

## 2015 Annual Report to the School Community

Mortlake P-12 College

School Number: 5376



Name of School Principal:

Graeme Good

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Name of School Council President:

Bruce Goddard

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Date of Endorsement:

26/04/2016

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

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

## About Our School

### School Context

Mortlake College is a Prep to Year 12 learning environment that serves the rural district surrounding Mortlake, a sheep, beef, cropping and dairy farming area about 50 kilometres north of Warrnambool. Our student enrolment in 2015 was 254 at the start of the year but with family movement we finished the year with 245 students. We had 29.8 EFT staff which comprises Principal, Assistant Principal, 21.8 teaching staff and 7 school support staff.

The House system that was introduced in 2013 has been very successful in building house 'spirit' that extends beyond sport. Whole school 'charity' days conducted by the houses have been really well received. The vertical curriculum structure which was introduced in 2013 for Years 8-12 as a means of broadening options and opportunities for students continues to be successful. The vertical blockings have, for example, enabled students in Years 9 & 10 to study VCE subjects where it has been appropriate.

Physically, the school is very well cared for and we have been fortunate to receive maintenance funding in three of the past four years that has enabled significant improvements to be made to the Activity Centre, the Library and the wing that houses the Years 5-7 students and the Home Economics room. The Stephanie Alexander Garden has been a major initiative in the primary section of the school as has the associated cooking component, Kids in the Kitchen.

Mortlake College values partnerships with parents and we receive strong support from parents and community members through a range of programs including sports days, the kitchen garden, student reading and the annual Years 5-12 production and Years P-4 concert. The Parents' Association is a small but very hard-working and effective group who support the school in lots of ways and raise much-needed funds which are used on special projects.

The Performing Arts program is a feature of the school; it is built into the curriculum in Years 5-10 and the annual production receives praise well beyond the local community. Approximately 70 students from Years 5-12 are involved in the production each year and it's a great way of building collaboration and confidence across many year levels. Also, a very successful concert for students in Prep-Year 4 is held each year.

### Achievement

In 2015 Mortlake College students performed at or above the state median for all schools in NAPLAN Reading and Numeracy at Years 3, 7 and 9 and in Reading at Year 5. With the exception of Year 9, results were similar when compared to 'like' schools. "Learning Gain" is an important measure of student progress and it was pleasing to see strong data in this area. Over 70% of Year 5 students achieved Medium or High gain in all domains except Numeracy where the figure was 63%. The gain between Year 5 and Year 7 was pleasing with 100% of students achieving Medium or High growth in Writing and over 80% in Reading, Grammar and Punctuation. Between Years 7 and 9 growth was strong and close to 80% of students achieved Medium or High gain in all domains. The VCE data, both for 2015 and the four-year average, shows that Mortlake College is performing above the median for all schools and similar to like schools. In 2015 the VCE median study score was 30 and this was a significant improvement over the 2014 result.

### Engagement

Student attendance data was very pleasing in 2015. Average attendance rates in the primary years ranged from 92% in Year 2 and Year 4 to 95% in both Years 3 and 5. In the secondary years the attendance rates ranged from 88% at Year 10 to 93% at Years 9 and 12 and it was particularly pleasing that five of the six year levels had rates of 90% or higher. The average attendance rate over the past four years has been above the state median in the primary years and higher than like schools, whilst in the secondary area it has been similar to both all schools and like schools.

Student retention from Years 7 to 10 dipped in 2015 which reflects the number of families who moved to another location. The four year median figure was similar to like schools. In 2016 we will be implementing a new system of reporting where the primary focus is on each student's effort and attitude. Assessment guides will be published at the start of each semester and reporting to students and parents will occur six times during the year. At the start of each reporting period staff will collaborate with each student to set goals, give and receive feedback. The aim is to ensure that we engage with students and their families as fully as possible to ensure that each student achieves their potential. The 'Hands On Learning' program which was introduced in July 2015 to help keep students engaged in school has been enthusiastically received by the students involved and their families.

### Wellbeing

The Student Attitudes to School –Connectedness to School indicator for Years 5&6 was lower than all schools and like schools in 2015 but it was similar over the four year period. It was particularly pleasing that the score for secondary students in 2015 and over the past four years was well above all schools and similar to 'like' schools and this reflects the importance placed on student wellbeing. Student Perceptions of Safety were similar to all schools and like schools at both primary and secondary levels. Our wellbeing staff includes a secondary nurse and a welfare officer and in 2015 we welcomed a chaplain into the school for two days a week. We have a strong focus on developing student leadership, with leadership teams operating across the school led by the senior student team comprising our Wellbeing, Sports, Arts and School Captains. This group, along with the house and class captains provides a strong student voice.

The Positive Education model is an initiative designed to assist in the understanding and development of wellbeing in students and staff. Professional development of staff is ongoing and teaching of Positive Education continued in the primary years with the aim of providing students with an understanding of what factors assist in creating a sense of wellbeing. Restorative Practice continues to be an integral component of our behavior management strategies where students take ownership of any misbehavior and restore trust.

### Productivity

We continued to work hard to ensure the most effective allocation of resources to support student learning. Sound financial management has ensured optimal use of available resources. New desktop computers in the P-4 classrooms will support student learning and the number of student-owned iPads which are connected to the school network continues to grow. In our budget for 2016 we have received additional equity funding and we will be utilizing some of this funding to support a Literacy intervention program for a group of students in Years 7-10. The Hands On Learning program has been successfully implemented with an artisan teacher and a support staff member working closely with a group of students on a range of practical tasks in the school and community. In 2016 we will be using additional equity funding to provide an intensive literacy intervention program for selected students in Years 7-10.

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

## Performance Summary

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

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

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

### School Profile

#### Enrolment Profile

A total of 254 students were enrolled at this school in 2015, 123 female and 131 male. There were < 10% of EAL (English as an Additional Language) students and 4% 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

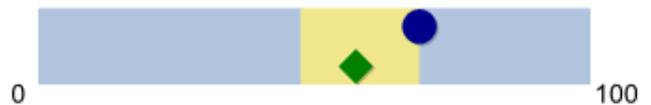
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### 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"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Higher</p>
<p><b>Towards Foundation Level AusVELS</b></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><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></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><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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><b>NAPLAN Learning Gain</b> 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>24%</td> <td>48%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>43%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>47%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>70%</td> <td>5%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>45%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	48%	29%	Numeracy	38%	43%	19%	Writing	26%	47%	26%	Spelling	25%	70%	5%	Grammar and Punctuation	30%	45%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Grammar and Punctuation	30%	45%	25%																							

**(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><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="589 768 1044 863"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>95 %</td> <td>92 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	92 %	95 %	92 %	95 %	94 %	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	92 %	95 %	92 %	95 %	94 %										

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

**(Secondary Year Levels)**

**Performance Summary**

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

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

**(Secondary Year Levels)**

**Performance Summary**

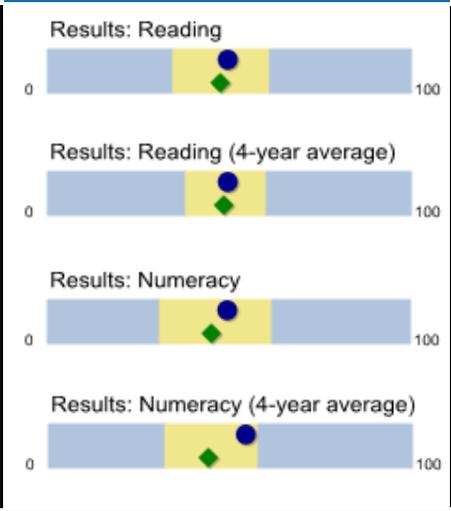
Key: Range of results for the middle 60 % of Victorian government secondary year levels:  Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
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**NAPLAN Year 7**

The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.

Year 7 assessments are reported on a scale from Bands 4-9.

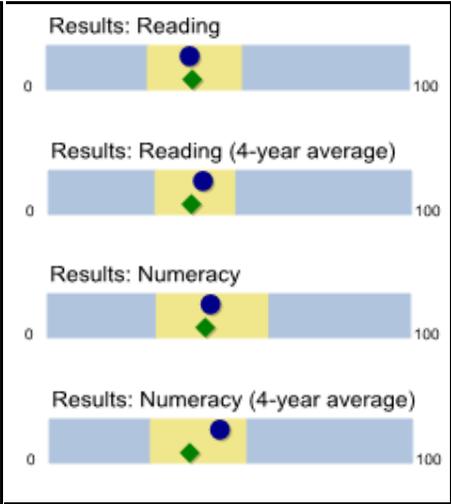


Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

**NAPLAN Year 9**

The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.

Year 9 assessments are reported on a scale from Bands 5-10.



 Lower

 Lower

 Lower

 Lower

**(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><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>		<p> Similar</p> <p> Similar</p>
<p>Students in 2015 who satisfactorily completed their VCE: <b>100%</b>            Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>31%</b>            VET units of competence satisfactorily completed in 2015: <b>97%</b>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: <b>96%</b></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:

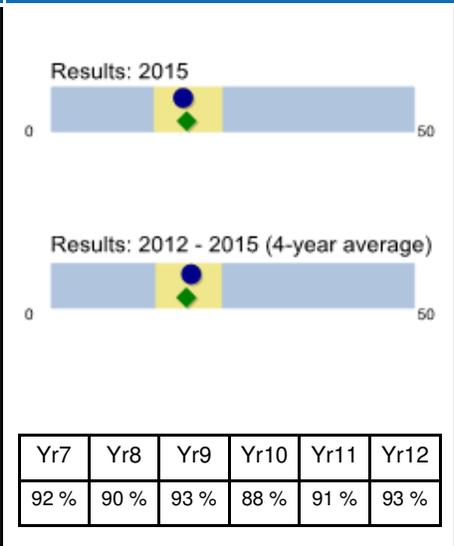
Engagement	Student Outcomes	School Comparison
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**Average Number of Student Absence Days**

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:

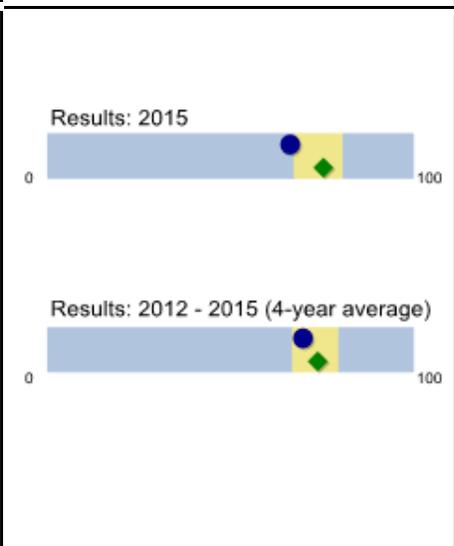


Similar

Similar

**Student Retention**

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



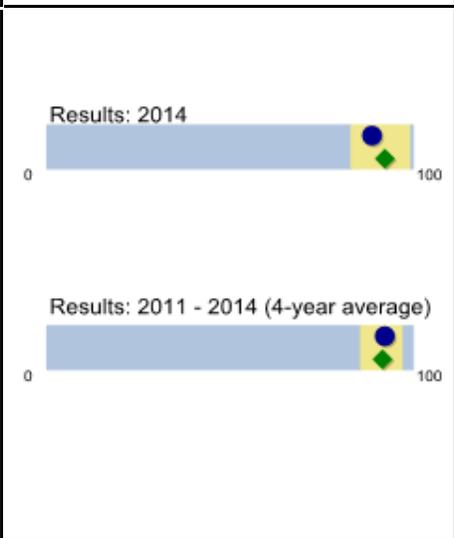
Lower

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

# How to read the Performance Summary

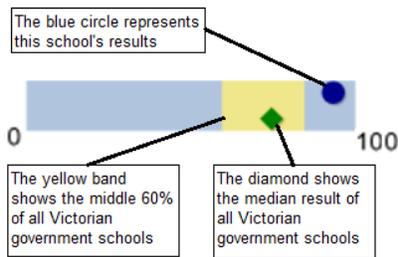
## What are student outcomes?

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

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

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

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



## What is a *School Comparison*?

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

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

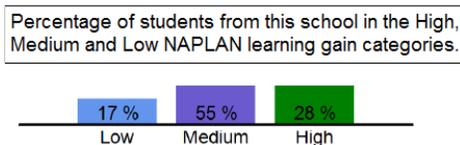
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.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

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

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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

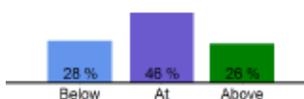
If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What is the meaning of '*Data not available*'?

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

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



## What is this school doing to improve?

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

## Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,964,729	High Yield Investment Account	\$170,636
Government Provided DET Grants	\$516,330	Official Account	\$26,704
Revenue Other	\$56,881	Other Accounts	\$80,995
Locally Raised Funds	\$246,850	<b>Total Funds Available</b>	<b>\$278,335</b>
<b>Total Operating Revenue</b>	<b>\$3,784,790</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$2,962,805	Operating Reserve	\$131,466
Books & Publications	\$15,107	Beneficiary/Memorial Accounts	\$7,362
Communication Costs	\$6,817	Cooperative Bank Account	\$23,299
Consumables	\$114,686	Revenue Received in Advance	\$58,100
Miscellaneous Expense	\$132,621	School Based Programs	\$1,889
Professional Development	\$20,003	Provision Accounts	\$56,219
Property and Equipment Services	\$280,586	<b>Total Financial Commitments</b>	<b>\$278,335</b>
Salaries & Allowances	\$128,714		
Trading & Fundraising	\$52,843		
Travel & Subsistence	\$7,162		
Utilities	\$38,713		
<b>Total Operating Expenditure</b>	<b>\$3,760,056</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$24,734</b>		
<b>Asset Acquisitions</b>	<b>\$7,375</b>		

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

The Cash position at Mortlake College at the end of 2015 is solid.

Consideration must be given to the following commitments for spending in 2016 and beyond:

- the parent association have outlined major spending
- the receipts in advance will cover the overseas camps happening at the end of term one
- the school is holding in excess of \$60000.00 in the cash budget to assist with staffing issues that are likely to arise from declining enrolments.

We need to be prudent in our spending to be sure we continue to be in a solid fiscal position.