

## 2014 Annual Report to the School Community

St Albans Secondary College

School Number: 8330



Name of School Principal: Kerrie Dowsley

Name of School Council President: Wally Gatt

Date of Endorsement: 25/03/2015

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2014.

## About Our School

### School Context

St Albans Secondary College's vision, values and guiding principles combine to create a safe, supportive and well disciplined environment where every student is guided and inspired to achieve to the best of their ability. Our College community values respect, integrity, leadership, and the pursuit of excellence.

We are proud of our achievements, and this is supported by the School Performance summary which shows that our results in all areas for 2014 are within or higher than the expected range for all schools. St Albans Secondary College has been recognised as a high performing school in studies undertaken by the Department of Education and the University of Melbourne. In 2014, the growth achieved by our students in literacy and numeracy, and the school's VCE, VCAL and pathways outcomes continued to be at or above state benchmarks, with growth in reading and numeracy being outstanding.

Our commitment to foster the academic and personal development of each student, to provide a high quality education, and to guarantee a broad range of programs to challenge and enrich all students, is a significant factor in these achievements. Our Attendance Policy of 90%, close monitoring of student absences, and effective communication with parents ensure that the importance of regular attendance for successful student learning is well embedded in the school culture. In 2014, 88% of Year 12 students went on to further education and training, 53% to university. These results are an endorsement of our strong focus on a Managed Individual Pathway for each student from Year 9 to Year 12, and on the induction and support programs we provide to assist students as they transition through the school.

The College places a particular emphasis on ensuring that high achieving students are challenged and motivated. The SEAL (Select Entry Accelerated Learning) program is offered to gifted and talented students from Year 7 right through to Year 12. Additionally, enrichment electives are offered from Year 9, and VCE subjects are available to selected students from Year 10. Our top achievers are supported with scholarships as well as university mentoring programs, and consistently gain entry into top level tertiary courses.

The introduction in 2015 of a Bring Your Own Device program for all students, together with a focus on teaching high level thinking skills, will further enhance student learning. Specialist literacy and numeracy intervention programs assist students who need additional support with their skills in these areas, as does the English as an Additional Language program for newly arrived students.

A focus on positive, respectful relationships as an essential part of a safe, enjoyable learning environment has also contributed to the College's excellent results, as has our strategy of enhancing student voice and leadership across the school, and providing a rich extracurricular program.

"Community" is an important part of the College's strength. We actively seek the contributions and participation of families, as well as business and university partners, to create the best possible surroundings for our students to learn and grow. Parent and student satisfaction with the school is at or close to the state average for both areas.

St Albans Secondary College is proud to be an accredited provider of education for international students. Our reputation for academic excellence has attracted 45 students from overseas who are currently completing their secondary education with us.

Upgrading of the school's facilities continues this year with the opening of the VCE Study Centre, completion of the final stage of a major redevelopment of the library, and ongoing landscaping of the grounds and improvements to classrooms.

The College has 123 equivalent full time staff: 4 Principal class, 88 teachers and 35 Education Support staff.

### Achievement

Our achievements for 2014 in all measured areas of student learning are close to or above the state average for all Victorian government schools. Results from the Students Attitude to School Survey, indicate that students are positive about the teaching and learning at the college and are highly motivated to learn. VCE results showed a mean Study Score of 29, compared to the state mean of 28.73. The percentage of study scores above 40 was 4.8, and the VCE completion rate was 95%. VCAL and VET completion rates were also excellent, enabling students to transition into high quality pathways.

Our learning gain in NAPLAN Literacy and Numeracy tests from Years 7 to 9 show that our students are improving at a significantly higher rate than the state average, and also faster than other students from similar schools who start at the same level in Year 7. All students in the Program for Students with Disabilities achieved satisfactory progress towards their individual learning goals.

The targeted improvement strategies implemented in the 2014 school year included:

- documenting and implementing a challenging and viable curriculum based on the Australian curriculum standards.
- a systematic implementation of formative assessment to assess student knowledge and skill development, in order to inform teaching and intervention strategies.
- a rigorous summative assessment process which ensures that students are challenged in their thinking.
- specialized Literacy and Numeracy coaching supported by low SES Funding.
- use of multiple sources of data to develop class profiles, identify student learning needs and plan for teaching and learning.
- ensuring consistently high quality instructional practice and feedback in all classrooms through the use of a school wide learning cycle.
- support and enrichment classes from Year 10 to 12 to ensure sequential skill development and preparedness for VCE and VCAL pathways.

Our teachers are key to student learning success. In 2015, we will continue to maintain a strong focus on improving student learning outcomes through investing in professional learning for all staff including coaching, mentoring, working with external consultants, and providing time for staff to collaborate & learn in small teams.

Key improvement strategies for 2015 involve:

- supporting a culture of collaboration by providing staff the opportunity to meet regularly in Professional Learning Teams to write curriculum, strengthen assessment practices, plan for student learning through the use of data, examine and moderate student work, and engage in collegiate classroom visits.
- coaching and professional development on the sophisticated use of digital learning technologies and critical thinking skills to accelerate student learning.
- implementing the GRIN (Getting Ready in Numeracy) program for students who require extra support in Maths
- monitoring and accelerating student Literacy growth through the use of data and research based literacy strategies in all English and EAL classes.
- implementing a targeted writing strategy across subject areas to ensure skill development and growth in all writing genres.
- providing parents with access to a comprehensive online reporting system which includes specific learning and, assessment information.
- ongoing acceleration and enrichment programs in a range of VCE subjects.
- providing a comprehensive program of Year 12 practice exams and revision lectures in all subjects.

## Engagement

In 2014, student attendance rates across all year levels continued to exceed the school's benchmark of 90%, and placed the school above state levels. The average number of days absent across the school was 11.55 last year, down from 12.67 the previous year. This compares favourably with the state absence figure of 18.64 days in 2014.

Twice a term, case management meetings, where attendance for all students is discussed, particularly those at risk, allow for proactive intervention by our student management teams. Student Management and Wellbeing staff work closely with parents and guardians to put in place interventions to ensure students attend. Our policies and procedures, such as the SMS messaging system, and regular contact with home, ensure that students are supported to attend school regularly.

The Student Retention data indicates that the school is above the state median in retaining students across Years 7 to 10. The percentage of students from Year 10 to 12 exiting to further study or full-time employment was similar to the state median. The 4 year average is also well above the state median. Our Managed Individual Pathways program supports all students from Year 9 to 12 in finding the most appropriate pathway as they exit the school.

During 2014, we focused on improving the transitions of students into and through the school. Our program for students entering from primary school continues to be very effective. We also placed particular emphasis on strengthening our induction processes for students entering the College after the beginning of Year 7. For example, regular monitoring of students was carried out, and an Induction Program was implemented, including new student lunches and regular reporting to parents.

We have continued to develop our excellent business and community partnerships. We are a platinum Beacon school, have close ties with the Australian Business and Community Network, and have a successful partnership with the Smith Family. All of these associations support our students to develop a sense of self-worth, to support their transitions out of the school, and to build the capabilities they require for success in the workplace. Our successful Business and Community Partnerships Committee, which meets each term, continued to support students, particularly in Year 10, to make informed decisions about their futures.

The school provides a range of extra curricular opportunities for students, including an extensive camps program, incursions, excursions, recognition events, and lunchtime activities. Our new House system continues to strengthen, and the leadership opportunities developed alongside this, equip students with skills they use beyond school. Other opportunities for student involvement include instrumental music, the annual drama and music production and a range of student clubs. All are strongly patronised by students, with participation in school camps and House events at record levels.

In 2015 we will:

- continue our practice of closely monitoring student attendance and progress to ensure we provide timely and specific information to parents and guardians & intervention for students.
- continue to implement our student management system that provides parents with up to date student attendance and academic progress information.
- refine our transition programs to further support students as they transition into, through and out of the school.
- continue to strengthen our VCAL program to ensure these students receive the best possible program and outcomes, particularly at the Foundation level.

## Wellbeing

In 2014, Student Connectedness to both School and Peers, as well as Learning Confidence were identified as foci for action. Strategies to address these areas included raising the profile of, and student participation in, the school House System, as well as workshops run by Sub Schools aimed at enhancing student organisational and planning skills.

The school's Student Management and Wellbeing Teams provided a coordinated approach to identifying students at risk, implementing timely intervention plans and monitoring outcomes. Classroom teachers continued to implement classroom management plans based on a Rights & Responsibilities model, and a range of other programs delivered positive anti-bullying messages and acceptance of diversity. At the core of the work was a constructive and positive communication link with our parents and guardians.

The 2014 Student Attitudes to School Survey results indicate that our students are similar to most Victorian schools in their overall enjoyment of school, with the data showing significant improvements in Student Safety and Classroom Behaviour. The Survey also recorded an improvement in student Connectedness to Peers, but Connectedness to School data followed a state trend and dropped slightly. The Learning Confidence data remained unchanged from the previous year. The Parent Opinion Survey mirrored these results, showing a significant improvement in Student Connectedness to Peers, but a decline in School Connectedness.

The key foci in 2015 include student Connectedness to School, Learning Confidence, leadership development and Respectful Relationships. We will continue to maintain our work with Student Safety and Classroom Behaviour.

In 2015 we will:

- extend opportunities for student leaders to actively engage in whole school events and therefore have a more visible profile as school leaders.
- continue to embed and promote the House System to provide opportunities for all students to participate in a wide range of extra curricular activities.
- continue our work towards gaining 5 Star accreditation as an E-Smart School to embed a stronger anti-bullying program in our school practice.
- increase our emphasis on student's Learning Confidence by implementing additional strategies to provide support to students and increase their understanding and management of this area.
- implement an Equity Program that will support disadvantaged students to acquire a digital device for use in the school's Bring Your Own Device Program.
- implement the Respectful Relationships Program at Years 8 and 9.

## Productivity

Under the leadership of the School Council, its sub committees, and the Advisory Committee, the school has developed comprehensive policies and procedures to ensure that all available resources are appropriately allocated and targeted to provide the best possible programs, support and facilities for our students and staff.

Parent and community participation is highly valued and adds significantly to the quality and range of programs & opportunities for students. In recognition of the learning needs of many students, targeted funding, including Language Support Program and Low SES monies, is used to support improvement in literacy and numeracy outcomes. This includes intervention programs across Years 7 to 10, literacy and numeracy coaching and consultancy, as well as time for Year 7 to 9 English, EAL and Maths teachers to meet weekly in small teams to track student learning growth. Funding is also allocated to support gifted & talented students through enrichment and extension classes, extra curricular programs, and after school classes.

With a growing school, increasing staff numbers and recent retirements of long serving staff, workforce development is prioritised through a staff induction program, an emphasis on ongoing professional learning linked to school priorities, and on a performance and development process which links each teacher's goals to the Annual Implementation Plan.

A focus on mentoring and leadership development has resulted in many staff relatively new to education taking on leadership roles. The Staff Opinion Survey, whilst well above state medians in most areas, did indicate a need to review and clarify the extent to which staff see the connection between the key directions of the school and staff professional learning.

Through the Parent Opinion Survey, parents indicate a high level of General Satisfaction with the school, and positive support for the School Improvement work. Parent Input, Approachability and Transitions, whilst still at state level, are areas for further investigation. Parent participation in school events has increased significantly. The college has a strong, productive relationship with its School Council.

Improving facilities has been a major priority for the school, resulting in enormous changes to classrooms, specialist rooms (Science, Food Technology), staff facilities, and the grounds. A comprehensive major projects plan has enabled renovation of the library and Individual Needs office, and the construction of a VCE Study Centre, as well as significant grounds development works. The school's facilities are used seven days a week by community organisations & businesses.

The positive reputation of the school enabled it to attract philanthropic grants totaling over \$100,000 for 2014. These funded a program for students at risk of disengagement, professional learning for staff, and upgrades to our network to support digital technologies.

For more detailed information regarding our school please visit our website at  
<http://www.stalbanssc.vic.edu.au>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

### School Profile

#### School Enrolments

A total of 1165 students were enrolled at this school in 2014, 578 female and 587 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



#### 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 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>NAPLAN Year 7</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</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><b>NAPLAN Year 9</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Similar</p>

## Performance Summary

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


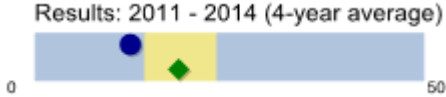










Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's 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><b>Reading</b> Low: 22%   Medium: 51%   High: 28%</p> <p><b>Numeracy</b> Low: 17%   Medium: 52%   High: 32%</p> <p><b>Writing</b> Low: 30%   Medium: 46%   High: 24%</p> <p><b>Spelling</b> Low: 23%   Medium: 50%   High: 27%</p> <p><b>Grammar and Punctuation</b> Low: 27%   Medium: 44%   High: 29%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling &amp; 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><b>Reading</b> Low: 12%   Medium: 51%   High: 37%</p> <p><b>Numeracy</b> Low: 7%   Medium: 58%   High: 35%</p> <p><b>Writing</b> Low: 32%   Medium: 52%   High: 16%</p> <p><b>Spelling</b> Low: 11%   Medium: 38%   High: 51%</p> <p><b>Grammar and Punctuation</b> Low: 15%   Medium: 43%   High: 42%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></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: 2014 Results: 2011 - 2014 (4-year average)</p>	<p> Similar</p> <p> Higher</p>

Students in 2014 who satisfactorily completed their VCE: **95%**  
 Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: **27%**  
 VET units of competence satisfactorily completed in 2014: **82%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: **89%**










## Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p><b>Student Attendance</b></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 2014 attendance rate by year level:</p> <table border="1" data-bbox="571 819 1027 920"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>96 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	96 %	95 %	93 %	94 %	94 %	92 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Higher</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
96 %	95 %	93 %	94 %	94 %	92 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</b></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><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></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><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

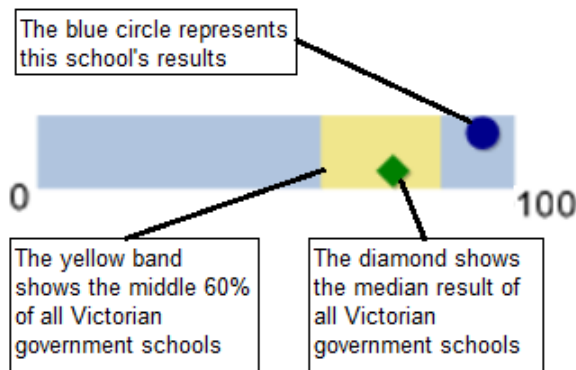
## What are student outcomes?

*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.



## 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.

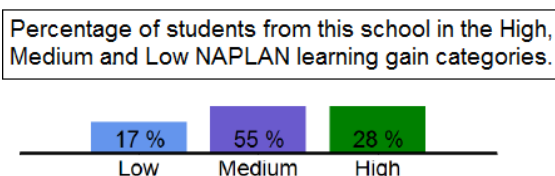
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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'.



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, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$10,060,235
Government Provided DE&T Grants	\$1,983,144
Government Grants Commonwealth	\$21,216
Government Grants State	\$16,660
Revenue Other	\$248,108
Locally Raised Funds	\$967,636
<b>Total Operating Revenue</b>	<b>\$13,296,999</b>

Funds Available	Actual
High Yield Investment Account	\$1,384,238
Official Account	\$17,214
Other Accounts	\$3,247
<b>Total Funds Available</b>	<b>\$1,404,700</b>

Expenditure	
Student Resource Package	\$9,974,233
Books & Publications	\$24,234
Communication Costs	\$31,652
Consumables	\$194,820
Miscellaneous Expense	\$691,055
Professional Development	\$63,803
Property and Equipment Services	\$1,567,858
Salaries & Allowances	\$270,457
Trading & Fundraising	\$231,909
Travel & Subsistence	\$46,922
Utilities	\$114,573

Financial Commitments	
Operating Reserve	\$376,332
Capital - Buildings/Grounds incl SMS<12 months	\$210,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$62,781
Revenue Received in Advance	\$272,667
School Based Programs	\$122,996
Other recurrent expenditure	\$260,231
Capital - Buildings/Grounds incl SMS>12 months	\$99,692
<b>Total Financial Commitments</b>	<b>\$1,404,700</b>

**Total Operating Expenditure** **\$13,211,516**

**Net Operating Surplus/-Deficit** **\$85,483**

**Asset Acquisitions** **\$262,854**

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.

### Financial performance and position commentary

The surplus of \$85,483 is attributable to (a) grants and donations not fully expended which were carried forward into 2015, and (b) to recurring expenditure at the end of the year which were paid at the start of 2015.

- a. Grants/ Donations / Student Scholarship balances carried forward:
- Social Ventures Australia (SVA) grant Balance \$20,639
  - Advance grant Balance \$ 4,990
  - Special Art donation Balance \$ 6,300
  - Western Chances / ABCN Scholarships Balance \$11,000

- b. Recurring expenditure still to be paid at as at the end of the year - \$43,000.

The school received the following additional sources of funding in 2014:

- Hand on Learning Australia	\$30,000
- Social Ventures Australia	\$70,000
- Melbourne University Teaching Fellow	\$48,470

Hands on Learning funds supported the employment of 2 x 0.5 EFT Education Support staff to work with students at risk of disengagement. Social Ventures Australia funds were used for staff professional learning & network upgrade in preparation for the introduction of a Bring Your Own Device elearning program. The Melbourne University funds support the 0.5 EFT employment of a teacher to coordinate their teacher candidate program across a network of local schools.