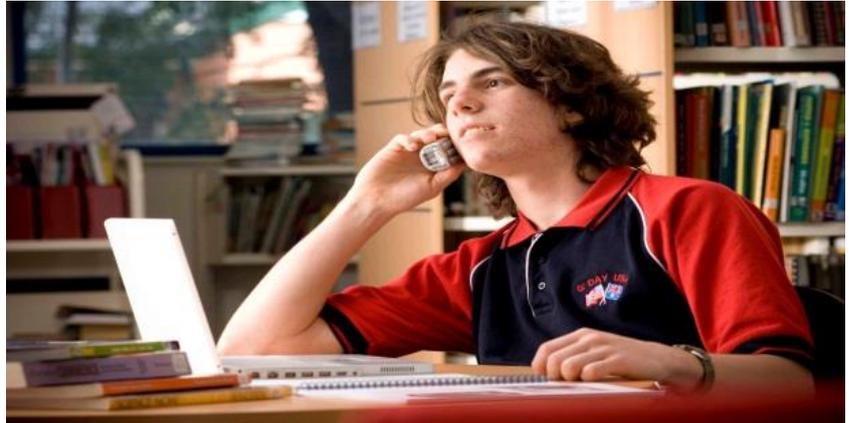


2015 Annual Report to the School Community

Distance Education Centre Victoria

School Number: 6261



Name of School Principal:

Bretton New

Name of School Council President:

Anna Vlass

Date of Endorsement:

15 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

Located in Thornbury, the Distance Education Centre Victoria (DECV) is Victoria's major provider of distance education learning programs from Foundation to Year 12. DECV's stated purpose is to be known as a school that provides innovative 21st century learning in a stimulating and supportive environment that engages all students and encourages them in the pursuit of excellence and the achievement of individual goals. This is consistent with the belief that all students can learn and be extended. DECV courses follow the same curriculum as regular school settings.

The school motto is "Flexible Learning for All". A blended learning model is employed by the DECV in the vast majority of subjects, with work completed in online classroom spaces, both synchronous and asynchronous. Physical (hard copy) unit guides are available in some subjects however this will phase out as the enhanced online learning environment is fully implemented.

The programs are designed to meet the educational needs of students whose circumstances prevent them from accessing courses at regular schools. While many students are travelling, ill or find fitting into regular schooling difficult, many others use the DECV's services to enrol in one or two subjects that they cannot access in their regular school. Students are drawn from across Victoria, interstate and overseas although all are Victorian residents at the time of enrolment. Students are required to enrol annually so retention throughout all years of schooling is not an objective for DECV. Many students study at the DECV for only one year, although there is a trend emerging of students in the medical category maintaining enrolment across a number of years. The student population profile is varied. The SFO index has remained steady at 0.27, revealing a medium-high level socio-economic status overall. As the DECV draws its students from so many communities/cohorts the SFO is an unreliable predictor of educational disadvantage. DECV delivered programs to approximately 4300 students from year level F-12 in 2015. Students in years F-10 are mainly learning from home and approximately 50% of students in years 11-12 are school based. Throughout the year student enrolments vary, enrolments in Semester One generally peak at the end of February and then again around August in Semester Two. Peak enrolment times vary across year levels and this can impact on staffing and student engagement.

2015 was a significant year in the history of DECV. The school developed a new online learning platform, the moodle based Scaffold LMS for full implementation in 2016. Instantaneous, real-time, interactive learning is a key area for development. DECV teachers developed the online learning materials for students and will use the Learning Management System to deliver the materials, construct real time and asynchronous collaborative and communication opportunities for students and provide access to interactive and other ICT enhancements to the learning experience.

In 2015 DECV employed 4 principal class, 154 teachers and 20 administrative staff including specialist technicians in the area of ICT support. The staff mix combines experienced teachers with a range graduates and teachers in the first years of their career.

In 2015 the DECV commenced year 1 of the four year Strategic Plan. At the end of the year all key improvement strategies identified in 2015 Annual Implementation Plan had been implemented as documented. One year targets had largely been met and these will be the benchmark data through which progress over the coming three years will be measured.

Achievement

In order to support the individual needs of students the DECV personalises learning programs to enable every student to achieve their learning goals. Personalisation is achieved through the provision of learning materials and experiences which are targeted to the student's stage of development. Programs can be modified to accommodate individual needs and customised so that students can pursue areas of interest. All learning programs and resources are online and students participate in a range of high level synchronous and asynchronous online learning activities

A significant proportion of our Primary students are located overseas, in remote locations or travelling with itinerant parents. This affected the number of students able to complete NAPLAN. Thus the data is not a full representation of the cohort.

The VCE outcomes listed on the following pages outline the achievements of students who are studying solely with the

DECV. Many of our VCE students are based at another school and complete one or two subjects with the DECV. The results of these students are included in the Annual Report of their home school. Therefore this data is not a full representation of the outcomes achieved by all DECV VCE students.

In 2015 DECV Year 12 students achieved excellent VCE results in a range of subjects. One of the DECV based students joined 35 Victorian year 12 students who attained a perfect score of 99.95. 8 other young men and women achieved an ATAR of above 90. Another 9 achieved an ATAR above 80 (16% of our total enrolment) with 11 more scores between 70 – 80. In all over 25% of DECV year 12 students attained an ATAR above 70 which is an outstanding performance by any measure.

Once again students from Distance Education Centre Victoria feature prominently in Top Class 2015 in the VCE Season Of Excellence. The 2015 VCE Music Style and Composition class provided half the performers of their original compositions at this year's Top Class Sound and DECV was well represented in this year's Top Class Dance program.

Engagement

The Student Engagement domain of the new Strategic Plan was a focus of the work undertaken at DECV in 2015. This included effectively using student voice (student feedback) to inform and monitor the work of all teachers through empowering students to more actively shape their own learning; further developing a home / school communication strategy to promote understanding of the school's approach to teaching and learning in the online environment and exploring ways of better engaging and communicating with parents; further developing feedback processes to improve engagement and outcomes and the investigation of transitional programs linked to pathways into society.

In the area of engagement – absences data the DECV continues to operate with a unique definition of attendance based on work submission, not daily attendance as is the case for regular schools. Actively engaged students regularly submit work of a high standard. Similarly as DECV is required to enroll all students annually a focus on retention at the school is not an aspect of our educational brief.

DECV teachers understand that the responsibility for student engagement lies with the school. The key to student engagement (F-12) is for teachers to develop positive learning relationships with all students and between students. Teachers contact students to motivate them and discuss their progress. They also support students with advice on strategies to maintain their effort. Teachers choose the most appropriate communication tool for each student. Connecting students to peers is also as vital to the development of positive learning relationships as is the connection to the teacher and development of appropriate learning programs and support processes. The enhanced Student Voice program and a significant increase in the number of excursions, seminars, school camp and social activities were practical strategies to better engage students in our unique setting.

Examples of academic engagement strategies and support processes include comprehensive student profiling; induction program for students; ongoing assessment strategies; student involvement in goal setting and the development of personalised learning plans.

DECV provides flexible approaches to educational access and support. Through the effective use of ICT, DECV provides immediate teacher contact and feedback to our students as well as instantaneous course delivery.

Wellbeing

Wellbeing data collected over the year and contained in the Report is not applicable in the way similar data is in other schools again due to the unique nature of the school. Students are not physically present and so connectedness and safety take on different meanings.

In 2015 a Steering Group for a whole school approach to mental health and wellbeing determined that the Health Promoting School Framework with a specific focus on positive education - implementation plan is in the process of being developed was the most appropriate framework for DECV and this is to be fully implemented from 2016.

The school identified and prioritized potential strategic partnerships with various agencies including developing success criteria for agency and partnership involvement. A Wellbeing Area was created within the DECV database for student wellbeing and Inclusion referrals. Subsequently targeted data identified and prioritized wellbeing cohorts requiring Agency support.

Existing student wellbeing processes and practices continued to be reviewed and refined. Student's re-enrolling at DECV (previously known to the wellbeing/student inclusion co-ordinators) had their referral reactivated at the time of enrolment to ensure early intervention with appropriate supports being in place. Case Management Action Plans developed in 2014 were implemented in 2015. These allow for timely intervention and the regular review of the supports and strategies put into place for students.

Productivity

In 2015 DECV' Annual Implementation Plan identified the following key implementation strategies (KIS) in the Productivity domain:

1. Reviewing the Professional Learning processes to ensure alignment of individual Performance and Development plans with the Strategic Plan and subsequent Annual Implementation Plans
2. The provision of opportunities for teachers to meet in Learning Program Teams to review teacher feedback requirements to ensure teachers are able to provide feedback on all submissions within one week of receipt in 2016
3. The development of a part time teacher attendance policy
4. The investigation of the most appropriate analytics tools in the Learning Management System to monitor student achievement and student engagement

All KIS were implemented. The action research project undertaken in relation to feedback to students within one week found that rather than having a whole school process in place a differentiated approach F-6, 7-10 and VCE better meets the needs of students. The Advisory Board subsequently moved to modify this Strategic Plan priority. The investigation of learning analytics in the online environment is a new area of operations across the school and tertiary sectors. DECV will continue to partner with universities in investigating the most appropriate measures.

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 1446 students were enrolled at this school in 2015, 861 female and 585 male. There were 0% 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

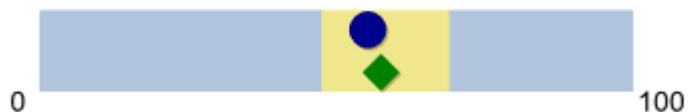
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



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.

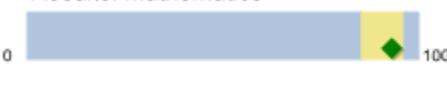
Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>No Data Available</p> <p>No Data Available</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <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>25%</td> <td>38%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>38%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>29%</td> <td>43%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>25%</td> <td>50%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>63%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	38%	38%	Numeracy	13%	38%	50%	Writing	29%	29%	43%	Spelling	25%	25%	50%	Grammar and Punctuation	25%	63%	13%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	25%	38%	38%																							
Numeracy	13%	38%	50%																							
Writing	29%	29%	43%																							
Spelling	25%	25%	50%																							
Grammar and Punctuation	25%	63%	13%																							

(Primary Year Levels)

Performance Summary

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

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

(Secondary Year Levels)

Performance Summary

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

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

(Secondary Year Levels)

Performance Summary

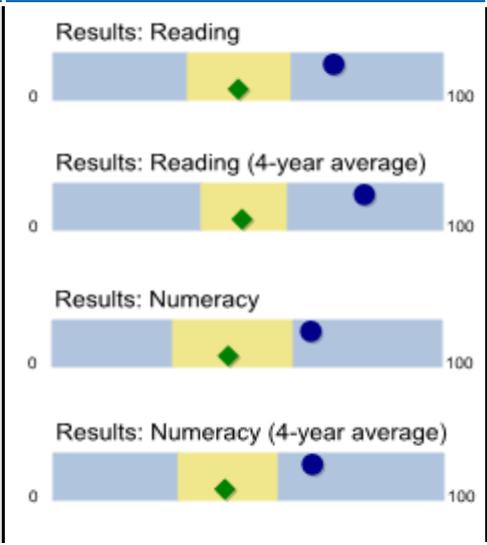
Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
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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.

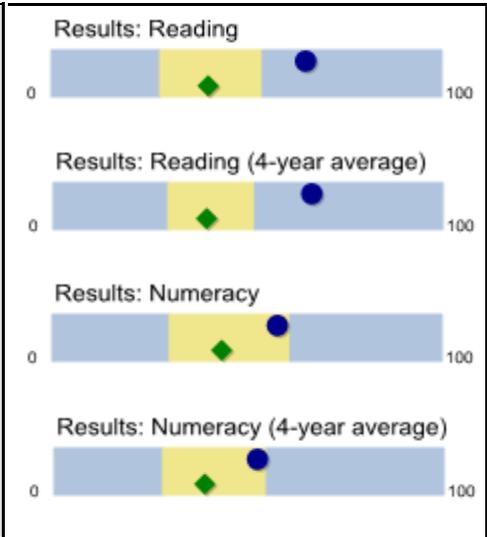


Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

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.



Similar

Similar

Lower

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: ◆

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: 27%, High: 55%</p> <p>Numeracy Low: 31%, Medium: 38%, High: 31%</p> <p>Writing Low: 45%, Medium: 45%, High: 9%</p> <p>Spelling Low: 8%, Medium: 50%, High: 42%</p> <p>Grammar and Punctuation Low: 17%, Medium: 42%, High: 42%</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: 33%, Medium: 44%, High: 23%</p> <p>Numeracy Low: 36%, Medium: 41%, High: 23%</p> <p>Writing Low: 29%, Medium: 45%, High: 26%</p> <p>Spelling Low: 8%, Medium: 44%, High: 49%</p> <p>Grammar and Punctuation Low: 33%, Medium: 33%, High: 33%</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: School score is 45 (blue dot), State mean is 30 (yellow diamond).</p> <p>Results: 2012 - 2015 (4-year average): School score is 45 (blue dot), State mean is 30 (yellow diamond).</p>	<p>● Lower</p> <p>● Lower</p>

Students in 2015 who satisfactorily completed their VCE: **91%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **5%**
 VET units of competence satisfactorily completed in 2015: **68%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **66%**

(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:

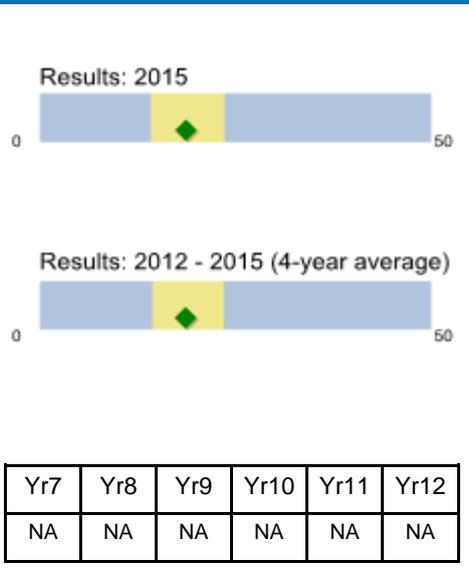
Engagement	Student Outcomes	School Comparison
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Average Number of Student Absence Days

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:



No Data Available

No Data Available

Student Retention

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



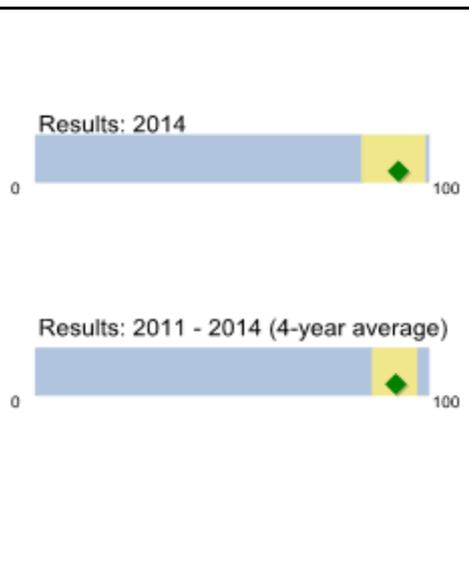
No Data Available

Lower

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.



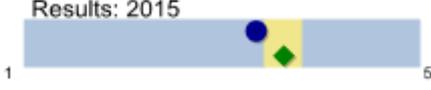
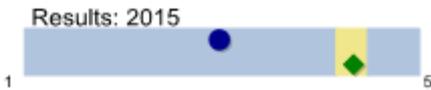
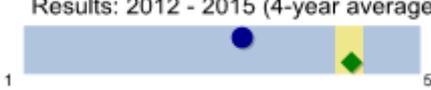
No Data Available

No Data Available

(Secondary Year Levels)

Performance Summary

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

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

How to read the Performance Summary

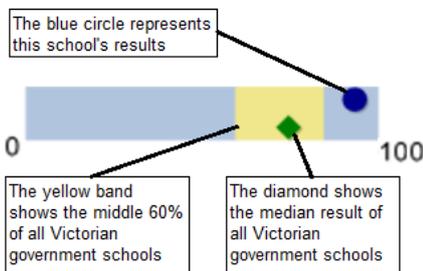
What are student outcomes?

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?

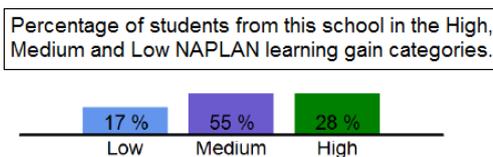
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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.

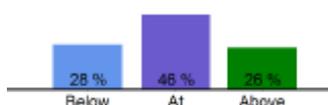
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some 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	\$13,523,090	High Yield Investment Account	\$658,766
Government Provided DE&T Grants	\$1,407,123	Official Account	\$47,352
Government Grants Commonwealth	\$475	Other Accounts	\$1,034,457
Revenue Other	\$216,635	Total Funds Available	\$1,740,575
Locally Raised Funds	\$1,213,154		
Total Operating Revenue	\$16,360,477		
Expenditure		Financial Commitments	
Student Resource Package	\$12,596,319	Operating Reserve	\$385,751
Books & Publications	\$20,834	Asset/Equipment Replacement < 12 months	\$412,000
Communication Costs	\$242,067	Maintenance - Buildings/Grounds incl SMS<12 months	\$85,000
Consumables	\$441,114	Beneficiary/Memorial Accounts	\$55,619
Miscellaneous Expense	\$506,533	School Based Programs	\$802,205
Professional Development	\$111,353	Total Financial Commitments	\$1,740,575
Property and Equipment Services	\$415,783		
Salaries & Allowances	\$597,735		
Trading & Fundraising	\$4,648		
Travel & Subsistence	\$14,442		
Utilities	\$133,114		
Total Operating Expenditure	\$15,083,943		
Net Operating Surplus/-Deficit	\$1,276,534		
Asset Acquisitions	\$174,738		

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

Distance Education Centre Victoria had a 2015 enrolment of just under 4300 students. The SRP reflects the enrolment across Foundation – Year 12. The enrolment is broken into two broad cohorts – school based students from the state, independent and catholic education school sectors and non-school based students. School based students are the largest category numbering around 2500, 2000 of these in VCE Units 1 - 4. These students undertake study at DECV in subjects that are not available in their home school. Enrolment fees for these students, across the 3 school sectors, is the source of the Locally Raised Funds. Under an agreement between the DE&T and the VRQA registered Home Schooling families can purchase DECV print materials. This too is part of the Locally Raised Funds total. In 2015 DECV received a grant of \$200,000 for the DE&T to develop an online quality assurance framework for the Department and to co- develop 5 re-accredited VCE course in a new learning management system. The accountability targets for this grant were met. DECV receives no DE&T funding for ICT hardware and software; the core of the DECV

operations. In 2015 DECV spent \$850,000 on ICT assets and equipment replacement. This is funded through invested Locally Raised Funds. To meet the annual equipment requirements of the DECV it is necessary to commit around \$1,000,000 in forward budgeting.