

2015 Annual Report to the School Community

Kyabram P-12 College

School Number: 7965



Name of School Principal:

Stuart Bott

Name of School Council President:

Warren Davies and
Jarrod Gale

Date of Endorsement:

23/03/2015

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

Kyabram P-12 College was established in 2009 by an amalgamation of three local Government schools. The College offers a comprehensive education from Prep to Year 12 with this being the first year that all students being located on the one site. The enrolment in 2015 was 1028 students. This is the first year that the enrolment has increased from the previous year. Our College had 3 Principal Class officers, 75 teachers and 20 Education Support staff. Positive relationships are important to the College with emphasis being placed on the College values of Respect, Responsibility, Resilience, Doing Your Best and Community. Our motto 'Excellence through Opportunity' underpins our philosophy of providing every student with opportunities to demonstrate their talents. We have a strong student leadership program and extra curricula program that develops student connectedness to the college.

We take great pride in delivering exciting, diverse and innovative student programs and have established a strong identity and tradition in fulfilling lifelong learning. Subsequently, the College offers a wide range of subjects at VCE and has an established VCAL program at Foundation, Intermediate and Senior level. The College also offers students an extensive range of VET subjects which can be accessed from Year 10.

Staff have continued on with their work, for the first half of the year, after work as a result of involvement in the Coaching for Leadership Teams program through Bastow in 2014. This was disbanded in the middle of the year and was replaced with an Achievement Team and a Wellbeing Team in preparation for the focus of the school to address the areas identified as result of the Education State.

Achievement

SUMMARY OF ACHIEVEMENTS

It has been identified, by English On Line Interview, students entering prep are entering with lower levels in the English area. The mean score in our Year 3, 7 and 9 NAPLAN results have been maintained (with some ups and downs) over the past 3 years in all areas. Year 5 NAPLAN mean scores have been maintained in the areas of writing, spelling and numeracy, other scores have reduced. The relative growth for Year 3 to 5 was a concern in grammar and punctuation, reading and writing. The relative growth for Year 5 to 7 was a concern in spelling, numeracy and writing. The relative growth for Year 7 to 9 was a concern in spelling, reading, numeracy and writing. Staff judgements against AusVELS indicate there is a general trend towards as the students get older the number of students receiving a D or E increases. VCE completion rates and study scores have reduced over the past 3 years, although percentage of students receiving study scores above 40 have increased.

Key strategies to support improvement included:

- * Continuing to develop a P-12 Curriculum with scope and sequence recorded.
- * Staff using the five-week planning document or other agreed unit planners.
- * A strong Performance and Development process focussed on the Professional Standards / Work Dimensions of all staff.

FUTURE FOCUS

- Set up a coaching program to support staff from Prep to Year 12
- Introduce high impact programs to address the learning outcomes of students ie The Big Write, Mathletics, Words Their Way
- Staff will use data to adjust programs to suit individual student needs and develop interventions so that students may reach their potential

Engagement

Student attendance across the College increased on average P-12. There is concern about the high rates of absenteeism at all year levels. The Attitude To School Survey in the Teaching and Learning area generally slightly fell in all year levels across the college. Gains made last year have been lost which is concerning considering the effort staff put in to providing a rich variety of programs with many opportunities for students to demonstrate excellence through opportunities.

Key strategies in 2015 included:

- * The continuation of the introduction of a new house system.
- * Regular reminders in the newsletter about why students should attend school regularly.
- * Student Leadership roles made available across the College.
- * Many extension activities provided for students i.e. debating, public speaking, F1 in Schools and a range of sporting events.
- * Continued appointment of a Managed Individual Pathways co-ordinator to work with students through Years 5-12.
- * Continue to build on student engagement and celebrate their successes
- * Continue the development of a consistent behaviour management process
- * Further develop the positive relationships with the staff, students and community
- * Further develop the implementation of a consistent Home group system (Advisory) across at Years 10-12.

FUTURE FOCUS

- Implement the Positive Education Program across the college to address student engagement and wellbeing
- Develop the Wellbeing Team from Prep to Year12
- Develop Individual Learning Plans for all students at risk through the employment a person responsible for these plans.

Wellbeing

Attitude To School Survey results slightly fell in the area of wellbeing. There is a need to review the whole school approach to the wellbeing.

Key strategies in 2015 included:

- * Continue to focus on the staff wellbeing and support
- * Implement and review the agreed Behaviour Support Plan in our classrooms across our College.
- * Restorative approach to dealing with student management issues introduced across the College.
- * Explore the common teacher approach in the early years of secondary school, but maintain the teachers teaching in their areas of expertise.

FUTURE FOCUS

- Implement the Positive Education Program across the college to address student engagement and wellbeing
- Develop the Wellbeing Team from Prep to Year12

Productivity

Students have benefited from a sound fiscal climate where the schools resources relate directly to improved student experiences and outcomes. This has been evident in a number of camps and excursion opportunities, access to wellbeing and counselling staff and resources targeted at students' point of learning needs. Budgets are reviewed in line with the School Strategic Plan and professional development is consistent with identified priorities. Achievement toward to State DET benchmark of two months unallocated funds is on track.

FUTURE FOCUS

- A strong focus of Equity Funding / Education State Funding aligned with the identified initiatives from the Framework for Improved Student Outcomes (FISO).

For more detailed information regarding our school please visit our website at
<http://www.kyabramp-12.vic.edu.au>

Performance Summary

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

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

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 1029 students were enrolled at this school in 2015, 462 female and 566 male. There were 1% of EAL (English as an Additional Language) students and 5% 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

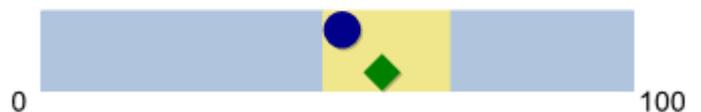
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



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> Lower</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"> <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>45%</td> <td>44%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>57%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>53%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>52%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>45%</td> <td>39%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	45%	44%	11%	Numeracy	26%	57%	17%	Writing	36%	53%	11%	Spelling	28%	52%	19%	Grammar and Punctuation	45%	39%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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(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" style="width: 100%; text-align: center;"> <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>90 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>90 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	92 %	92 %	92 %	93 %	90 %	88 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	92 %	92 %	92 %	93 %	90 %	88 %										

(Primary Year Levels)

Performance Summary

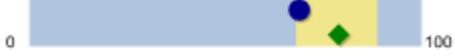
Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

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> Lower</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Lower</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Lower</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>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>Reading Low: 26%, Medium: 49%, High: 25%</p> <p>Numeracy Low: 33%, Medium: 40%, High: 27%</p> <p>Writing Low: 33%, Medium: 54%, High: 13%</p> <p>Spelling Low: 37%, Medium: 52%, High: 11%</p> <p>Grammar and Punctuation Low: 25%, Medium: 62%, High: 13%</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>Reading Low: 35%, Medium: 41%, High: 24%</p> <p>Numeracy Low: 45%, Medium: 47%, High: 8%</p> <p>Writing Low: 35%, Medium: 54%, High: 10%</p> <p>Spelling Low: 42%, Medium: 47%, High: 11%</p> <p>Grammar and Punctuation Low: 35%, Medium: 47%, High: 18%</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>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

Students in 2015 who satisfactorily completed their VCE: **92%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **41%**
 VET units of competence satisfactorily completed in 2015: **80%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **87%**

(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:

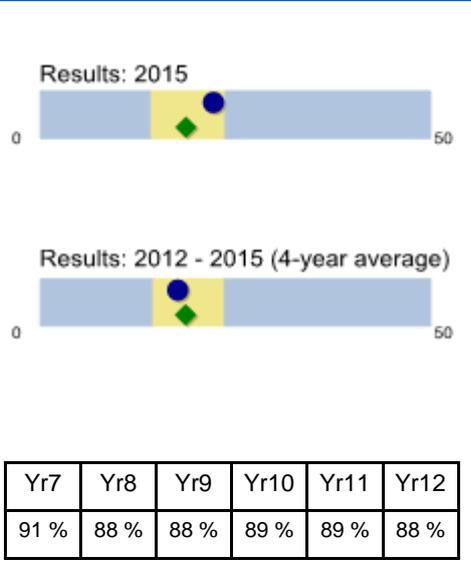
Engagement	Student Outcomes	School Comparison
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Average Number of Student Absence Days

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:



Similar

Similar

Student Retention

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



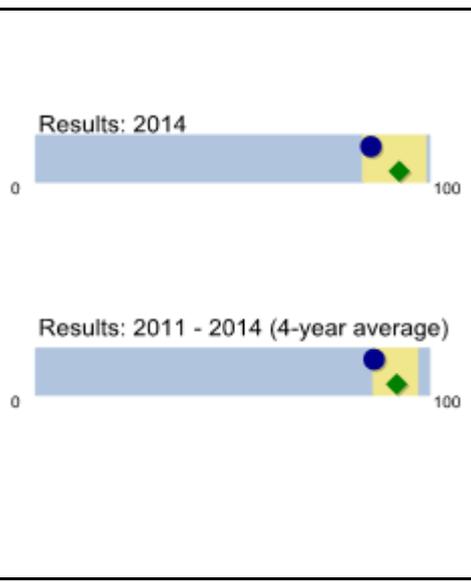
Similar

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

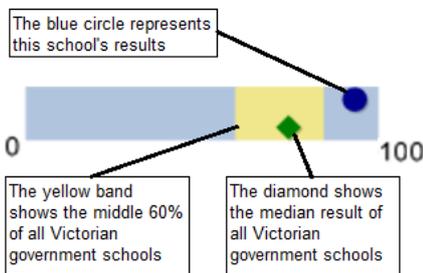
What are student outcomes?

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?

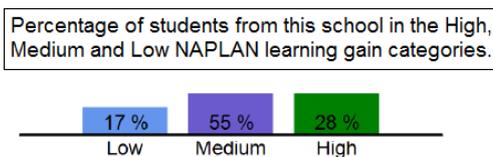
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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.

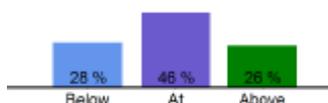
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

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

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



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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

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

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

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

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

Financial Performance and Position

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

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$8,324,121	High Yield Investment Account	\$174,525
Government Provided DE&T Grants	\$1,338,992	Official Account	\$14,258
Government Grants Commonwealth	\$25,935	Other Accounts	\$206,333
Government Grants State	\$1,183	Total Funds Available	\$395,117
Revenue Other	\$115,250		
Locally Raised Funds	\$838,502		
Total Operating Revenue	\$10,643,983		
Expenditure		Financial Commitments	
Student Resource Package	\$8,203,434	Operating Reserve	\$350,099
Books & Publications	\$362	Revenue Received in Advance	\$45,017
Communication Costs	\$31,846	Total Financial Commitments	\$395,117
Consumables	\$302,627		
Miscellaneous Expense	\$574,139		
Professional Development	\$52,957		
Property and Equipment Services	\$619,064		
Salaries & Allowances	\$363,566		
Trading & Fundraising	\$193,625		
Utilities	\$159,558		
Adjustments	\$180		
Total Operating Expenditure	\$10,501,359		
Net Operating Surplus/-Deficit	\$118,302		
Asset Acquisitions	\$12,242		

Student Resource Package Expenditure figures are as of 04 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

Kyabram P-12 College has consolidated its financial position in 2015 and the nett financial position has continued to improve from previous years. School budget resources come from a combination of local, state and federal contributions and are used to deliver a broad and varied curriculum, including VCE, VET and VCAL. The Net Operating surplus shows a consistent and planned approach to our financial responsibilities, whilst also being able to achieve significant improvement in grounds and maintenance projects – the highlight being the relocation and reinstatement of three existing shade structures to our Primary Campus. The instructional model at Kyabram P-12 College has framed the important work around training and instructional support to ensure teachers are able to teach students at their point of need with a structured and well planned lesson. The financial performance of the College involves many groups across the school. This includes the College Finance Committee with their involvement in setting and managing budgets and the College

Council in providing direction for the coming year. Our College Parents' Club has again contributed to funds throughout the College including blinds for the senior building, home readers for Grades Prep -2, art supplies, support for the Life Skills Program and have begun planning for Assembly Hall refurbishment. Our sponsors of the College are an important part of our community connectedness and we value their contribution to a number of College events.

THE FUTURE: In 2016 we look forward to the work of the Student Achievement Team and the Wellbeing Team in their important role in supporting and improving student achievement.