

2017 Annual Report to the School Community



School Name: Mill Park Secondary College

School Number: 8775



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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

A handwritten signature in black ink that reads 'P Horner'.

Signed 29 March 2018 at 10:39 AM by Patricia Horner (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.

A handwritten signature in black ink that reads 'K Filev'.

Signed 16 April 2018 at 11:19 AM by Kathy Filev (School Council President)



About Our School

School Context

Mill Park Secondary College is a co-educational dual campus public secondary school delivering quality teaching and learning experiences in specialist classroom facilities. The College has 145 equivalent full-time staff: There are 6 principal class officers, 113 teachers and 32 education support staff.

Mill Park Secondary College is a school with high expectations, where each student grows and learns through individualised opportunities in a child safe environment and embraces the challenge of creating their future by setting personal goals to achieve social and academic success. The College operates on a set of four agreed values: Respect, Responsibility, Achievement and Enjoyment. These values form the basis for all interactions between staff, students, parents and the broader community.

The College is unique in offering a pastoral program from Years 7 through to 12. MPSC celebrates diversity and promotes positive relationships. The school is characterised by a thriving Arts/Design program which includes a school production, exhibition of student design work and participation in 'Kool Skools' with outstanding success, winning many awards.

The College serves a local community that resides within a growth corridor approximately 22 km to the north of the CBD. The school draws its students from Bundoora, Mill Park, Epping and South Morang.

The composition of the school student population mirrors that of the broader local community, which is one of the most multicultural municipalities in Victoria. The socio-economic backgrounds of the students vary considerably.

The majority of enrolments occur into Year 7 although there is a significant intake of students into Year 10.

The Middle Years Campus (Years 7-9) has 619 students and is located in Mill Park and is structured around year level hubs. This has made a considerable contribution to increased levels of safety, engagement and connectedness. The main pedagogical focus of the campus is developing skills in literacy, numeracy and curiosity as well as providing a range of learning opportunities through extracurricular activities. The College has an accredited SEAL Program and in 2017 introduced accelerated Science and English classes.

The Senior Campus (Years 10-12), with 896 students, is located in Epping. The program of this campus focuses on delivering a range of rigorous learning opportunities for students. The senior school offerings included over 40 VCE subjects and 10 VET studies together with a dynamic VCAL program. Step-Up is an end of year Senior Campus transition program that prepares students for their following year's studies.

The key priorities of the College are learning growth and positive pathways. The College invests heavily in developing individualised roadmaps for both social and academic success. A strong and on-going relationship with La Trobe University promotes an aspirational culture. The College strives to fulfil another key objective around improving student engagement and connectedness to school. This investment continues to deliver strong returns with 89% of the Year 12 cohort receiving an offer from VTAC.

The staff of Mill Park Secondary College work in Professional Learning Teams which draw heavily on data to inform and improve teaching practice. Classroom teaching is underpinned by the MPSC Teaching and Learning Model. There is a culture of coaching conversations amongst staff, together with classroom observations and responding to data. This College-wide approach includes the promotion of literacy, a Teaching and Learning Model focusing on high impact teaching strategies, together with the scaffolding of student learning.

The school's website can be found at: <http://www.millparksc.vic.edu.au/>

Framework for Improving Student Outcomes (FISO)

The Achievement Team has focused on the FISO initiative of Building Practice Excellence. The strategies that have been selected and incorporated into the AIP include: launching and implementing the College-wide Teaching and Learning Model and building staff capacity in literacy and reading comprehension skills. Professional Learning through collaboration and Workshop Weeks are focused on explicit use of evidence-based strategies.

The Student Engagement & Wellbeing team has focused on the FISO initiative of Empowering Students and Building School Pride. The strategies include the *School Wide Positive Behaviour Support Framework*, feedback from students and their families regarding their Hopes, Fears and Dreams for the school and their education. Students have also been included in setting the direction of the College's *30 Day Challenges*. Training in the Berry Street Education Model has been undertaken and whole school professional learning has been continued through Student Engagement meetings, PLTs and Workshop Weeks. The focus of the Student Engagement Leaders roles has shifted away from traditional SRC fundraising to engaging student in decision making processes. Students have participated in the "Teach the Teacher Program" and have run workshops for staff. Communication between parents and the school through the portal, phone calls and text messages has been used to promote attendance.



Achievement

Student achievement has remained at a similar level to previous years and in comparison to other schools. There have been some areas of improvement. NAPLAN medium level growth has improved slightly and the Mean Study Score for VCE has also improved slightly. NAPLAN achievement in the top 3 bands has stayed similar to comparable schools as has English teacher judgments. Students achieving high growth in NAPLAN remains lower than expected. The most noticeable change has been teacher judgments in Mathematics which are significantly lower than previous years and when compared to the state. This is mainly due to new Maths teaching software Maths Pathway, which provided highly specific judgments on student achievement. These figures should improve over time as students work through the program modules.

Engagement

The average number of days students were absent in 2017 was similar to the state average. Year 7 students achieved the highest attendance rate of 93% while Year 10 & 12 students achieved the lowest of 87%. There were 36% of all students who had less than 10 days absent from school throughout the year. 19% of all students had 30+ days absence, which will be an area for the College to focus improvement strategies on. In the Student Attitudes to School Survey, 76% of all students indicated positive attitudes towards their school attendance.

The College continued to achieve better than state average with respect to retaining students from Year 7 through to Year 10. Retention of students from Year 7 through to Year 12 continues to be well above state average. The 2012 – 2017 Real Retention of students was 68.3% compared to the state average of 38.4%.

The proportion of students from Years 10 – 12 who go on to further studies or full-time employment continues to be similar to all Victorian Government Secondary Schools.

Wellbeing

The Student Attitude to School Survey and Parent Opinion Survey, both changed in 2017, meaning there is no reliable comparison possible with past data. The new survey measures rated the school lower than expected for connectedness and managing bullying. All measures for connectedness and bullying, on parent and student surveys, returned percentile rankings in the first or second quartiles. Parental perception of connectedness and bullying were lower than student perceptions, which was in opposition to results from the previous surveys. The percentage of positive responses from students for managing bullying were above 40 percent for both campuses and for connectedness were 42 and 36 percent respectively at the Middle Years and Senior Campuses.

For more detailed information regarding our school please visit our website at
www.millparksc.vic.edu.au



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community 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:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1516 students were enrolled at this school in 2017, 780 female and 736 male.</p> <p>30 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>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>School Staff Survey</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>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</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>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
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Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two 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>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>53%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>51%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>52%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>49%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>45%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	53%	26%	Numeracy	32%	51%	17%	Writing	24%	52%	23%	Spelling	28%	49%	23%	Grammar and Punctuation	31%	45%	23%	NAPLAN Learning Gain does not require a School Comparison.
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<div style="text-align: center;"> ● Lower ◆ Lower </div>																								
<p>Students in 2017 who satisfactorily completed their VCE: 95% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 35% VET units of competence satisfactorily completed in 2017: 75% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 93%</p>																										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
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Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison 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: 20px;"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>90 %</td> <td>89 %</td> <td>87 %</td> <td>90 %</td> <td>87 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	90 %	89 %	87 %	90 %	87 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	90 %	89 %	87 %	90 %	87 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												
<p>Exit Destinations</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>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												



Performance Summary

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 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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

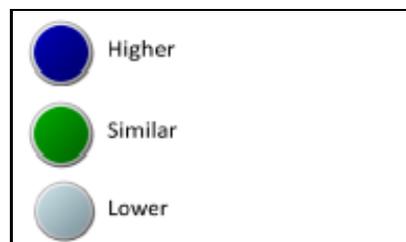


What does *School Comparison* refer to?

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

The financial summary for Mill Park Secondary College 2017 year concluded with an overall operating surplus of \$365,199. Surplus funds will be used to support the achievement of educational outcomes, contribute to the Condition Assessment Report (CAR) Funding works currently in progress, operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

During 2017, the College received funding of \$432,707 for Overseas Students Program, \$5,878.00 Bastow Grant for CRT replacement to release Campus Principal, \$9,874.28 Victorian F-10 Curriculum CRT Grant, for planning. \$150 funding was received for PSDMS applications for Inclusive Education. Two progressive payments totalling \$137,600.00 for the CAR Maintenance Grant were received to complete concrete works across both campuses and \$3,272.72 was received from DET for Wi-Fi EXP Grant. Targeted program reimbursement a total of \$1,739.05 was received for CRT coverage for Respectful Relationships. The Advance Program 2017 received \$1,687.62 to supplement grant from previous year's expenditure. A total of \$11,615.45 was received from Latrobe University to continue the Uni Bridges Program and a further \$1,650.00 for Uni Bridges DIGi Services.

School Council approved a number of projects across the College in 2017 – upgrade of Citrix Server and components, replacement of 15 digital projectors in classrooms, protective equipment signage for the Technology areas at both campuses, an offsite archiving system for storage of College records, the computer rollover program to upgrade the current system in both libraries and modification to duct work at MYC for the dust extraction system in the Technology area. The locker replacement program has been completed at the Snr Campus and is well underway at the MYC, this program addresses the updating and maintenance of all student lockers. Annual faculty Capital Equipment purchases were also approved.

The College continues to fund the BYOD (Bring Your Own Device) Program, which was implemented in 2015 with a positive response. College Equity funding is used to enhance staff capacity via coaching and Literacy and Numeracy Programs.

Expenditure in 'property services' was undertaken for general maintenance, building works, and annual services. Various maintenance projects that occurred during 2017 were lighting upgraded to LED and stage lighting in the Snr Campus gymnasium. Additional works not covered by the CAR funding was painting of A and B block at MYC, floor coverings in Administration at the MYC and refurbishment of Staffrooms both campuses. A considerable portion of our budget continues to be expended on furniture and equipment, heating and cooling to provide students with access to the latest learning tools and inviting learning spaces.

The Bank Accounts were managed effectively, interest earned from Investment Accounts, commission, and other locally raised funds were used to supplement the overall budget. The College will continue to allocate funding for our Strategic Goals and Priorities, while continually working to provide a productive learning environment for all students.

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 Departmental policies, school council approvals and the intent/purposes for which funding was provided or raised.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$13,817,610	High Yield Investment Account	\$712,280
Government Provided DET Grants	\$2,580,739	Official Account	\$59,512
Government Grants Commonwealth	\$15,548	Other Accounts	\$2,050,495
Government Grants State	\$17,612	Total Funds Available	\$2,822,287
Revenue Other	\$105,738		
Locally Raised Funds	\$704,727		
Total Operating Revenue	\$17,241,974		
Equity¹			
Equity (Social Disadvantage)	\$847,443		
Equity (Catch Up)	\$105,628		
Equity Total	\$953,071		



Expenditure		Financial Commitments	
Student Resource Package ²	\$13,734,072	Operating Reserve	\$473,213
Books & Publications	\$30,369	Asset/Equipment Replacement < 12 months	\$380,000
Communication Costs	\$58,931	Capital - Buildings/Grounds incl SMS<12 months	\$200,000
Consumables	\$379,294	Maintenance - Buildings/Grounds incl SMS<12 months	\$385,799
Miscellaneous Expense ³	\$665,511	Revenue Received in Advance	\$352,445
Professional Development	\$65,551	School Based Programs	\$48,694
Property and Equipment Services	\$1,207,470	Other recurrent expenditure	\$287,329
Salaries & Allowances ⁴	\$498,289	Asset/Equipment Replacement > 12 months	\$350,528
Trading & Fundraising	\$15,807	Maintenance -Buildings/Grounds incl SMS>12 months	\$344,279
Travel & Subsistence	\$43,173		
Utilities	\$178,310	Total Financial Commitments	\$2,822,287

Total Operating Expenditure	\$16,876,776
Net Operating Surplus/-Deficit	\$365,199
Asset Acquisitions	\$5,455

- (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.