

2017 Annual Report to the School Community



School Name: Greensborough Secondary College

School Number: 8750



- 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 30 April 2018 at 04:58 PM by Pauline Barker (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 01 May 2018 at 03:20 PM by Ev Stone (School Council President)



About Our School

School Context

Greensborough College is a Year 7 to 12 co-educational School situated in the City of Banyule in the North Western Victorian Region. At Greensborough College our goal is to build a community of caring, thoughtful, creative, curious and resilient young people who “strive for excellence” in all aspects of their learning and daily life. Our programs offer a stimulating blend of academic, sporting and cultural activities that equip our young people with the essential skills and knowledge they will need to become successful members of the broader and global community.

Our College enrolments have drawn from a wide and diverse geographic area. However as new schools have been built, our enrolment growth has dropped and we have experienced a decline in enrolment numbers, from 806 in 2015, 747 in 2016 and 643 in 2017. We expect a turnaround in our growth due to the positive changes occurring in the College, including the 10 million dollar building program due for completion in June 2018. Our local primary schools are reporting growth, which we intend to be mirrored at Greensborough College when students reach secondary school age, making Greensborough College, once again, the School of Choice.

In 2017, Greensborough College had a Student Family Occupation and Education factor of 0.4014. There were 14 (2.2%) EAL (English as an Additional Language) students and 9 (1.4%) ATSI (Aboriginal and Torres Strait Islander) students. Our equity-funded students' category consisted of 146 students (23%) There were 6 (4%) students in Out of Home Care.

The staffing profile included 1 Principal, 1 Assistant Principal, 42.3 EFT Teachers and 18.2 EFT Education Support Staff.

Greensborough College is an inclusive school that is focused on academic achievement and ensuring all students achieve their personal best. We provide a wide range of programs for all ability levels. There is a strong emphasis on core subjects: English, Mathematics, Science and Humanities; complemented by programs in the Technologies, Arts, Music, Languages (Italian), Physical Education and Health, alongside our school commitment to Positive Psychology. A wide range of VCE subjects including a strong VET program runs parallel to our VCAL program, offering students diverse futures pathways.

Greensborough College offers a wide range of inter-school sporting and co-curricular activities including a full camps program, Musical Instrumental Program, School Production, Debating, Outdoor Education, Community Involvement, overseas cultural experiences, student leadership, student achievement celebrations, Homework Club and Model Aeroplane club.

School attendance is addressed through a range of strategies. The use of COMPASS for record keeping and communication to families ensures that all absence data is up-to-date and accurate. We use sms, telephone contact, staged response letters alerting families and family meetings to work through issues around attendance for individual students. We incorporated redemption strategies for students to make up attendance time and we have established attendance policies for all students and VCE/VCAL students specifically. We offer a broad curriculum and co-curriculum program as stated, to engage students.

Greensborough College creates critically resilient, creative, curious, confident and independent learners for life through a learning community which provides a safe, secure and challenging learning environment. Our school motto is ‘Strive for Excellence’, this is embodied in the actions of all key stakeholders who are jointly committed to improving the learning outcomes of students. The College culture of participation and striving to achieve our best is supported by the touchstones of High Expectations and Respect.

Framework for Improving Student Outcomes (FISO)

In 2017 we identified Excellence in Teaching and Learning as a key priority. We targeted Curriculum Planning and Assessment and Building Practice Excellence as the initiatives. The strategies included

- Develop the instructional practice of every teacher, to ensure that a whole school and consistent approach to teaching and learning is implemented through the Greensborough College Instructional Model.
- Build the capacity of staff to use data to drive improvement and to ensure the curriculum is stimulating and differentiated to better cater for each students point of learning.
- Implement a rigorous approach to Performance and Development Process that incorporates stretch goals around numeracy, writing and VCE.
- Expand teachers' capacity and skills in planning for consistency and moderating student assessment.

We also identified Positive Climate for Learning as a key priority focusing on the initiative of Empowering students and Building School Pride. The strategies included:

- Increase students' cognitive engagement and their capacity to be more reflective, metacognitive, independent and active learners.
- Create a stimulating learning program where students are engaged in their learning.
- Opportunities created where school recognises good learning and student achievement.
- Develop and promote positive behaviours and attitudes and a sense of optimism across the College.
- Invest in leadership development for students.



PLC Teams collaborated using the teaching and learning cycle as a model. Student achievement data was collected and analysed to inform teaching and learning. Explicit practices around observation and feedback were implemented. Instructional leaders coached individual teachers to implement the GCIM (Greensborough College Instructional Model), observed all teachers in class and implemented intervention programs.

Resources were given to teachers to plan and document curriculum: through PLC teams, during Curriculum Days and through time release. Curriculum documents were audited to assess alignment, correlation between areas and any gaps in curriculum and conceptual teaching.

The work is being developed around empowering students and building school pride. A Leading Teacher has been appointed, whose role is to build voice and agency through building student and teacher capacity. A range of student surveys have been conducted and the data analysed, including Internal and external data sets, such as PIVOT data.

Achievement

VCE Outcomes

In 2017 Greensborough College students achieved similar outcomes to comparative schools. The Mean Study Score was 27.74 and the satisfactory completion rate increased to 98%. The percentage of students with at least one study score of 40 or more was 7%. The total percentage of study scores over 40 was 3%, lower than the State Mean. The Dux of the College achieved an ATAR of 90. Of the Year 12 students, 51% undertook at least one VET unit, with 63% of VET units of competence satisfactorily completed. Of the VCAL credits satisfactorily completed there were 71%. Students exiting to successful pathways is similar to like schools, while intake adjusted measures show higher than predicted successful pathways.

Teacher Assessments

Teacher judgement of student achievement is comparatively higher. Our teachers continue to develop their capacity around moderation and designing common assessment tasks. Teachers collaborate in professional learning communities to ensure consistent instruction and to build practice through peer observations and coaching.

NAPLAN

The percentage of students in Year 9 in the top 3 bands is comparatively lower in Reading and similar in Numeracy. The work we are doing in professional learning communities to implement a consistent instructional model and to use student achievement data to inform practice are strategies to address the NAPLAN data. English and Mathematics teaching teams are undertaking NAPLAN item analysis to inform curriculum design and teaching practice. NAPLAN learning growth showed strong medium gain for Years 5-7 and Years 7-9. Continued focus on instruction, peer observations and coaching should see higher learning gains in the future.

The overall intake adjusted measures show that NAPLAN performances were below predicted measures while VCE achievement was above predicted measures.

School Improvement Focus

The key improvement strategies have been identified and action planned in the 2018 Annual Implementation Plan (AIP). Further improvement of student outcomes and achievement will be achieved through:

- Build teacher capacity to implement a consistent approach to teaching and learning
- Build teacher capacity to effectively teach literacy within all learning areas and studies.
- Develop students' cognitive engagement and their capacity to be reflective, metacognitive, independent and active learners.

Build teacher capacity to implement a whole school approach to student engagement and wellbeing within an agreed framework.

Engagement

Student attendance data is lower than like schools, a decline in 2017. Over the last four years the data has been similar. Attendance rates in the senior years are at 90% and above while in Years 7-10 the rates are at 80% or better. The work we are doing on developing engaging curriculum and co-curricula programs should improve these rates.

The real retention rate is also higher than like schools which is evidence of the impact of our pathways programs. A consistent approach to managing and responding to **Student behavior** has been maintained in our school. We have a whole school approach to developing positive relationships, which is underpinned by the school values of respect, honesty and integrity, self-discipline, learning and cooperation.

Throughout 2018, student engagement will be further supported through:



- Developing a culture of high expectations and high performance
- Developing learning protocols and a learner profile
- Developing in students the capacity to understand and use their achievement data to plan for learning.
- Establishing an agreed vision, values and culture that ensures safe and welcoming learning environments in which the students and staff respect and value on-task learning.
- Developing teacher understanding and capacity around positive classroom behaviour and engagement practices.
- Providing students with proven tools and skills to actively develop positive and self-regulating behaviours.

Wellbeing

Student Feedback showed high levels of connectedness to the school and to peers, high levels of perception of safety and improvement in student morale, teacher effectiveness and teacher empathy. Overall wellbeing measures are higher than other Victorian Government Schools.

The Student Wellbeing team comprises a full time Social Worker, who leads the team, a School nurse for two days, as part of the Secondary School Nurses Program and a DET Educational Psychologist for one day a week. The Wellbeing Hub is a space within the school that has been created for the team to operate out of and for students to use during class time and at recess and lunchtimes.

Positive and strong relationships among all members of the school community are at the core of student wellbeing. Proactive student support plans are implemented for those students who need support with their wellbeing and learning. Year Level Coordinators monitor and review student attendance on a daily basis and have frequent contact with families around attendance, learning and wellbeing issues.

Throughout 2018 student wellbeing will be enhanced through:

- Development and implementation of a School Wide Approach to Positive Behaviour Support.
- Development and promotion of positive behaviours and attitudes and a sense of optimism across the College.
- Securing the services of a private psychologist
- Increased access to co-curricula programs
- Implementing strategies to increase parent engagement

For more detailed information regarding our school please visit our website at
<http://greensc.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	
<p>Enrolment Profile</p> <p>A total of 645 students were enrolled at this school in 2017, 300 female and 345 male.</p> <p>4 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

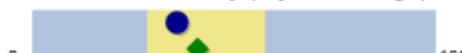
Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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>● Higher</p> <p>● Higher</p>



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>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>○ Lower</p> <p>● Similar</p> <p>○ Lower</p>

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>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 Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>53%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>39%</td> <td>45%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>48%</td> <td>41%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>47%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>52%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	53%	22%	Numeracy	39%	45%	16%	Writing	48%	41%	11%	Spelling	21%	47%	32%	Grammar and Punctuation	24%	52%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: 98% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 51% VET units of competence satisfactorily completed in 2017: 63% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 71%</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 border="1" style="margin-left: 20px;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>90 %</td> <td>84 %</td> <td>85 %</td> <td>80 %</td> <td>89 %</td> <td>91 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	84 %	85 %	80 %	89 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>○ Lower</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	84 %	85 %	80 %	89 %	91 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Higher</p> <p>● Higher</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>● Similar</p> <p>● Similar</p>												



Performance Summary

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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)

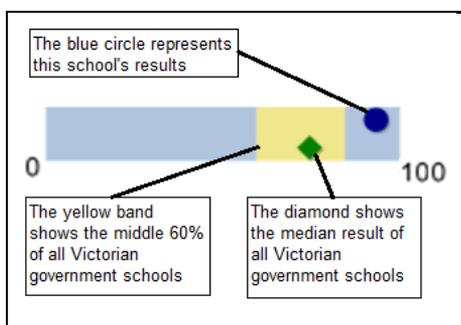
Engagement

- 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).

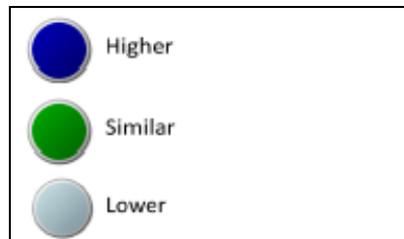


What does *School Comparison* refer to?

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

In 2017, the SRP included Equity funding of \$127,708.70 and Integration funding of \$436,482.80.

The actual deficit at reconciliation time was in the order of \$36,104.00 as a result of declining student numbers (100 less students in 2017), however the school was able to manage the staffing profile as well as workforce bridging to ensure a small deficit. A range of strategies was implemented to manage the staffing profile including the declaration of excess staff, including two Education Support Staff and four teaching staff. Positions of Responsibility were reduced as were time allowances. The curriculum program was also reduced including the Year 7 High Achievers' Program. We have lodged a case for staffing reimbursement which, if successful, would further reduce the 2017 deficit. In 2018 there will be close management of the SRP and a focus on promoting the school to increase student numbers in 2019 and beyond.

The College's \$10 million dollar building program commenced in May 2017. This has comprised a Senior School building containing general purpose classrooms, open spaces, and Information Centre, Careers Centre and staff spaces. Attached to the Senior Building is the Art Centre containing art classrooms, external art space and staff space. A new gymnasium is also part of the project comprising a one court basketball court, change facilities and staff space. The project also includes a refurbishment and extension of our current gym and canteen building and this will become the Specialist Centre comprising an Industrial kitchen, a Home Economics Kitchen, Performing Arts Centre, Music Centre, Canteen and cafeteria and Administration offices. The project is due for completion in June 2018, followed by the demolition of J Block.

The College has committed funds towards the building program of \$190,000.00. We also had to "find space" in the current buildings for the weights room and gym, which did not survive the planned relocation. A further \$50,000 of school funds was allocated to the renovation of an existing space, which has eventuated into the High Performance Centre. Further commitments to the rebuild in 2018 are in the order of \$140,000.00 for the administration area, new roof for the Performing Arts Centre and landscaping. The Parents and Friends Association made a significant contribution by purchasing 324 new lockers for the senior students (Years 10-12).

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,211,970	High Yield Investment Account	\$898,584
Government Provided DET Grants	\$818,561	Official Account	\$44,019
Government Grants Commonwealth	\$21,569	Total Funds Available	\$942,603
Government Grants State	\$19,671		
Revenue Other	\$20,795		
Locally Raised Funds	\$853,809		
Total Operating Revenue	\$7,946,375		
Equity¹			
Equity (Social Disadvantage)	\$79,995		
Equity (Catch Up)	\$47,714		
Equity Total	\$127,709		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,275,602	Operating Reserve	\$276,003
Books & Publications	\$3,032	Capital - Buildings/Grounds incl SMS<12 months	\$100,000
Communication Costs	\$29,779	Maintenance - Buildings/Grounds incl SMS<12 months	\$61,506
Consumables	\$177,061	Revenue Receipted in Advance	\$129,442
Miscellaneous Expense ³	\$365,465	Provision Accounts	\$207,909
Professional Development	\$27,963	Repayable to DET	\$167,744
Property and Equipment Services	\$457,386	Total Financial Commitments	\$942,603



Salaries & Allowances ⁴	\$370,852
Trading & Fundraising	\$184,527
Travel & Subsistence	\$51,759
Utilities	\$74,553

Total Operating Expenditure	\$8,017,980
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Net Operating Surplus/-Deficit	(\$71,605)
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Asset Acquisitions	\$0
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- (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.