

# 2017 Annual Report to the School Community



School Name: Eaglehawk Secondary College

School Number: 7790

*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

Eaglehawk Secondary College is located in the Community of Eaglehawk within the City of Greater Bendigo. The College has a proud history of serving the local community for over 50 years. In 2017, the school population was 594 students at the start of the year with this increasing to approximately 617 by the end of 2017. Enrolments in past years has been relatively stable although population growth is expected to continue to increase in 2018 and into the future with the development of surrounding housing estates and families with younger children moving into the local area.

Students at the College are predominantly from the local community of Eaglehawk with most residing within 2-3kms of the College. A small number of students travel to the College from outlying rural areas although no student travels more than approximately 40 minutes to school. The Eaglehawk community that the College serves is made-up of three dominant groups reflected in the school population. The largest are these are long-term residents of the area and have a strong connection with the College, many of whose parents will have attended the school. The College also serves some of the largest areas of public housing in regional Victoria with many families moving to the school catchment because of accommodation needs. Because of this, the diversity of the College is increasing as a mix of socio-economic factors influence community demographics. This includes a number of refugee and new arrival families who have moved into the local area and in 2017; this increased to 9 and continues to increase in 2018.

The SFO (Student Family Occupation) of the school has increased slightly over the past few years from .61 in 2012 to .654 (in 2016) with this disadvantage reflected in other data including the SFOE index being .5929 in 2017. Some sections of the school's community are severely socio economically disadvantaged compared to the rest of the state. The College is also a significant education provider for Aboriginal and Torres Strait Islander students with approximately 31 attending the school in 2017. Of the 594 students attending the College, 349 of the students parents/carers are in receipt of a government health care card and the College works closely with families and external agencies to ensure that every child's health, wellbeing and education is supported. Data reflects that not only do a high proportion of families experience disadvantaged, 17 students are identified as being in formal out of home care and many other students are living in the care of friends or relatives under informal care arrangements. Although a significant challenge for the College is the diversity of the community it serves and the educational background of families, there is also a strong sense of community and commitment to the College that is not always evident in other communities. Whilst there is disadvantage among the community there is also a strong sense of place and belonging and an understanding by many parents/carers of the importance of education in the future of young people and a willingness to become engaged in their child's education. The College is a feeder school for Bendigo Senior Secondary College with higher rates of students against like schools transitions to their senior years of education at the end of Year 10. Other students not transitioning to BSSC move on to either other training or employment with a small percentage of students requiring follow up due to their destination being unknown. The College is proud of its engagement and support from and with the local community and the relationship that it has with its cluster schools as well as other education providers to ensure that all students in Bendigo receive equity of educational opportunity.

### Framework for Improving Student Outcomes (FISO)

Focus areas for the College in 2017 were Building Practice Excellence, Curriculum Planning and Assessment, Empowering Students and Building School Pride and Setting Expectations and Promoting Inclusion. Key Improvement Strategies within each of these areas included targeted actions to impact upon student engagement and achievement levels. A significant success of 2017 was the of a collaborative model of teachers working in teams to review and develop curriculum, observe, coach and build professional practice and share and use data to improve student achievement through Teaching Practice Teams. A significant focus has been to continue to develop and document curriculum against the Victorian Curriculum and organised into five – six week units of work. Units incorporate inquiry learning, formative assessment and more attention to key skills and knowledge reported. More opportunities were in the timetable for team teaching as well as teachers designing and delivering integrated units of work. Teachers used Literacy and Numeracy data to inform their practice and link to their Performance and Development Plan goals. A focus on Empowering Students, Building School Pride and Promoting Inclusion was evidenced in 2017 by increased leadership opportunities for all students via the Community Leadership model and the Student Executive Leadership Team. The SRC profile also increased in 2017 with more alignment with the Student Executive Team. The construction of a new Innovation Learning Centre in 2017 provided an additional opportunity for students to be challenged and supported in a flexible learning environment with a STEAM focus.



**Achievement**

Challenges for the College evident from achievement data continue to be the entry level of students at Year 7 and aligning and moderating assessment and achievement between teacher judgements and other data sets such as NAPLAN and internal data sets such as PAT Reading and Math. At year 7, students perform at a lower level on entry to the College as measured by NAPLAN. At year 9, students have experienced significant learning gain in Numeracy compared to similar schools and the year 7 data comparison. This was evident from the continued use of learning data by teachers in the Maths program that showed 35% of students 7-9 demonstrating high growth. Maths continues to show significant gain with their being substantial growth from years 7 to 9 over the past four years demonstrating a positive trend in this area. This is evidence that the strategies adopted in the stage related maths program are successful and resulting in sustained long-term growth. The Maths program will continue to target the 45% of students achieving medium gains through applied and inquiry learning to increase engagement levels and Maths proficiency. The College has seen a reduction in Reading gains with little shift in data from 7-9 seeing an increase in low growth. In 2017, 47% of students in year 9 were identified as being in the bottom 2 bands. Moderation of assessment between teachers along with an evaluation of the impact of whole school pedagogical practice and instruction to lift student achievement.

Curriculum Framework implemented in 2017

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

Victorian Early Years Learning and Development Framework

AusVELS

Victorian Curriculum

X A Combination of these

**Engagement**

Student engagement measures are similar for like schools although retention rates for students in years 7 to 10 are higher. The College does an excellent job in maintaining students in engaging programs at school although some aspects of their formal education may challenge these students. The College's capacity to provide a range of engagement programs including the Connect Program for students at risk has been supported by equity funding in 2017. Although similar to like schools, increasing student attendance from years 7-10 is still a focus and will continue to be in 2018. Current trends show attendance decreasing from 90% in year 7 to 87% in year 10 with average days absent in year 10 being 27.1 in 2017. Unexplained absences continue to be low due to the significant follow up by Teacher Advisors and the processes in place to track and monitor student attendance. Although it is important for parents to explain their child's absence from school, it is more important that absence from school be minimized. This data sometimes masks the real issue of a very small percentage of students having greater than 50 days absent in any year, which causes a significant increase in average



absence for all students. Programs to address absence and engagement need to continue to focus on ensuring that curriculum designed and delivered focus on stimulating learning, increase learning confidence and provide students with opportunities for agency and voice in their learning. Providing targeted specific supports for those students who are unable to sustain regular attendance for health or wellbeing reasons presents and ongoing challenge into the future.

## Wellbeing

Data for the 2017 period indicates results from the attitudes to school survey in Sense of Connectedness to school and Management of Bullying that are similar to like schools. However, across the school 56% of students felt connected to school. Student Safety increased across 7-10 with 74% of students reflecting a feeling of safety. The complete attitudes to school survey data shows some more detailed information that includes indicators for student Motivation to Learn, Learning Confidence and Connectedness areas for continued effort and improvement. The College conducted student focus groups, student learning Community surveys and research conducted by Latrobe University Bendigo provide differentiated data and across each data sets, students were strong in their opinions for increased agency and voice. The College continues to build upon its Teacher Advisory Program as the foundation of providing a caring learning environment for all students as well as an extensive wellbeing support and referral program for students requiring additional support. In 2018, the College will continue to embed the Respectful Relationships curriculum program into the Teacher Advisory program with an aim to enhance all students respect for all members of their community and themselves. A further focus of work for teachers and the school in 2018 will be to ensure that students become more engaged in their learning through the implementation of Inquiry Learning and programs that provide students with additional voice including feedback on the way in which they learn most effectively. The College continues to service a diverse community of students that come into the school at a range of learning and achievement levels as well as social circumstances. The Connect Program of the College provides an alternate pathway setting for those students that are risk of disengaging from school to mentor and support them to return to mainstream education. The BFLO has also offered another pathway for some students who are unable to maintain a connection to secondary school. The College is committed to the education of the whole child and its role to provide every child with an inclusive and safe environment to learn with respect to the rights of individuals across the whole school community.

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 Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 594 students were enrolled at this school in 2017, 291 female and 303 male.</p> <p>2 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: lightblue; font-size: 24px;">○</span> 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><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> <li><span style="color: green; font-size: 24px; margin-right: 10px;">●</span> Similar</li> <li><span style="color: green; font-size: 24px; margin-right: 10px;">●</span> Similar</li> <li><span style="color: blue; font-size: 24px; margin-right: 10px;">●</span> Higher</li> <li><span style="color: green; font-size: 24px; margin-right: 10px;">●</span> Similar</li> </ul>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ■  
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Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5-7 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>43%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>47%</td> <td>41%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>34%</td> <td>50%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>39%</td> <td>51%</td> <td>10%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>37%</td> <td>51%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	43%	18%	Numeracy	47%	41%	12%	Writing	34%	50%	16%	Spelling	39%	51%	10%	Grammar and Punctuation	37%	51%	12%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: <b>0%</b>                      Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>0%</b>                      VET units of competence satisfactorily completed in 2017: <b>0%</b>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>N/A</b></p>																										





## Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>                      A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: 20px;"> <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>88 %</td> <td>87 %</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	87 %	88 %	87 %	NA	NA	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	87 %	88 %	87 %	NA	NA									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p>● Similar</p> <p>● Higher</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p>● Higher</p> <p>● Higher</p>												



## Performance Summary

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 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

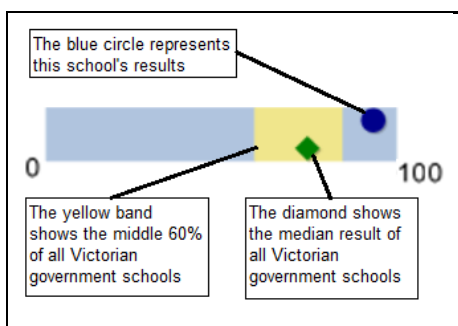
### Engagement

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

### Wellbeing

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

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

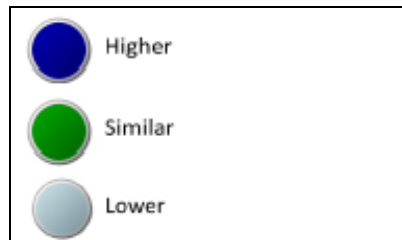


## What does *School Comparison* refer to?

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

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

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



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

## What does '*Data not available*' mean?

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

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

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

## What is the *Victorian Curriculum*?

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

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

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

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

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

## Financial Performance and Position

### Financial performance and position commentary

The College finished the 2016 year in a positive position with a small effective surplus available to cover any contingencies that may arise for the start of the 2017 school year. Increased equity funding enabled the College to expand its programs and supports to students through a range of initiatives funded through both cash and credit components of the budget. The College was also effective in gaining grants from DET to enable the construction of a new innovation centre and maintenance required on some buildings. A small credit surplus (salaries) also ensured that all commitments for the 2016 year were met including the repayment of a small deficit figure that will be finalized in 2017. Consistent enrolments along with projected increases in student numbers in 2017 are positive signs for the College and allow future planning.

*[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]*

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$6,729,159	High Yield Investment Account	\$88,858
Government Provided DET Grants	\$1,311,884	Official Account	\$2,002
Government Grants State	\$17,225	Other Accounts	\$14,370
Revenue Other	\$131,749	<b>Total Funds Available</b>	<b>\$105,230</b>
Locally Raised Funds	\$441,799		
<b>Total Operating Revenue</b>	<b>\$8,631,815</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$957,774		
Equity (Catch Up)	\$59,358		
<b>Equity Total</b>	<b>\$1,017,132</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$6,552,863	Operating Reserve	\$105,230
Books & Publications	\$7,669	<b>Total Financial Commitments</b>	<b>\$105,230</b>
Communication Costs	\$26,385		
Consumables	\$273,300		
Miscellaneous Expense <sup>3</sup>	\$341,439		
Professional Development	\$16,054		
Property and Equipment Services	\$506,100		
Salaries & Allowances <sup>4</sup>	\$470,605		
Trading & Fundraising	\$81,007		
Travel & Subsistence	\$5,013		
Utilities	\$116,241		
<b>Total Operating Expenditure</b>	<b>\$8,396,677</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$235,139</b>		
<b>Asset Acquisitions</b>	<b>\$12,032</b>		



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

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