

2017 Annual Report to the School Community



School Name: Springside P-9 College

School Number: 8911



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

Attested on 29 March 2018 at 08:23 AM by Robert Nicholls (Principal)

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

Attested on 04 May 2018 at 09:24 AM by Yvonne Burgoine (School Council President)



About Our School

School Context

At Springside we have a strong focus on student growth and development across all aspects of their school and beyond school lives. As well as focussing on growth in student learning outcomes, we have our students' engagement and wellbeing at the forefront of our actions.

2017 was the first year of our 2017-2020 School Strategic Plan (SSP). Our 2017 Annual Implementation Plan has a clear alignment with the DET's Framework for Improving Student Outcomes (FISO), and identified and focussed on the following key strategies:

- Develop the college as a Professional Learning Community.
- Develop and utilise a consistent and focused use of evidence to plan for differentiated learning.
- A whole school evidence-based approach to writing, with a strong professional learning strategy in place to support teacher capacity and student learning outcomes and growth.
- Develop a learning environment and culture that actively engages and involves all students.
- Increase and promote student-driven learning in the classroom, and develop more active opportunities for student voice.
- Provide our families with accurate and ongoing evidence of our students' learning progress.
- Provide and sustain a safe, inclusive and inspiring learning environment
- Enhance the college's approach to building student resilience

With the opening of the new Springside West Secondary College (no affiliation) in 2018, Springside P-9 College has commenced the transition to a primary school. From the commencement of 2018 Springside no longer caters for, or accepts enrolments for Year 7 students, and will become a traditional Primary (Prep-6) school from the beginning of 2020. This will provide challenges around funding and staffing. However it is expected that Prep-6 enrolments will grow as the Plumpton and Woodleigh Estates continue to develop.

At February 2017 CENSUS, our student population was 1,096 our highest enrolment since establishment in 2009. The college has over 60 different nationalities and cultures represented in the student population and a number of students where English is an additional language or parents do not speak any English. At the beginning of the 2017 school year, the college staffing profile consisted of 72.2 teaching staff and 25.6 support staff.

Framework for Improving Student Outcomes (FISO)

In our 2017 Annual Implementation Plan (AIP), Springside's FISO improvement initiatives were 'Building Leadership Teams', 'Building Practice Excellence' & 'Curriculum Planning and Assessment'.

Our 2017-2020 SSP goals are:

- Student Achievement: To ensure high levels of learning growth for every student in all curriculum areas.
 - *If a whole college consistent approach to curriculum planning, instruction and assessment is implemented then student learning growth in achievement and engagement will improve.*
- Student Engagement: To engender sustained student ownership of their learning.
 - *If students have ownership over their own learning, and college processes and practices encourage a positive learning environment, then learning confidence and achievement will be enhanced.*
- Student Wellbeing: To optimise positive wellbeing for all students.
 - *If students experience a safe and inclusive learning environment, then their resilience and wellbeing will be fostered.*

Achievement

Student achievement

Our college data, which includes NAPLAN and our own school-based assessments, indicates genuine areas of growth and improvements as well as areas that need direct attention in our 2018 Annual implementation Plan.

Victorian Curriculum

In Years P-6, Teacher Judgment data for English and Mathematics demonstrates that teachers have assessed our students as similar to state results. In year 7 -9 Teacher Judgement of English is similar to state achievements and Mathematics results are higher.

NAPLAN

Our NAPLAN results are showing improvement in relation to growth in some areas, however there are still too many inconsistencies and students showing low growth. Our 2017 School Performance Report clearly shows that Numeracy across the college is an area of focus as is the growth from years 3-5 for Reading, Writing and Numeracy. Our 2018 AIP will address these concerns. With our whole school approach to writing in 2017, using the Writers Workshop model, it was pleasing to see improved NAPLAN growth and results, compared with 2016. We are focussing on increasing the % of students in the Top 2 bands, as well as decreasing the number of students in the bottom 2 bands in Reading, Writing and Numeracy.



Engagement

2017 was the first year our year 4 students completed the Attitudes to School Survey. It was also the first time the surveys were completed by our students online. Our Year 4 engagement results were not as high as other year levels but when included in our 4-6 data within our 2017 Panorama Report, our overall results are above state averages. These excellent trends continue in our 7-9 Attitude to School results. It also was pleasing to see that our 'Stimulating Learning' results have trended up quite significantly, as this has been a college focus area. The area of 'Teacher Concern' in the 8-9 year levels will be a sustained focus area. In Years P-6, student absenteeism rates continued to trend favourably compared to state averages. Absenteeism in years 7-9 shows similar trends. We have excellent student absenteeism tracking systems and strategies in place, and a very dedicated and supportive Engagement and Wellbeing team to lead and monitor this. Our aim is to embed a truly authentic, relevant, engaging and safe school culture and environment, as we know that this will be the overall main contributor in sustaining and improving our engagement and absenteeism outcomes.

Wellbeing

Focussing on the wellbeing components of our 2017 Attitudes to School survey, it is very pleasing to see that our whole school results continue to trend at and above state. Results show that our students believe that they do experience bullying behaviours while at school, and that the school manages such instances effectively. An example of this is that 35% of our Year 4-6 students indicate that they have experienced bullying and 86% believe the school manages such behaviours well. 90% of Year 4-6 students indicate a sense of inclusion, whereas 63% of Year 7-9 students feel a sense of connectedness to the school. When the college analyses such results, it is important that we address the questions the children are asked in the survey to gain a clearer understanding of the specific feedback they provide.

To sustain and further improve our students' wellbeing outcomes we will continue with our whole strategies of:

- Implementation of the Schoolwide Positive Behaviours Support program.
- Consistent implementation of the Berry Street model.
- Consistently aligning and integrating Social & Emotional Learning (SEL) into our wellbeing framework and classroom planning and practice.
- Aligning our E-smart strategies and expectations with our other wellbeing strategies within a clear wellbeing framework.
- Reviewing of Clear Consequences processes focus so that they support and complement our School-wide Positive Behaviours Support and Berry Street focus.

For more detailed information regarding our school please visit our website at
<http://springsidecollege.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 Pri/Sec Schools: Results for this school: Median of all Victorian Government Pri/Sec Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1096 students were enrolled at this school in 2017, 541 female and 555 male.</p> <p>28 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>○ Lower</p> <p>● Similar</p> <p>○ Lower</p> <p>● Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Similar</p> <p>● Similar</p> <p>○ Lower</p> <p>○ Lower</p>



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>34%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>49%</td> <td>42%</td> <td>8%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>46%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>48%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>49%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	34%	50%	17%	Numeracy	49%	42%	8%	Writing	38%	46%	16%	Spelling	28%	48%	24%	Grammar and Punctuation	36%	49%	15%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	34%	50%	17%																							
Numeracy	49%	42%	8%																							
Writing	38%	46%	16%																							
Spelling	28%	48%	24%																							
Grammar and Punctuation	36%	49%	15%																							



(Primary Year Levels)

Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>90 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	92 %	94 %	90 %	93 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	92 %	94 %	90 %	93 %	92 %										



(Primary Year Levels)

Performance Summary

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

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



(Secondary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Higher</p>



(Secondary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> ● Similar ● Similar ● Lower ● Similar



(Secondary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>47%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>56%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>46%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>41%</td> <td>45%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>51%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	47%	20%	Numeracy	23%	56%	20%	Writing	31%	46%	23%	Spelling	41%	45%	14%	Grammar and Punctuation	28%	51%	21%	NAPLAN Learning Gain does not require a School Comparison.
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<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>	<table border="1"> <caption>NAPLAN Learning Gain Year 7 - Year 9</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>47%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>42%</td> <td>42%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>44%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>55%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>44%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	47%	29%	Numeracy	42%	42%	17%	Writing	36%	44%	20%	Spelling	31%	55%	14%	Grammar and Punctuation	28%	44%	28%	NAPLAN Learning Gain does not require a School Comparison.
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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>	No Data Available No Data Available	No Data Available No Data Available																								
Students in 2017 who satisfactorily completed their VCE: 0% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 0% VET units of competence satisfactorily completed in 2017: 0% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: N/A																										



(Secondary Year Levels)

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Higher</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Higher</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)

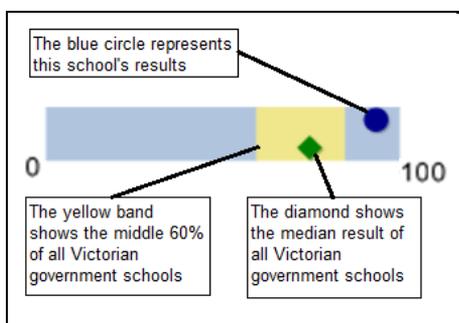
Engagement

- 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).

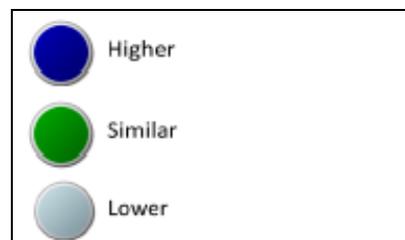


What does *School Comparison* refer to?

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 surplus of \$633,935 is an accumulation of funds as a result of increasing enrolments, locally raised funding, use of funds transferred from our Investment Account and Credit to Cash transfers the college has completed. Much of this funding has been allocated to upgrading and expanding our ICT devices and infrastructure and our school grounds maintenance development.

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	\$9,588,231	High Yield Investment Account	\$9,514
Government Provided DET Grants	\$1,753,241	Official Account	\$21,758
Government Grants Commonwealth	\$315	Other Accounts	\$866,350
Government Grants State	\$9,204	Total Funds Available	\$897,623
Revenue Other	\$98,548		
Locally Raised Funds	\$530,196		
Total Operating Revenue	\$11,979,735		
Equity¹			
Equity (Social Disadvantage)	\$228,159		
Equity (Catch Up)	\$18,137		
Equity Total	\$246,296		
Expenditure		Financial Commitments	
Student Resource Package ²	\$8,759,294	Operating Reserve	\$400,393
Books & Publications	\$21,864	Asset/Equipment Replacement < 12 months	\$10,000
Communication Costs	\$21,559	Maintenance - Buildings/Grounds incl SMS<12 months	\$30,000
Consumables	\$205,466	School Based Programs	\$150,000
Miscellaneous Expense ³	\$536,243	Asset/Equipment Replacement > 12 months	\$150,000
Professional Development	\$47,090	Capital - Buildings/Grounds incl SMS>12 months	\$147,230
Property and Equipment Services	\$629,786	Maintenance -Buildings/Grounds incl SMS>12 months	\$10,000
Salaries & Allowances ⁴	\$1,028,041	Total Financial Commitments	\$897,623
Trading & Fundraising	\$33,857		
Utilities	\$62,599		
Total Operating Expenditure	\$11,345,800		
Net Operating Surplus/-Deficit	\$633,935		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) Salaries and Allowances refers to school-level payroll.



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