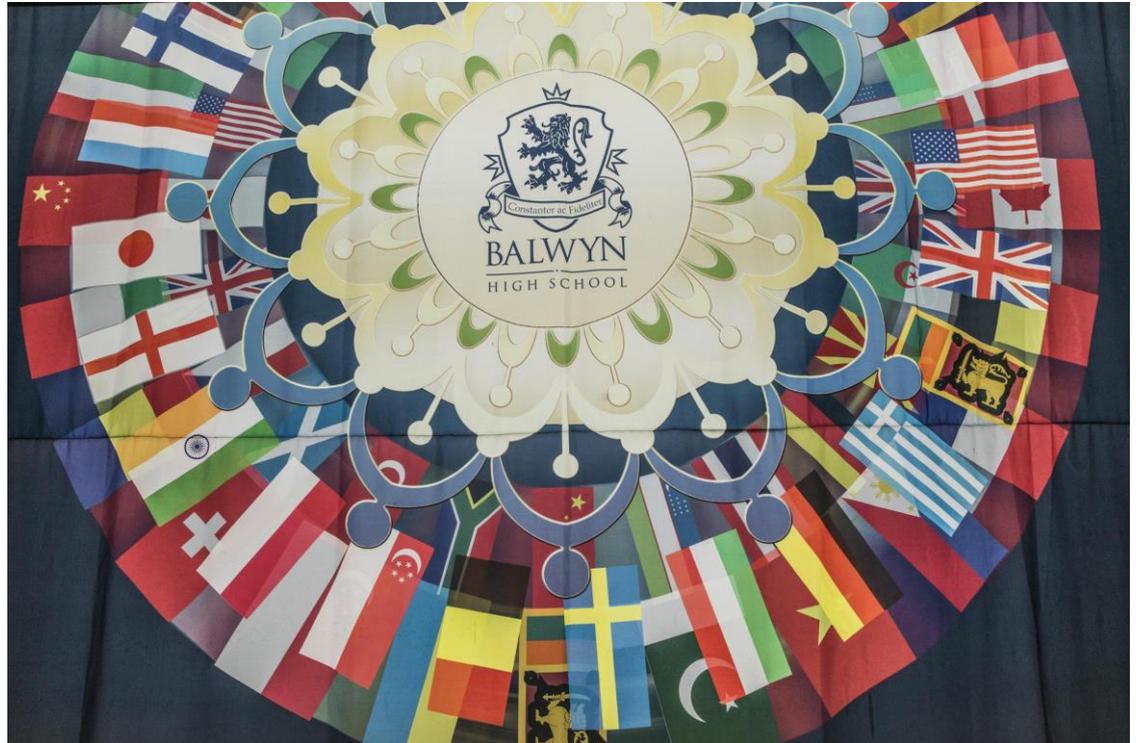


2016 Annual Report to the School Community



School Name: Balwyn High School

School Number: 7550



Name of School Principal:	Deborah Harman
Name of School Council President:	Debbie McLennan
Date of Endorsement:	15 March 2017

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

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

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

About Our School

School Context

Balwyn High School continues to enjoy an outstanding reputation for fostering intellectual growth and personal development as a foundation of future success for all students. We provide a comprehensive, challenging, academic curriculum and encourage a strong work ethic. Our values are enshrined in our four Pillars of Learning and the school remains highly sought after by local and overseas communities. Established in 1954, the school is located 12 kilometres east of Melbourne and has approximately 2100 students and 187 equivalent full time staff, comprising of 4 Principal Class, 138 teachers and 45 Education Support personnel.

A wide range of co-curricular activities is offered including music, drama, academic enrichment, debating, cultural pursuits, camps and overseas tours, an activity rich house system, sport, community service and student leadership. At present one in five students holds a leadership position in the school. Leadership development is also prioritised for staff with aspirant leaders offered significant opportunities for mentoring and coaching as well as formal professional learning sessions. In 2016 fifty five staff members participated in the Principal's Leadership Development Program.

We have an accredited Select Entry and Accelerated Learning Program (SEAL) for children of high intellectual potential and we are fully accredited to enrol International students. Currently we have 100 international students, primarily from mainland China, and we have established sister-school relationships with the High School affiliated with Beijing Normal University, the Guangha School in Guangzhou, as well as partnering the High School Affiliated to Fudan University in Shanghai for staff exchanges.

Balwyn High School is proud of its cultural diversity with over 54 nationalities represented across the school. The school enjoys strong ongoing support from School Council and our community which has enabled us to continue to provide excellent facilities and buildings for high quality teaching and learning. The school's Director of Community Engagement continues to pursue community partnerships for mutual benefit and to consolidate links with our extensive alumni, some of whom are honoured through our Balwyn High School, Music, Sport, Science and Arts Halls of Achievement.

Framework for Improving Student Outcomes (FISO)

During 2016 school prioritised *Excellence in Teaching and Learning – Building Practice Excellence and Curriculum Planning and Assessment* as well as *Positive Climate for Learning – Empowering Students and Setting Expectations and Promoting Inclusion*.

All teaching staff participated in professional learning teams where action research was conducted that incorporated professional readings about how students learn best, the e5 Instructional model, quality assessment and collegiate observations and feedback on teacher practice. Over 80% of teachers engaged in filming their lessons via our four Learning Labs for self-reflection and feedback from peers.

Targets were set, tracked and assessed for student achievement across all year levels as part of the program. A vertical learning team comprising the Principal, Director of Pedagogy, Director of Student Leadership/Voice and two classroom teachers participated in the Bastow's 'Creating a High Performance Learning Culture' program and led significant support for teacher judgments of AusVELS in both English and Science. Accurate teacher judgments will remain a priority in 2017, as will the documentation of quality curriculum with the introduction of the Victorian Curriculum across all domains.

The introduction of the BHS Shared Learning Norms into each classroom has signaled to students and staff the inclusive learning dispositions and values we want for all community members. All students referenced these Norms as part of their Learning Goals in 2016 and staff undertook professional learning activities to ensure consistent practice across the school.

Our Student Services and Leadership Teams provided professional learning sessions for staff with respect to wellbeing and inclusive strategies for all BHS learners and the development of targeted individual learning plans for students. Opportunities were also provided for students to use their voices to inform teacher instructional practice and assessment as well as to undertake at least one targeted wellbeing program tailored for the various year levels.

We remain committed to addressing 'student distress' and 'connectedness to school' with additional staffing and targeted programs for learning support and the wellbeing team in 2017.

Achievement

2016 was another very pleasing year for student achievement at Balwyn High School with our students performing consistently above the Victorian average in student learning. Given the strong academic background of our students, it is pleasing that they have performed well above the state expected levels in NAPLAN Reading and Numeracy in year 9 (intake adjusted data). The 2016 VCE results identified that the school was once again the top non-selective/non-specialist government school in the State, highlighted by the achievement of 22% of study scores of 40 or more (the highest since 2004), 15 perfect studies scores across 10 studies, 22% of ATARs 95 and above and 38% of ATARs 90 and above. This is the fourth consecutive year where more than 20% of study scores of 40 or more has been achieved.

Whilst the Strategic Plan goals have been met in Year 9 NAPLAN results in Reading 615 (616) and Spelling: 620 (623), targets were not met in Writing: 615 (596) and Grammar: 620 (612). Again the NAPLAN results indicate that although our students perform very well in the areas of literacy including; Reading, Writing, Spelling and Grammar, they are even more exceptional in Numeracy (657). These results will continue to inform our goals and strategies in this review year.

Student Attitudes to School results show a slight decline in the areas of Teacher Effectiveness (2015 – 3.76/2016-3.72) however remain well ahead of Region and State Mean factor Scores.

The dedication to the improvement of programs for every student is ongoing and we continue to use data to identify areas of improvement including: an extension of our focus on improving literacy across the curriculum including early



intervention strategies (the incorporation of the 'Quicksmart' program); the introduction of EAL classes at Year 7 and 8; a focus on differentiation within our professional learning teams and Performance and Development process; professional learning teams undertaking action research on an area of practice; the embedding of the use of Learning Lab videos to facilitate collegiate observation and discussion of practice; and the mentoring of new teachers and the further refinement of common assessment tasks and rubrics.

Our focus on teachers assigning accurate AusVELS levels has meant that the number of students judged to be working at or above the expected standards in English, Mathematics and Science is above 95%. However, judgments remain below the Predicted School in the Performance Summary (particularly in English), and teacher confidence in assessing higher judgments for high achieving students will remain a focus during the implementation of the Victorian Curriculum.

Curriculum Framework implemented in 2016

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

Engagement

In 2016 the percentage of students with 10 - 19.5 absent days dropped marginally to 23% from 24% but the percentage of students with 20 – 29.5 or more absent days rose to 7% from 6% in 2015. Together with the average number of student absence days in 2016 (11.5 - a rise from 10.5 average over the past four years) this indicates that student absence at Balwyn High School is greater than expected given the background characteristics of the school and when compared to similar schools. It should be noted that the student attendance was impacted negatively by large-scale data entry errors on a number of 'whole school event' days in 2016. Support to improve practice in this area is now being provided to the sub-school management offices. Nevertheless, student absence continues to be impacted significantly by a disproportionately large number of family holidays. The issue of family holidays is being addressed with the school community through ongoing education and communication regarding attendance as well as a change in assessment policy. We fully expect that through these initiatives, student absence will decrease over the coming 12 months.

The retention of students who remain at the school from Year 7 to Year 10 for 2016 (84.9%) is well above the state median (75.9%) but it is only slightly higher than the highest result for the middle 60% of schools in Victoria (82.9%). High NAPLAN and VCE results continue to ensure that Balwyn High School is a school of choice for many families and overall enrolments continue to grow. The retention of students from Year 8 to Year 9, including those high achieving students who might see pathways to select entry government schools and independent schools, continues to be a focus through the provision of a range of stimulating and engaging co-curricular program, a comprehensive student leadership and student voice program which empowers students to make direction on their learning environment and a revised parent information forum and structure.

Balwyn High School continues to ensure that 100 percent of Year 10-12 students who leave the school, do so to further studies or employment. Year 12 students are well supported through careers counselling and have access throughout the whole year to information on courses and careers with guest speakers from tertiary institutions being a regular occurrence.

Wellbeing

Balwyn High School is committed to student wellbeing and recognises the important role it plays in maximizing both our students' learning experience, their ability to contribute to the school community and in preparing them for post-secondary school life. Student Wellbeing is led by our student services team as well as the Student Learning and Wellbeing Managers at each year level. Our wellbeing theme is embedded in the school's Pillars of Learning, Student Code of Practice, Shared Learning Norms and a tutorial program which includes a planned, age appropriate student welfare component. The Student Wellbeing team constructs a proactive program of activities and guest speakers relevant to the skills required at each year level as well as supporting students who at times may be at risk. The *Student Attitudes to School* data informs the work and priorities of the Student Wellbeing Committee. In 2016, the Student Wellbeing team ensured the Balwyn High School was a *child safe* school. It also led a program of staff professional development on the importance of every class being an *inclusive class*. *Student Attitudes to School* data shows that student *Connectedness to School* is above the state median and 'similar' to like-schools. This strong connection to the school was confirmed at a student forum where the extra curricula program was cited as a strong factor in this connectedness. The 2016 data for *Student Perceptions of Safety* indicates the school is slightly above the state median as it was in 2015. However, unlike 2015, the school is now ranked as 'lower' when compared with similar schools which is of concern. The student forum feedback indicated while students consider the school is a safe place, cyberbullying and social media continues to affect the notion of student safety and further educative programs are required in this area. The school continues to refine its use of individual learning plans which are designed to cater for the learning needs of selected students to ensure their learning progress is accurately monitored during the year.

For more detailed information regarding our school please visit our website at www2.balwynhs.vic.edu.au



Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 2024 students were enrolled at this school in 2016, 879 female and 1145 male. There were 37% of EAL (English as an Additional Language) students and < 10% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

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



Performance Summary

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

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

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain 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>12%</td> <td>50%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>40%</td> <td>49%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>46%</td> <td>37%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>41%</td> <td>44%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>49%</td> <td>37%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	12%	50%	38%	Numeracy	11%	40%	49%	Writing	17%	46%	37%	Spelling	15%	41%	44%	Grammar and Punctuation	14%	49%	37%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 100% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 0% VET units of competence satisfactorily completed in 2016: 100% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 0%</p>																										



Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" 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>96 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	96 %	94 %	94 %	93 %	95 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p style="text-align: center;"> Lower</p> <p style="text-align: center;"> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
96 %	94 %	94 %	93 %	95 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p style="text-align: center;"> Similar</p> <p style="text-align: center;"> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p style="text-align: center;"> Similar</p> <p style="text-align: center;"> Similar</p>												



Performance Summary

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

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

How to read the Performance Summary

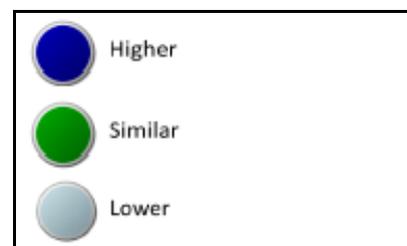
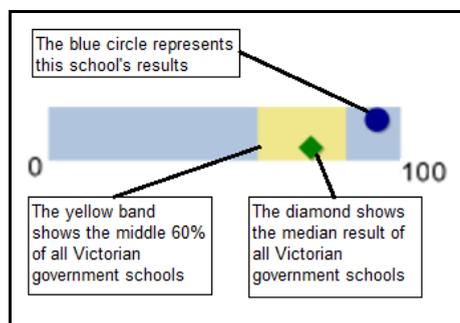
What are student outcomes?

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

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

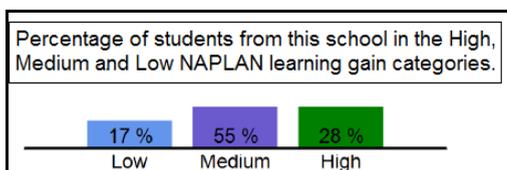
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

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



What are the changes in student achievement?

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

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

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

What is a School Comparison?

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

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

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

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

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

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

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial performance and position commentary

We remain extremely appreciative to the Balwyn High School community for their generous donations, and for our highly successful International Student Program both of which contribute to our ability to continue to beautify and upgrade our facilities to support student learning. The locally raised funds in 2016 included a high take-up of the Laptop Program in both Years 7 and 10.

In 2016 we completed a number of projects including an internal renovation of our Student Wellbeing Centre, upgraded eleven classrooms with AV Smartboards, installed two further Learning Labs for teacher feedback, upgraded lighting in the David McGrail Theatre and AM Rogers Hall, installed new fencing along the boundary fence with Balwyn North Primary School, and upgraded external lighting for enhanced safety and security. A \$500,000 upgrade to our G.Newitt Music Centre was completed which has provided three new teaching and rehearsal suites for our instrumental programs as well as refurbished staff workspaces and community amenities.

Given our strong financial position at the end of 2016, we fully expect to commence the long awaited demolition and rebuilding of B Wing during Term 4 2017. This project will be fully funded by the school and will complete the replacement of all 1954 original buildings across the site. As well as replacing traditional classrooms with more flexible and appropriate learning spaces, we will ensure that the rebuild includes a VCE Centre for our senior students, professional learning suites to accommodate staff and the many visitors to the school, as well as an expanded International Student Centre.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$16,054,054	High Yield Investment Account	\$1,977,833
Government Provided DET Grants	\$2,000,554	Official Account	\$77,895
Government Grants State	\$28,331	Other Accounts	\$8,758,138
Revenue Other	\$294,521	Total Funds Available	\$10,813,867
Locally Raised Funds	\$3,899,609		
Total Operating Revenue	\$22,277,070		
Expenditure		Financial Commitments	
Student Resource Package	\$16,139,909	Operating Reserve	\$768,539
Books & Publications	\$11,919	Asset/Equipment Replacement < 12 months	\$169,784
Communication Costs	\$66,018	Capital - Buildings/Grounds incl SMS<12 months	\$380,000
Consumables	\$386,469	Revenue Received in Advance	\$1,896,703
Miscellaneous Expense	\$1,446,175	School Based Programs	\$105,804
Professional Development	\$93,276	Provision Accounts	\$42,364
Property and Equipment Services	\$1,785,399	Repayable to DET	\$150,000
Salaries & Allowances	\$617,765	Other recurrent expenditure	\$2,185
Trading & Fundraising	\$125,048	Asset/Equipment Replacement > 12 months	\$271,550
Travel & Subsistence	\$40,796	Capital - Buildings/Grounds incl SMS>12 months	\$6,816,579
Utilities	\$159,272	Maintenance -Buildings/Grounds incl SMS>12 months	\$210,359
		Total Financial Commitments	\$10,813,867
Total Operating Expenditure	\$20,872,046		
Net Operating Surplus/-Deficit	\$1,405,024		
Asset Acquisitions	\$422,537		



Student Resource Package Expenditure figures are as of 03 March 2017 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

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