

2017 Annual Report to the School Community



School Name: Balwyn High School

School Number: 7550



- 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

Signed 22 March 2018 at 09:46 AM by Deborah Harman (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.

Signed 22 April 2018 at 12:29 PM by Warren Davey (School Council President)



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. Established in 1954, the school is located 12 kilometres east of Melbourne and has approximately 2100 students and 181 equivalent full time staff, comprising of 4 Principal Class, 144 EFT teachers and 33 EFT Education Support personnel.

Our values are enshrined in our four Pillars of Learning and our Shared Learning Norms, and the school remains highly sought after by local and overseas communities. For the first time in 2017 we introduced our Graduate Profile for our VCE students which reflected the key skills, dispositions and behaviours that have been most strongly demonstrated across their life at the school. This Profile will be introduced to all students in 2018 through our Tutorial program and level assemblies.

The school's cultural diversity is reflected in its 54 nationalities, and we proudly offer a highly successful International student program. 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 and the Guangha School in Guangzhou. The Chinese Cultural tour in 2017 enabled BHS students and staff to visit both schools and exchange ideas and experiences.

A wide range of co-curricular activities is offered including music, sport, drama, academic enrichment, debating, cultural pursuits, camps and overseas tours, an activity rich house system, community service and student leadership. Building staff and student leadership capacity is a key priority for the school and at present one in five students holds a leadership position. Aspirant staff leaders are offered significant opportunities for mentoring and coaching as well as formal professional learning sessions. During 2017 55 staff members participated in the Principal's Leadership Development Program.

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. Equally we are committed to supporting other school communities across the government, independent and catholic sectors and have again hosted many visits in 2017 for mutual benefit.

Framework for Improving Student Outcomes (FISO)

During 2017 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. 100% of teachers engaged in filming their lessons via our four Learning Labs for self-reflection and feedback from peers.

Significant emphasis was placed on targeted pedagogy to cater for students' differing learning needs and abilities. Professional development was ongoing throughout the year to support teachers with students from EAL backgrounds as well as literacy strategies across the school. Our first Learning Specialist in 2018 will specifically support staff with literacy and differentiation. The other Learning Specialist will focus on curriculum design, assessment and STEAM with a particular goal of improving NAPLAN results in Numeracy in 2018.

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. Equity funding was used to employ staff in our literacy intervention program as well as addressing 'student distress' and student mental health with additional staffing and targeted programs across all year levels. Staff professional learning with respect to 'teacher concern' and 'stimulated learning' will also be prioritised following the results in the 2017 Attitudes to Schooling survey.

Achievement

The achievement data indicates a consistently strong performance with clearly identified areas requiring improvement. Median VCE study scores remain consistently high which is significant given our high successful completion rate for our VCE students.

2017 has seen a decline in the number of students achieving in the top three bands of NAPLAN. Curriculum leadership teams in the school have already taken steps to address this by improving teacher capacity to extend highly able students through a focus on differentiation in our Professional Learning Teams (PLTs), and through the appointment of Learning Specialists in 2018 in the key areas of Literacy, Science and Numeracy.

Whilst it is pleasing that NAPLAN learning gains in all areas of Literacy indicate that the rates of growth in 'high' is greater than 'low', we continue to strive to increase this differential through the implementation of strategies including the 'Cars and Stars' reading program in Years 7 and 8 and building on this with the introduction of an English core elective program in Year 10. Throughout 2017 literacy intervention was also provided through the QuickSmart program targeted at our students at risk with their literacy.



The NAPLAN learning gains in numeracy are not as positive and the school is undertaking significant intervention including the appointment of a Learning Specialist focusing on areas of Science and Numeracy and a restructure of the Year 9 Xplore Program with a greater focus on the fundamental skills of Mathematics.

The introduction of the new Victorian Curriculum in 2017 has been led by the Director of Learning and Curriculum and Director of Pedagogy and strongly facilitated by our Heads of Learning and Assessment and Reporting Committee. New Common Assessment Tasks at Years 7-10 have given rise for opportunities for cross-marking and moderation of work by teaching teams to build the confidence and consistency of teachers to assign accurate VicVELS judgements in all subject areas. Ongoing professional learning opportunities will be provided to continue to build capacity with these judgements.

Engagement

In 2017 the percentage of students with 10-19.5 absent days dropped to 22% from 25% in the previous year. The percentage of students with 20 – 29.5 or more absent days also decreased from 8% in 2016 to 6% in 2017 while the percentage of students who were absent for more than 30 days in the year remained at 6%. The average number of student absence days in 2017 dropped to 10.7 from 11.5 in 2016, and though this remains higher than the 10.5 average over the past four years, it is the lowest in our region. In 2017, 66% of students were absent fewer than 10 days as compared to 61% in 2016. More students came to school more often in 2017. Whilst there has been a broad improvement in student attendance rates across the school in 2017, attendance remains a key focus for Balwyn High School. Changes in assessment policy and ongoing communication to the parent community regarding the impact of absence on student learning has had some bearing on the disproportionate number of family holidays that are being taken. Students who are at risk of developing high absence rates, for a range of reasons, are identified early and preventative strategies are implemented as soon as possible.

The retention of students who remain at the school from Year 7 to Year 10 for 2017 (80.0) is well above the state median (74.6%) but it is only slightly lower than the highest result for the middle 60% of schools in Victoria (82.1%). It remains lower than the 4 year average for Balwyn High School (83.3%). 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 are targeted by select entry government schools and independent schools, continues to be a focus of the Leadership Team. This is being actioned through a responsive, rigorous curricular program, a comprehensive and engaging co-curricular program and a student leadership and student voice program which empowers students to take direction on their learning environment. Results from the student 'Attitudes to School Survey' has fundamentally informed the work of the professional learning program for staff and increased levels of 'teacher concern' and 'stimulating learning' across the school are expected in 2018.

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. Careers education is supported through the Year 10 Work Experience program and the Year 11 Careers Day. Year 12 students are expertly supported through regular and ongoing careers counselling. They have access throughout the year to information on courses and careers with guest speakers from tertiary institutions are a regular occurrence.

Wellbeing

At Balwyn High School our dedicated Student Services Team continues to provide expertise in counselling and proactive approaches to wellbeing and resilience. The multi-disciplinary team incorporates a Director and Assistant Director of Student Services, a full-time Chaplain, part-time school employed psychologist and administrative assistant.

The role of Student Services and wellbeing at Balwyn High School acknowledges the important link between student wellbeing and maximising learning outcomes. During 2017 Student Services was able to offer a comprehensive range of wellbeing programs appropriate for students at each year level. These programs targeted areas including; study skills, digital citizenship, respectful relationships and positive psychology.

The use of individual learning plans through *Compass* is an important strategy designed to enable students to maximise their learning outcomes. Further professional learning was provided to staff to ensure accurate construction of, and reporting on, each individual learning plan.

There was an increase in the number of whole-school wellbeing days which engaged students and staff both in promoting the theme of the day and participating in the activities. These events were strongly supported by School Council, as were the year-level specific programs provided throughout the year.

While academic success is important, students are encouraged to participate in the school's extensive co-curricular program. The Social Justice Committee and SPECTRUM group are available for students who want to be involved in wellbeing issues both at a school level and a community level. Both groups aim to raise awareness within the school community and were well supported by the Student Services team and liaison staff.

The Tutorial Program delivered to Years 7-10 students was further refined in response to student survey feedback undertaken during the previous year. In 2018, the Year 7 Tutorial Program will receive additional time, and will be delivered in conjunction with the Health curriculum program to assist with student transition from primary school to secondary school.

The use of the *Student Attitudes to School* data continues to inform the work and priorities of Student Services. Two main statistics - *Connectedness* and *Managing bullying* - showed the school to be well ahead of the state indicator in these areas.



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 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 2084 students were enrolled at this school in 2017, 914 female and 1170 male.</p> <p>37 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>	



Performance Summary

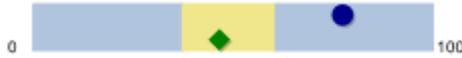
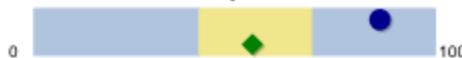
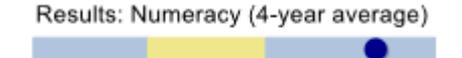
Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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>● Similar</p>



Performance Summary

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: 99% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 1% VET units of competence satisfactorily completed in 2017: 100% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 0%</p>		



Performance Summary

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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: auto; margin-right: auto;"> <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>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	96 %	94 %	94 %	94 %	94 %	94 %	<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 style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
96 %	94 %	94 %	94 %	94 %	94 %									
<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 style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>												



Performance Summary

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 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>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>

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)

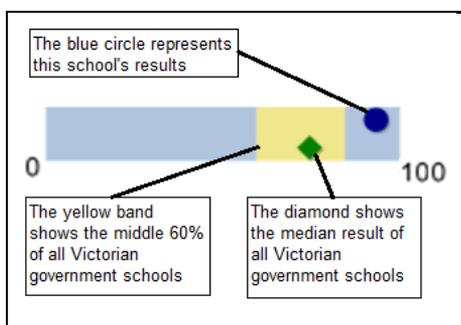
Engagement

- 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).

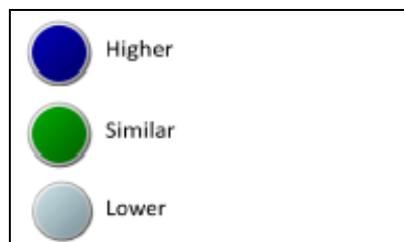


What does *School Comparison* refer to?

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

Balwyn High School has recorded an operating surplus which includes the donations for the Building, Library and Building Maintenance Funds, the International Student program and funds collected for the 2018 laptop program and the 2018 camps and excursions including the USA Tour, New Caledonia Tour, and the Year 7 Coonawarra and the Year 8 Canberra camps. In 2017 there were two very successful overseas tours to China and the USA Music tour. The continued success of the student laptop program was also evident by the number of students participating in the program.

We are extremely appreciative to the Balwyn High School community for their generous donations, and to our International Student Program, which have both contributed to the continued beautification and upgrade of our facilities to support student learning, as well as to our workforce for special student programs. In 2017 we completed a number of projects including the upgrading of 21 classrooms with the latest AV technology and the wireless technology across the school was upgraded and extended. The G. Newitt Music Centre refurbishment and extension was also completed. Equity Funding was utilised to support literacy intervention programs and to employ specialist staff in learning and wellbeing. Architect plans were also completed for the long awaited major upgrade and rebuild of B-wing which will commence in 2018 to transform the 1954 original classrooms to C21st learning and study spaces for our students. All costs associated with this major project will be met by Balwyn High School.

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	\$17,136,952	High Yield Investment Account	\$2,376,554
Government Provided DET Grants	\$2,398,838	Official Account	\$89,930
Government Grants State	\$9,725	Other Accounts	\$9,530,690
Revenue Other	\$329,799	Total Funds Available	\$11,997,174
Locally Raised Funds	\$4,213,766		
Total Operating Revenue	\$24,089,080		
Equity¹			
Equity (Social Disadvantage)	\$29,372		
Equity (Catch Up)	\$40,808		
Equity Total	\$70,181		
Expenditure		Financial Commitments	
Student Resource Package ²	\$17,130,020	Operating Reserve	\$850,376
Books & Publications	\$8,795	Asset/Equipment Replacement < 12 months	\$169,946
Communication Costs	\$77,281	Capital - Buildings/Grounds incl SMS<12 months	\$8,071,238
Consumables	\$343,912	Maintenance - Buildings/Grounds incl SMS<12 months	\$55,000
Miscellaneous Expense ³	\$2,019,684	Revenue Received in Advance	\$1,654,485
Professional Development	\$95,915	School Based Programs	\$127,798
Property and Equipment Services	\$1,639,990	Provision Accounts	\$41,379
Salaries & Allowances ⁴	\$638,798	Other recurrent expenditure	\$62,698
Trading & Fundraising	\$100,969	Asset/Equipment Replacement > 12 months	\$474,837
Travel & Subsistence	\$18,314	Capital - Buildings/Grounds incl SMS>12 months	\$200,000
Utilities	\$207,645	Maintenance -Buildings/Grounds incl SMS>12 months	\$289,417
		Total Financial Commitments	\$11,997,174
Total Operating Expenditure	\$22,281,322		
Net Operating Surplus/-Deficit	\$1,807,758		



Asset Acquisitions

\$360,521

- (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.