

# 2016 Annual Report to the School Community



School Name: John Fawkner Secondary College

School Number: 8894



Name of School Principal:	[Enter name here] _____
Name of School Council President:	[Enter name here] _____
Date of Endorsement:	[Enter date here] _____



All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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

At John Fawkner Secondary College our vision is "to provide a dynamic learning environment that engage students who work to achieve their personal best in an atmosphere of mutual respect and cooperation." John Fawkner Secondary College is a small co-educational secondary college, which operates within a distinct geographical area. In 2016 the college had an enrolment of 354 students (with 40 of these students enrolled in the Specialist Sports Program) and 32 full time teaching staff. John Fawkner College was opened in 2010 replacing the old Fawkner Secondary College. As a re-launched school the College implemented its new strategic plan over the next four years which aimed to totally rebrand the school and further improve the learning outcomes of all students through the DET "Project Excellence" initiative. A review conducted in 2013 in preparation for the new four year strategic plan indicated that the college has improved across most indicators and measures. John Fawkner College provides a wide range of VCE studies, a comprehensive VET program, mainstream VCAL and a sports specialist stream. Over the past four years there has been a strong focus on improving the Literacy and Numeracy skills of all students. During the school year the curriculum was redesigned to offer students a structure more closely aligned with the requirements of the Victorian Curriculum and welfare programs reflective of the college's strategic intent. New programs have been trialed in 2016 with a view to full implementation in 2017, to attract and engage students such as the Targeted Literacy and Numeracy Program (TLN), a Year 10 Acceleration Program and a Foundation VCAL program. The college has experienced a considerable amount of growth particularly in the later part of 2016, which is in part due to the excellent VCE data, introduction of the Sports Industry Pathway Program (SIPP), and the Melbourne City College of Football (academic/ skill development) program. The school has experienced rapid expansion within this program and an increase in enrolment numbers across all year levels 7 – 12. Our school enjoys a very diverse cultural mix and the growth of the special programs has also meant that we have also experienced expansion in our existing demographic profile.

### Framework for Improving Student Outcomes (FISO)

The College has continued to critically evaluate the allocation of resources (human, financial, time, space and materials) to facilitate the FISO objectives to maximize learning outcomes for students in both Excellence for Teaching and Learning and creating a Positive environment for Learning. In 2016 considerable funding was allocated to supporting the overall Teaching & Learning agenda via The Powerful Teaching and Learning Model of Instruction for school improvement, 2. Addressing the establishment of "Ground Rules", 3. The targeting of infrastructure and curriculum to reflect the 21<sup>st</sup> century Teaching and learning strategies through ICT, 4. Explicitly targeting the Literacy programs. The employment of staff and provision of resources for students was fundamental in achieving the established targets in this area. The College has continued to invest in the provision of quality ICT so as to support and engage students including the BYOD program, planning for the implementation of Compass and a consolidation of the good practice teaching and Learning Protocols (Whiteboard Structure), the Interactive Whiteboard technologies and applications. There was continued focus on KIS through the second year of Powerful T & L strategies via our PLT sessions to oversee work involving the Vic curriculum implementation, the HRLTP's, John Munro's VCE strategies, and a whole school approach to assessment and data to inform good teaching and learning. The school has developed a whole school approach to mid and end year examinations 7-12 as one form of assessment, amongst a range of approaches.

The MCCF and SIPP Programs which have experienced significant growth, have further been expanded to include a Year 9 entry level criteria, and the further development and implementation of a sports themed curriculum to engage students to provide meaningful pathways and aspirations into new 21<sup>st</sup> century applications. The employment of staff to oversee this priority, and the provision of Professional Development were essential. Raising student voice and participation in the PLT sessions with students working alongside their teachers as part of the FISO continuum for inclusion, progression and evaluation in the forums, was established. The trialing of a whole school approach to a targeted Literacy and Numeracy program (TLN) was successfully implemented with a view to its full implementation in 2017.

### Achievement

Overall, the school performance data indicates that our school is performing lower than state averages in some areas which is due in part to our low SFOE accounting for student background characteristics known to make a difference to student learning. Teacher judgements indicate the college is performing lower than some of our the like school comparison but higher in differing areas, including high averages in individual cohort progressions. It is pleasing to note that the 2016 NAPLAN results for the Years 7-9 matched cohort compares favourably with similar schools. Our VCE results in 2016 continued to show improvement in a four year trend, with the school mean study score, being maintained at an average level of 27. The level of improvement in the VCE over the 4 year average period has been extremely positive. The data also indicates that students continue to experience difficulties in their learning. Whilst student learning has improved, more rapid improvement is required for all students to reach the expected levels. This continues to be the primary focus of the College. Key Improvement strategies have been put in place with resources devoted to Literacy and Numeracy intervention programs and the employment of a specialist Literacy staff to support teachers and the introduction of a targeted Literacy and Numeracy Program for 2017 to address these needs.

Improving NAPLAN results, in particular, will continue to be a strong focus for the college. The consistent use of explicit teaching and learning approaches and involvement in the Powerful Learning and Teaching Project over three years will continue in 2017 as one of the key improvement strategies.

### 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

Student attendance indicates that in 2016 the school was performing similar than the school comparison median. This is a clear indication that students are positive about the school learning environment. The Student Attitude to School data also indicates that students are connected to the school and have a strong sense of belonging. Leadership opportunities within the SPAT, SRC and Melbourne Grammar forums continued to have a positive effect on student morale and sense of belonging.

The rapid growth in student numbers at the conclusion of 2016, can be attributed to our diverse pathways offerings and programs such as the Melbourne City College of Football (MCCF) and SIPP (Sports Industry Pathways Program). These programs, along with our Year 10 Acceleration Program, Minter Ellison (Horizons) Program and comprehensive VCAL Program, are seen as important in contributing to these positive results.

The investigations into improving student voice and forums for student inclusion and empowerment has seen the introduction of a renewed approach to implementation of the various Student forums, including the creation of more Leadership opportunities and structures within the school and a new SPAT team (Student/Principal Advisory Team)

Student engagement and wellbeing was further enhanced in 2016 through the following strategies.

- Consolidation of student leadership programs including the presence of 'student voice' in the PLT sessions and the establishment of a SPAT Team (Student/Principal Advisory Team)
- Whole school approach to improving student / staff relationships via various forums and professional development activities.
- Students at all year levels engaged in a comprehensive MIPS process to develop plans to facilitate meaningful pathways. This process was resourced in differing ways, including the mandatory participation in Study Skills seminars, beginning from year 7 through to year 12.
- The schools ability to retain students beyond Year 10 has improved to now be above the school comparison median. The number of students exiting to a more diverse and elite pathways into further studies and full time employment has also improved. This is an indication that the aspirations of our senior students is improving.

## Wellbeing

The college student wellbeing can be measured in a number of ways. Students indicate that they feel safe and relate to each other in a positive manner. Indictors also show that students feel that staff care about their wellbeing and are proactive in providing support for students. Work commenced to implement the Child Safe Standards, to critically evaluate current practice and policies and implement changes, as deemed appropriate. The College has well developed comprehensive Wellbeing structures and programs so to cater for the requirements of the different student cohorts and a large Wellbeing team, consisting of the Integration Coordinator, School nurse, Chaplain, School Psychologist, Community liaison officer, and 2 full time wellbeing councilors. Integration and literacy aides are also implemented within the structures to support both teachers and staff in maximizing student potential.

In 2016 the Student Attitude to School survey has again shown that students feel supported, with the data indicating that the college is similar to like schools in most surveyed areas. The Students enjoy a range of lunchtime activities, including sports, games and clubs, including the Homework club which is highly popular and appreciated by both the community (particularly the local Primary school children) and parents. The creation of a new weights room and Gymnasium, is enjoyed by both students and staff.

The College Council has continued to ensure that the learning environment is well maintained and supports a productive learning culture. As a result considerable resources were allocated towards the improvement of the schools infrastructure. This including the refurbishment of learning spaces and school grounds and the high use of the Sports Facility jointly run by the school and Moreland City Council.

For more detailed information regarding our school please visit our website at  
[[www.jfc.vic.edu.au](http://www.jfc.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 340 students were enrolled at this school in 2016, 91 female and 249 male. There were 37% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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><b>Teacher judgment of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Higher</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><b>NAPLAN Year 7</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>● Lower</p> <p>● Lower</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><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; 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>47%</td> <td>31%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>42%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>69%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>53%</td> <td>9%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>34%</td> <td>34%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	47%	31%	22%	Numeracy	29%	42%	29%	Writing	16%	69%	15%	Spelling	38%	53%	9%	Grammar and Punctuation	31%	34%	34%	NAPLAN Learning Gain does not require a School Comparison.
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<p><b>Victorian Certificate of Education (VCE)</b></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 style="text-align: center;"> <span style="color: blue; font-size: 2em;">●</span> Higher  <span style="color: green; font-size: 2em;">◆</span> Higher                 </p>																								
<p>Students in 2016 who satisfactorily completed their VCE: <b>100%</b>                      Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>88%</b>                      VET units of competence satisfactorily completed in 2016: <b>86%</b>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: <b>72%</b></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><b>Average Number of Student Absence Days</b></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><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; 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>85 %</td> <td>81 %</td> <td>77 %</td> <td>77 %</td> <td>74 %</td> <td>79 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	85 %	81 %	77 %	77 %	74 %	79 %	<p style="text-align: center;"><span style="color: grey; font-size: 24px;">●</span> Lower</p> <p style="text-align: center;"><span style="color: grey; font-size: 24px;">●</span> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
85 %	81 %	77 %	77 %	74 %	79 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p style="text-align: center;"><span style="color: green; font-size: 24px;">●</span> Similar</p> <p style="text-align: center;"><span style="color: green; font-size: 24px;">●</span> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</b></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><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p style="text-align: center;"><span style="color: green; font-size: 24px;">●</span> Similar</p> <p style="text-align: center;"><span style="color: green; font-size: 24px;">●</span> 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><b>Students Attitudes to School - Connectedness to School</b></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> Higher</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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> Similar</p> <p> Similar</p>

# How to read the Performance Summary

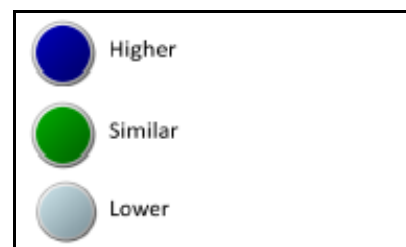
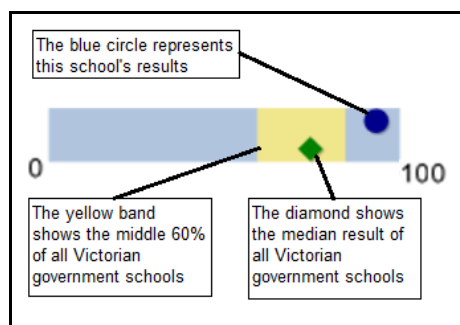
## What are student outcomes?

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.

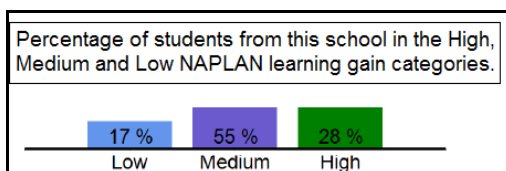
You can see these results for the latest year, as well as the average of the last four years (where available).

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	\$4,153,166
Government Provided DET Grants	\$874,636
Government Grants Commonwealth	\$3,577
Revenue Other	\$59,401
Locally Raised Funds	\$293,361
<b>Total Operating Revenue</b>	<b>\$5,384,142</b>

Expenditure	
Student Resource Package	\$3,646,473
Books & Publications	\$2,165
Communication Costs	\$16,455
Consumables	\$93,638
Miscellaneous Expense	\$287,372
Professional Development	\$54,012
Property and Equipment Services	\$295,686
Salaries & Allowances	\$266,846
Trading & Fundraising	\$2,129
Travel & Subsistence	\$45,468
Utilities	\$42,374

**Total Operating Expenditure**      **\$4,752,618**

**Net Operating Surplus/-Deficit**      **\$631,525**

**Asset Acquisitions**      **\$0**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$27,525
Official Account	\$152,482
Other Accounts	\$645,903
<b>Total Funds Available</b>	<b>\$825,910</b>

Financial Commitments	
Operating Reserve	\$163,857
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds incl SMS<12 months	\$310,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$75,168
Revenue Received in Advance	\$136,885
<b>Total Financial Commitments</b>	<b>\$785,910</b>

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.*