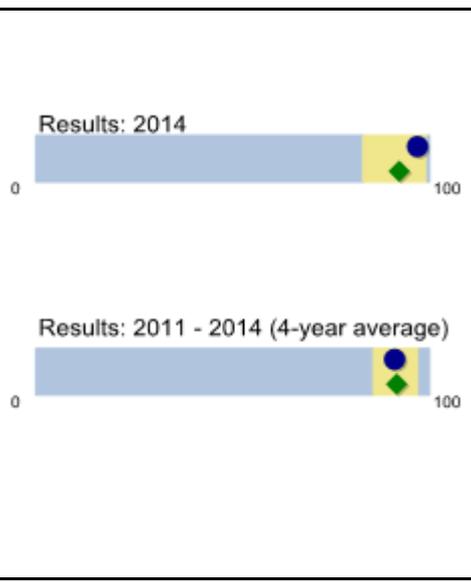
Similar

Similar

Students exiting to further studies and full-time employment

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

Note: This measure uses data from the previous year.



Similar

Similar

(Secondary Year Levels)

Performance Summary

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

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

How to read the Performance Summary

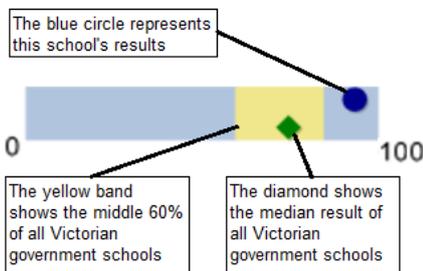
What are student outcomes?

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

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

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

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



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.

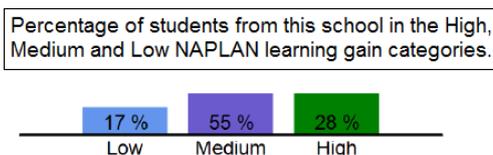
Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

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

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

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).

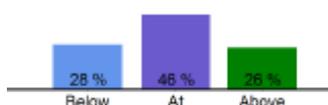
If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What is 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.

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 this school doing to improve?

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

Financial Performance and Position

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

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,753,641	High Yield Investment Account	\$670,799
Government Provided DET Grants	\$645,867	Official Account	\$10,704
Government Grants Commonwealth	\$2,800	Other Accounts	\$60,760
Revenue Other	\$41,012	Total Funds Available	\$742,263
Locally Raised Funds	\$474,594		
Total Operating Revenue	\$5,917,913		
Expenditure		Financial Commitments	
Student Resource Package	\$4,769,964	Operating Reserve	\$146,495
Books & Publications	\$3,719	Maintenance - Buildings/Grounds incl SMS<12 months	\$123,246
Communication Costs	\$7,783	Revenue Received in Advance	\$23,733
Consumables	\$121,598	School Based Programs	\$342,143
Miscellaneous Expense	\$366,301	Provision Accounts	\$47,616
Professional Development	\$12,616	Repayable to DET	\$8,437
Property and Equipment Services	\$239,449	Maintenance -Buildings/Grounds incl SMS>12 months	\$50,593
Salaries & Allowances	\$31,244	Total Financial Commitments	\$742,263
Trading & Fundraising	\$86,673		
Travel & Subsistence	\$1,307		
Utilities	\$76,301		
Total Operating Expenditure	\$5,716,955		
Net Operating Surplus/-Deficit	\$200,959		
Asset Acquisitions	\$11,509		

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

89% of total revenue for 2015 consisted of Departmental Grants. This included the Student Resource package allocation and the cash grant from DET. Locally raised funds, which included subject contributions, camp and fundraising activities consisted of 9% of the total revenue. Other revenue included reimbursements and a small amount of interest. \$10,000 Heywire grant will be finalized in 2016 to support the school in creating careers videos that encourage others to Try Rural Australia, Try Careers, Try Agriculture. A \$10,000 Resource Smart Schools grant continues to be put into action. In 2015, \$36,235 Inclusive schools grant was allocated to the school to implement and support inclusive education practices, an additional \$1,000 HD-Landcare grant will assist the school in establishing baseline data for energy, waste and water use. Of the net operating surplus/deficit figure, a \$100,000 contingency fund has been set aside to assist with funding the school capital works project with the remaining figure rolled over to subject areas. The recent decline in the student numbers and the unexpected return of staff members has resulted in workforce staffing deficit.

