

# 2017 Annual Report to the School Community



School Name: Stawell Secondary College

School Number: 8731



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 02 May 2018 at 06:14 PM by Kevin O'Neil (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 07 May 2018 at 04:29 PM by Stephen Walker (School Council President)

## About Our School

### School Context

Stawell Secondary College is a Year 7 to 12 school that serves the community of Stawell and surrounding area. In various incarnations, the College has served the community on its current site since 1912. In 1986, with the merger of Stawell High School and Stawell Technical School, the College became Victoria's first secondary college.

Stawell Secondary College provides its students with an inclusive curriculum, designed to meet students' varied needs and interests. Year 7 students enrol from eleven local primary schools and study a comprehensive curriculum across all learning areas. In Years 8 to 10, our students enjoy an increasing selection of subjects as they progress through the school; organisational structures enable fluid and flexible groupings of students. Senior students study a range of pathways through the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL), with access to a variety of Vocational Education and Training (VET) studies.

In 2015, the College focused its language program on the teaching of Chinese language (Mandarin); since 2016, the College has extended its highly successful program of Chinese language instruction to neighbouring primary schools. In 2017, the College organised a study tour to China, which followed a six-week immersion tour to China as part of the VYLC - Victorian Young Leaders to China program in the previous year. In-country programs such as these are integral to developing students' knowledge of language and an appreciation of cultures and the value of global citizenship. In 2016 a Year 7 student won the Melbourne based 'Global Village Chinese Speaking Competition and in 2017 they competed in China.

Students belong to one of the three Houses, which are comprised of multi-age Home Groups. The Home Group program promotes and develops students' understanding of the College's values and seeks to proactively improve students' resilience and wellbeing. The House structure provides opportunities for students to develop their leadership skills. Student leadership in a representative sense is well-developed; our leaders represent the College at community events and at local primary schools and lead assemblies and ceremonies within the College. The student leadership program is expanding, with additional leadership opportunities available, beyond those of the School Captains and Year 9 Ambassadors.

Sport, music and various forms of competition are offered within the curriculum and can also be pursued as extra-curricular activities. Individuals and teams compete in a range of sports to state level, and several bands and ensembles perform for entertainment and in competitions. Two instrumental music teachers provide instrumental tuition.

Students at the College enjoy spacious grounds and a range of teaching and learning spaces with specialist equipment and facilities. At the core of the school, the library provides resources to support classroom learning and for research and reading. The recent addition of an Australian Government-funded Language Centre (now the Year 7 Hub) and a Trade Training Centre (Paint and Panel Workshop) are exciting additions to the school facilities. In 2017, the College began a master-planning process; it is anticipated that this will lead to more modern, flexible learning spaces becoming available and to enhancements to the outdoor environment.

The College operates a leasing program to facilitate access by all students to information and communication technologies; our wireless network is accessible throughout the College.

The College has a full-time equivalent staff comprised of 37.0 teaching staff, 18.6 education support staff and 3.0 principal class officers (one principal and two assistant principals).

### Framework for Improving Student Outcomes (FISO)

The College completed a Priority Review in 2015 and developed the current Strategic Plan to implement the recommendations of the review. The 2017 Annual implementation Plan focused on:

- **Building Practice Excellence:** the College has a school-wide instructional framework in place; it provides a common language for discussing learning and teaching. The staff Performance and Development Planning (PDP) process incorporated roundtables groups with peer-to-peer observation, guided to improving practice, as an integral component. Professional Learning Teams were established with a focus on Whole School Literacy, Numeracy and High Impact Teaching Strategies (HITS).
- **Building Leadership Teams:** an enhanced leadership structure (two assistant principals and the three leading teachers) and additional positions of responsibility were consolidated in 2017, with a view to enhanced succession planning and individual leadership development. Leadership team members attended leadership / principal conferences and principal meetings and undertook other relevant professional learning activities.
- **Empowering Students and Building School Pride:** as part of their professional learning, teachers gathered student feedback on teaching and learning; by utilising student feedback, teachers were able identify areas of their teaching



in need of strengthening. Additional leadership roles for students were introduced within Houses to further empower students in decision-making. Students have been active participants in College Council meetings for a number of years.

- Building Communities: efforts over a number of years to more actively involve the broader community with the College continued in 2017. VCAL students initiated and continued a range of community-focused engagements; prominent among these was the partnership with Cathy Freeman Foundation, Stawell Gift – Stawell Athletics Club. Students participating in the GRAMPS Mentoring program benefit greatly from the life experiences provided by their mentors. Members of Victorian Police and the local Learning and Employment Network (CGLLEN) attend our Breakfast Club where relationships with students are developed. Our leadership students provided support to local primary schools by assisting with sports-coaching duties and swimming and athletics carnivals. The College supported the 'pushcart' project at Stawell West Primary School and engaged in Visual Communication activities with students at St. Patricks Primary School. Our students participated in the Lions Youth of the Year competition and in Rotary exchanges. Our leadership students conducted the ANZAC Day and Remembrance Day services at the College and played a role in the associated community services; our Year 9 Ambassadors worked with the local RSL to open our Remembrance Avenue.

## Achievement

Stawell Secondary College promotes open access for students to either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). The four-year average mean VCE study score achieved by our students is similar to those of students at comparable schools. The College initiated strategies designed to enhance the learning culture and improve student outcomes, including 'stretch-plans', a two week 'head-start' program and Edrolo (VCE online learning support), and enhancements to the assessment and reporting of student achievements.

Teachers' judgement of student learning in Reading and Mathematics are similar to those made by teachers at comparable schools. The percentage of Year 9 students in the top three bands for NAPLAN Numeracy was similar to those recorded by students at comparable schools, but the need to address student Reading data was identified. Students' performance on NAPLAN Reading and the relatively high percentage of students experiencing low growth in Reading and Numeracy were also of concern. With the assistance of a consultant, the College initiated an enhanced reading program of assessment and intervention, and emphasised differentiating approaches to student learning, to address these concerns. The College planned a whole-school literacy plan which includes developing students' academic vocabulary. Teachers worked in teams to enhance their capacity to use high impact teaching strategies to maximise student learning. Literacy support plans for students at risk were developed and two teacher aides were employed to support student-learning growth.

Our students routinely receive their 'first round' offer, indicating that their desired pathway has been realised. Students who undertake studies in VCAL achieve their pathways to employment or further training. Many students benefitted from a number of scholarships, including the Chris and Marli Tilley Scholarship (\$15,000).

## Engagement

The College established an 'attendance team' and allocated additional resources to improve student attendance. A staged response to address student absence was developed and through its implementation, the number of unexplained absences declined; improvements in overall student attendance were recorded at each year level, when compared with 2016 data. Despite these improvements, the College's 2017 student attendances rates are lower than those of students at comparable schools; it is anticipated that student attendance will continue to improve from 2018.

Whilst improvements have been observed, the College recognises that ongoing work is required to engage some students and their families, where student absence is a significant issue; our staff work with families and community-based agencies to support students' regular attendance at school.

The College resourced the RISE (Re-engage In Secondary Education) program to support students who were at risk of becoming disengaged from schooling. The Program operated for four days each week and small groups of students undertook activities designed to address their wellbeing and engagement issues. In many cases, students were re-engaged and successfully returned to the College's mainstream program.



In 2017, the College's student retention rate from Year 7 to Year 10 and the four-year average retention rate was similar to comparable schools. In 2017, percentage of students who exited the College with pathways to further studies or full-time employment was similar to students at comparable schools; this was an improvement on the four-year average data.

## Wellbeing

The student attitudes to school survey data has been consistent over time, and students recorded levels of connectedness, and endorsed the management of bullying, at rates similar to comparable schools.

The College's Student Wellbeing Worker provides significant individual support to students and coordinates services around the student to address any wellbeing needs. Stawell Secondary College responds carefully to the needs of its students and staff are acknowledged for their care and professional dealings with students who are in need of wellbeing support.

The College implements a comprehensive wellbeing framework through the work of Home Group Teachers, House Leaders and Assistant House Leaders. A Home Group Program proactively addresses student wellbeing issues to increase student connectedness within a blended Year 7 to 12 setting; additional time was allocated to Assistant House Leaders in 2017 to enable them to more effectively plan and prepare the learning activities undertaken by Home Groups.

The Year 7 Hub provided an enhanced wellbeing space for Year 7 students and assisted with their transition to secondary education. The College's Breakfast Club continued to provide a regular opportunity to engage positively with students.

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

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 421 students were enrolled at this school in 2017, 213 female and 208 male.</p> <p>1 percent were EAL (English as an Additional Language) students and 4 percent 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>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><b>School Staff Survey</b></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><b>Teacher Judgement 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 Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></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><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>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><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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>

## Performance Summary

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

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 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><b>Reading</b> Low: 33%, Medium: 48%, High: 20%</p> <p><b>Numeracy</b> Low: 33%, Medium: 45%, High: 22%</p> <p><b>Writing</b> Low: 26%, Medium: 56%, High: 18%</p> <p><b>Spelling</b> Low: 23%, Medium: 50%, High: 27%</p> <p><b>Grammar and Punctuation</b> Low: 13%, Medium: 52%, High: 35%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> Low: 51%, Medium: 35%, High: 15%</p> <p><b>Numeracy</b> Low: 33%, Medium: 52%, High: 15%</p> <p><b>Writing</b> Low: 47%, Medium: 40%, High: 12%</p> <p><b>Spelling</b> Low: 34%, Medium: 54%, High: 12%</p> <p><b>Grammar and Punctuation</b> Low: 56%, Medium: 36%, High: 8%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>Lower</p> <p>Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: <b>97%</b>            Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>36%</b>            VET units of competence satisfactorily completed in 2017: <b>99%</b>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>43%</b></p>		

## Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p><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</p> <p><b>School Comparison</b>            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;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>88 %</td> <td>84 %</td> <td>80 %</td> <td>80 %</td> <td>84 %</td> <td>86 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	88 %	84 %	80 %	80 %	84 %	86 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>○ Lower</p> <p>○ Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
88 %	84 %	80 %	80 %	84 %	86 %									
<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: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p>● Similar</p> <p>● Similar</p>												
<p><b>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p>● Similar</p> <p>○ Lower</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: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Students Attitudes to School - Management of Bullying</b></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)

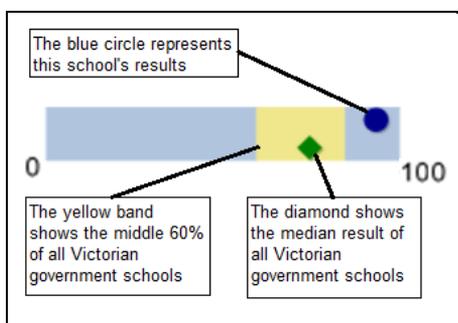
### Engagement

- 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).

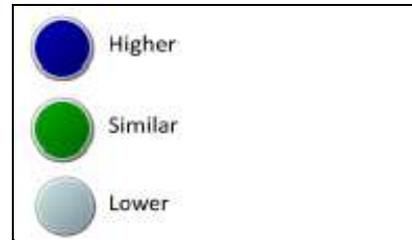


## What does *School Comparison* refer to?

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

[Please refer to the 2017 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, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,421,818	High Yield Investment Account	\$291,982
Government Provided DET Grants	\$726,768	Official Account	\$37,224
Government Grants Commonwealth	\$6,675	Other Accounts	\$222,922
Government Grants State	\$488	<b>Total Funds Available</b>	<b>\$552,128</b>
Revenue Other	\$38,133		
Locally Raised Funds	\$382,592		
<b>Total Operating Revenue</b>	<b>\$5,576,474</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$161,763		
Equity (Catch Up)	\$43,900		
<b>Equity Total</b>	<b>\$205,663</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,481,359	Operating Reserve	\$151,914
Books & Publications	\$11,045	Asset/Equipment Replacement < 12 months	\$10,000
Communication Costs	\$18,233	Maintenance - Buildings/Grounds incl SMS<12 months	\$63,643
Consumables	\$209,446	School Based Programs	\$126,571
Miscellaneous Expense <sup>3</sup>	\$178,124	Repayable to DET	\$200,000
Professional Development	\$20,905	<b>Total Financial Commitments</b>	<b>\$552,128</b>
Property and Equipment Services	\$291,858		
Salaries & Allowances <sup>4</sup>	\$102,196		
Trading & Fundraising	\$77,054		
Travel & Subsistence	\$1,826		
Utilities	\$51,177		
<b>Total Operating Expenditure</b>	<b>\$5,443,223</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$133,250</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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.



*Consistent with Victorian Department of Education guidelines, in 2017 the School Council continued to determine appropriate budgets and monitor expenditure. This prudent financial management resulted in a net operating surplus being recorded. A deficit of \$59,540 in the Student Resource Package was covered in the cash budget. The School Council maintains a commitment to services for students and ongoing upkeep of buildings, plant and equipment.*