

2016 Annual Report to the School Community



School Name: Wodonga Middle Years College

School Number: 8851



Name of School Principal:

Vern Hilditch

Name of School Council President:

Sharyn Ryan

Date of Endorsement:

27th 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

Wodonga Middle Years College.

Our Vision - Government secondary schools in Wodonga are student focused learning communities. Our graduates will display confidence, be optimistic about their future and be committed to personal achievement and global citizenship.

Our Mission - To be a student focused learning community from which our graduates will:

- Be confident, capable and self-motivated.
- Be comfortable living in a world of diverse people, cultures, and beliefs.
- Be able to establish and maintain effective relationships.
- Be tolerant and act with empathy.
- Be respectful of self and others.
- Make meaningful contributions to society - the local and global community.
- Demonstrates intellectual tenacity and persistence in problem solving
- Be skilled analytic, critical, aesthetic and creative thinkers as the situation demands.
- Respond positively and appropriately to change and challenges.
- Set high expectations for themselves and act to meet those expectations.
- Flourish in a digital world and be a skilled user of evolving technologies.
- Be aware of post school options and successfully access them.

Wodonga Middle Years College is a secondary school catering to 820 students, 381 female 439 male, mainly in years 7, 8 & 9. Wodonga Middle Years College have 1 Principal, 5 Assistant Principals, 8 Leading Teachers, 59.4 Classroom Teachers and 31.55 Education Support Staff.

There are three campuses, Huon and Felltimber, and The Flying Fruit Fly Circus School with 57 students in years 3-9. The college operates a Neighbourhood Campus Policy. Students attend their closest campus.

The Student Family Occupation Education index is 0.59 averaged across the three campuses.

The college was established in 2006 and is in its eleventh year of operation

This year we have made a shift to House teams. These are the organisational structure of the college with Advocacy Teams, or form groups as the basis for pastoral care. There are 2 House Teams at each campus.

School Wide Positive Behavior Support and Restorative Practices form the basis for our student management and wellbeing.

Students complete a core of studies:

Year 7, English, Maths, Humanities, Science, Health and Physical Education

Years 8 & 9, Discovery (Maths & Science), Communication (English & Humanities), plus a range of electives in PE, Arts, Technology and Languages

Programs catering to students with specific needs or interests include Academic Advancement Program (AAP), Advancement Via Individual Determination (AVID), Literacy Intervention, Program for Students with Disabilities, Hands On Learning Program (HOLP), Academic Intervention, Respect and Acceptance Art Club and the Flying Fruit Fly Circus School.

Students from Year 7-9 are involved in a BYOD i-Pad program and the college has chosen Desire to Learn as its learning management system.

The College operates an extensive co curricular program including instrumental music, camps, sport and cultural activities.

Students go on to complete their secondary education, years 10-12 at the Wodonga Senior Secondary College.

Framework for Improving Student Outcomes (FISO)

During 2016 there was a focus on the FISO initiatives **Excellence in Teaching and Learning** (Building Practice Excellence and Curriculum Planning and Assessment) and **Positive Climate for Learning** (Setting expectations and promoting inclusion).

Excellence in Teaching and Learning

Best Practice Lesson plans have become common in the school these have a focus on Visible Learning which has enabled staff and students to focus on the next steps in each child's learning. The curriculum documentation is being transferred to Desire to Learn (D2L) and this work is continuing in 2017. The focus on ensuring a Guaranteed and Viable curriculum from Year 7 -12 in conjunction with Wodonga Senior Secondary College has been mostly completed and will be reviewed in 2017. Class profiling continues to be a focus at WMYC. Teacher triads for teacher observation, feedback and ultimately improvement in teaching and learning was implemented in 2016 and continues into 2017

Positive Climate for Learning

High expectations are framed by the school's vision and values and these are supported by our CARE program (SWPBS). CARE - C stands for Care for relationships. A stands for Achievement through Aspiration. R stands for Respect and E stands for Engagement.

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School.

Individual Education Plans (IEPs) are implemented for all students with specific needs. This ensures that students set aspirational learning goals and monitor and assess their progress.

Achievement

During 2016 Professional Learning Communities (PLCs) and Teacher Triads within the College focused on ensuring a Guaranteed and Viable Curriculum, with a focus on common formative and summative assessment, feedback and reporting student achievement to students and parents. Student portfolios and student led conferences, as well as a Grade Point Average, are the primary means of reporting student achievement.

AusVELS results at the primary levels are similar to but exceed the median for Victorian schools are at the top end of the middle 60%.

At the secondary levels, Maths and English AusVELS results are similar to but below the state median, however still within the middle 60% of all Victorian schools.

In NAPLAN year nine, the results for reading and numeracy are similar to other schools, but below the state median.

There is a learning gain from year 7 to year 9 in **reading** with 72% of students in with medium and high growth (up from 68% in 2015)

There is a learning gain from year 7 to year 9 in **numeracy** with 65% of students in with medium and high growth (down from 66% in 2015)

There is a learning gain from year 7 to year 9 in **writing** with 76% of students in with medium and high growth (up from 72% in 2015)

There is a learning gain from year 7 to year 9 in **spelling** with 70% of students in with medium and high growth (down from 73% in 2015)

There is a learning gain from year 7 to year 9 in **grammar and punctuation** with 70% of students in with medium and high growth (up from 62% in 2015)

There is a corresponding general decrease in low learning gain in all areas except numeracy and spelling. These trends are encouraging and testament to the processes that have been put in place to build teachers' and students' capacities.

Curriculum Framework implemented in 2016

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

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

Engagement

2016 was the first year of using the SIMS system for monitoring student attendance. Through this system we have a benchmark to improve student attendance. Our attendance data has declined since 2105. Student attendance processes are continually reflected on and a review of attendance policy and procedure was undertaken at the end of 2016.

Catering for student individual differences through programs such as High Water Theatre, Flying Fruit Fly Circus School and the Flexible Learning Centre increased the diversity of options for all middle years students.

We continue to develop effective partnerships with community agencies and other education providers so as to support the College community

Middle Years Aspiration Plans (MAPs) were introduced and implemented and support students with setting and achieving their learning goals and to also build a vision of achievement and success at school.

We do not use the Student Attitudes to School Survey to measure student engagement and wellbeing, preferring instead to use a range of other instruments including the Visible Learning Survey, which indicates a high degree of student engagement and satisfaction with teaching at the college.

In the secondary years, engagement as measured by attendance is similar than the median of Victorian schools with attendance on average at or above 90% for year 7 and declining to 85% by Year 9.

Our focus for 2107 is on improving student attendance and ensuring that student attendance is everyone's business in the school. A system of send SMS messages to parents to alert them of student non-attendance and unexplained absences has already seen parked improvement in student attendance.

Wellbeing



Our school values - Care for relationships, Achievement, Respect & Resilience and Engagement (CARE) continue to build a positive, safe and orderly learning environment within the College.

CARE signage is clearly displayed across the campuses of Wodonga Middle Years College.

Student management processes and documents were updated. This ensures a common and consistent approach across the College.

A review of the school structure took place in 2016 with the change to a House Structure. This structure ensures that staff purposefully build positive relationships and respect as well as understanding students and how they learn.

Student support in 2016 included structured year level teams with student advocacy, a wellbeing team with case managers and Defence Force Liaison on each campus. The college operates School Wide Positive Behaviour Support underpinned with Restorative Practices.

Wodonga Middle Years College has not undertaken the Student Attitudes to School Survey in 2014-2015, we will undertake this survey in 2017. The Visible Learning and Resilience Project surveys indicate a positive picture of student safety in the college, this picture was created by the Safe Minds training, STORM training for executive staff and the explicit teaching of behaviours through the CARE (SWPBS) program.

WMYC developed close relationships with many wellbeing agencies in 2016, including North East Child and Adolescent Mental Health Service, Gateway Community Health, Junction Support Services, Child Protection, and Head Space.

Wellbeing programs offered within the college by the Wellbeing Team include Kids in Kontrol, Shine Girls, Hands on Learning, Live Out Loud, EPIC and Equine Therapy.

For more detailed information regarding our school please visit our website at
www.wmyc.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 pri/sec schools: Result for this school: Median of all Victorian government pri/sec schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 820 students were enrolled at this school in 2016, 381 female and 439 male. There were 3% of EAL (English as an Additional Language) students and 6% 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>	



(Primary Year Levels)

Performance Summary

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

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



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading 100 % Medium</p> <p>Numeracy 100 % Medium</p> <p>Writing 100 % Low</p> <p>Spelling 100 % Medium</p> <p>Grammar and Punctuation 33 % 33 % 33 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>



(Secondary Year Levels)

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>



(Secondary Year Levels)

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>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

(Secondary Year Levels)

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 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>34%</td> <td>48%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>41%</td> <td>44%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>49%</td> <td>41%</td> <td>9%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>50%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>37%</td> <td>49%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	34%	48%	18%	Numeracy	41%	44%	15%	Writing	49%	41%	9%	Spelling	31%	50%	19%	Grammar and Punctuation	37%	49%	15%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 7-9)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>49%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>46%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>55%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>45%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>50%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	49%	27%	Numeracy	35%	46%	19%	Writing	24%	55%	21%	Spelling	30%	45%	25%	Grammar and Punctuation	30%	50%	20%	<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>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 0% Year 12 students in 0 undertaking at least one Vocational Education and Training (VET) unit of competence: 0% VET units of competence satisfactorily completed in 0: 0% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 0: N/A</p>																										

(Secondary Year Levels)

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>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>86 %</td> <td>85 %</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	86 %	85 %	NA	NA	NA	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	86 %	85 %	NA	NA	NA									
<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>● Lower</p> <p>● Lower</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>No Data Available</p> <p>No Data Available</p>												

How to read the Performance Summary

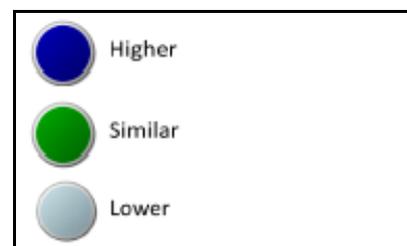
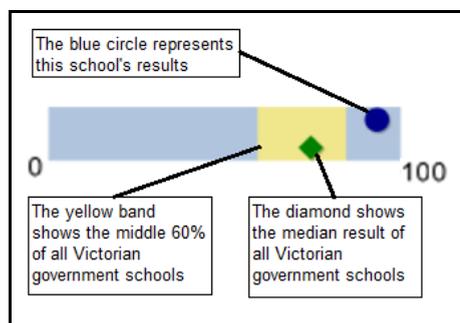
What are student outcomes?

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.

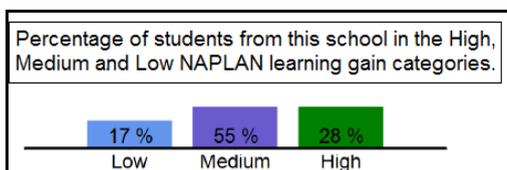
You can see these results for the latest year, as well as the average of the last four years (where available).

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

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$9,107,770
Government Provided DET Grants	\$1,569,421
Government Grants Commonwealth	\$78,751
Revenue Other	\$111,605
Locally Raised Funds	\$367,586
Total Operating Revenue	\$11,235,132

Expenditure	
Student Resource Package	\$9,277,888
Books & Publications	\$11,268
Communication Costs	\$57,100
Consumables	\$252,644
Miscellaneous Expense	\$598,724
Professional Development	\$47,808
Property and Equipment Services	\$517,196
Salaries & Allowances	\$478,647
Trading & Fundraising	\$28,032
Travel & Subsistence	\$41,056
Utilities	\$150,745
Total Operating Expenditure	\$11,461,106
Net Operating Surplus/-Deficit	(\$225,974)
Asset Acquisitions	\$59,620

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$207,714
Official Account	\$106,016
Other Accounts	\$6,010
Total Funds Available	\$319,740
Financial Commitments	
Operating Reserve	\$27,116
Capital - Buildings/Grounds incl SMS<12 months	\$6,010
Revenue Received in Advance	\$166,671
Other recurrent expenditure	\$119,944
Total Financial Commitments	\$319,740

Student Resource Package Expenditure figures are as of 06 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.