

2013 Annual Report to the School Community

Tyrrell College

School Number: 5403



Spain Trip 2013



Alpine School 2013

Name of School Principal:

Lee-Anne Sherwell
(Acting Principal)

Name of School Council President:

Alison McClelland

Date of Endorsement:

02/04/2014

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Tyrrell College, in 2013, has achieved many milestones for a rural P-12 school with a student enrolment that increased throughout the year from the reported census day figures in February. Our reported student numbers were 167 but with new families moving into the area this number increased to around 175. However, based on trend data, student numbers are unlikely to increase and this small upturn will fall away. Staffing is made up of: 2 Principal class, 22 teaching staff and 6 ES personnel. We are lucky enough to retain the services of a School Nurse and Chaplain and some maintenance people.

While this is the second year of our Strategic Plan we are looking at moving forward and continuing to strengthen the connectedness to school of both parents and students. 2014 will see us working on building the capacity of our school leaders. The work on role clarity and Leading Teacher roles in 2013 will start to bear fruit in 2014. Student and Parents should have a clear idea of our Consistent Approach to Classroom Management as it is in the school diary. More effective tracking of student behaviour for documentation purposes will occur using an online behaviour tracker. This is for both positive and negative incidents. Performance and Development will be strictly aligned to the Annual Implementation Plan focusing on changes to the P&D plans for all staff and particularly the incorporation of Classroom Observation. This outcome will have a positive influence on teacher performance and student outcomes. The reporting system will move to an online format allowing parents access to student achievement whenever they wish. This will also develop student portfolios. As both students and parents see what they have achieved and have more regular access to feedback, this should have a positive influence on the opinion surveys as both cohorts will have a better understanding of what the school is trying to achieve. Policy review will also involve staff, students and parents. Again, this will give all groups within our community the chance to influence decision making and outcomes for the benefit of our students. As we endeavour to make ourselves fully compliant with VRQA requirements, review into policies and practices will occur. Our registration is up to date. Tyrrell College's motto is 'Your Opportunity to Succeed'. This is clearly reflected in the practices of the school and the future directions we will be taking.

Achievement	Engagement	Wellbeing
<p>Based on the following reports we have achieved:</p> <ul style="list-style-type: none"> • Excellent attendance results • Very good NAPLAN results • VCE, VET and VCAL results improved from 2012 • On Track data shows excellent post-secondary engagement with further studies and employment <p>Student NAPLAN results show high to medium growth in all five of the tested areas for a majority of our students. Areas for improvement are:</p> <ul style="list-style-type: none"> • Grammar and Punctuation at Secondary level • Reading and Writing in Primary level <p>It is especially pleasing to note the improved results in Numeracy across all levels but especially in Years 5 and 7. Year 3&5 results</p> <ul style="list-style-type: none"> • Lower scaled students in year 3 and year 5 have had medium growth in all strands. • Growth in 100% of Year 5 Numeracy strand. • 100% of Year 3 results above state average in all strands except girls in Mathematical Structure. <p>Year 7&9 results</p> <ul style="list-style-type: none"> • 100% of Year 9 overall have had a medium to high growth in all areas. • 80% of Year 7 had a medium to high growth in all areas. • Year 7 girls 100% at or above state average. • 100% of Year 7 above state average. 	<p>The major focus of the Strategic Plan (in its second year in 2013) is to support and foster student connectedness and engagement to school. To facilitate this, developments in curriculum documentation and review, offering a wide range of extra-curricular activities and developing student self-confidence were prime undertakings. Curriculum review, in line with Australian Curriculum roll outs, has seen the updating of documentation and resources aligning with new AusVELS standards. The major consideration of student engagement and improved outcomes can be seen in the variety of activities completed across all Grade and Year levels. The team-teaching opportunities for teachers have allowed for Professional Development of class teachers which translates to improved outcomes for students.</p> <p>Opportunities outside of the classroom included:</p> <ul style="list-style-type: none"> • School Production • State School Spectacular • Camps and Excursions • Sporting carnivals and competitions • Science Competition • Alpine School • Spain trip <p>These activities develop a connectedness to peers and school and allow for achievement outside of academic performance. Student lead assemblies and presentations combined with a public speaking component of many subjects (especially English) will support students to become more confident in the public arena. This</p>	<p>At the beginning of 2013 a review of behaviour management occurred resulting in an updated consistent approach to classroom management policy being put into effect. Staff and students have used 2013 to practice using this approach and become used to its effects. As a result, new initiatives have been implemented regarding documentation of student incidents and accountability for staff and students. It is the aim in 2014 to further develop this consistent approach. The following steps were taken at the end of 2013 to facilitate this:</p> <ul style="list-style-type: none"> • Publishing the Behaviour Management policy in the school diary for students and parents • Work around role clarity of staff, particularly Leading teachers, to allow for more effective consistency of approach. <p>To promote student voice within the College students were elected to School Council for two year terms. The promotion of SRC within the Primary and Secondary areas is very active with many fundraising activities occurring each term. Parental involvement within the College supports the wellbeing of students. The re-institution of the Parents and Friends sub-committee has been very successful in raising funds for student activities, parent involvement on School Council and the number of parents who support the school in coming to activities and events is helping to build the connectedness of the whole community to the school.</p>

- 100% of Year 7 Number high growth.
- 100% Year 9 Number medium growth.

The Student Attitude to School surveys are a little surprising in their results in that Primary results are below what trend data would indicate they should be yet Secondary data is only just below the state median but still within average range of like schools. Trend data is almost as predicted.

To target growth in these areas student voice and connectedness to school will be a focus of Student Engagement as will the implementation and review of the Consistent Approach to Classroom Management Policy. This was reviewed at the end of 2013 with ideas to be implemented in 2014 for more effective tracking of student behaviour.

The Parent Opinion Survey reflects the same data as the student survey. The College will focus on strategies to inform and involve parents more in College life through 2014. This will be done through changes to the Newsletter, involvement in policy review, positive feedback to parents from staff via a new reporting system and positive phone calls home.

The review of Leading teacher roles has helped to establish role clarity for staff which will be seen in 2014. Looking at the organisational health of the school has also helped to establish a better understanding of roles and responsibilities for all staff. Performance and Development has undergone a review for 2014. In 2013 regular staff PD was incorporated into the meeting agenda allowing for more effective use of staff time.

All curriculum has been updated and uploaded to the staff shared drive for access by new staff. This incorporates scope and sequence, resources, VELS and/or AusVELS related tasks and a focus on engaging pupils in a wide range of learning activities designed for varying levels of ability.

was seen with the organisation and running of a community project by the Alpine School Students. The trip to the sister school in Spain expanded horizons and understanding of different cultures.

Student attendance increased in the Secondary area from 2012 and remained as expected within Primary.

The retention rate has increased showing an improvement in the four year trend data.

Students moving on to further study and employment remains high and above the predicted level. There was also a slight increase in average Year 12 study scores.

These improved levels of engagement will be supported by after school study sessions, a focus on study skills and the VCE camp retaining a post-secondary pathways focus.

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

(Primary Year Levels)

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 167 students were enrolled at this school in 2013, 75 female and 92 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.



Please note: The Staff Opinion Survey was not conducted in 2013.

(Primary Year Levels)

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 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>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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 schools: ■
Result for this school: ● Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40%</td> <td>30%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>10%</td> <td>20%</td> <td>70%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>30%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>50%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	40%	30%	30%	Numeracy	10%	20%	70%	Writing	50%	30%	20%	Spelling	20%	60%	20%	Grammar and Punctuation	20%	50%	30%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Writing	50%	30%	20%																							
Spelling	20%	60%	20%																							
Grammar and Punctuation	20%	50%	30%																							

(Primary Year Levels)

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>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="563 790 1040 891"> <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>94 %</td> <td>90 %</td> <td>93 %</td> <td>92 %</td> <td>95 %</td> <td>90 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	90 %	93 %	92 %	95 %	90 %	94 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. 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: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>

(Secondary Year Levels)

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.

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Proportion of students with English as a second language.



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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.



Please note: The Staff Opinion Survey was not conducted in 2013.

(Secondary Year Levels)

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"> 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> Higher</p>
<p>NAPLAN Year 7</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>NAPLAN Year 9</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> Lower</p> <p> Similar</p> <p> Lower</p>

(Secondary Year Levels)

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>NAPLAN Relative Growth Year 5 - Year 7</p> <p>Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 14%, Medium: 36%, High: 50%</p> <p>Numeracy Medium: 36%, High: 64%</p> <p>Writing Low: 14%, Medium: 50%, High: 36%</p> <p>Spelling Low: 7%, Medium: 50%, High: 43%</p> <p>Grammar and Punctuation Low: 21%, Medium: 43%, High: 36%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p>NAPLAN Relative Growth Year 7 - Year 9</p> <p>Relative gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 8%, Medium: 62%, High: 31%</p> <p>Numeracy Low: 17%, Medium: 75%, High: 8%</p> <p>Writing Low: 14%, Medium: 64%, High: 21%</p> <p>Spelling Low: 21%, Medium: 43%, High: 36%</p> <p>Grammar and Punctuation Low: 36%, Medium: 36%, High: 29%</p>	<p>NAPLAN Relative Growth 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>Results: 2013 0 to 50 scale, school result is 50, state median is 30.</p> <p>Results: 2010 - 2013 (4-year average) 0 to 50 scale, school result is 50, state median is 30.</p>	<p> Similar</p> <p> Similar</p>

Students in 2013 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: **42%**
 VET units of competence satisfactorily completed in 2013: **96%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: **68%**

(Secondary Year Levels)

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>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="568 779 1024 878"> <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>94 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> <td>96 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	93 %	91 %	91 %	90 %	96 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	93 %	91 %	91 %	90 %	96 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p>	<p>Results: 2012</p>  <p>Results: 2009 - 2012 (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 schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. 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: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

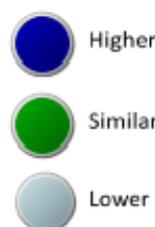
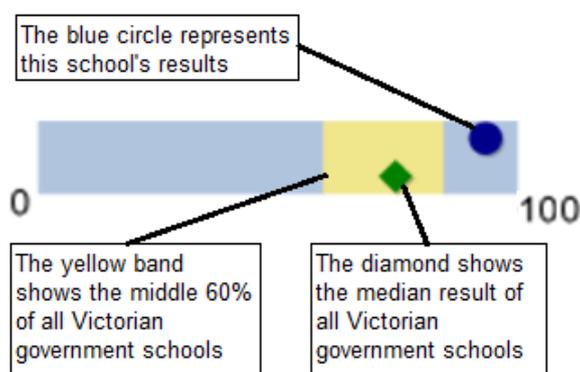
What are student outcomes?

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.

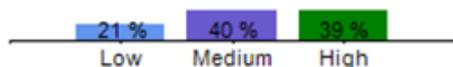
The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. 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 relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 31st December, 2013		Financial Position as at 31st December, 2013	
Revenue	Actual	Funds Available	Actual
Government Provided DE&T Grants	\$354,007	High Yield Investment Account	\$142,768
Government Grants Commonwealth	\$11,704	Official Account	\$34,346
Government Grants State	\$9,905	Other Accounts	\$413,900
Revenue Other	\$41,743	Total Funds Available	\$591,013
Locally Raised Funds	\$286,848		
Total Operating Revenue	\$704,207		
Expenditure		Financial Commitments	
Books & Publications	\$11,698	Operating Reserve	\$10,000
Communication Costs	\$9,945	Asset/Equipment Replacement < 12 months	\$10,000
Consumables	\$68,227	Maintenance - Buildings/Grounds incl SMS<12 months	\$31,000
Miscellaneous Expense	\$180,438	Cooperative Bank Account	\$8,472
Professional Development	\$13,482	Revenue Received in Advance	\$3,126
Property Maintenance	\$213,311	School Based Programs	\$412,138
Salaries & Allowances	\$80,384	Region/Network/Cluster Funds	\$2,790
Trading & Fundraising	\$29,072	Provision Accounts	\$73,804
Travel & Subsistence	\$33,693	Other recurrent expenditure	\$10,000
Utilities	\$68,045	Asset/Equipment Replacement > 12 months	\$29,683
Total Operating Expenditure	\$708,294	Total Financial Commitments	\$591,013
Net Operating Surplus/-Deficit	(\$4,087)		
Asset Acquisitions	\$116,000		

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

Over the 2013 school year the College operated within the allocated budget. The noted deficit is due to extra costs associated with casual relief teaching for planned and un-planned staff leave, however, leave re-imbursments covering these amounts have been credited to the credit component of the SRP thereby negating the supposed deficit.