

# 2017 Annual Report to the School Community



School Name: Yarraville Special Developmental School

School Number: 5278



## YARRAVILLE

Special Developmental School



Education and Training

## About Our School

### School Context

Yarraville SDS is a small Special Developmental School catering for the educational needs of students aged between 5 - 18 with moderate to severe intellectual disability. Many have additional disabilities and a high percentage of students have a diagnosis of Autism Spectrum Disorder.

The school's enrolment is 60. There are 23 students in the Primary Learning Area and 37 students in the Secondary Learning Area. The school is located in the South Western Victorian Region and the designated transport area includes most of the Cities of Maribyrnong and Hobsons Bay and some of the Cities of Melbourne and Moonee Valley. This area is culturally and socially very diverse and this is reflected in the enrolment profile of the school. The proportion of students who are non-English speakers is 0.28 and the school has a Student Family Occupation (SFO) density of 0.7005 and Student Family Occupation and Education (SFOE) density of 0.572.

This school has a staff of 26.4 EFT comprising 2.0 Principal class, 13.6 Teachers and 10.9 teacher assistants, 2.0 allied health staff.

All teaching staff (Teachers and Education Support) and the Allied Health team support improvements in the following three areas:

*Achievement, Engagement and Wellbeing.*

The purpose of the school is to engage our students in innovative and high quality education and social programs in a friendly and caring environment. The school is a place where learning is fun and our students achieve in ways which provide a basis for continued learning.

Our school community forms part of a diverse and larger community, and our focus is on the ability of our students to participate in this local community and beyond.

Our Values are :

- Be Safe
- Be Respectful
- Be Responsible

Our School vision is *Excellence in Learning.*

The school offers a broad curriculum but there is a clear emphasis on the achievement of improved outcomes in the area of literacy, numeracy and communication whilst building personal and interpersonal capabilities. By building a positive climate for learning and high expectations for the whole school community, we are enabling students to succeed as learners. We take collective responsibility for improving student outcomes and work in collaboration with families, experts and community members to provide every student with every opportunity to learn every day. *Every child, Every Opportunity, Every day.* The school considers student interests and choices to provide purposeful learning environments and authentic learning experiences where students thrive as learners. The school's Positive Behaviours in School (PBIS) framework is creating a positive climate for a safe and stimulating learning environment.

The school's Framework for Improving Student outcomes is in alignment with the DET FISO model. The school Improvement team and the Professional Learning teams are the key vehicles of change in instructional practice. We place relentless focus on teaching and learning and build practice excellence through ongoing professional learning and collaboration.

We use ABLES (Abilities Based Learning Educational Support) tool to assess student current skill levels and aligned them to Level A-10 of the Victorian Curriculum. 2017 saw the third year of our implementation phase of our 2015-2018 strategic plan. In this time we continued revision of provision of programs for students in the secondary years to increase opportunities and pathways for post school options.

We acknowledge that the highly complex nature of the social, emotional, physical and learning needs of some of our students has challenged the school resources and may have had an impact on student and staff wellbeing. Sustainability of learning and teaching pedagogies of the school to improve social and learning outcomes remain our priority.

### Framework for Improving Student Outcomes (FISO)

Yarraville SDS focused on the following FISO initiatives in 2017.

#### Building Practice excellence

- Build the capacity of individuals and teams to implement a consistent approach to use of Augmentative and Alternative (AAC) across the school

*Implementing a consistent approach to using AAC resulted in:*

*10% increase in students working at Level D and above in semester 2 ( teacher judgement)*

*10% decrease in students working at Level B and below in semester 2 ( teacher judgement)*

- Establish PLT structure and practice



*This resulted in:*

*growth in all elements of PLC on the Professional Learning Communities maturity matrix.*

*11.4% increase in positive feedback(SOS) from staff on collective focus on student learning*

*4.5% increase in positive feedback(SOS) from staff on teacher collaboration*

- Establish Structures to support the PDP cycle

*All staff completed the cycle to achieve Personal goals (aligned to the school's Annual Implementation plan) and as such contributed to school achieved all the AIP goals.*

### **Curriculum Planning and Assessment**

- Develop a consistent approach to whole school use of data in achieving targeted instructional practice for each child

*This resulted in a greater consistency in the area of reading and writing between the ABLES and Victorian Curriculum judgement tool data. This work is also enabling teachers to differentiate teaching and learning in the classroom and has led to increased integration of AAC in the literacy program.*

### **Empowering students and building school pride**

- Implement and embed a consistent whole school approach in school wide positive Behaviour

*This resulted in:*

*54% of the students showing growth in Personal and social capability : Social over six months*

*35% of students showing **significant** growth over six months on ABLES assessment*

*decrease in the cases 21 student incidence reports*

- Establish processes and programs for student transitions from and within schools

*This has resulted in:*

*100% of 2017 graduates attending full time post school option in 2018*

*21% of students participating in external work experience*

*84% of the students participating in work experience within the school*

*increased purposeful and applied learning opportunities in Secondary Learning Area.*

*23.8% increase in positive feedback(SOS) from staff on Guaranteed and Viable curriculum.*

## **Achievement**

In 2017, the school focus was to implement a consistent approach to use Augmentative and Alternative Communication (AAC) across the school. The action plan to improve communication outcomes for students ensured that resources to support the approach was available and a one to one iPad program was implemented in the school. 100% of our staff had access to Proloquo2Go app and the Allied Health team provided ongoing professional learning.

Students immersed in AAC through displays and staff modelling the use the core language display consistently across the school day.

We continued to build the capacity of staff to deliver engaging programs by providing professional development directly linked to our Annual Implementation Plan and engaged Andrea Hillbrick, a teaching and learning consultant to support implementation of language experience strategy in classrooms. In addition, the introduction of Inquiry Planners, allowed for further opportunities to use the language experience strategy. The implementation of this strategy provided students with various and multiple opportunities to communicate their ideas using the AAC tools available.

Professional Learning Teams (PLTs) were established in 2017 and PLT leaders participated in PLC leadership programs within school, special schools network and state level. In term three, the ability to confidently implement a PLT inquiry challenge by interrogating various data sets, moderate work samples and implement research drove the school's key improvement strategy of establishing PLT structures and practices effectively. The Professional Learning Teams (PLTs) were instrumental and the key drivers of change in our school and the PLT cycle is providing a structure that has strengthened collaboration and collective responsibility. 82% of staff had a positive response to staff opinion survey on collective responsibility. To align PLT strategy with the school's focus on improving communication outcomes for students, teachers in their PLT worked on building pedagogical content knowledge in Reading to support students to Express and Develop ideas. Through using of quality texts, implementing Language experience strategy and proloquo2go, coaching, peer observation and observations within community of practice (network of special schools), symbol rich learning environments were created in our classrooms.



With the inquiry challenge, the Primary Learning Area set out to move 10% of students in Level B to Level C and beyond in Reading. Results showed that 18% of students had moved from level B to level C. Similarly in the Secondary Learning Area, the team set out to move 12% of students in Level C to Level D and beyond in Reading and this was achieved. PLT teams celebrated their achievements within school and with other schools that were involved in the state-wide PLC initiative. Our presentation at Bastow received many positive comments and feedback and following the presentation, we had teams from other school visit to observe and learn from our practice.

In 2017, every student was assessed against the ABLES Assessment Tool and the Victorian Curriculum Judgement tool in the areas of English, Mathematics and Interpersonal and Social Capability. The front loading of PLT leaders was critical to developing shared understanding about curriculum planning and assessment and it led to 49% of students achieving good to significant growth in reading on ABLES data. 100% of our teaching staff indicated that they had increased confidence and skills in integrating sensory and Augmentative and Alternative (AAC) strategies in their classrooms. All teachers reported that there was greater consistency in the area of reading and writing between the ABLES and Victorian Curriculum judgement tool data. This work also enabled teachers to differentiate teaching and learning in the classroom. This resulted in increased integration of AAC in the literacy program.

Families received information about the new Victorian Curriculum and reporting expectations set by DET, through newsletters and a letter accompanying the report. The overall feedback was positive from our families who felt it was easier to understand and follow and that the presentation of the reports were professional. All Individual Learning Plan (ILP) goals were aligned to the Victorian Curriculum. Accelerus software was used for the first time to generate mid and end of year reports.

Learning Areas (English and Maths) progression points were reported to the DET in 2016 and therefore, this is the first time we have comparative data. With unrelenting focus on literacy and communication, students achieved significant improvement in English.

English

Level	2016	2017
A	10%	8%
B	30%	25%
C	20%	30%
D	30%	21%
F	2%	2%
F.5	-	11%
1	-	1%
1.5	-	

In 2016, 52% of students were at Level C to Level F and in 2017, 65% of students were at Level C – Level 1

In Maths, while there was a slight decline in Levels A-B (20% to 26% in both levels), overall there was positive outcomes. As a school we will need to focus on this learning area and equip staff with professional training and a focus during PLT to learn strategies and processes to teach students Maths.

Maths

Level	2016	2017
A	20%	26%
B	20%	26%
C	18%	22%
D	7%	15%
F	-	-
F.5	-	-
1	-	3%
1.5	1%	

In 2016, 26% of students were at Level C to Level 1.5 and in 2017, 40% of students were at Level C – Level 1.



Home and school partnerships are a must for the success of our students' futures. The partnership with parents was strengthened as teachers actively engaged with sharing with families through termly invitation to celebration of learning. This included Education week activities, Science Day, End of Year picnic, Secondary Learning Area Information sessions and assemblies, Bus tours, Meet the Staff evening and the introduction of regular assemblies.

Other parent forums that were held was Vietnamese Parent/carer Group, Parent/carer strengthening. Group, Parent/Carer Feedback forums and the Parent/carer Resource making group.

The feedback we have received through hosting these events and from the parent opinion data highlighted a positive shift in student engagement across the school. Strong evidence of the school's successes in improving student engagement taken from The Parent Opinion Survey showed:

Factors	Percentage
Parent Participation and Involvement	88%
School support	92%
Satisfied with the whole school overall	85%
Student Cognitive Engagement	88%
Student learning Environment	92%
Student motivation and support	100%

75% of our staff were positive about the school climate. 83% of our staff members were positive about parent and community involvement in school and this was a 5% increase from previous year.

In addition, the introduction of the Language Experience and Inquiry Units to our curriculum, definitely contributed to providing further opportunities for our students to engage in learning. Involving our students in the experience was the key to success as students involved in authentic learning experiences. They specially enjoyed the sensory and hands on components of the experiences and capturing this on the iPad camera allowed for meaningful communication to support students' language development. Students looked forward to new/different experiences that encouraged them to link and extend thoughts and use and understand complex structures of language. The inquiry approach also promoted curiosity, co-operation, problem solving and increased confidence as learners. The students were encouraged to participate in looking, reading, observing, experimenting, describing and presenting new learning to the class.

The 9% of allocation of resource budget towards professional learning through observations, working with a consultant and in class support from leaders and Allied Health staff was highly effective. 89% of teachers reported that the feedback and workshops were assisting them to build their instructional capacity to teach literacy and implement AAC and sensory strategies in classrooms.

The increased emphasis on developing skills for post school options and independent skills for senior students, saw the introduction of a number of new programs:

- café
- photography and videography
- soap making
- work experience
- structured work placements
- paper delivery
- swimming

These proved to be highly motivating and thus improved student engagement. With the increased purposeful and applied learning opportunities in Secondary Learning Area, 21% of students participated in external work experience and 84% of the students participating in work experience within the school. There was also a significant 23.8% increase in positive feedback (SOS) from staff on Guaranteed and Viable curriculum as a result. 100% of our parents believed that their child/children were developing confidence and building resilience on our parent opinion survey.

YSDS addresses the area of student non-attendance through a holistic approach. Significant student absences involve the support of the Learning Area Leaders and Student Wellbeing Coordinator. The school leaders discuss absence concerns and follows these up by contacting parents, carers and case workers (where necessary) and invites them to meet to offer support. We also link families with our social worker, or the Navigator program or the Lookout Centre when our procedures to re-engage students and families are unsuccessful. YSDS attendance rate showed an increase of 2.5% from 2016 to 2017. In 2016, the average number of absence days was 29.3 and in 2017, it decreased to 26.8.

## Wellbeing

In 2017 the School Wide Positive Behaviour Support (SWPBS) team began to embed the DET initiative, SWPBS framework and practices. The expected behaviour matrix was revised and finalised and every classroom in the school displayed SWPBS posters highlighting the 'whole school' behaviour expectations. After consultation with staff, the SWPBS team provided staff with explicit teaching strategies and resources to teach the expected behaviours in the classroom and supported staff at staff meetings to share the impact of teaching the expected behaviours.

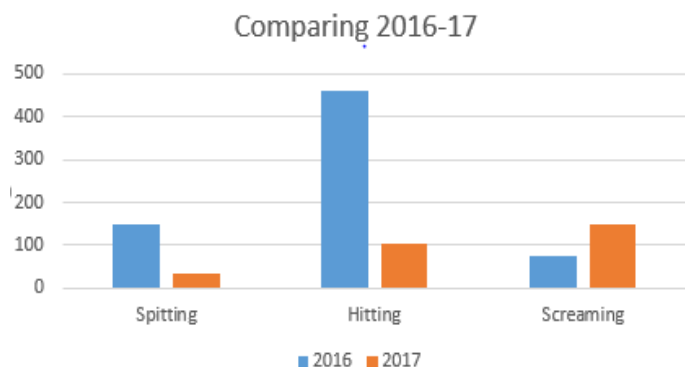
Implementing and embedding a consistent whole school approach in school wide positive Behaviour resulted in:

- 54% of the students showing growth in Personal and social capability :Social over six months
- 35% of students showing **significant** growth over six months on ABLES assessment



- decrease in the cases 21 student incidence reports

Data was also collected on three specific behaviours of screaming, hitting and spitting in 2017 and was compared to the same data collected in 2016.



Spitting reduced from 148 to 34 which is a reduction of 77%

Hitting reduced from 462 to 104 which is a reduction of 77%

Screaming increased from 77 to 147 which is an increase of 90.9%

YSDS is a child safe school and Staff were regularly provided with training and support to identifying and responding to all forms of abuse, including how to mandatory report on suspicions or incidences of child abuse.

The school was also successful in the submission to be a partner school in the Respectful Relationships initiative from DET. Respectful Relationships is about tackling family violence and promoting gender equity through education. As a partner school, we have met with DET representatives at YSDS, attended workshops facilitated by the Lead school and the Wellbeing Coordinator attended professional development, including *Identifying and Responding to Student Family Violence Disclosures* and facilitated workshops at school for all staff. The PD equipped staff with the knowledge, clear boundaries and strategies to use if they ever had to deal with student's disclosures of family violence.

Other programs that supported student wellbeing included:

- Staff trained in medical procedures- First Aid training, Anaphylaxis, Asthma and Epilepsy
- PEG Feeding Training
- Immunisation Program for Yr 7s and Yr 10s
- Providing outreach and support for families in terms of assisting with a myriad of factors such as housing, safety adaptations, Centre link and other external agencies
- Co Care Program- Group education for students to develop and build the necessary human relations skills and protective behaviour strategies to participate in everyday life
- Graduation night for students exiting the school, which is a lovely way to celebrate student's achievements and successes with school staff and families

Whole school assemblies including performances by students and certificates and awards presented in front of the entire school community.

For more detailed information regarding our school please visit our website at  
[enter web address here]



## 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 Special Schools: Results for this school: Median of all Victorian Government Special Schools:

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 66 students were enrolled at this school in 2017, 15 female and 51 male.</p> <p>51 percent were EAL (English as an Additional Language) students and 0 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

Achievement	Student Outcomes																																																																												
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard 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>	<div style="text-align: center;"> <p><b>Results: English</b></p> <table border="1"> <caption>English Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>8%</td></tr> <tr><td>B</td><td>25%</td></tr> <tr><td>C</td><td>29%</td></tr> <tr><td>D</td><td>22%</td></tr> <tr><td>0.5</td><td>3%</td></tr> <tr><td>F - F.5</td><td>12%</td></tr> <tr><td>1 - 1.5</td><td>2%</td></tr> <tr><td>2 - 2.5</td><td>0%</td></tr> <tr><td>3 - 3.5</td><td>0%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p><b>Results: Mathematics</b></p> <table border="1"> <caption>Mathematics Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>26%</td></tr> <tr><td>B</td><td>26%</td></tr> <tr><td>C</td><td>23%</td></tr> <tr><td>D</td><td>15%</td></tr> <tr><td>0.5</td><td>3%</td></tr> <tr><td>F - F.5</td><td>4%</td></tr> <tr><td>1 - 1.5</td><td>3%</td></tr> <tr><td>2 - 2.5</td><td>0%</td></tr> <tr><td>3 - 3.5</td><td>0%</td></tr> <tr><td>4 - 4.5</td><td>0%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div>	Level	Percentage	A	8%	B	25%	C	29%	D	22%	0.5	3%	F - F.5	12%	1 - 1.5	2%	2 - 2.5	0%	3 - 3.5	0%	4 - 4.5	0%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%	Level	Percentage	A	26%	B	26%	C	23%	D	15%	0.5	3%	F - F.5	4%	1 - 1.5	3%	2 - 2.5	0%	3 - 3.5	0%	4 - 4.5	0%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%
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## Performance Summary

Engagement	Student Outcomes												
<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>	<table border="1"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>23.4</td> <td>25.9</td> <td>29.3</td> <td>26.8</td> <td>26.4</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	4-year average	Average absence days	23.4	25.9	29.3	26.8	26.4
Year	2014	2015	2016	2017	4-year average								
Average absence days	23.4	25.9	29.3	26.8	26.4								
<p><b>Exit destinations</b></p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>ND</td> <td>100.0</td> <td>ND</td> <td>ND</td> <td>100.0</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	4-year average	% of students to further studies or employment	ND	100.0	ND	ND	100.0
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# 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 key areas:

### Achievement

Student achievements in :

- English and Mathematics

### 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)

## What is the meaning of '*Data not available*'?

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.

## Towards Foundation Level Victorian Curriculum

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.

## Financial Performance and Position

### Financial performance and position commentary

The school finished with a sound surplus as the school transferred significant amount from credit to cash for building works and maintenance that was carried out in 2017 and will continue in 2018. We will continue to use the surplus to upgrade existing facilities. As the school is a heritage listed building, it is important to keep up with the maintenance plan. The school will also use the surplus to redesign learning environments to meet the needs of our secondary age students as they prepare for post school options.

In 2017, we had a significant decrease in student numbers and if the trend continues, it can have a significant effect on funding staffing and other existing arrangements.

\$218,000 of our fund were provided on the change from Day Training Centre to Special Developmental School on the understanding that the funds would provide source of funds from investment. The equity funding was used to support improved communication outcomes for students through coaching and staffing.

We believe that the resources of the school have appropriately supported our students to achieve the learning and wellbeing outcomes in 2017.

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	\$2,743,580	High Yield Investment Account	\$62,371
Government Provided DET Grants	\$620,770	Official Account	\$52,764
Government Grants Commonwealth	\$150	Other Accounts	\$258,784
Government Grants State	\$19,534	<b>Total Funds Available</b>	<b>\$373,919</b>
Revenue Other	\$29,809		
Locally Raised Funds	\$31,342		
<b>Total Operating Revenue</b>	<b>\$3,445,185</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$35,245		
<b>Equity Total</b>	<b>\$35,245</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,473,192	Operating Reserve	\$81,106
Books & Publications	\$267	Beneficiary/Memorial Accounts	\$218,000
Communication Costs	\$4,459	Revenue Received in Advance	\$14,000
Consumables	\$66,916	School/Network/Cluster Coordination	\$5,000
Miscellaneous Expense <sup>3</sup>	\$196,331	Capital - Buildings/Grounds incl SMS>12 months	\$1,813
Professional Development	\$15,266	Maintenance -Buildings/Grounds incl SMS>12 months	\$19,000
Property and Equipment Services	\$265,600	<b>Total Financial Commitments</b>	<b>\$338,919</b>
Salaries & Allowances <sup>4</sup>	\$80,530		
Trading & Fundraising	\$698		
Travel & Subsistence	\$6,824		
Utilities	\$15,585		
<b>Total Operating Expenditure</b>	<b>\$3,125,668</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$319,517</b>		
<b>Asset Acquisitions</b>	<b>\$11,149</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.*