

2016 Annual Report to the School Community



School Name: Fountain Gate Secondary College

School Number: 8870



Name of School Principal:

Pete Hanratty

Name of School Council President:

Angelo Herft

Date of Endorsement:

27/4/17



All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

Fountain Gate Secondary College is a vibrant and diverse learning community in which leadership and staff are committed to providing outstanding educational opportunities in a secure, supportive and academically challenging environment. All students in the College have the 'right to learn' and all teachers within the College are firmly focused on improving student learning outcomes.

The College has high expectations of student behaviour and has established a safe, orderly learning environment that is strongly underpinned by our College values of Respect, Honesty, Responsibility and Endeavour. During 2016 we had a behaviour consultant, Jenny McKay, working with staff through professional learning workshops, sub-school meetings and classroom observations and feedback. We have seen considerable improvement in this area and have a resultant new Behaviour Management Plan.

We are committed to providing students with a stimulating and challenging learning environment. During 2016 there has been significant time spent by domain-based teaching teams, readying the curriculum for the 2017 implementation of the Victorian Curriculum. Auditing and re-writing of curriculum units occurred extensively across the College. Our College-wide focus on Visible Learning commenced, with the establishment of setting Learning Intentions and Success Criteria as a common practice across the College. This enhances teacher clarity, with the purpose of each lesson made explicit and visible for students.

The High Achievers' Program offers an enriched and challenging curriculum for academically talented students, Years 7-10. A new, extensive Literacy Intervention Program was established for Year Seven students who are operating well below expected level at commencement of Year Seven, whilst Year Eight and Nine intervention programs continued as well-established programs. Numeracy Intervention was also offered to students needing significant additional support. We have a well-established EAL (English as Additional Language) program operating to support the English learning needs of students from a range of cultural backgrounds.

The curriculum program in Years 7 - 10 is focused on building strong foundations in our students' literacy and numeracy skills as well as key skills and knowledge required within our varied subject areas. Our students are encouraged to develop a range of interests and explore areas of passion through a diverse elective program and an extensive array of co-curricular activities. Camps, focus weeks, excursions/incursions, music and dance performances, debating, problem-solving, presentation ball, Year 12 Formal, Valedictory Dinner, Science Fair, Market Day, interschool sport, Rugby Academy and public speaking are among the broad range of offerings. Our Student Leadership Program provides avenues for student voice to be heard both within and beyond the classroom and for students to develop and utilise their leadership skills within the College and its wider community.

We have a commitment to ensuring all senior students have access to our VCE programs and are supported and encouraged to achieve their personal best. Our VCE teachers are strongly committed to supporting students in their pursuit of academic achievement. We have a well-established Alliance with neighbouring schools, Gleneagles Secondary College and Hallam Senior Secondary College to enable additional access to specialist programs, with travel facilitated between schools. Students for whom an applied pathway is appropriate in Senior School are supported in their undertaking of a VET subject or in a transition to Hallam Senior Secondary College. We are committed to all students having an appropriate pathway and success in Senior School.

We hope that students transitioning or graduating from the College take with them not only accumulated academic skills and knowledge but also the independence, resilience, confidence, persistence, creativity and capacity to collaborate that will enable them to succeed and contribute positively in future workplaces and a global community.

This school has 75 effective full time teaching staff, 3 Principal class and 19 Education Support Staff.

Framework for Improving Student Outcomes (FISO)



The College had a significant emphasis on creating a positive climate for learning through extensive professional learning workshops for whole staff, sub-school leaders and small teams, shared problem-solving sessions and classroom observation and feedback. Behaviour expectations are consistently high in the College. Teachers' understandings of positive classroom behaviour and engagement practices are improved. We are supporting students to develop tools and skills to develop positive and self-regulating behaviours.

The SRC has had an increased role in the school, for example participating and facilitating student panels and providing feedback to leadership on school policies and practices.

We have continued to develop our partnerships with other schools, including through involvement in the Eumemmerring Alliance, Deakin Alliance, and collaborating with feeder and cluster primary schools. Our partnership with parents and our wider school community is of utmost importance to the College. The entrance to the College and main reception area has been refurbished to reflect our welcoming approach. Communication to parents and guardians have been enhanced through Compass.

Excellence in Teaching and Learning: A focus on evidence based practices through professional learning commenced in 2016. Significant improvement has been made in curriculum and assessment practices.

Achievement

Literacy intervention at Year 7 in 2016 showed strong improvement in reading comprehension achievement from January to November. A higher than the expected 25% of students achieved high growth, Year 7 to 9 in spelling. The percentage of students who achieved high growth from Years 7 to 9 exceeded the growth across all areas to that of Year 5 to 7 growth. This positively reflects the impact of our high achievers' program. We would like to see these percentages continue to improve and for the percentage of students achieving low growth to reduce. In 2016, teacher judgement AUSVELS data indicates we continue to have lower than state average percentage of 'At or Above Level' results. Pleasingly, whilst our Year 7 NAPLAN results indicate that we have a lower percentage of students achieving in the top three bands than state average, our Year 9 data indicates we have a similar to state average percentage of students achieving in the top three bands.

Continual improvement in the areas of Literacy and Numeracy is a key priority for the College. Literacy and Numeracy intervention has been prioritised through resource allocation including physical resources and leadership and teaching staff. Fortnightly numeracy lessons are to be implemented in Years 7-10 in 2017. Whole school literacy practices are being targeted through the adoption of Literacy for Learning. A cross-domain literacy leadership team undertook three days of training in late 2016. The whole staff will be involved in the eighteen hour accredited professional learning program in 2017.

Our VCE mean study mean score was 27.92 which is very encouraging. It is similar and marginally above state average. 96% of students satisfactorily completed VCE and only four students completed an unscored VCE, which is a significant reduction to previous years. 10.2% were 37+ and 3.3% were 40+. All Year 12 students have an additional tutorial period in each of their subjects that is devoted to specific study skills and exam preparation.

The Student Performance Analyser software is being utilised to analyse data sets to assist teaching and assessment practices. Student performance is tracked through a number of diagnostic tests throughout the year; a new assessment schedule has been adopted. Teacher capacity in using data to inform teaching is an area targeted for further development in 2017, with focused professional learning workshops and ongoing support provided. Teachers will learn how to measure effect sizes (impact of teaching) and strive towards a minimum of one year's progress for one year at school.

Our High Achievers' Program provides students with challenging extended rich tasks for those students who work above state benchmarks and aspire to achieve. The program offers opportunities beyond the curriculum for students to learn and achieve, and has had numerous student successes including State, National and International recognition.

All students who are funded under the Program for Students with a Disability who are not operating at expected level and additional students identified 'at-risk' worked towards individual goals, documented through an Individual Learning Plan and supported through Student Support Group meetings. 2017 will see a focus on improving the Individual Learning Plan and reporting process for PSD and at-risk students.



Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

We have a highly successful primary transition program which has strengthened positive relationships with our key feeder primary schools within the Fountain Gate Cluster. We are committed to supporting students in their transition to secondary school. Collaboration is a continued priority for 2017 with school transition visits prioritised through increased time allowance for our dedicated transition coordinator. Other staff will also be supported to visit cluster and other neighbouring schools in 2017 to further strengthen relationships and to promote improved teaching and learning.

Each sub-school has a committed attendance officer. Student attendance is monitored and followed up promptly with parent notification. Attendance rates are similar to state averages. Students who are school refusers and/or poor attenders are monitored closely and provided support through welfare staff. In 2017 a re-engagement officer will also join the welfare team.

99% of student exits were to further studies or full-time employment which is well above state average and is reflective of our strong career and pathway counseling.

Student celebration initiatives and reward systems across the three sub schools recognise students' achievements.

Our Student Representative Council is highly active within the College, encouraging student connectedness to their school by promoting events, conveying our College Values and building the 'House Spirit'. The extensive programs, extracurricular activities and elective offerings ensure all students are engaged with their learning.

The Year 9 Pre-Cal program is offered to students who are at risk of disengaging from schooling. Students undertake a modified curriculum program and attend Narre Community Learning Centre one day a week to complete competency certificates. Following the success of the Year 9 program, Year 10 Pre-Cal is established for 2017.

Whilst our retention rate of students remaining in the College from Year 7 to 10 is 65.2%, this is in large part due to our positive relationship with Hallam Senior Secondary College where approximately 20% of students may transfer at the end of Year 9 or 10 to pursue an appropriate pathway that may include VETiS or VCAL.

Wellbeing

Our Co-Operation Code that has five essential themes including respect yourself, be safe, be prepared to get smarter, respect others and respect our school. These are underpinned by our College values of Respect, Honesty, Responsibility and Endeavour. This promotes a positive environment that optimises student learning outcomes.

The College has adopted a whole school approach to student wellbeing through the Mindmatters program. A number of events have been implemented to address key wellbeing areas for example; RUOK? Day, Safe Schools, E-Smart Cybersafety campaign and the National Day Against Bullying and Violence. The Health Curriculum has been redeveloped and documented for 2017, with a focus on respectful relationships, cyber-safety and resilience.

Allied health professionals had a full case load (Bookings are managed through the student management team and wellbeing team). Support will be extended in 2017 with a counsellor, student re-engagement officer and psychologist/wellbeing coordinator employed through HeadSpace.



Student Attitudes to School Survey shows that students are indicating high levels of 'connectedness' to peers and the school. Across all year levels students demonstrate a high level of motivation to learn which is extremely positive. Students continue to seek a more stimulating learning environment. This is being addressed through the commencement of work on a learning and teaching framework and instructional model and high impact teaching strategies. Professional learning in this area was facilitated by Jenny Wajsenberg in 2016 and will continue throughout 2017.

The Student Leadership model has been successfully implemented and leadership opportunities have expanded including student led assemblies, panels and feedback to leadership.

For more detailed information regarding our school please visit our website at
[fountaingatesc.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile

Enrolment Profile

A total of 1040 students were enrolled at this school in 2016, 532 female and 508 male. There were 29% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

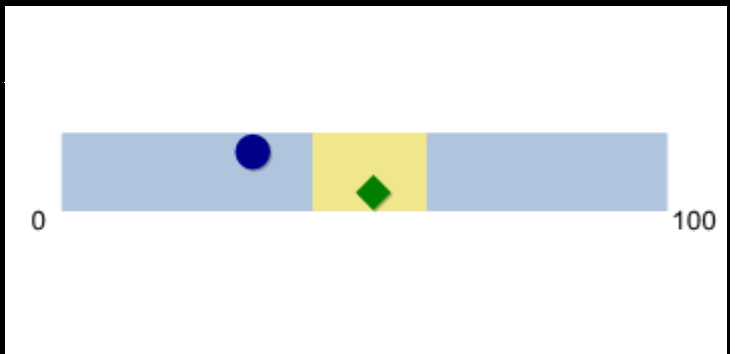
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

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





Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN 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>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<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>35%</td> <td>48%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>53%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>52%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>51%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>56%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	48%	17%	Numeracy	29%	53%	18%	Writing	31%	52%	17%	Spelling	23%	51%	26%	Grammar and Punctuation	27%	56%	17%	<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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 96% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 13% VET units of competence satisfactorily completed in 2016: 94% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 64%</p>																										



Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="580 860 1034 954"> <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>90 %</td> <td>87 %</td> <td>87 %</td> <td>91 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	87 %	87 %	91 %	95 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	87 %	87 %	91 %	95 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>

How to read the Performance Summary

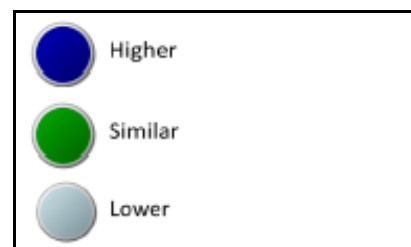
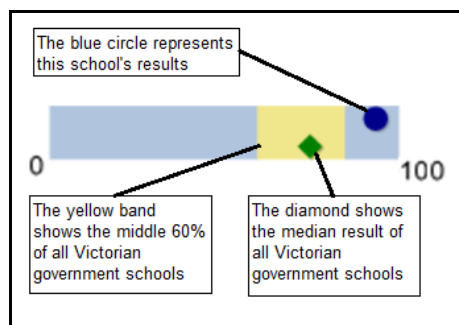
What are student outcomes?

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

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

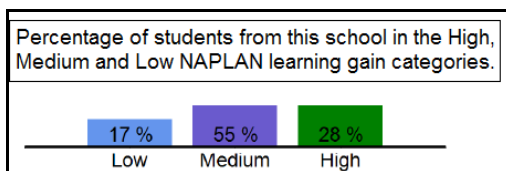
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

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



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

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

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

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

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

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

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

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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



Financial Performance and Position

Financial performance and position commentary

The College finished 2016 with a modest surplus as a result of careful management, rectified teaching loads and higher than expected student numbers.

Funds have been directed towards priority areas of literacy, numeracy and engagement. Equity funding has supported this expenditure.

\$20,000 was received through a donation from within the local community for a rugby oval upgrade.

The College is forecasting steady student numbers for 2017 and 2018. With the additional equity funding the College will be able to significantly increase provision to student welfare, pathways and classroom support.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$9,404,046
Government Provided DET Grants	\$1,478,739
Government Grants Commonwealth	\$24,805
Revenue Other	\$53,169
Locally Raised Funds	\$878,258
Total Operating Revenue	\$11,839,019

Expenditure	
Student Resource Package	\$9,299,226
Books & Publications	\$9,317
Communication Costs	\$44,445
Consumables	\$342,474
Miscellaneous Expense	\$886,955
Professional Development	\$43,804
Property and Equipment Services	\$673,025
Salaries & Allowances	\$326,463
Trading & Fundraising	\$101,001
Travel & Subsistence	\$50
Utilities	\$88,538
Total Operating Expenditure	\$11,815,297

Net Operating Surplus/-Deficit **\$23,721**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$267,939
Official Account	\$141,556
Other Accounts	\$0
Total Funds Available	\$409,495

Financial Commitments	
Operating Reserve	\$374,910
Asset/Equipment Replacement < 12 months	\$3,584
Capital - Buildings/Grounds incl SMS<12 months	\$31,000
Total Financial Commitments	\$409,495



Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.