

2017 Annual Report to the School Community



School Name: Ararat Secondary College

School Number: 8753

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

About Our School

School Context

Ararat College is located in the Central Highlands Region of Victoria approximately 100 kilometres west of Ballarat and is a 7-12 co-ed College of 280 students servicing a large rural community. The College was established in 1913 as one of the state's earliest secondary schools on the current site. In 1969 it divided into High and Technical Schools. In 1991 the two schools were consolidated on one campus in Barkly Street. The concept for Ararat Community College began in 1994 when the TAFE campus was incorporated on the site to create an education precinct. In 2008 the school name was simplified to Ararat College. Students are transported to the College on six country buses from areas including Elmhurst, Armstrong, Willaura, Maroona, Moyston and Buangor. These distances vary from a few kilometres up to over 40 kilometres. A variety of primary schools feed into the College, and the integration of students from small primary schools into a relatively large secondary college is a challenge, which the College believes it handles well. There are three state primary schools within Ararat, as well as a Catholic Primary School and a Catholic Secondary School.

College buildings are situated in attractive, spacious and well-kept grounds with areas of landscaping. The buildings include a VCAL Centre with adjacent outdoor classroom, Gymnasium, Library, Technology wing, Technology Skills Centre, Arts Centre, Senior School Centre, Science and Language Centre, a recently refurbished Administration area, a VET Hospitality/Commercial Cooking Trade Training Centre and a new synthetic surface multi-sport facility. Significant maintenance and refurbishment work has been undertaken to ensure that the College's many old buildings remain functional and attractive and provide a high quality learning environment for students.

The enrolment at present is approximately 280 students, with numbers steadily declining from 470 in 2007 due largely to a pronounced decline in the region's secondary school-aged children. Our enrolment is projected to increase steadily over the next three years. Students come from a predominantly English speaking background, with Koori students making up approximately 3% of the College enrolment. The College has approximately 65 percent of its students from low socio-economic family backgrounds. The school had an SFO of .6281 in 2016 and currently has an SFOE of .5699 and these have been steadily increasing. The College has a significantly higher proportion of students coming from primary schools at well below expected academic levels. The aspiration levels of young people in the Ararat area has been identified at the state level to be extremely low while youth unemployment within the region is very high.

The staff profile has changed significantly over the last four years. A number of graduate teachers have been employed and a number of experienced staff have retired. The College's Leadership Team includes four Leading Teachers, the Business Manager, the Assistant Principal and the Principal. A high proportion of both Teaching and Education Support staff are part time. The College has a diverse and multi-skilled staff that work hard to provide an engaging and challenging program for all students. The College has enlisted the services of Learning Specialists and also employs a large number of Education Support staff to assist with our high number of PSD funded students. Staff succession planning will remain a high priority.

The College makes a feature of encouraging, recognising and celebrating the outstanding performance of students for academic excellence and in the areas of leadership and extra-curriculum participation. In fact the College's comprehensive range of co-curricular activities, including our instrumental music program, camps, theatrical/musical production, involvement in the Alpine School for Student Leadership, Advance Program, Sports Program, VCAL program, after school homework program, involvement in the G'day USA trip, our Nepal school trip to undertake voluntary work to assist the Nepalese people and working closely with Anglicare, support the growth of students into confident, successful and contributing citizens.

Ararat College aims to develop individuals who are confident in the process of learning and who are open to change. The college strives to promote a climate conducive to personal growth and self-directed learning. Our college aims to prepare our students for teenage living, employment, tertiary studies and family and community life.

The friendly and supportive learning environment is a valued feature of our college. Our teachers endeavour to make learning purposeful, challenging and relevant through the provision of point of need teaching. There is a quiet working atmosphere in our college where teachers seek to promote respect, openness and sensitivity of others in a caring positive environment that nurtures our students in forming appropriate values.

In 2018 our school provides a wide range of high quality educational opportunities to all of its students. The school prides itself on accepting and engaging all young people. Our programs are designed to cater for the individual needs of a diverse range of students. They include a variety of remedial and extension programs both within and beyond regular classrooms. In a caring, well-disciplined atmosphere, the College continues to set and achieve high expectations in all aspects of student endeavour, behaviour and attire. Our school in partnership with its community seeks to build on proud traditions of providing opportunities and encouraging all students to achieve their full academic, physical and social potential. We aim to do this by highlighting the importance of regular school attendance, maintaining a high quality, safe and supportive learning environment, instilling a positive set of personal values and establishing a commitment to lifelong learning.

Framework for Improving Student Outcomes (FISO)

Throughout 2017 much has been done to build teacher capacity to deliver higher quality teaching and enable students to receive higher quality learning. We have embedded our Professional Learning Community Model which has assisted to ensure distributed leadership, to build the capacity of all staff to become teachers of literacy and numeracy, to understand data and how to use it to inform their teaching and to track student progress more meaningfully. A wide variety of individual student data has been made available to all staff including PAT Test results, past teacher judgements, NAPLAN results, past student reports, access to Individual Learning Plans, health professional reports and individual student records. Staff have also been provided with professional learning regarding the use of various forms of pre-testing and the use of the SPA tool to help measure student learning growth. Our Professional Learning Communities have also ensured that our whole school curriculum has been electronically documented, our whole school assessment schedule has been annually reviewed and updated, and a more consistent approach to teaching and learning (pedagogy) has been extended and embedded across our school. The formation of 'buzz' groups or super-faculties at the beginning of 2018 has been implemented to reinvigorate staff to ensure their active involvement in this most important work. A successful application resulted in our school receiving a \$60,000 Sydney Myer grant to assist with the development and implementation of a Staff Peer Observation Program. Our Staff Peer Observation Program has assisted in opening up classrooms and resulted in teachers learning from each other how to improve the teaching and learning that goes on within their own classrooms. The development and implementation of a rigorous staff annual review process including the use of whole school professional learning goals has also helped to ensure teaching and learning consistency across our school.

Achievement

The achievement performance summary confirms improving numeracy is a priority. The Year 7 NAPLAN data indicates that students entering our school at Year 7 have on average been well below the median of all Victorian Government Secondary Schools for both Reading and Numeracy but there was improvement in 2017. Year 9 NAPLAN results for both reading and numeracy continue to be of concern, particularly the 2017 results which were both lower than 'like schools'. There has been some decreases in the percentages of students assessed via the NAPLAN as being in the Low category and some small increases in the number of students assessed via NAPLAN as being in the High category. It is important not to be data driven but rather to look beyond the data to understand it and put it into context. Our VCE results showed improvement.

An ongoing focus on using multiple data sources to determine individual student learning levels and to deliver point of need teaching has greatly improved our schools capacity to cater for a diverse range of learning styles. There has also been increased opportunities made available for identified students to undertake Individual Learning/Modified Programs. The development of a stimulating and inclusive learning environment, emphasizing 'personal best' outcomes, recognizing individual student learning growth and celebrating achievement has allowed all students to be able to experience success and to develop as independent learners. These successes have been assisted by the expansion of our Quick Smart Numeracy Program, the introduction and expansion of our Mathematics Pathways Program, our introduction of the Quick Smart Literacy Program, the continuation of our new middle school model allowing vertical movement of all students both up and down, the strengthening of our VET, VCAL and VCE Programs, the continuation of our Homework Club and the maintenance and expansion of our strong team of Education Support Officer staff. The implementation of the Illuminate Program at the beginning of 2018 is designed to improve student literacy and therefore student achievement across the curriculum. The introduction of our new student reporting system has ensured that reporting to parents has become more meaningful and more regular and this has helped students, their parents and staff to monitor student progress more closely.

Engagement

While the average number of student absence days is of concern this can be explained. Greater than 99% of all student absences fall into the categories of either school refusal or parental approval. Our school is following up on these absences very closely and it is very difficult for us to do much more. The DET requirement to keep students on our roll when they have left town and/or cannot be contacted, are school refusers or their parents/guardians are unable to get them to attend school has a huge impact on our statistical average number of absences figures. We continue to do a good job in the area of student retention despite facing a major challenge in this area. While our exit destination data is lower than like schools this is explained by a financial inability/reluctance of our students to go on to further study and a high youth unemployment rate within Ararat. Our school has continued to work hard to improve the engagement of students in their classroom learning. Teachers are required to make use of multiple sources of data to determine the learning levels of every student in their classes, provide point of need teaching and be able to assess individual student learning growth and report on it every six weeks. Students are regularly surveyed to assess their wellbeing using the AWE and concerns identified are followed up immediately. Students also complete the PIVOT survey twice a year which provides them the opportunity to provide feedback on their teachers and the quality of learning that they are being provided. Many teachers also use their own surveys to regular seek and use student feedback to improve their teaching and the learning that occurs in their classrooms. Our school also has a long tradition of providing a high quality and diverse extra-curricular program. This has continued but significant changes have been made to better meet the needs of current students. Our school has continued to stage successful school productions which have provided our students with the opportunity to demonstrate their artistic talents. Camps and excursions have continued to operate at all Year Levels but camps venues and excursion destinations have been reviewed and changes made to make them more educational, purposeful and engaging. Having students



participate in a camp to Maria Island in partnership with Anglicare has directly assisted in improving the aspiration levels of many of our students. Our instrumental music program has continued to expand and involves over a third of our students. School bands have been formed and reached a standard of performance warranting their involvement in public performances, band tours and competitions. Our School House System has been reviewed and three Houses instead of four have been formed to provide more engaging and enjoyable inter-House competition in a variety of new areas as well as the traditional sporting carnivals. A number of our students became involved in the State School Spectacular in 2016 and this involvement continued in 2017 and will continue in 2018. Our school has continued to enjoy great success in inter-school debating and public speaking competitions. Student lead initiatives have resulted in the establishment of catering groups, a robotics club, a coding club and the establishment of a very professionally produced weekly AC News visual media program.

Wellbeing

While living within a difficult community it is very pleasing to note that our students have a strong connectedness to their school and that student attitude to our school's management of bullying is not only considerably better than 'like schools' but better than the median of all Victorian Government Secondary Schools. While improving student learning has been number one priority our school has also continued to pay close attention to student wellbeing. Equity and other funding has been invested in the social/emotional welfare of students. This has included involvement with 'Headspace', Elevate sessions, Youth mental health first aid training, the introduction of the Illuminate program, the establishment of a breakfast club, online monitoring of student management, the maintenance of a school chaplaincy program, continued involvement in the Nurses in Schools Program, employment of a school psychologist, employment of a youth counsellor and applying and being successful in being involved in the Doctors in Schools Program. Our school has also continued to make good use of the professional services offered through the DET's Regional Office. Our students are regularly surveyed regarding the state of their mental health and any issues identified are immediately followed up. A high proportion of our staff have voluntarily maintained their Level 2 First Aid and CPR qualifications to help ensure the physical safety of all students and staff both within the workplace and also on school excursions and camps. An excellent relationship has been developed with State Schools' Relief and this has resulted in invaluable assistance in getting and keeping a large number of our disadvantaged students in school uniform. All student absences have been conscientiously followed up and parents have been kept completely informed regarding the absences of their children from school and the consequences that this could result in. A fair and consistent approach to all things prevails across the College and this has helped to develop a much stronger and more valuable Student Voice. Our Student Leadership Team now consists of committed and dedicated students from across all Year Levels. The Student Leadership Team has already made an invaluable contribution to the successful review and significant change to our School House System, assisted all students to feel more confident to provide meaningful feedback on their teachers and classroom activities via the twice yearly Pivot Survey, the replacement of daily Home Group meetings with the Illuminate Program and significant improvements to their physical learning environment including widespread school refurbishments and the construction of a new multi-purpose synthetic surface sports facility.




For more detailed information regarding our school please visit our website at
www.araratcc.vic.edu.au

Performance Summary

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

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

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

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

School Profile

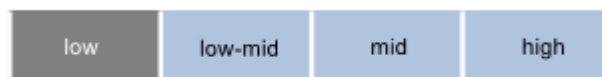
Enrolment Profile

A total of 282 students were enrolled at this school in 2017, 134 female and 148 male.

< 10 percent were EAL (English as an Additional Language) students and 5 percent 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

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).






School Staff Survey


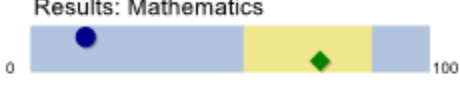


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.


















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> Lower</p> |



Performance Summary

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

| Achievement | Student Outcomes | School Comparison |
|---|--|--|
| <p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p> |
| <p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p> Lower</p> <p> Similar</p> <p> Lower</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: 




| 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</p> <p>29 % 45 % 27 % Low Medium High</p> <p>Numeracy</p> <p>47 % 49 % 4 % Low Medium High</p> <p>Writing</p> <p>49 % 45 % 6 % Low Medium High</p> <p>Spelling</p> <p>23 % 53 % 23 % Low Medium High</p> <p>Grammar and Punctuation</p> <p>32 % 49 % 19 % Low Medium 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</p> <p>52 % 39 % 9 % Low Medium High</p> <p>Numeracy</p> <p>53 % 38 % 9 % Low Medium High</p> <p>Writing</p> <p>54 % 40 % 6 % Low Medium High</p> <p>Spelling</p> <p>33 % 47 % 19 % Low Medium High</p> <p>Grammar and Punctuation</p> <p>42 % 50 % 8 % Low Medium 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>0 50</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>0 50</p> | <p> Similar</p> <p> Similar</p> |
| <p>Students in 2017 who satisfactorily completed their VCE: 100%</p> <p>Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 39%</p> <p>VET units of competence satisfactorily completed in 2017: 58%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 55%</p> | | |





Performance Summary

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

| Engagement | Student Outcomes | School Comparison | | | | | | | | | | | | |
|---|---|---------------------------------|------|------|------|------|------|------|------|------|------|------|---|-----------------------------|
| <p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table><tr><td>Yr7</td><td>Yr8</td><td>Yr9</td><td>Yr10</td><td>Yr11</td><td>Yr12</td></tr><tr><td>88 %</td><td>87 %</td><td>81 %</td><td>81 %</td><td>79 %</td><td>88 %</td></tr></table> | Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | 88 % | 87 % | 81 % | 81 % | 79 % | 88 % | <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> Lower</p> <p> Lower</p> |
| Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | | | | | | | | | |
| 88 % | 87 % | 81 % | 81 % | 79 % | 88 % | | | | | | | | | |
| <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></p> | <p> Similar</p> <p> Similar</p> | | | | | | | | | | | | |
| <p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p> | <p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p> <p></p> | <p> Lower</p> <p> Lower</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>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)

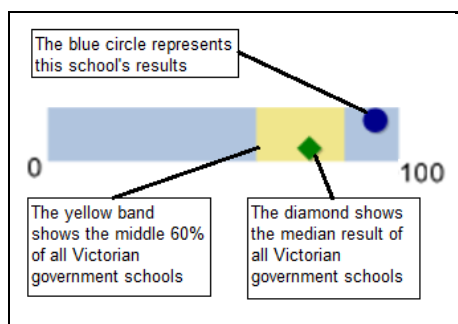
Engagement

- 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).

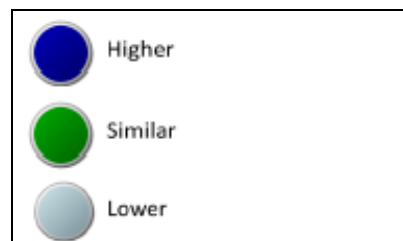


What does *School Comparison* refer to?

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

Throughout 2017, Ararat College committed \$260,000 toward the upgrade of school facilities including installation of split systems throughout the school, together with blinds and hot water services. Substantial painting, new cabinetry and upgrades of equipment has improved areas such school canteen, staff room, Quicksmart and VCE Centre. Repairs have occurred to roofing, guttering and drainage around the school and in February we saw the completion and opening of Barwick Park. Ararat College has continued to have large staffing numbers and with a significant number of staff on leave, there has again, been an increase in the numbers of Casual Relief Teachers employed in 2017. Ararat College has been committed to improving our student learning outcomes through the ongoing development of Quicksmart Numeracy and Literacy which will continue throughout the coming years.

| 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 | \$3,906,341 | High Yield Investment Account | \$1,633,541 |
| Government Provided DET Grants | \$743,503 | Official Account | \$30,173 |
| Government Grants Commonwealth | \$20,000 | Other Accounts | \$1,500,739 |
| Government Grants State | \$5,050 | Total Funds Available | \$3,164,453 |
| Revenue Other | \$158,263 | | |
| Locally Raised Funds | \$394,898 | | |
| Total Operating Revenue | \$5,228,055 | | |
| Equity ¹ | | | |
| Equity (Social Disadvantage) | \$344,676 | | |
| Equity (Catch Up) | \$42,870 | | |
| Equity Total | \$387,546 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$3,518,596 | Operating Reserve | \$172,792 |
| Books & Publications | \$2,148 | Asset/Equipment Replacement < 12 months | \$196,000 |
| Communication Costs | \$23,275 | Capital - Buildings/Grounds incl SMS<12 months | \$540,650 |
| Consumables | \$109,762 | Maintenance - Buildings/Grounds incl SMS<12 months | \$418,064 |
| Miscellaneous Expense ³ | \$197,179 | Beneficiary/Memorial Accounts | \$67,239 |
| Professional Development | \$103,579 | School Based Programs | \$109,914 |
| Property and Equipment Services | \$474,486 | School/Network/Cluster Coordination | \$47,165 |
| Salaries & Allowances ⁴ | \$103,632 | Provision Accounts | \$426,221 |
| Trading & Fundraising | \$101,527 | Other recurrent expenditure | \$290,379 |
| Travel & Subsistence | \$6,252 | Asset/Equipment Replacement > 12 months | \$103,500 |
| Utilities | \$57,835 | Capital - Buildings/Grounds incl SMS>12 months | \$525,761 |
| | | Maintenance -Buildings/Grounds incl SMS>12 months | \$220,619 |
| | | Total Financial Commitments | \$3,118,304 |
| Total Operating Expenditure | \$4,698,272 | | |
| Net Operating Surplus/-Deficit | \$529,783 | | |
| Asset Acquisitions | \$117,268 | | |

- (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.





