

2016 Annual Report to the School Community



School Name: Sunshine Special Developmental School

School Number: 5267

Name of School Principal:	Colin Schot
Name of School Council President:	Danny Smith
Date of Endorsement:	21 st 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.



Education and Training

About Our School

School Context

Located in Melbourne's Western suburbs, Sunshine Special Developmental School (SDS) offers a unique and innovative learning environment for students aged from 5-18 years with moderate to severe Intellectual Disabilities. Sunshine SDS is a P-12 school and is organised around a Primary and Secondary Learning Centre Model. The school is home to a wide range of students from diverse nationalities and cultural backgrounds. Our Vietnamese community is strong and we welcome an increasing number of Burmese and Sudanese families into our learning community.

Sunshine SDS has a staff compliment of: 2 Principal Class, 3 Leading Teachers, 30.1 teachers and 60.9 Education Support Staff and currently has an enrolment of 164.2 students.

Our teaching and learning programs are tailored to meet the individual needs of students, and include the use of the ABLES (Abilities Based Learning and Education Support). The teaching and learning of the school is driven by data that is used to establish priority learning goals for students and to report on progress. Learning is aligned to the Victorian Curriculum framework, with an emphasis on English, Communication, Mathematics, Personal and Social Capability. The school delivers curriculum through a variety of engaging, hands on contexts for learning. Some of these programs include play based learning, an 'Electives' program, the 'Shine' program and Intensive Interaction. Students participate in specialist programs to provide appropriate enrichment and stimulation. These include Visual Art, Library, Performing Arts, Physical Education and Dance.

The school's team of Allied Health Professionals form a vital part of the support for all students and staff. The team includes Speech Pathologists, Occupational Therapists, a Physiotherapist, Allied Health Assistants and a Psychologist.

The school also has a Vietnamese Liaison Officer, a Chaplain and Nurse to provide additional support for both students and families.

Sunshine SDS promotes and values our vision of 'Excellence in education for every student, every day without exception.'

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence - International Pilot Program with AssistiveWare

- The school has appointed an Augmentative and Alternative Communication (AAC) consultant – Jane Farrall who has worked with individual staff and provided whole school Professional Learning.
- The school has appointed a Proloquo2Go coach who has worked with all staff across the school in a coaching capacity, modelling the use of Proloquo2Go within teaching and learning.
- Whole School Professional Learning has been designed and developed
- A Communication Committee established to support the implementation of Proloquo2go

Curriculum Planning and Assessment – Develop and embed a consistent Teaching and Learning Framework

- An Instructional Model has been developed and documented for implementation in 2017
- Teaching and Learning Essentials have been developed and documented for implementation in 2017
- Transition to the Victorian Curriculum has included the documentation of a 2-year curriculum map and 2-year Geography and History Inquiry Units
- Professional Learning Teams and Learning Centre Meetings used to provide Professional Learning



Achievement

2016 marked the implementation of our new Strategic Plan. An area of focus within 'Achievement' has been the transition from AusVELS to the Victorian Curriculum and building capacity of staff to improve student learning outcomes and the implementation of an Instructional Model and Teaching and Learning Essentials.

The school has worked extensively with staff to familiarize them with the Victorian Curriculum providing Professional Learning and utilizing the VCAA website to collaboratively plan Inquiry Units based on the Geography and History Curriculum within a 2-year Inquiry Unit Planner. Working closely with the Department of Education and Training (DET) and the Victorian Curriculum and Assessment Authority (VCAA) we have developed and documented a 2-year curriculum map. These strategies have enabled the successful achievement of our Annual Implementation Plan (AIP) and Key Improvement Strategy (KIS) of 'developing and embedding a consistent Teaching and Learning Framework.'

In 2016, an Instructional Model and Teaching and Learning Essentials have been developed. This was a collaborative process through workshops with staff and work in Professional Learning Teams (PLTs). These documents are key to our focus on building consistency in practice.

The full implementation of Accelerus has been a strong focus with all reporting expectations aligned to DET expectations. All Individual Learning Plans are aligned to Victorian Curriculum Learning Areas and student goals to the Victorian Curriculum using the Principals Association Special Schools (PASS) goal bank. In 2016, progression points were reported to the DET, this data is reflected within this report in the Student Outcomes Performance Summary. This is the first time we have been required to provide this information and we look forward to having comparative data in 2017. The implementation of Accelerus has been another step in the school's journey toward improving reporting processes to parents. Parent Opinion Survey data around 'Reporting' shows growth from the 83rd percentile in 2015 to 93rd percentile in 2016, a significant achievement.

A reflection of this work is the achievement of our Strategic Plan Target;

- Maintaining School Climate Module Staff Opinion Survey data above 80th percentile in the areas of;
 - Guaranteed and Viable Curriculum
 - Collective focus on Student Learning

Both measures have remained within the 80% percentile. We have also seen slight growth in our Academic emphasis data.

In 2016, Teacher assessment of student progress data against individual goals indicates a decline in comparison to 2015 data which can be attributed to the transition to the Victorian Curriculum. We have identified the need revisit Professional Learning and induction with staff.

The data below evidences the percentage of students (aged 5 – 16 years) that achieved at level, above level or well above level against their ILP goals in the Learning Areas of;

English – Reading and Viewing – 82%

English Speaking and Listening – 81.5%

English – Writing – 91%

Mathematics – 80%

Personal and Social Capability – Self – 77%

Personal and Social Capability – Social – 71%

In 2016, Accelerus enabled us to break this data down to reflect the Senior Secondary Students (17-18 year olds).

The data below evidences the percentage of students that achieved at level, above level or well above level against their ILP goals in the Learning Areas of;

Literacy – 92%

Numeracy – 89.5%

English – Writing – 91%

Pathways Learning– Social Awareness – 93%

Personal Development – Self-Awareness – 96%

This data is consistent with 2015 data and works toward our Strategic Plan targets.



ABLES and AusVELS data indicates growth within and across levels in the Learning Areas of English – Reading and Writing, Personal and Social Capability – Self and Social, Mathematics and Science.

In 2016, the whole school focus on the implementation of Proloquo2Go and building the capacity of staff to implement Alternative and Augmentative Communication (AAC) resulted in the employment of a Proloquo2Go/iPad coach. A clear role description supported coaching for all teachers in the modelling of AAC within teaching and learning and was supported by the resourcing of a 1:1 iPad Program and all staff and students with Proloquo2Go licences. An AAC consultant Jane Farrall, was employed to support our school and our participation in a Proloquo2Go International Pilot Program.

Seesaw has been fully implemented in 2016 with 100% of teachers using this application daily to document student progress against learning areas and developing family engagement in learning. Seesaw is being used within parent teacher interviews as evidence of progress as well as a moderation tool for teachers. Throughout 2016, Professional Learning about Seesaw has been provided to many schools both Specialist and Mainstream settings with our Proloquo2Go coach also presenting at an interstate technology conference.

In 2016, Sunshine SDS has implemented the Framework for Improving Student Outcomes. The schools work around this, Proloquo2Go, Seesaw and PLTs has been acknowledged and showcased as an exemplar within the DET providing a Case Study featured on the Edugate site. Interviews and video with our leadership team, staff and students have also been showcased as best practice within DET correspondence and at official Professional Learning forums. This is a testament to the implementation of evidenced based practice and outcomes we are achieving as a Professional Learning Community. Please see the link below for access to our Case Study.

<https://edugate.eduweb.vic.gov.au/edrms/project/fiso/Pages/ExcellenceSunshineSDS.aspx>

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 engagement is at the centre of our work as we strive to provide an educational environment which is engaging, stimulating, safe and challenging where students are acknowledged and celebrated. In 2016, the school has continued to explore diverse contexts for learning based on student strengths and interests. The 'Shine' program has been further developed allocating a special payment role to the coordination, supported by a clear role statement. The 'Shine' program offers students authentic and applied learning opportunities within individual and small group contexts. Student engagement data within the Parent Opinion Survey in 'School Connectedness' has shown significant growth moving from the 58th percentile in 2015 to the 88th percentile in 2016.

The school continues to have a strong focus on increasing the engagement and involvement of our parent community. We have partnered with Community Transition Support (CTS) to participate in an evaluation of our community engagement and partnerships to identify strengths and areas for improvement. This process has included the involvement of staff, students and parents. Baseline data has been collected and strategies for improved parental and community engagement will be developed and implemented in 2017.

The full implementation and promotion of Seesaw to communicate and engage parents in teaching and learning has had a significant impact on the home school partnership. Across the 2016 school year we have provided information sessions for parents supporting them in the registration and installation of the application in an endeavor to have all parents accessing this powerful learning portfolio. From our 154 families, we have achieved a total of 116 families connected to Seesaw which is a significant achievement. The schools goal for 2017 is to have all families connected and accessing Seesaw.

In 2016, partnerships have been established with VICSEG obtaining grants to support the engagement of both Burmese and Sudanese community workers. These partnerships have been pivotal in engaging our Burmese and Sudanese families and establishing opportunities to enhance communication and connectedness to our learning community. At the request of our Burmese community, the school has funded the development of a community garden bringing these parents together through a common interest and enabling them to contribute to the school community. This has been a highly successful strategy.

In 2016, we have trialed a Term 4 Student Support Group (SSG) meeting to report on student progress and discuss draft goals for the year ahead. Data collected across our Term 1 and 2 SSG forums indicate an average of 60% of families attending, 53% of families attended our Term 4 SSG meetings. Given this level of consistency in attendance the school will continue to offer a Term 4



SSG into the future. Raising attendance at these very important meeting forums will continue to be on our agenda as will offering families alternative times and phone conferences to ensure we engage as many parents as possible.

Our Staff Opinion Survey indicates growth in 'Parent and Community Input' sitting on the 90th percentile well above region and state means for Special Schools.

There has been an upward trend in our absence days with an average of 31.5 days per student in 2016. Long Term absenteeism continues to be of concern with students having extended school absence due to travel and complex medical needs. The school has thorough processes in place to monitor this and continue to work closely with families to support school attendance.

The school continues to resource facility upgrades to ensure our students and staff have access to safe, vibrant and stimulating learning environments. In 2016, the installation of 11 air conditioners completed this project with all classrooms and learning environments now fully air-conditioned. The installation of shade sails within the Primary Years outdoor learning spaces was also a priority with our main playground and sand pit fully covered.

Sunshine SDS continues to support community partnerships with external services such as My Time parent support, ADEC, the Migrant Resource Centre, VICSEG, Smith Family, Brimbank Council and MacKillop (Disability Expo partners), Mambourin and Westgate Leisure. YMCA work readiness program has been established for implementation in 2017. These partnerships are pivotal to developing a learning community that is viewed as a resource and support to our students and families and promotes connections to services that will engage our whole school community.

In 2016, the school established a new partnership with Copperfield College. As part of their 'Hands On' Learning program Copperfield College students visited sunshine SDS fortnightly to work on garden projects. This is a reciprocal partnership whereby Copperfield College students contribute to our learning community completing a project also enabling our students to assist with these projects. Other partnerships developed were links with Interchange West who provided an onsite holiday program for Primary and Secondary students.

We continue work with a Graphic Designer from Mazart to promote the school through the implementation of branding strategies such as pull up banners, name badges, presentation folders and induction packs for staff. These strategies are important in raising the profile of our school when exhibiting at events such as the Disability Expo and welcoming prospective parents to our school.

Wellbeing

There has been a strong focus on ensuring compliance with the Child Safe Standards. This has involved the review of current policies and the development of new policies including the Engagement and Wellbeing, Workplace and Wellbeing, Professional Code of Conduct, Onsite Supervision, Child Safe and Child Protection policies, the inclusion of 'Child Safety' in our induction pack and program, the alignment of the role of 'Child Safety Officer' to our Wellbeing and Engagement Team Leader and the review of our recruitment process. Key to the introduction of new processes and changes in current practice has been communication. A variety of strategies have been used to ensure clear communication to all stakeholders including the use of daily bulletins, information in newsletters, consulting with School Council and our Consultation Committee and the updating of our website. We will continue to review our practices and comply with all DET and DHHS Child Safe requirements.

2016 has seen a continued whole school focus on Positive Behaviour Support (PBS). Staff continue to implement the teaching and learning matrix and classroom rules and have been provided with Professional Learning to support the implementation of Tier one strategies. The PBS team meet fortnightly and have participated in Professional Learning provided by Karen Marsh (DET). The team have had an increased focus on data which is collected termly. The role of the PBS team is to unpack and interpret this data to inform and direct the selection of actions and strategies to respond to needs and areas of concern. Wellbeing Teams met weekly to discuss and address concerns as they arose and develop appropriate response plans. Involving parents in this process has been an increasing focus opening lines of communication and transparency. Our Parent Opinion Survey data in 'Student Safety' has demonstrated growth supporting our focus on PBS.

Staff Wellbeing is always of great importance, in response to 2015 Staff Opinion Survey data we have developed a Staff Wellbeing Policy. With an increased focus on staff wellbeing we are intending to see an improvement in this data over coming years.

Our Community Hub continues to evolve and become a gathering place for our parents and community partners. In 2016, the school has purchased furniture, installed outdoor blinds and developed a community garden to create an environment that engages and comfortably accommodates our families and community groups. Acknowledging the importance of the Community Hub, the school has prioritised the redesign of this space as part of our building modernisation grant.

Parent learning sessions and focus groups have continued and broadened in 2016. Our Wellbeing and Engagement Team including our Team Leader, Chaplain, Nurse and Vietnamese Communication Support play a significant role in the design and delivery of



parent forums that cater to parent needs. There are opportunities provided for information and learning such as forums on the NDIS, Mindfulness, Autism, Stepping Stones and Positive Parenting programs. Forums inviting families to meet with the Principal Class Team for morning tea have increased in 2016 and are used to communicate, consult and provide opportunities for parent voice. In 2016, our Community Partnership Coordinator has supported the introduction of an English Language class to families and we have seen good levels of participation. 2016 Parent Opinion Survey data indicates growth in 'Parent Input' sitting in the 98% percentile and well above state Special School means.

www.ssds.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 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 special schools: Result for this school: Median of all Victorian government special schools:

School Profile

Enrolment Profile

A total of 160 students were enrolled at this school in 2016, 39 female and 120 male. There were 49% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



Parent Satisfaction Summary

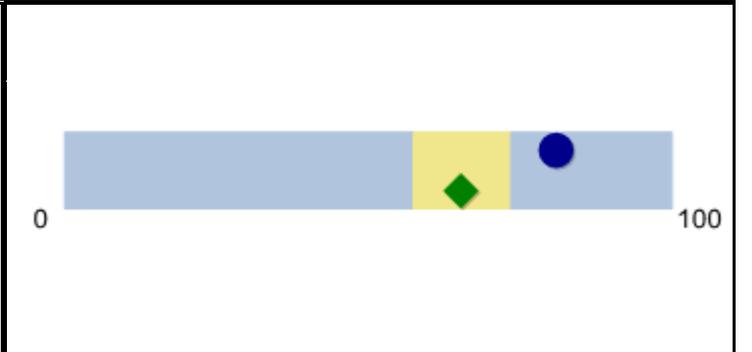
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





Performance Summary

Achievement	Student Outcomes																																												
<p>Teacher judgment of student achievement</p> <p>Percentage of students working at each Standard 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 style="text-align: center;">Results: English</p> <table border="1"> <caption>Results: English</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>12%</td></tr> <tr><td>B</td><td>22%</td></tr> <tr><td>C</td><td>25%</td></tr> <tr><td>D</td><td>18%</td></tr> <tr><td>F</td><td>8%</td></tr> <tr><td>F.5</td><td>4%</td></tr> <tr><td>1.0</td><td>8%</td></tr> <tr><td>1.5</td><td>0%</td></tr> <tr><td>2.0</td><td>1%</td></tr> <tr><td>3.0</td><td>1%</td></tr> </tbody> </table> <p style="text-align: center;">Results: Mathematics</p> <table border="1"> <caption>Results: Mathematics</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>21%</td></tr> <tr><td>B</td><td>16%</td></tr> <tr><td>C</td><td>16%</td></tr> <tr><td>D</td><td>22%</td></tr> <tr><td>F</td><td>10%</td></tr> <tr><td>F.5</td><td>3%</td></tr> <tr><td>1.0</td><td>6%</td></tr> <tr><td>1.5</td><td>0%</td></tr> <tr><td>2.0</td><td>4%</td></tr> <tr><td>3.0</td><td>0%</td></tr> </tbody> </table>	Level	Percentage	A	12%	B	22%	C	25%	D	18%	F	8%	F.5	4%	1.0	8%	1.5	0%	2.0	1%	3.0	1%	Level	Percentage	A	21%	B	16%	C	16%	D	22%	F	10%	F.5	3%	1.0	6%	1.5	0%	2.0	4%	3.0	0%
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Performance Summary

Engagement	Student Outcomes																	
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>26.7</td> <td>26.2</td> <td>29.9</td> <td>31.5</td> <td>28.6</td> </tr> </tbody> </table>						Year	2013	2014	2015	2016	4-year average	Average absence days	26.7	26.2	29.9	31.5	28.6
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<p>Exit destinations</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 exclude destinations recorded as unknown.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table>						Year	2013	2014	2015	2016	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
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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).

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.

Changes in student achievement

Victorian Curriculum F–10

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 Victorian Curriculum F-10 was released in September 2015. The Victorian Curriculum F–10 incorporates the Australian Curriculum (AusVELS) and reflects Victorian priorities and standards. Schools MAY begin teaching one or more Victorian Curriculum subjects from 2016. All Victorian Government and Catholic schools will be required to teach the Victorian Curriculum at the start of the 2017 school year

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. It 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.

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 other developmental delays (particularly students in the lower year levels).

'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').

The integration of 'Levels A to D' into the Victorian Curriculum F-10 from 2016 means the proportion of students working at or above expected standards at a school may not be comparable to the data from previous years.

Financial Performance and Position

Financial performance and position commentary

In the 2016 State budget announcement Sunshine SDS was the recipient of \$2.7 million dollars for facilities upgrades and modernisation. As a result, the sum of approximately \$200,000 allocated in the 2016 program budget to toilet upgrades, could be prioritised as an area of need within the modernisation program. This \$200,000 has now been reallocated to 2017 program budget. The remaining surplus indicates non-expended budget and money received for an overseas student.

The school continues to receive Advance funding which enhances teaching and learning within the Secondary Learning Centre. This grant is used to support access to the community, work experience, travel training and to further develop skills within Individual Learning Plan goals in the Learning Areas of Personal and Social Capability, Mathematics and Literacy.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,347,345	High Yield Investment Account	\$676,183
Government Provided DET Grants	\$1,736,807	Official Account	\$27,727
Government Grants State	\$9,725	Other Accounts	\$294,959
Revenue Other	\$42,841	Total Funds Available	\$998,870
Locally Raised Funds	\$32,932		
Total Operating Revenue	\$7,169,650		
Expenditure		Financial Commitments	
Student Resource Package	\$5,285,710	Operating Reserve	\$228,472
Books & Publications	\$1,371	Asset/Equipment Replacement < 12 months	\$294,959
Communication Costs	\$23,546	Capital - Buildings/Grounds incl SMS<12 months	\$100,000
Consumables	\$158,978	Maintenance - Buildings/Grounds incl SMS<12 months	\$250,000
Miscellaneous Expense	\$468,904	School Based Programs	\$22,099
Professional Development	\$44,282	Other recurrent expenditure	\$50,000
Property and Equipment Services	\$573,231	Maintenance -Buildings/Grounds incl SMS>12 months	\$53,340
Salaries & Allowances	\$254,424	Total Financial Commitments	\$998,870
Trading & Fundraising	\$10,352		
Travel & Subsistence	\$14,720		
Utilities	\$43,280		
Total Operating Expenditure	\$6,878,798		
Net Operating Surplus/-Deficit	\$290,853		
Asset Acquisitions	\$60,750		

Student Resource Package Expenditure figures are as of 03 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.

