

2015 Annual Report to the School Community

Sunbury Downs Secondary College

School Number: 8723



Name of School Principal:

Maria Oddo

Name of School Council President:

Stephanie Lillywhite

Date of Endorsement:

18 March 2016

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

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

About Our School

School Context

Sunbury Downs College (SDC) is a Y 7 to 12 co-educational Secondary School situated in the north western region of Victoria in Sunbury. The College is situated 37 kms north west of Melbourne. It is a growing co-educational secondary College, drawing student enrolments from the Sunbury and broader Sunbury and Macedon Ranges districts.

SDC provides a safe, challenging and orderly learning environment. The College motto is '*Confidence to Achieve*', embodied in the actions of staff, students and parents who are jointly committed to a culture of collaboration, participation and achievement.

We believe learning growth is facilitated through high quality teaching and learning where there are supportive and authentic working relationships.

The school has a strong student enrolment growth with numbers exceeding 750 students. SDC is not ethnically diverse, most students are of Anglo origin, with 1 % of EAL and ATSI students. The College has a socio-economic profile in the mid range with the Student Family Occupation index at 0.49. SDC is also an accredited International Student Program provider and has established a plan to begin student enrolment intake from overseas.

SDC is an academic school that provides high quality teaching and learning which includes a wide range of programs for all ability levels. There is a strong emphasis on core subjects: English, Mathematics, Science and Humanities; complimented by programs in the Arts, Music, Physical Education/Health and Languages (Italian). The College offers a wide range of VCE subjects including VET studies. There is also a structured VCAL program for students in Years 10-12.

SDC is the only secondary school in the area that offers an Accelerated Curriculum & Enrichment (ACE) program for talented and academically able students; extending students through a challenging curriculum including early commencement of VCE. The ACE is a well established program with select entry enrolment that offers enrichment in the Later Years for early commencement in the VCE.

The College participates in a wide range of extracurricular activities, including an inter-school sporting and co-curricular activities including an overseas Italian Study Tour, Outdoor Education, Instrumental Music, Annual Musical Production and student leadership programs and voice.

SDC presents a highly acclaimed Musical Production, enabling students to grow as holistic citizens in an environment that fosters participation and teamwork outside the classroom. The College also has a well-established Instrumental Music Program, providing students with the opportunity to excel in music solo and group performance.

The College also has an on-site Art – Design – Technology Exhibition space, enabling high quality display of exemplary student work. There is also a high quality annual Art – Design – Technology Exhibition entitled 'MUSE', which is opened by an Education Officer from the National Gallery of Victoria.

The College is in the process of upgrading school facilities with major improvements to the Administration Building, Education Resource Centre, classroom upgrades in the Art Courtyard area and also ongoing landscaping improvements.

The College has a website providing updated information. The website address is www.sunburydowns.vic.edu.au.

Achievement

Teacher assessments – Australian Curriculum/Victorian Essential Learning Standards (AusVELS):

SDC students in Year 7-10 with a grade of C or above in English and Mathematics is similar to other government schools

NAPLAN:

The 4 year average on Reading and Numeracy shows that the students in the College are similar to other Victorian Government schools.

The Year 9 assessments comparative data in reading is higher than other government schools and similar in its numeracy results.

There is relative learning gain for students from Year 5-7 and Yr 7 to 9 in the domains of reading, numeracy, writing, spelling and grammar & punctuation.

VCE:

In 2015, 92% of students satisfactorily completed VCE studies. The VCE mean Study Score from all VCE subjects was higher than other Victorian schools. In 2015 the median Study Score was 30 and the percentage of study scores of 40 and above was 4.3%. The College had 18 out of 25 VCE Studies achieve a study score above the State. There was one VCE study median that equaled the state. Our VCE results are well above the Regional average. Over 75% of Year 12 VCE graduates applied for tertiary placements.

Further improvement will be achieved by:

- Implementation of a documented scope and sequence curriculum and consistent use of course outlines
- implementation of a whole school evidenced based explicit instructional model (HOIST)
- Embedding the PD in house program
- Established culture of the open classroom, observations outside of the triad program and learning walks
- Audit and update of the ACE program
- Audit of the Year 7-9 curriculum
- Employment of a Literacy Support Facilitator
- Coaching and mentoring of staff

Engagement

Student Attendance: The average attendance rate for all students in the school is similar to other Victorian Government schools.

The average attendance for students in Year 7, 8, 10, 11 and 12 was above 90% with Year 9 slightly under. This result can be attributed to the introduction of staged absence letters, implementation of attendance student support group meetings and full implementation of Student Progression Policies whole school. Also frequent communication with parents regarding attendance has led to improvement in unexplained absence rates.

Attendance at whole school activities, such as swimming and athletics carnivals, has been above 90%. Students actively participate in House and Student Representative Council programs, including Student Forums, enabling the 'Student Voice' to impact on the quality of curriculum provision and teaching and learning.

The % of Year 7 students who remain in the school through to Year 10 is similar to other Victorian Government schools. The 4-year trend continues to be positive for students in Year 11 and 12. The 4-year trend for student attendance is similar to other Victorian Government schools as SDC has identified student retention as an improvement focus. Student retention will continue to improve with a breadth of VCE options to better cater for students' needs and pathway aspirations, introduction of VET subjects, a VCAL program that provides provision in Year 10, 11 and 12.

The successful implementation of 'Student Forums' in each of the Mini-Schools has impacted on positive student feedback. Introduction of whole year level student driven activities such as the Year 10 Formal have also impacted favorably. The Attitudes to School Survey data and in particular student connectedness to school data is similar to other Victorian Government schools. Student morale is evident in the classroom observations, tours and learning walks.

Participation levels in co-curricular activities such as House, College Debutante Ball, Musical Production, Debating and Public Speaking, Camps and Sports programs increased in 2015.

The further enhancement of Debating and Public Speaking, and extension of student leadership positions will continue to impact on student attitudes and connectedness.

Further improvement will be achieved by:

- o Full implementation of a VCAL program Year 10-12
- o Extension of our VETiS provision
- o Broadening of VCE subject offerings
- o Partnership with Beacon Foundation
- o Greater links with feeder schools

Wellbeing

SDC has clear student management policies, structures and processes. The College uses a well formulated meeting schedule to focus on proactive measures to target the wellbeing of students in each of the Mini- Schools. Students are referred to expert staff, targeting a range of identified behavioral and wellbeing issues that are linked to student achievement.

The focus on the seamless transition of students in each year level and across each of the Mini-Schools remains a key focus. Domain PLT meetings remain and office placements around Domain staff provide greater opportunities for collaboration, refinement, mentoring and coaching. Targeted Student Support Group meetings are undertaken to provide students with the necessary support for learning, successful transitions and pathways, recognising the importance of positive connections between family and College life.

The College's Student Services Centre is comprised of highly qualified health, wellbeing and guidance officers, supporting students in a range of areas including: student wellbeing, achievement, socially responsible behaviour and careers action pathway planning. This is further supported by a visiting psychologist and also referrals to local and broader agencies.

Student wellbeing programs include: VCE Supportive Friends, Middle Years Cyber Safety and a targeted wellbeing intervention programs for boys and girls. There are strong connections between students, parents and staff ensuring quality feedback and common understandings.

'High Resolves', 'Safe Partying', 'Fit to Drive' and Anti-Bullying and Positive Relationships programs have also been used to deal with key wellbeing issues targeted at students' stages of learning.

Further improvements will be achieved by:

- o Professional Learning of staff –Safe Mind, Kids Matter, Student Management strategies
- o House activities extension from whole school carnivals
- o Extend opportunities for leadership positions beyond those already embedded in the College
- o Student led events-Sunfest, Discovery Night
- o Investigation of a resilience program
- o Updated Engagement and wellbeing policy
- o Parent Forums to support positive relationships programs

Productivity

The College is comprised of a College Principal and 2 Assistant Principals, one for each of the Mini Schools- Middle Years and Later Years. The Assistant Principals oversee the student learning, engagement, wellbeing, transitions/pathways for students in Years 7-9 (Middle Years) and Years 10-12 (Later Years). There are 8 Leading Teachers, with 4 Leading Teacher portfolios consisting of whole school focus areas and 4 aligned to the Mini-Schools. The 4 Whole School portfolios incorporate a Head of Curriculum; Enrichment, Pedagogy and Partnerships Leader; College and Curriculum Administration Leader and a Strategic Planning, Performance and Development Leader. The Middle Years Mini-School has a Middle Years Engagement, Wellbeing and Transitions Leader and a Middle Years Student Outcomes Leader. The Later Years Mini-School has a Later Years Engagement, Wellbeing and Pathways Leader and Later Years Student Outcomes Leader.

There is a broad range of positions of responsibility taken up by teaching and non-teaching staff across the College in support of student learning, engagement, wellbeing, transitions and pathways. In each Mini-School, the Engagement, Wellbeing and Transitions/Pathways Leaders lead a team of Year Level Coordinators in managing student academic and wellbeing progress. The Connectedness, Advocacy and Student Leadership Coordinators across the two Mini-Schools work with the Year Level Coordinators and Mini-School Engagement Leader to advocate and promote student voice and leadership.

The school has a Student Services Centre comprised of a coordinator and education support staff who collaborate with staff across the Mini-Schools in addressing student wellbeing, engagement and success. The Student Services Centre incorporates the Chaplain, Careers Coordinator, Responsible Behaviour Mentor, School Nurse and Integration Coordinator and Aides.

In each Mini-School, the Student Outcomes Leaders collaborate with the Head of Curriculum to oversee the work of the Key Learning Area Coordinators for English, Mathematics, Science, Humanities, Arts, Music, LOTE, Health and Physical Education, Technology and VCAL. The Education Resource Centre supports the teaching and learning needs of each Key Learning Area.

The College and Curriculum Administration Leader works with the Principal to establish allotments (timetable) and the allocation of resources across a range of co-curricular programs, including incursions, excursions, Sport, Camps, House, Instrumental Music, Debating and Public Speaking and the Annual Musical Production, as well as daily operations and a student reporting schedule. The Strategic Planning and Performance Development Leader manages the Professional Learning structures and processes in the College. This includes supporting the Head of Curriculum and Mini-School Outcomes Leaders to coach and mentor the Key Learning Area Coordinators in their leadership of staff within each of the curriculum areas. This also includes the leadership of the Super Domain Professional Learning Teams and the College's robust Performance and Development Culture framework including the induction, mentoring and VIT program. This role also oversees the strategic planning direction, review and documented Annual Implementation Plan each year.

The Enrichment, Pedagogy and Partnerships Leader (EPPL) manages the Accelerated Curriculum & Enrichment (ACE) program in Years 7-12. This

Leading Teacher ensures pedagogy in teaching is at the core of professional practice and evidence based. This role supports the work of the Super Domain PLT Leaders to ensure that PDP plans align with Australian Institute of Teaching and School Leadership (AITSL) professional standards and the College's Annual Implementation Plan (AIP). The Enrichment, Pedagogy and Partnerships Leader has led school wide implementation of the Sunbury Downs College Explicit Instructional Model ('HOIST'). A robust program of peer observation and review ensures accountability, a transparency and consistency of professional practice to meet the needs of the student cohort. All partnership arrangements in the College are overseen by the EPPL so that the College has an inside-out culture and ensures learning is beyond the set curriculum and classrooms.

The College has a total of 45 teachers with 16 teachers at Classification Level 1, 22 at Classification 2 level and 2 Teach for Australia Associates. The 20 Education Support (ES) staff in the College are led by a Business Manager who directly oversees the Administration Office staff and Facilities and Grounds operations of the College.

Improving and upgrading facilities has been a major priority for the school, resulting in refurbishments and changes. Major projects have included the Education Resource Centre, Administration Building and also Arts Courtyard specialist rooms and classrooms. The school has also relocated offices, upgraded grounds and provided an adequate space for the Year 12 Study Centre.

For more detailed information regarding our school please visit our website at
<http://www.sunburydowns.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 secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile

Enrolment Profile

A total of 757 students were enrolled at this school in 2015, 343 female and 414 male. There were 1% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

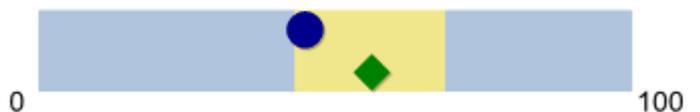
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <p><input type="checkbox"/> English <input type="checkbox"/> Mathematics</p> <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 No Data Available</p> <p>Mathematics No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

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

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

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: 18%, Medium: 54%, High: 28%</p> <p>Numeracy Low: 29%, Medium: 55%, High: 16%</p> <p>Writing Low: 22%, Medium: 49%, High: 29%</p> <p>Spelling Low: 25%, Medium: 42%, High: 33%</p> <p>Grammar and Punctuation Low: 30%, Medium: 49%, High: 21%</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: 24%, Medium: 51%, High: 25%</p> <p>Numeracy Low: 35%, Medium: 53%, High: 12%</p> <p>Writing Low: 24%, Medium: 60%, High: 17%</p> <p>Spelling Low: 34%, Medium: 48%, High: 18%</p> <p>Grammar and Punctuation Low: 32%, Medium: 48%, High: 20%</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> Higher</p> <p> Higher</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: 11%
 VET units of competence satisfactorily completed in 2015: 84%
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: 81%

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 813 1026 913"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>92 %</td> <td>89 %</td> <td>93 %</td> <td>95 %</td> <td>97 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	92 %	89 %	93 %	95 %	97 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	92 %	89 %	93 %	95 %	97 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2014</p> <p>Results: 2011 - 2014 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												

Performance Summary

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

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

How to read the Performance Summary

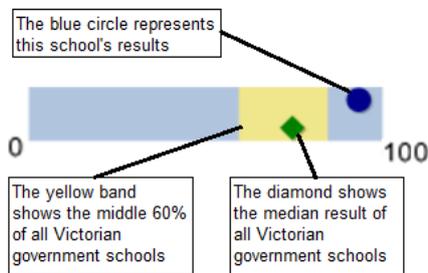
What are student outcomes?

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

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

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

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



What is a School Comparison?

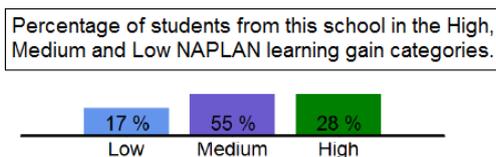
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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.

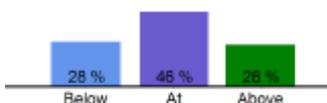
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some 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	\$6,160,986	High Yield Investment Account	\$69,839
Government Provided DE&T Grants	\$792,943	Official Account	\$65,101
Government Grants State	\$8,909	Other Accounts	\$123,984
Revenue Other	\$97,977	Total Funds Available	\$258,924
Locally Raised Funds	\$570,290		
Total Operating Revenue	\$7,631,106		
Expenditure		Financial Commitments	
Student Resource Package	\$6,108,045	Operating Reserve	\$220,694
Books & Publications	\$8,145	Revenue Received in Advance	\$38,230
Communication Costs	\$30,091	Total Financial Commitments	\$258,924
Consumables	\$173,185		
Miscellaneous Expense	\$433,071		
Professional Development	\$36,470		
Property and Equipment Services	\$396,456		
Salaries & Allowances	\$196,246		
Trading & Fundraising	\$13,029		
Travel & Subsistence	\$5,145		
Utilities	\$69,198		
Total Operating Expenditure	\$7,469,081		
Net Operating Surplus/-Deficit	\$162,025		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

2015 Financial Performance and Position Commentary:

The above table indicates that the College made a surplus for the 2015 year. This represents an improvement on the previous year's result. This difference can be partly explained by improved efficiencies in expenditure management. Revenue increases, on previous year, were stronger than increases in expenditure.

College held funds were also higher as at 31st December 2014 compared to at 31st December 2013. According to the above table Total Funds Available at the end of the year were \$258,924. This is a substantial improvement compared to the same time in the previous year which were \$166,357.

It is anticipated that the financial position of Sunbury Downs Secondary College for 2016 will be favourable. Our student base has increased in 2016, which in turn increases the Student Resource Package. No significant building projects are planned in 2015. The College will continue to work on minor and medium sized projects in respect of facilities restoration and grounds beautification.



Education
and Training

Sunbury Downs Secondary College