

2017 Annual Report to the School Community



School Name: Carwatha College P-12

School Number: 5435



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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.

Attested on 11 May 2018 at 08:45 AM by Patrick Mulcahy (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.

Attested on 15 May 2018 at 08:04 PM by Michelle Coxhill (School Council President)



About Our School

School Context

Carwatha College P-12 is a co-educational, Preparatory to Year 12 (P-12) college of approximately 590 students, from over 57 different nationalities, situated on the borders of Noble Park North, Mulgrave and Dandenong North. In 2017, Carwatha had 75.3 equivalent full time (EFT) staff, consisting of 3.0 Principal Class, 49 teachers and 23.5 Education Support staff. We provide a safe, caring, stimulating and well-disciplined environment that enhances learning, personal growth and wellbeing for all students. The college motto "Learning Together" reflects our belief in maintaining positive and mutually supportive relationships between students, teachers and parents. We aim to maximise the learning growth for all of our students, through a highly personalised learning program. Beyond the classroom, we offer a wide range of programs and activities to ensure that all students have opportunities to develop important life skills, explore and achieve in their areas of interest and build leadership capacity. Every child matters and every student at Carwatha College P-12 should expect to achieve success.

Framework for Improving Student Outcomes (FISO)

The College has identified some areas to focus on after carrying out our review. These include, building practice excellence, and building stronger relationships with our community.

To improve Literacy outcomes (particularly reading and writing) AND Numeracy for all students in Years 3-9 by growing students by double the expected growth annually (2 years of growth in one year) (Year 3-9)

Increase student learning outcomes at VCE level by building teacher VCE teacher data literacy around data improvement
Develop a structured approach to Assessment 3-9 by Continuing differentiation of HQAT and embedding assessment and moderation processes

Achievement

We are pleased with some of our achievements in student learning for 2017, whilst we also recognise areas requiring improvement. We have seen solid trends of improvement in the learning growth of many of our students and we have strategies in place to continue to improve. We are performing similar to all like schools in all areas of Naplan from year 3 to year 9 except in Year 9 Reading where we performed Higher.. Our student gain was above State for 7 to 9. Our students were supported to plan appropriate pathways for their future, with the majority of VCE students who applied receiving a first round tertiary offer. All Program for Students with a Disability (PSD) students showed progress in achieving their goals. 2017 was the third year of our new 3 year VCE program, V3. It was pleasing to see an improvement in our median study score for 2017. During 2017 we continued our strong focus on personalising the learning for our students and improving the effectiveness of our teachers. Teachers used a variety of assessment tools to assist them to identify the learning needs of each student. Strategies were developed and implemented to cater for these identified needs. We also focussed on improving the teaching and learning of literacy in the primary section of our school, with new strategies being used by teachers, with positive results. Teachers sought and responded to feedback from their peers and from their students. VCE teachers were provided with targeted professional learning to improve their capacity to cater for the learning needs of their students. We are committed to providing the highest quality learning programs and outcomes for every student.

Engagement

Our "whole school" approach to student engagement and management includes consistent application of our 5 school rules and commitment to our values: Respect, Commitment, Teamwork and Excellence. Staff get to know their students well to ensure that their individual needs can be met. Positive relationships between all members of the school community are encouraged and supported. These are further enhanced through an extensive extra-curricular program. Retention rates are high. We carefully monitor the attendance of our students. It was particularly pleasing to see that 10 out of the 13 year levels had an improvement in their attendance rates.

Wellbeing



The wellbeing needs of our students are of the highest priority. We have a comprehensive wellbeing program. We recognise that student wellbeing is essential to providing students with the best opportunity of success in their schooling. We place great emphasis on pastoral care and seek to foster and develop each student's personal and social skills and resiliency. Formal wellbeing programs are provided to support this goal, in addition to the provision of individual care and support for our students. Students have indicated to us via Student Attitude to School Surveys and focus groups that they are happy at school. Their sense of belonging and connection to the school and its values is very positive. The truly multi-cultural nature of our college community helps support a very caring and inclusive ethos.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 Pri/Sec Schools: Results for this school: Median of all Victorian Government Pri/Sec Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 620 students were enrolled at this school in 2017, 309 female and 311 male.</p> <p>46 percent were EAL (English as an Additional Language) students and 1 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>	



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 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> Similar</p> <p> Similar</p>



(Primary Year Levels)

Performance Summary

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

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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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 Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>41%</td> <td>55%</td> <td>3%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>48%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>48%</td> <td>45%</td> <td>7%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>48%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>48%</td> <td>45%</td> <td>7%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	41%	55%	3%	Numeracy	34%	48%	17%	Writing	48%	45%	7%	Spelling	38%	48%	14%	Grammar and Punctuation	48%	45%	7%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary 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" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>88 %</td> <td>90 %</td> <td>89 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	90 %	89 %	91 %	92 %	93 %	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>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	90 %	89 %	91 %	92 %	93 %	91 %										



(Primary Year Levels)

Performance Summary

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

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>○ Lower</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>● Similar</p>



(Secondary Year Levels)

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> Similar</p> <p> Similar</p>



(Secondary Year Levels)

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>	<p>● Higher</p> <p>● Higher</p> <p>● Similar</p> <p>● Similar</p>

(Secondary Year Levels)

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 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>	<p>Reading 43% Low, 38% Medium, 20% High</p> <p>Numeracy 45% Low, 48% Medium, 8% High</p> <p>Writing 32% Low, 44% Medium, 24% High</p> <p>Spelling 37% Low, 41% Medium, 22% High</p> <p>Grammar and Punctuation 32% Low, 56% Medium, 12% High</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading 18% Low, 58% Medium, 24% High</p> <p>Numeracy 19% Low, 64% Medium, 17% High</p> <p>Writing 19% Low, 60% Medium, 21% High</p> <p>Spelling 21% Low, 53% Medium, 26% High</p> <p>Grammar and Punctuation 21% Low, 60% Medium, 19% High</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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Lower</p>
<p>Students in 2017 who satisfactorily completed their VCE: 100% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 16% VET units of competence satisfactorily completed in 2017: 80% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 91%</p>		

(Secondary Year Levels)

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" data-bbox="565 954 1024 1048"> <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>93 %</td> <td>91 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	91 %	90 %	91 %	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> Higher</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	91 %	90 %	91 %	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> Higher</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> Lower</p> <p> Lower</p>												



(Secondary Year Levels)

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>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>	Similar
<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>	Similar

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)

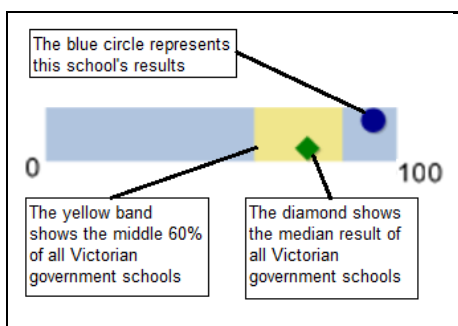
Engagement

- 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).

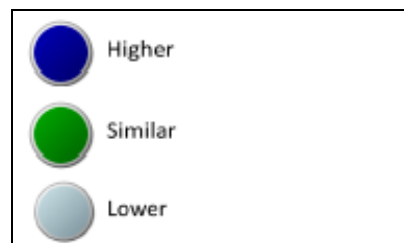


What does *School Comparison* refer to?

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

Whilst there is a deficit reported, it will be less than the amount indicated. We are still waiting for confirmation of our 2017 reconciliation, which we expect to be \$50,000 or \$60,000. This will reduce the deficit to approximately \$50,000 for 2017. We have the cash reserves to manage this deficit. Throughout 2017, resources were allocated effectively to achieve our goals. Government grants and local funds were used to finance improvements in resources and facilities. The school received \$310,000 to upgrade its facilities and are in the process of having that work completed. The school will continue to seek extra funding through applications for grants as appropriate. We will also continue to ensure that money is kept in reserve to enable large capital investments such as bus replacement, equipment replacement and unexpected costs.]

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	\$6,484,070	High Yield Investment Account	\$112,808
Government Provided DET Grants	\$1,308,329	Official Account	\$154,757
Government Grants Commonwealth	\$8,000	Other Accounts	\$996,687
Government Grants State	\$79,659	Total Funds Available	\$1,264,252
Revenue Other	\$98,107		
Locally Raised Funds	\$352,404		
Total Operating Revenue	\$8,330,569		
Equity¹			
Equity (Social Disadvantage)	\$1,026,122		
Equity (Catch Up)	\$49,877		
Equity Total	\$1,075,998		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,976,531	Operating Reserve	\$259,773
Books & Publications	\$6,157	Asset/Equipment Replacement < 12 months	\$20,000
Communication Costs	\$20,449	Maintenance - Buildings/Grounds incl SMS<12 months	\$80,000
Consumables	\$171,091	Beneficiary/Memorial Accounts	\$14,900
Miscellaneous Expense ³	\$607,345	Revenue Receipted in Advance	\$103,583
Professional Development	\$28,132	School Based Programs	\$166,107
Property and Equipment Services	\$403,894	Repayable to DET	\$613,735
Salaries & Allowances ⁴	\$270,153	Other recurrent expenditure	\$6,154
Trading & Fundraising	\$22,839	Total Financial Commitments	\$1,264,252
Travel & Subsistence	\$25,729		
Utilities	\$88,222		
Total Operating Expenditure	\$8,620,541		
Net Operating Surplus/-Deficit	(\$289,973)		
Asset Acquisitions	\$0		

(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.