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| |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 | | Signed 20 March 2018 at 03:33 PM by Timothy McMahon (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. | | Signed 16 April 2018 at 11:26 AM by Craig Wood-Burgess (School Council President) | |

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Our enrolment includes 20 Koorie and 1 English as Additional Language (EAL) students. The SFO of the school is 0.4513 rating the school as mid in terms of the socio-economic background of our students and families.  The Oberon High School student population is from the southern suburbs of Geelong, the Surf Coast areas and rural locations. All students are encouraged to build on their talents, expand their horizons and develop a culture of learning through participation in a variety of academic, applied learning, sporting, artistic and social programs. This is reflected in the school mantra of ‘Shape your future….Go one better’.  Our school provides a learning environment in which students strive for and respect high achievement, and they develop social skills based on the principles of tolerance and understanding. | | | |  | | --- | | Framework for Improving Student Outcomes (FISO) | | | |  | | --- | | In 2017 the two school focus areas were ‘Building Practice Excellence’ and ‘Professional Leadership’. The quality of teaching and learning has a direct link with student learning outcomes, consequently the school has continued to specifically focus on improving teacher practices and the capabilities of our leadership team to lead improvement in teacher practice. The school has continued with its teaching and learning improvement agenda, with a focus on improving the capacity of teaching practice of teachers using an agreed learning framework, ‘The Oberon Good Lesson’, based on the ‘Powerful Learning Framework’.The objective of this focus has been to minimise the variance in the quality of teaching that occurs across the school.This focus has been supported by a targeted ongoing professional learning program for staff members, supported by regular classroom observations focusing in on specific areas of improvement, sharing of best practice amongst staff and accessing feedback from both staff and students around teaching practices with the end goal of further improving student learning outcomes. The importance of this professional learning focus is supported by staff and reflected in the school staff survey which is well above the state average. The professional learning focus of the school will be further supported in 2018 by the appointments of two learning specialists focusing on further improvements in literacy and numeracy. | | | |  | | --- | | Achievement | | | |  | | --- | |  | | |  | | --- | | In 2017 Oberon High School continued to achieve very good student learning outcomes by students at the school. Year 7 & 9 students NAPLAN data indicated that we are performing at or above the State median in all testing in Literacy and Numeracy (Reading, Writing, Grammar/Punctuation, Spelling and Numeracy). The Year 9 matched cohort growth from Year 7 results showed improvement in Writing, Reading, Grammar/Punctuation, Spelling and Numeracy at a rate well above the state average growth. This improvement included highly capable students identified in the top two levels, which has been a focus of the school.  VCE results in 2017 were once again very pleasing, with our results well above the state school average for the all study score, this is also reflected for our results over the last four year average. In 2017, 8% of our cohort of year 12 students achieved an ATAR score above 90 placing them in the top 10% of students in the state. 4.3% of students achieved a study score of above 40. The average study scores in English and Further Mathematics were well above the average score achieved by all schools (state, catholic and independent). This has been the trend for a number of years.  The school has 20 funded students as part of the Program for Students with Disabilities. All students showed above satisfactory progress in achieving their individual goals. All students had Parent Support Group meetings and associated learning plans. | | |  | | | |  | | --- | | Engagement | | | |  | | --- | | Improving student attendance has been a focus in the school and pleasingly showed significant improvement in 2017 with the school attendance rates indicating an improvement significantly better than the state average. The school will continue to focus on regular attendance as an important factor in student success both academically and socially.  The school provided and will continue providing a wide range of extra-curricular activities including an extensive interschool sporting program, the success of which is demonstrated by a number of individuals and teams making school sport Victoria state finals in 2017. All year levels are offered a camps program and students studying languages are offered the opportunity to immerse themselves in that culture by visiting Indonesia and Germany.  In 2017 the school production of ‘Creepy Town’ allowed our performing art students to showcase their talent in a very entertaining and light hearted way. Students from years 7-12 were once again able to showcase their public speaking ability through the Oberon Public Speaking festival. The school was once again represented at the Melbourne Water Kids Teaching Kids conference. | | | |  | | --- | | Wellbeing | | | |  | | --- | | The school always has and will continue to pride itself on having student wellbeing as a priority. This is supported within the school by the Assistant Principals, Year Level Managers, Chaplain and School Counsellor who all provide excellent support for students and families. The wellbeing programs offered to the students include ‘boat building’, a creative arts program, ‘girls go extreme programs’ a variety of lunchtime support programs as well as a number of other practical based programs that are supported by Belmont Rotary and other outside agencies. The school also runs a breakfast program two mornings per week in partnership with the Salvation Army. In 2017 the school introduced a pastoral care program ‘Connect’ to further improve the connectedness of students to the school, this will modified in 2018 to ensure a greater time allocation with the focus on implementing the DET supported Respectful Relationships curriculum.  Student leadership is valued at the school, with opportunities available at all year levels. In 2017 twenty one Year 10 students attended a week long leadership camp at Bogong Outdoor Education Centre and twenty year nine students attended a week long leadership camp at Rubicon Outdoor Education centre. Our School Captains continue to be the face of the school, running whole school assemblies and MCing prominent events including the Awards Day and Open Nights. The school will continue to listen to the views of the student body through forums, positive recognition programs and restorative practices.  Oberon High School has had very successful outcomes for its 2017 Year 12 VCE cohort with 95% of those applying for tertiary places receiving an offer in their first or second preference. Our Victorian Certificate of Applied learning students were highly successful with all engaged in apprenticeships, training or employment in 2018. These students were expected to participate in the workplace during their final year of school to improve their employability and work place skills which greatly enhanced their success.  The school since mid-2017 has worked with the Victorian School Building Authority (VSBA) to design plans for the relocated Oberon High School at Armstrong Creek. The relocation of the school to the Education Precinct in the growth corridor of Armstrong Creek by 2021 will ensure that the students attending Oberon will have access to the modern learning facilities that all students deserve. This relocation will result in increased student enrolments, ensuring that there will continue to be a breadth of programs that can be offered to students attending the school. | | | |  | | --- | | For more detailed information regarding our school please visit our website at  http://www.oberonhs.vic.edu.au/site/ | | |  | | |  | | | |  | | --- | |  | | |

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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. | | | | | | |  |  | |  |  |  |  |  |  |  |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  | | |  | | --- | | **School Profile** | | | | | |  |  |  | | |  | | --- | | Enrolment Profile  A total of 567 students were enrolled at this school in 2017, 261 female and 307 male.  2 percent were EAL (English as an Additional Language) students and 4 percent 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  Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | School Staff Survey  Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).  Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. | | | | |  | | --- | |  | |  | |  | | | |  |  | | | | | |

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The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.  Year 7 assessments are reported on a scale from Bands 4 - 9. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  | |  | |  |  |  |  |  | |  |  | |  |  | |  |  |  |  |  | |  |  |  | |  | |  |  |  |  |  | |  | | |  |  | |  |  |  |  |  | | |  | | --- | | Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison. | |  | | | | |  |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | |  | | --- | | NAPLAN Year 9  The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.  Year 9 assessments are reported on a scale from Bands 5 - 10. | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  | |  | |  | | --- | |  | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | |  | |  |  |  |  | | | | | |  | |  |  |  |  |  |  | | | | | |

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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’. | | |  | | --- | |  | |  | |  | |  | |  | | | | | |  |  | | --- | --- | | |  | | --- | | NAPLAN Learning Gain does not require a School Comparison. | | | |  | | |  | | --- | | NAPLAN Learning Gain  Year 7 - Year 9  Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.  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’. | | |  | | --- | |  | |  | |  | |  | |  | |  | |  | | | | | |  |  | | --- | --- | | |  | | --- | | NAPLAN Learning Gain does not require a School Comparison. | | | |  | | |  | | --- | |  | |  | |  | | | | |  | | |  | | --- | | Victorian Certificate of Education (VCE)  Mean study score from all VCE subjects undertaken by students at this school.  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. | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | | |  | | |  |  | | --- | --- | | |  | | --- | | Students in 2017 who satisfactorily completed their VCE: 100%  Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 18%  VET units of competence satisfactorily completed in 2017: 95%  Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 91% | | | | | | | | |  | | | | | |  |

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Common reasons for non-attendance include illness and extended family holidays.  Absence from school can impact on students’ learning  **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.  Average 2017 attendance rate by year level: | | |  |  |  | | --- | --- | --- | |  |  |  | | |  | | --- | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | | | | |  |  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Yr7 | | |  | | --- | | Yr8 | | |  | | --- | | Yr9 | | |  | | --- | | Yr10 | | |  | | --- | | Yr11 | | |  | | --- | | Yr12 | | | |  | | --- | | 93 % | | |  | | --- | | 92 % | | |  | | --- | | 91 % | | |  | | --- | | 92 % | | |  | | --- | | 94 % | | |  | | --- | | 93 % | | |  | |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  |  | | --- | --- | |  | | |  |  | |  |  | | |  |  | | |  | | |  | | --- | | Student Retention  Percentage of Year 7 students who remain at the school through to Year 10. | | |  | | --- | |  | |  | |  | |  | |  | | | | | |  |  | | --- | --- | |  |  | |  | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  | | | |  |  | | |  | | |  | | --- | | Exit Destinations  Percentage of students from Years 10 to 12 going on to further studies or full-time employment.  Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'. | | |  | | --- | |  | |  | |  | |  | |  | | | | | |  | | --- | |  | | |  |  | | --- | --- | |  | | |  |  | |  |  | | |  | | |  | |  |  |  |  |  |  |  |  | | | | | |  |

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The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | |  |  |  | | |  | | --- | | Students Attitudes to School -  Management of Bullying  Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | | | |  | | |

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**‘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/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)  [Pages/performance.aspx](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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **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* referto?**  TheSchool 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. | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | | | | |  |

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Although the Credit to Cash Transfer of $57,290 contributed considerably to this outcome to enable continued high quality professional development for our teachers in literacy and numeracy the balance of $97,325 has been achieved through very careful budgeting to ensure that we can continue to offer specialised programs, speakers and activities for our students to enable them to achieve their best.  In 2017 the school also received funding from the DET funded Planned Maintenance Project. These funds were earmarked for special projects throughout the school. Not only in replacing carpets in most classrooms, an alteration to a selected classroom to create an exemplary classroom with up-to-date technology for student use but as the school is to be relocated in the next two years the department agreed that the majority of the funding could be used to purchase new student lockers, classroom and outdoor furniture, etc.  The Leaders of this school had the foresight to see that using this funding to purchase furniture items, etc for the student use now, not only gives our students a much more pleasant educational environment to work in but, looking to the future, and knowing that funding of a new school only covers the build and a basic fit out, we will be able to utilise the money which would have been put towards these items that we are taking with us to other things needed to enhance the learning areas for our students ie extra technology equipment, Shedding for our school buses, etc | | | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | Financial Performance - Operating Statement  Summary for the year ending 31 December, 2017 | | | | | | | | | | | | | |  |  |  | |  | | --- | | Financial Position as at 31 December, 2017 | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Revenue** | | | | | | | | | | | |  | | --- | | **Actual** | | | | | | |  |  |  | |  |  | | --- | --- | | **Funds Available** | **Actual** | | High Yield Investment Account | $196,513 | | Official Account | $62,740 | | **Total Funds Available** | **$259,252** | | |  | |  |  |  |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | |  | | --- | | $5,637,065 | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $1,370,533 | | Revenue Other | $45,119 | | Locally Raised Funds | $503,391 | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | |  |  |  | |  | | --- | | **$7,556,108** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | | |  | | --- | |  | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $79,232 | | Equity (Catch Up) | $48,435 | | | | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$127,667** | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $165,327 | | Revenue Receipted in Advance | $66,067 | | Other recurrent expenditure | $27,404 | | **Total Financial Commitments** | **$258,798** | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | | | | | | |  |  |  | |  | | --- | | $5,591,296 | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $1,458 | | Communication Costs | $17,901 | | Consumables | $174,365 | | Miscellaneous Expense³ | $438,469 | | Professional Development | $36,169 | | Property and Equipment Services | $867,834 | | Salaries & Allowances⁴ | $153,459 | | Trading & Fundraising | $16,199 | | Travel & Subsistence | $13,234 | | Utilities | $91,109 | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | |  | |  | | --- | | **$7,401,493** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | | |  | |  | | --- | | **$154,615** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **$0** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | |  |