

**2014 Annual Report to  
the School Community**

**Sherbrooke Community  
School**

**School Number: 6252**



Name of School Principal:

Sue Holmes  
(Acting Principal)

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Name of School Council President:

Rose Major

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Date of Endorsement:

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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 2014.



Department of  
Education & Training

Sherbrooke Community School

## About Our School

### School Context

Sherbrooke Community School is a small Prep-12 government school located in Sassafras in the Dandenong Ranges, east of Melbourne, that has been operating since 1985. The school is set back from the main road and is in an aesthetic natural environment, surrounded by trees. The grounds include two paddocks, a manmade fenced swamp and two conservation areas within the school which have been established by students. The school maintains two sheep, a small flock of chickens and a kitchen garden which supports the learning programs in Food Technology. With a capped student population of 160, students are grouped into four teaching teams; Prep- Year 6, years 7-9, VCE years 10-12 and VCAL. The school has a staff of 17 teachers and 4 Education Support Staff. The leadership structure is comprised of those who coordinate each of the levels plus the Principal and Acting Assistant Principal.

The school continually builds self-esteem through the student chaired daily morning meeting, student representative council, annual roundtable assessments and musical and drama performances. Students are encouraged to participate in extracurricular activities in our active environmental group, 'Sherbachino Café' restaurant, African drumming group, choir, Green Thumbs Mentor Program and our bike touring group. The curriculum follows the AusVELS suggested curriculum in English, Mathematics, Science, History and Music from Foundation to Year 10. Professional Learning Teams support the ongoing development and review of curriculum and assessment to support student learning. Electives such as Drama, Music, Art, Multi Media, Food Technology and Design Technology are offered to students from Foundation to year 10. Sherbrooke also has unique sister school relationships with The Early Learning Centre in Buthan and Kiaping in Southern China. In recent years, we have been involved in a sister school program in the Suzhou Province in China and have a relationship with a P-9 school in Kunshan. Sustainability remains a main focus of the school both inside and outside the classroom. Sherbrooke Community School was awarded the Victorian Cool Science Environment Award in 2013 and has been the winner of the Yarra Ranges Biodiversity Award for a number of years. Sherbrooke students enjoy small class sizes enabling them to learn in an environment of inclusiveness and support.

### Achievement

In line with both the School's AIP 2014 and the 2013 School Performance Against Threshold Standards Report, the focus has continued to be on improving individual learning gains in VCE, writing and mathematics, building leadership capacity, aligning whole school resources to objectives and outcomes and improving the level of parent engagement. The school has demonstrated some relative gains in all four areas. The VCE results for 2014 demonstrated one of the greatest growths for some years. 75.76% of VCE students completed the course in 2014 which has increased from 67% in 2013 and from a base of 57% in 2011 and obtained an ATAR score. In 6 out of 10 of the subjects offered, the completion was slightly higher than 70%. Study scores at or above the State and Region mean occurred in Environmental Science and Biology. Improvements in results from previous years were evident in English and Health and Human development. Out of the six students that completed VCE, Sherbrooke Community School obtained an ATAR of 92.65 (highest in the region) and two in the mid to high 60s. The median VCE study score for the school in 2014 was 25, in 2013 it was 22, 24 in 2012 and 21 in 2011. NAPLAN results in writing for years 3 and 7 demonstrated results closer to the state mean. NAPLAN results in Numeracy demonstrated relative growth (added on learning) with an increase in the school's mean score evident in years 3-5 and 5-7. Teacher judgments in Maths (AusVELS) for 2014 reflect value added learning improvements in excess of 12 months. 2014 sees a better Bell Curve distribution of results due to triangulation of testing results.

### Engagement

Improving the attendance data and student punctuality was identified as an important goal for 2014. Explicit reductions in the average number of days throughout the school year were set as targets. These were for a reduction from 14.78 days to 13 days in Foundation to Year 6, which was not achieved with the exception of Year 1 with an average of 8.87. In 2014 the average number of days absent for primary aged children at the school was 19.83 days. The target set for Years 7-12 students for 2014 was from 24.91 days to below 22 days. In 2014 the average number of days absent for secondary aged students at the school was 35.53 days. In 2015 a new system of recording student attendance was being implemented. Other measures of student engagement such as the Student Attitudes to School Survey (SATS) data was identified in the AIP as a target to improve. This was achieved, with the 2014 survey data showing improvements in seven of the eleven school mean factor scores, although the school level data continued to be below state mean in all areas except for Classroom behavior. As attendance and late arrivals to school continues to impact on improving learning gains, a number of measures were implemented. A new Welfare Officer has been employed, a biannual reward

presentation has been implemented, a new web based school portal and reporting system purchased to allow for period by period marking of the role, 3 day absences followed up by Coordinators, 10 day absences followed up by the AP with a letter being sent to families asking for them to contact the school, introduction of the pink slip process for lateness, Home Group meetings once a week to address these issues, written as a goal into all staff PDPs and more contact with parents instigated through information sessions and parent meetings.

## Wellbeing

In the area of Wellbeing, the AIP set targets to improve student connectedness to school through the development of student participation and responsibilities within the school, and to adopt a whole school model of wellbeing for both staff and students. The appointment of a Wellbeing Coordinator was linked with these targets. As evident in the Student Attitude to School Survey (SATS), student attitude to safety has shown considerable improvement since 2013 for all years and is in line with region and state trends.

The 2014 Parent Opinion Survey Report sees an improvement in the areas of school improvement, parent input, behavior management, extra curricula and student safety data. Other areas of the survey such as approachability and teacher morale certainly need greater attention. A change in staff this year may address some of these concerns. New initiatives to improve parent engagement with their child's education and connectedness to the school that were implemented were, implementation of the Compass communication/reporting program, development of a parent involvement survey, a Parent Group committee formed and run by a member of staff, staff training through professional development on parent involvement and implementation of the New Home Group and House Group structure. Attendance and lateness data is distributed regularly to the level coordinators so that lateness and absences are addressed in a timely way. The SRC (Student Representative Council) continues to build the leadership capacity of students and give students an active voice in the running of the school. Extra- curricular activities such as African Drumming, Inter school sporting opportunities, Great Vic Bike Ride, War Hammer club, Enviro Club and musical and theatrical productions and performances are other ways that students can engage with their school.

## Productivity

The Student Resource Package (SRP) is in a very healthy state on both the cash and credit sides of the budget. The school loan from 2013 is being paid back through a regular deduction in the quarterly grants. Spending is tightly scrutinized to prevent overspending on unnecessary items. The Finance Sub-Committee meets on a regular basis with all financial transactions transparent. All staff PD is aligned with the school's AIP and a register kept to assist in the dissemination of the knowledge to other staff members. A copy of the AIP is available for all stakeholders to view and has been emailed to all members of staff. All staff members have been involved in the new department Performance and Development process. All staff members have modified their plans where necessary to address and include the three improvement goals as outlined in the school's AIP. The audit of school resources continues with a final copy of the report to be stored on the share drive. The new Staff Induction Package is complete and was presented to all staff, existing and new, on the first return to school day in January.

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

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

## School Profile

### School Enrolments

A total of 136 students were enrolled at this school in 2014, 52 female and 84 male.

### Overall socio-economic profile

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



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



### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 are 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 schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <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>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

(Primary Year Levels)

**Performance Summary**

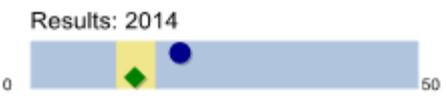
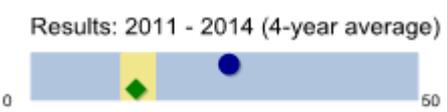
Key: Range of results for the middle 60% of Victorian government schools: ■  
Result for this school: ● Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>20%</td> <td>80%</td> <td>-</td> </tr> <tr> <td>Numeracy</td> <td>-</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>17%</td> <td>50%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>-</td> <td>67%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	80%	-	Numeracy	-	67%	33%	Writing	33%	17%	50%	Spelling	33%	50%	17%	Grammar and Punctuation	33%	-	67%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	80%	-																							
Numeracy	-	67%	33%																							
Writing	33%	17%	50%																							
Spelling	33%	50%	17%																							
Grammar and Punctuation	33%	-	67%																							

(Primary Year Levels)

**Performance Summary**

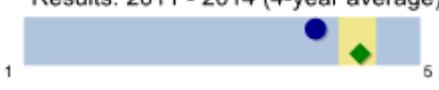
Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1046 920"> <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>91 %</td> <td>96 %</td> <td>92 %</td> <td>88 %</td> <td>91 %</td> <td>91 %</td> <td>87 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	96 %	92 %	88 %	91 %	91 %	87 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	96 %	92 %	88 %	91 %	91 %	87 %										

(Primary Year Levels)

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Lower</p> <p> Lower</p>

(Secondary Year Levels)

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

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### School Profile

#### School Enrolments

A total of 136 students were enrolled at this school in 2014, 52 female and 84 male.

#### Overall socio-economic profile

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



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



#### Parent Satisfaction Summary

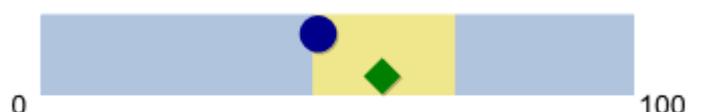
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

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



(Secondary Year Levels)

**Performance Summary**

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 7</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Higher</p> <p> Lower</p>

(Secondary Year Levels)

**Performance Summary**

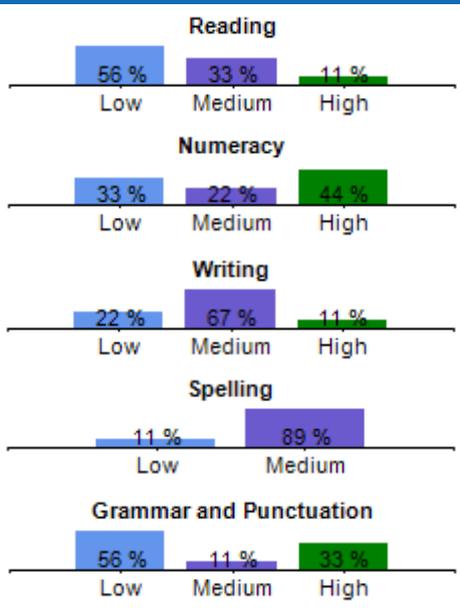
Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
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**NAPLAN Learning Gain Year 5 - Year 7**

Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.

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'.

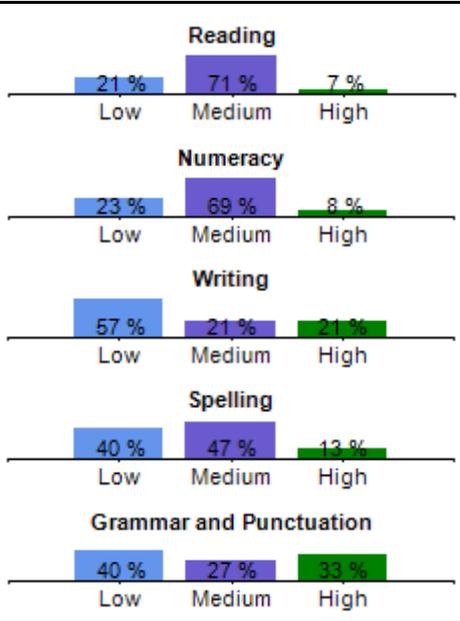


NAPLAN Learning Gain does not require a School Comparison.

**NAPLAN Learning Gain Year 7 - Year 9**

Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.

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'.

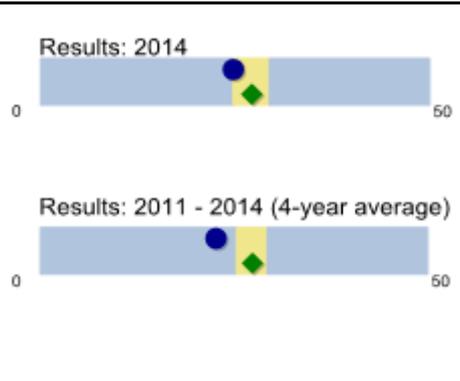


NAPLAN Learning Gain does not require a School Comparison.

**Victorian Certificate of Education (VCE)**

Mean study score from all VCE subjects undertaken by students at this school.

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.



Similar

Lower

Students in 2014 who satisfactorily completed their VCE: **70%**  
 Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: **50%**  
 VET units of competence satisfactorily completed in 2014: **62%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: **57%**

(Secondary Year Levels)

**Performance Summary**

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

Engagement	Student Outcomes	School Comparison												
<p><b>Student Attendance</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="571 819 1027 920"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>86 %</td> <td>88 %</td> <td>79 %</td> <td>79 %</td> <td>79 %</td> <td>80 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	86 %	88 %	79 %	79 %	79 %	80 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Lower</p> <p> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
86 %	88 %	79 %	79 %	79 %	80 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Lower</p> <p> Lower</p>												
<p><b>Students exiting to further studies and full-time employment</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Higher</p> <p> Higher</p>												

(Secondary Year Levels)

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Higher</p> <p> Similar</p>

# How to read the Performance Summary

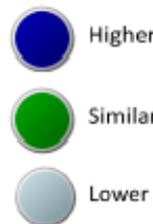
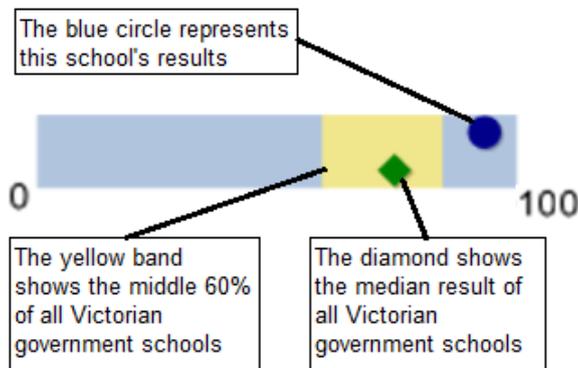
## What are student outcomes?

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

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

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

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



## What is a *School Comparison*?

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

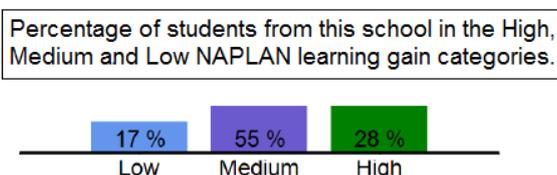
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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

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

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

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



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

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

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

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

## What is this school doing to improve?

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

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,094,368	High Yield Investment Account	\$57,675
Government Provided DE&T Grants	\$185,118	Official Account	\$4,876
Government Grants Commonwealth	\$3,067	<b>Total Funds Available</b>	<b>\$62,550</b>
Government Grants State	\$19,640		
Revenue Other	\$2,665		
Locally Raised Funds	\$87,587		
<b>Total Operating Revenue</b>	<b>\$2,392,445</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$1,994,453	Operating Reserve	\$31,044
Books & Publications	\$1,475	Maintenance - Buildings/Grounds incl SMS<12 months	\$31,506
Communication Costs	\$6,519	<b>Total Financial Commitments</b>	<b>\$62,550</b>
Consumables	\$21,804		
Miscellaneous Expense	\$87,307		
Professional Development	\$7,083		
Property and Equipment Services	\$83,057		
Salaries & Allowances	\$66		
Trading & Fundraising	\$15,809		
Travel & Subsistence	\$3,466		
Utilities	\$29,584		
<b>Total Operating Expenditure</b>	<b>\$2,250,621</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$141,823</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

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

Salaries and Allowances refers to school-level payroll.

### Financial performance and position commentary

Sherbrooke Community School finished the 2014 year with a surplus and is now financially stable. The school's financial performance in 2014 consisted of implementing extreme stringency measures to ensure that a deficit do not occur as was the case in the previous year. This was achieved through the constant monitoring and diligence of the Administration Staff, the Finance committee and the School Council. There were no extraordinary revenue or expenditure items, no new sources of funding or any additional funding received beyond the Student Resource Package.