

# 2017 Annual Report to the School Community



School Name: Rosehill Secondary College

School Number: 7275



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

PR

Signed 13 April 2018 at 11:08 AM by Peter Rouse (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

John Walsh

Signed 16 April 2018 at 03:24 PM by John Walsh (School Council President)



## About Our School

### School Context

Rosehill sits on a large, attractive site overlooking the Maribyrnong River Valley. As well as permanent classrooms, there are 23 portables, a library, gymnasium, music building and Year 11 and 12 study centres. The school is single campus divided into a Junior(7-9) and Senior school(10-12). The enrolment in 2017 was 1197 similar to 2018. There are four, 75 minute periods per day. At Years 7 and 8, as well as core and elective subjects, there are two periods each week of Literacy and Numeracy. Year 10 is designed as an introductory year to VCE. The school has excellent VCE results. VCAL is offered within the Senior School, and the College supports a broad range of careers and education pathways. A Selective Talent Enrichment Program (STEP) caters for intellectually and academically capable students. There is a strong PE/sporting program and the Performing Arts Curriculum is important. There is a Student Leadership program in place. Improving student outcomes through improved instructional practices is a key focus as the school builds a consistent approach to teaching and learning. The College has a BYOD ICT program. The environment is calm and a Positive Behaviours Framework exists using the values of Respect, Initiative and Learning.

### Framework for Improving Student Outcomes (FISO)

A Professional Learning Community structure was put in place for the start of 2017. Each teacher is part of a small team PLC that analyses student learning gain over units of work and looks at the teaching strategies, through the Rosehill Instructional Model, used in the delivery of the unit of work. Excellence in teacher and learning coupled with clear Professional Leadership leading to improved student outcomes is the objective. The School is very strong in Curriculum Development with a whole School Curriculum Audit and Map completed in 2017. Considerable work is being done in Assessment and Reporting processes and this is linked with the deeper analysis of student growth rates. Assessment of and for learning is characterised by teacher collaboration around processes such as assessment mapping and moderation. During 2017 there has been a greater push towards improving Student Agency with a trial of classroom surveys. In 2018 this process will be pushed out across the whole school and enable students to provide more student to teacher feedback. There have been improvements in Community Building through the Compass management system as there is more frequent contact between teacher and parents leading to greater teacher/parent partnerships in student learning.

### Achievement

Rosehill Secondary College achieved at levels similar to like schools given the background and characteristics of our students, however there are areas where School Comparisons indicate a higher level of achievement. These are the number of students working at or above age expected standards from Years 7 to 10, VCE results for 2017 and over the last four years and very strong growth rates in the Numeracy/Maths areas as measured by NAPLAN 7 to 9.

In 2016 the growth rates in Reading (7-9) were below expected levels but in 2017 there were improvements with a shift of students from Low growth rates to Medium. Writing data is still strong. The STEP program is continuing to cater for highly academic students.

Pathways data into further education or employment continues to be above expected levels and the Senior School leaders worked closely with the Careers Department to achieve this. Rosehill has a Sister School arrangement with Koggakan High School in Japan and there is a biennial study tour of Italy, both of which aim to improve foreign language skills. In 2017 the first trip to NASA was held with 30 students involved and places have already been filled for the 2019 trip.

### Engagement

The Student Attitude to School Survey shows that data matches State and Regional levels. Transition data is well above state levels at all levels. 65% of students who start at the College finish Year 12. This is 11% higher than the state average for government secondary schools. There is a range of co-curricular programs designed to retain and attract students. These cross all areas of the Curriculum from the Arts and Performing Arts to the Physical Education Area. There is a fairly even balance of female and male students. After School Dance and subjects such as Textiles Fashion Design have contributed to this. A Tutorial Program runs three times a week after school until 4.30 and a Maths centre is open from 7.30am to 4.30pm. Enrolment numbers are strong and 73% of the Year 7 Cohort came from the local primary schools. These trends are also reflected in our student attendance data. Vigorous monitoring processes are in place. The College trialled a Student Voice survey (PIVOT) to provide the opportunity for students to give more feedback to teachers about their teaching within the classroom. This will be expanded across the school in 2018.

### Wellbeing

The Student Attitude to School Survey shows that the College exceeds State and Regional Data in terms of safety. There is a strong and visible teacher presence on Yard Duty supported by the Principal Class. An anti-bullying policy is in place and incidents are investigated immediately. A Bullying Survey, including cyberbullying, is undertaken at least once a year. A Cyber-safety educational program exists. There is a SWC whose role is supported by a psychologist one day per week. The Welfare program is managed by an Assistant Principal. There is a strong Student Leadership Program. The College has in place a School Wide Positive Behaviour Framework teaching explicit behavioural expectations and standards. VCAL exists with one class at Year11 and one at Year 12. Students have access to a wide range of VET programs and VCE subject choices, including a Melbourne University Maths program. There is a full time Careers Adviser as well as a Work Experience/Pathways Coordinator. They work closely together enabling all students a positive pathway into the future. There is a sound record of positive destinations (work, tertiary or further studies) when students leave and very few students over the last four years have exited to unemployment.



*For more detailed information regarding our school please visit our website at  
[www.rosehillsc.vic.edu.au](http://www.rosehillsc.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:

| <b>School Profile</b>  |  |
|--|--|
| <p><b>Enrolment Profile</b></p> <p>A total of 1189 students were enrolled at this school in 2017, 579 female and 610 male.</p> <p>23 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>  |  |
| <p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>   |  |
| <p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p> | <p><span style="color: blue; font-size: 24px;">●</span> Higher</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</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><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></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"> <li><span style="color: green; font-size: 24px; margin-right: 10px;">●</span> Similar</li> <li><span style="color: green; font-size: 24px; margin-right: 10px;">●</span> Similar</li> <li><span style="color: blue; font-size: 24px; margin-right: 10px;">●</span> Higher</li> <li><span style="color: green; font-size: 24px; margin-right: 10px;">●</span> Similar</li> </ul> |

## 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><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two 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>45%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>49%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>53%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>49%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>55%</td> <td>16%</td> </tr> </tbody> </table> | Domain  | Low  | Medium | High | Reading | 27% | 45% | 28% | Numeracy | 31% | 49% | 19% | Writing | 27% | 53% | 19% | Spelling | 28% | 49% | 23% | Grammar and Punctuation | 28% | 55% | 16% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain   | Low  | Medium  | High |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Reading  | 27%  | 45%   | 28%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Numeracy   | 31%  | 49%   | 19%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Writing  | 27%  | 53%   | 19%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Spelling   | 28%  | 49%   | 23%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Grammar and Punctuation  | 28%  | 55%   | 16%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| <p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 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 7-9)</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>61%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>49%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>55%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>48%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>55%</td> <td>21%</td> </tr> </tbody> </table> | Domain  | Low  | Medium | High | Reading | 25% | 61% | 14% | Numeracy | 17% | 49% | 35% | Writing | 23% | 55% | 23% | Spelling | 31% | 48% | 21% | Grammar and Punctuation | 24% | 55% | 21% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain   | Low  | Medium  | High |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Reading  | 25%  | 61%   | 14%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Numeracy   | 17%  | 49%   | 35%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Writing  | 23%  | 55%   | 23%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Spelling   | 31%  | 48%   | 21%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Grammar and Punctuation  | 24%  | 55%   | 21%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| <p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>  | <p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>  | <ul style="list-style-type: none"> <li> Similar</li> <li> Higher</li> </ul> |      |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| <p>Students in 2017 who satisfactorily completed their VCE: <b>99%</b><br/>           Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>14%</b><br/>           VET units of competence satisfactorily completed in 2017: <b>89%</b><br/>           Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>88%</b></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><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b><br/>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"> <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>91 %</td> <td>90 %</td> <td>90 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table> | Yr7   | Yr8                             | Yr9  | Yr10 | Yr11 | Yr12 | 91 % | 90 % | 90 % | 92 % | 93 % | 94 % | <p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p> | <p> Similar</p> <p> Similar</p> |
| Yr7   | Yr8   | Yr9                             | Yr10 | Yr11 | Yr12 |      |      |      |      |      |      |      |   |                                 |
| 91 %  | 90 %  | 90 %                            | 92 % | 93 % | 94 % |      |      |      |      |      |      |      |   |                                 |
| <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: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> | <p> Similar</p> <p> Similar</p> |      |      |      |      |      |      |      |      |      |      |   |                                 |
| <p><b>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>   | <p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> | <p> Similar</p> <p> Similar</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: ◆

| Wellbeing  | Student Outcomes     | School Comparison |
|--|----------------------|-------------------|
| <p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Students Attitudes to School - Management of Bullying</b></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> |                   |

# 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).

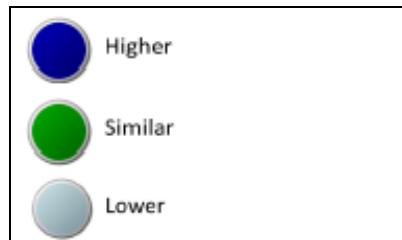


## What does *School Comparison* refer to?

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

There were no significant grants or additional funding received from the State or Commonwealth governments beyond the Student Resource Package for 2017 and this has been the case for many years. Despite this, the College continued to improve its aged facilities by investing in the upgrade and refurbishment of its Administration Wing as evidenced in Property and Equipment Services. Travel and Subsistence has remained constant, with attendance at the Education Road shows overseas to attract International Students. This has seen the program rapidly grow as shown in the dramatic increase in Government Funds for the overseas fee paying students as well as the increase in Locally Raised Funds and Miscellaneous Expense for homestay arrangements. The significant increase in Utilities is due to an undetected 60 year old water pipe which had burst underground; minimal support was received by DET with the majority paid by the College over 12 months. The College has continued to support professional development programs and maintain its camps and excursions through the employment of CRTs despite DET's Parent Payment Policy and its resulting decrease in revenue.

| Financial Performance - Operating Statement<br>Summary for the year ending 31 December, 2017 |                     | Financial Position as at 31 December, 2017         |                    |
|--|---------------------|--|--------------------|
| <b>Revenue</b>   | <b>Actual</b>       | <b>Funds Available</b>                             | <b>Actual</b>      |
| Student Resource Package   | \$9,995,164         | High Yield Investment Account                      | \$1,204,514        |
| Government Provided DET Grants   | \$1,769,211         | Official Account                                   | \$29,274           |
| Government Grants Commonwealth   | \$15,685            | Other Accounts                                     | \$910,470          |
| Government Grants State  | \$9,725             | <b>Total Funds Available</b>                       | <b>\$2,144,258</b> |
| Revenue Other  | \$50,324            |  |                    |
| Locally Raised Funds   | \$1,385,697         |  |                    |
| <b>Total Operating Revenue</b>   | <b>\$13,225,806</b> |  |                    |
| <b>Equity<sup>1</sup></b>  |                     |  |                    |
| Equity (Social Disadvantage)   | \$406,659           |  |                    |
| Transition Funding   | \$9,422             |  |                    |
| Equity (Catch Up)  | \$46,785            |  |                    |
| <b>Equity Total</b>  | <b>\$462,866</b>    |  |                    |
| <b>Expenditure</b>   |                     | <b>Financial Commitments</b>                       |                    |
| Student Resource Package <sup>2</sup>  | \$9,905,928         | Operating Reserve                                  | \$369,074          |
| Books & Publications   | \$15,641            | Asset/Equipment Replacement < 12 months            | \$134,207          |
| Communication Costs  | \$31,216            | Capital - Buildings/Grounds incl SMS<12 months     | \$180,000          |
| Consumables  | \$330,598           | Maintenance - Buildings/Grounds incl SMS<12 months | \$286,614          |
| Miscellaneous Expense <sup>3</sup>   | \$1,100,736         | Revenue Receipted in Advance                       | \$174,686          |
| Professional Development   | \$39,302            | School Based Programs                              | \$119,513          |
| Property and Equipment Services  | \$1,226,372         | Other recurrent expenditure                        | \$309,514          |
| Salaries & Allowances <sup>4</sup>   | \$206,275           | Asset/Equipment Replacement > 12 months            | \$50,000           |
| Trading & Fundraising  | \$34,967            | Capital - Buildings/Grounds incl SMS>12 months     | \$520,650          |
| Travel & Subsistence   | \$21,847            | <b>Total Financial Commitments</b>                 | <b>\$2,144,258</b> |
| Utilities  | \$137,325           |  |                    |
| <b>Total Operating Expenditure</b>   | <b>\$13,050,207</b> |  |                    |
| <b>Net Operating Surplus/-Deficit</b>  | <b>\$175,598</b>    |  |                    |
| <b>Asset Acquisitions</b>  | <b>\$35,759</b>     |  |                    |



- (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.*

