

2017 Annual Report to the School Community



School Name: Yarra Hills Secondary College

School Number: 8815





About Our School

School Context

Yarra Hills Secondary College is a multi-campus college of around 900 students in the outer eastern suburbs of Melbourne, with campuses in Mooroolbark and Mt Evelyn. The Mt Evelyn Campus is an entrenched part of the Mt Evelyn community and services the areas from Mt Evelyn through the Yarra Valley and all the way to Warburton. The Mooroolbark Campus is situated amongst the suburbs of Mooroolbark, Lilydale, Croydon and Kilsyth, serving these and surrounding areas. Greater community interest in recent years has led to increased enrolments across the college at all year levels, with over 200 year 7 students across both campuses.

The two campuses are set up so as to provide dedicated educational precincts, with the Mt Evelyn Campus housing a Year 7 – Year 10 Junior precinct. The Mooroolbark Campus has both Junior (Year 7 – Year 10) and Senior (Years 11 & 12) precincts on the one site, with each housed in separate areas and buildings. Mt Evelyn Campus' students then progress to the Mooroolbark Campus to undertake senior studies, with transport available to do so.

At Years 11 and 12, Yarra Hills has multiple pathways available for its students, including VCE, VETiS and VCAL (SBAT).

Yarra Hills is also widely recognised for its co-curricular programs, with students able to participate in a number of passion areas, such as the College Production, Yarra Hills Community Art Show, Instrumental Music Program, Sports, Outdoor Ed and Camps. These programs create opportunities for all students and allow them to develop all of their talents, both within and outside of the core curriculum.

Framework for Improving Student Outcomes (FISO)

Yarra Hills is involved in the Outer Eastern 'Whole School Literacy' FISO, working closely with Lilydale Heights College, Heathmont College and Bayswater Secondary College in leading the implementation of a number of Writing to Learn – Literacy strategies. As a part of this project, many college staff have completed the Bastow 'Leading Literacy' Professional Learning Course and now support other college staff during their own implementation of literacy strategies.

A 5-Year Plan for implementation now Whole School Literacy has been developed and 2017 saw this enter the second year, focusing on the development of Mentor Texts (Worked examples) in classrooms, to support students' outcomes.

Achievement

Yarra Hills' **Student Achievement** Strategic Planning Team has been tasked with the responsibility of overseeing the review and strategic direction of the College's teaching and learning performance data, in particular the NAPLAN and VCE Study scores data. Achievement outcomes are consistently in line with like schools (those with statistically similar cohorts of students), but in many areas still fall below whole-state averages in comparison. Literacy and Numeracy intervention has been implemented in classes from years 7 to 9 through the associated Learning Area Coordinators, with specific intervention strategies including Writing to Learn now being developed and supported by the college Literacy Team.

The college developed a Common Instructional Model (the W.H.A.T.I.F. model), which is being strategically implemented into classroom practice over a four year time frame. This has moved focus recently from Learning Intentions, which should now be used in all classes at all levels, to a greater focus on Feedback and best use of feedback to improve student outcomes.

The NAPLAN growth results are continuing to show a positive improvement in some key areas. Four and Five-year trends do show a gradual improvement in growth across several areas, which could be attributed to the interventions that have now been in place for three years. Reading Growth has now exceeded state levels and is a result of several years' work. Numeracy growth has improved recently, following some poor earlier results, but it has taken some time for students and staff to become comfortable and familiar with a 'bookless' ICT rich Mathematics environment. The appointment of a full-time Integration Support Leader has led to a greater ability to customize differentiated curriculum for Students With Additional Needs (SWANS) and as such these PSD funded students have shown progress at or above their agreed learning program goals.

A common focus on reinforcing the College Values, creating consistent classroom environments and raising aspiration across the college has also been a significant factor in changes to work quality and output from the students.



Engagement

Yarra Hills' **Student Engagement** Strategic Planning Team is tasked with overseeing the analysis and review of student engagement data, in particular attendance, transition and pathways information, and to formulate the strategic direction of the College in these areas. The school has imbedded the use of Compass – an online school Management system that has now been in the college for over two and a half years. We continue to use electronic roll marking in the classroom as well as for all external and internal events such as incursions, excursions and other co-curricular programs/classes that require the careful monitoring of attendance. The school continues to have greater up take of parents using the Compass Parent Portal to alert us to absences prior, as well as the designated 'student absence' phone line. The school continues to use daily SMS alerts for absence/attendance. A significant focus on improving our attendance data, saw further development and refinement of the Attendance Officer role at both the Mooroolbark and Mt Evelyn campuses, the refinement of communication, expectations and improvements in procedures for monitoring of attendance in both the Senior and Junior school. A continued emphasis on supporting students and families with long term absence/attendance issues, through the development of absence plans, ILPs, return to school schedules, 3-year VCE programs and the use of DET attendance supports saw an improvement in our attendance data in the Senior School.

Under the leadership of the Assistant Campus Principals, we continue to develop transition programs for our students, year-to-year within the college and from Grade 6-7. In 2017 there was a significant focus on the development of transition programs in each year level across the campuses and in particular from Year 10 – 11 to improve small declines in retention rates. We are hopeful that a clear focus on supporting students moving from the Mt Evelyn to Mooroolbark campuses for the final years of school will improve retention rates for these students. Our formal Primary to Secondary school transition program includes: Grade 5 and 6 'Exploration Days' with our feeder Primary Schools at both our campuses, transition visits to Primary Schools by our Year 7 staff and our student leaders, the role of Year 7 Ambassadors in visiting Primary Schools, a Primary Art program delivered by our art staff to 2 primary schools (this includes the displaying of primary school work in our annual Art show), our Small Schools Day, Year 7 Orientation Day, Parent Information Evening, PAT testing of new students and our Ready to Learn Interviews with new students and their families. We also run numerous inclusive programs between Yarra Hills SC and our feeder Primary schools, in areas such as Anti-Bullying, Student Leadership and Respectful Relationships.

We continue to strengthen enrolment procedures that now include: up-to-date Enrolment processes, procedures and documentation to ensure clear and accurate information is given on all students enrolling and thus supporting the transition of the child, the use of Compass Chronicle to record and disseminate information on enrolling students, the continued use of the Campus Transfer policy, year-long School Tours on both campuses for prospective students and families, and up-to-date policies and procedures for enrolling at the college. This has continued to see significant interest and increasing enrolments throughout the College at Year 6-7, but also across all other year levels throughout the year. This has meant an overall enrolment of nearly 900 students at the college at beginning of 2018 the largest it has been for some years.

Our retention of students in Years 7-10 has been relatively steady in 2016-2017, and down slightly in Year 11 & 12. It is now back to being similar to the state average. There continues to be a small decline in retention at Years 10-11 that can be attributed to a number of students going into further training and apprenticeships once completing Year 10, something that is consistent with many schools in the Yarra Valley/Outer East. The Senior level data has stayed consistent from previous years. Post-VCE destination data saw close to 73% of students pursuing education and training destinations such as university, TAFE, traineeship and apprenticeships, down slightly from 2016 data. Students in full or part-time employment represented 23% of the total cohort.

The College continues to have a successful Pathways and Careers focus, with a dedicated Director of Pathways that oversees the Careers and Pathways portfolio that includes VET & VCAL, a Careers Leader at the Mt Evelyn Campus, as well as a dedicated ES administrative assistant in this area and in VCE/VASS support. This team continues to develop the Careers and Pathways curriculum in line with the DET Careers Blueprint. This included overseeing the development of the new 'Life Skills' Program in years 7-10 and the successful inclusion of the pathways component into this pastoral program for 2018. In 2017 the Senior Management team developed the Big Day In & Big Day Out Programs that focused on study and careers/pathways choices for VCE & VCAL student's post-secondary schooling. We continue to run a successful Work Experience program at Year 10 that allows all students to experience working in a vocational area of interest. The school provide opportunities for students to explore their options for Post-Secondary education by visiting a number of our University and TAFEs with our students in Year 9-12.



Wellbeing

Yarra Hills' **Student Wellbeing** Strategic Planning Team oversees the analysis and review of student relationships and wellbeing data, in particular student safety, student behaviour, student morale and connectedness to peers, as well as to formulate the strategic direction of the College in these areas. The Wellbeing Strategic Planning Team is led by the Mt Evelyn Campus Principal and consists of the Heads of School (Senior and both Junior) as well as the Wellbeing and Integration Coordinators. The school Strategic Plan and Annual Implementation Plan, as well as the Attitudes to School, Parent Opinion and School Staff surveys were used to identify areas in need of improvement. The school is now in its third year of imbedding Restorative Practice as part of our school culture and in our fourth year of the Respectful Relationships program. Yarra Hills became a lead school in the Respectful Relationship Initiative and now leads 8 other local schools in the development of an action plan to embed the values of this program across the college. With a strategic goal of creating a supportive learning community, which nurtures the social and emotional development of all students, our focus was very much on Restorative Practice. Our partnership with Adam Voigt and the REAL schools project has continued to provide not only professional development opportunities but also class observations and mentoring as staff developed their skills and capacity. Many staff have embraced Restorative Practice through their professional development plans whilst others have developed strategies within their day to day teaching. Restorative Practice also lends itself extremely well to the Common Instructional Model and many staff have used this with much success. Training has also begun with student leaders to understand Restorative Practice. Our second goal of building teaching and learning focused our attention on creating a consistent student management practice across the college. The 4R process was introduced to staff as a very clear practice to manage student behaviour within class. Staff and students embracing this process well to create calmer classrooms with less students being removed from class in 2017 compare to 2016. It made perfect sense to incorporate Restorative Practice strategies into the 4R process as a natural progression for staff and students to rebuild relationships after behaviour incidents occurred within classrooms.

The Wellbeing Team continued to meet the needs of students with the Integration Coordinator who provided professional development sessions for all staff throughout the year to understand ILP's, IEP's and BMP's. All students with additional needs have their ILP's pinned to their Compass page for staff to easily access so they can understand the learning needs of these students. SSG's were held throughout the year for all funded students to set goals for their progress. The Moodle page has continued to provide a resource for all staff to assist students who have additional needs in their classroom teaching. A portable room was installed and fitted out at the Mooroolbark Campus in preparation for the Doctors in Schools program which begins term 2 2018. The College Wellbeing Coordinator has begun the process of streamlining the referral process using Compass as well as providing self-help guides for staff to assist students in need. Many policies were written, updated and ratified throughout the year to ensure Yarra Hills is in line with all VRQA standards and include Restorative Practice, Respectful Relationships, in particular gender equity as well as Child Safe Standards the Government introduced to all schools. Yarra Hills also managed to gain the status of becoming an *ESmart School* through our commitment in ensuring all students and members of our school community are safe.

For more detailed information regarding our school please visit our website at

www.yarrahills.vic.edu.au



Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 806 students were enrolled at this school in 2017, 380 female and 426 male.</p> <p>10 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Higher</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
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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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>53%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>50%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>45%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>58%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>49%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	53%	20%	Numeracy	33%	50%	16%	Writing	38%	45%	17%	Spelling	21%	58%	21%	Grammar and Punctuation	28%	49%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: 95% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 27% VET units of competence satisfactorily completed in 2017: 91% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 92%</p>																										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>92 %</td> <td>87 %</td> <td>85 %</td> <td>84 %</td> <td>91 %</td> <td>91 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	87 %	85 %	84 %	91 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	87 %	85 %	84 %	91 %	91 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												
<p>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												



Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Higher</p>

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

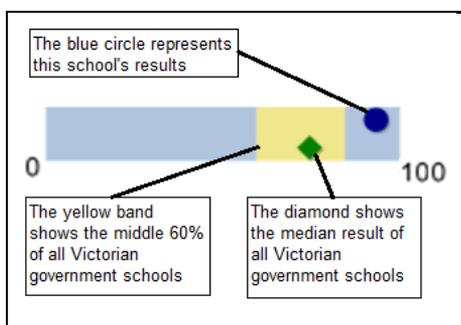
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

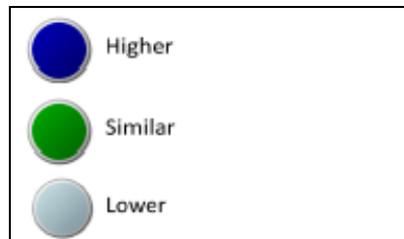


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

Yarra Hills Secondary College ended the year in a reasonably healthy financial position and in a Surplus. The School/Network/Cluster Coordination credits are funds being held on behalf of atEAST, of which YHSC is the Lead School. Revenue Received in Advance are subject contributions received in 2017 for 2018. We have been able to set aside \$40,012 for use in 2018 for improvements of our buildings and grounds. All equity funding and grants were expending in the year they were provided with the main focus placed on teaching and learning with importance on improving student outcomes.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$8,683,618	High Yield Investment Account	\$508,051
Government Provided DET Grants	\$1,174,966	Official Account	\$76,909
Government Grants State	\$28,450	Other Accounts	\$202,474
Revenue Other	\$910,828	Total Funds Available	\$787,434
Locally Raised Funds	\$1,074,568		
Total Operating Revenue	\$11,872,430		
Equity¹			
Equity (Social Disadvantage)	\$517,110		
Equity (Catch Up)	\$58,533		
Equity Total	\$575,643		
Expenditure		Financial Commitments	
Student Resource Package ²	\$8,643,493	Operating Reserve	\$310,562
Books & Publications	\$11,281	Maintenance - Buildings/Grounds incl SMS<12 months	\$40,012
Communication Costs	\$50,873	Revenue Received in Advance	\$177,288
Consumables	\$208,585	School/Network/Cluster Coordination	\$259,572
Miscellaneous Expense ³	\$547,359	Total Financial Commitments	\$787,434
Professional Development	\$44,162		
Property and Equipment Services	\$444,617		
Salaries & Allowances ⁴	\$481,483		
Trading & Fundraising	\$57,761		
Travel & Subsistence	\$30,705		
Utilities	\$104,694		
Adjustments	(\$604,624)		
Total Operating Expenditure	\$10,020,389		
Net Operating Surplus/-Deficit	\$1,852,041		
Asset Acquisitions	\$128,759		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.