

2016 Annual Report to the School Community



School Name: Pascoe Vale Girls Secondary College

School Number: 8227



Name of School Principal:	Kay Peddle
Name of School Council President:	Julia Davies
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

Pascoe Vale Girls College, established in 1956, is a State government 7-12 secondary school for girls in the Northern suburbs of Melbourne. The 60th anniversary of the College was celebrated in 2016. Our 1130 students are drawn from a wide geographical area and a diversity of cultural and language backgrounds which is valued and acknowledged. The proportion of EAL students is classified as mid-high and the SFO is 0.65 which indicates a relatively low socio-economic profile. In 2016 there were 76.0 effective full time teachers, 4 Principal Class and 31 Education Support Staff.

Pascoe Vale Girls College is committed to providing students with the opportunity to succeed as learners and as competent and confident citizens who can make a valuable contribution to a global society. Our College values of **Respect, Diversity and Achievement** reflect community expectations and provide a framework for relationships and actions within the school community. These values are clearly defined with behaviours reflecting each of the values determined by the school community.

Values:

Respect – We respect ourselves, others and our school through our words and actions to create a positive and caring community. We are committed to acting with honesty and trust.

Diversity - There is acknowledgment and support of diversity within our school community. We value differences and individuality and respect the opinions of others.

Achievement – Striving for excellence and embracing every challenge and opportunity.

A comprehensive core curriculum is provided at Years 7-10 with classes for advanced learners in Years 8-10 and electives in Years 9-10. A broad range of VCE studies, VET programs and VCAL is offered.

Student learning, engagement and wellbeing are supported through a sub-school structure comprising of Junior, Middle and Senior with a Head of School and two coordinators at each year level with acceleration opportunities provided for students to extend their learning.

An extensive co-curricular program enhances student engagement at the College. Students have opportunities to participate and experience success as members of the College Community in Music, Drama and Visual Arts, Sport, Camps, Excursions, Debating, Public Speaking, Creative Writing, Academic Competitions, Community Service, St John Cadet Program, an extensive Student Leadership Program and through a Sister-school relationship with Toyota Higashi High School, Japan.

Framework for Improving Student Outcomes (FISO)

The 2016 FISO improvement initiatives were Curriculum planning and assessment and Building leadership teams

Key improvement strategies (KIS) enabled achievement of the initiatives as evidenced below:

KIS: Develop and embed a shared 21st century school vision for girls' education that underpins school improvement

- New School Strategic Plan developed with vision and values

KIS: Provide intervention strategies to support learning growth

- Leading teachers appointed in Numeracy and Literacy and programs developed
- EAL program provision extended

KIS: Refine and implement transition and pathway programs

- Coordinators appointed for Transition and Pathways
- VCE Options program developed for 2017
- 2016 Headstart program was successful

KIS: Develop strategies to enhance STEAM (science, technology, engineering, arts and mathematics)

- STEAM Coordinator appointed and partnerships enhanced with tertiary institutions

KIS: Develop and embed school values that reflect community expectations and provide a framework for relationships and actions within the school community

- Core values defined and developed

KIS: Implement improved communication processes and build partnerships with parents and the wider community

- Parental engagement increased and a project focused on transition and building relationships with families and primary schools commenced

KIS: Further develop and embed school programs to enhance student wellbeing

- A new College Wellbeing team leads the development and implementation of wellbeing programs.

KIS: Develop a leadership model that creates a strong leadership team and builds leadership capacity

- The College leadership structure reflects priorities with increased leadership opportunities for staff

KIS: Align professional learning with goals and key improvement strategies

- A Professional Learning program was developed and implemented to achieve FISO initiatives

Achievement

Pascoe Vale Girls College is committed to creating a 21st learning community that caters for the range of student learning styles and abilities, experiences and aspirations to empower students as learners.

In 2016 documentation of sequential curriculum assessment and moderation in line with the Victorian curriculum was undertaken and a research-based instructional model was agreed to and developed for implementation in 2017.

Year 9 NAPLAN results show gains have been achieved in Writing, Grammar and Punctuation with a significant gain of 4% in Numeracy. Over the period 2012-2016 the percentage of students with high gain across Year 9 Reading, Writing and Numeracy NAPLAN results shows relative learning growth to be well above the results for secondary schools with similar characteristics. In addition, the percentage of Year 12 students achieving a study score of 37 or above in English is 7% higher, well above, similar schools.

In 2016 further plans were developed to allocate additional resources to improve learning growth, based upon analysis of school and NAPLAN assessment data, with particular emphasis on strengthening Literacy and Numeracy support programs. A Reading Program was established at Years 7 and 8 with tools developed to measure the success of the program. Separate Year 9 EAL classes were introduced into the timetable and planning commenced to extend this to Year 10 and VCE in 2017.

Maths teacher teams were established at Years 7 & 8, supported by Numeracy Support teachers and a Maths improvement strategy developed and implemented.

A review of timetable and course provision was undertaken to investigate the options of acceleration of Year 10 students into VCE subjects and increasing the provision of VET to senior students for implementation in 2017, including the introduction of Intermediate VCAL.

Planning also commenced to extend the Year 7 & 8 Literacy Support Program to Year 9 in 2017.

Pathways counselling and support provided to senior students continues to be effective with 99% of VCE students satisfactorily completing in 2016. A high proportion of students were accepted into their first tertiary preference with a range of pathways followed by Year 12 students.

All students in the Program for Students with a Disability at PVGC have individual Learning Plans and are progressing satisfactorily.

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 essential to student learning success and is a major focus at Pascoe Vale Girls College. Student attendance is high with the following rates: Year 7- 92%, Year 8 – 91%, Year 9 – 92%, Year 10 – 92%, Year 11 – 91% and Year 12 – 94%. School attendance is well above secondary schools with similar characteristics. The average student attendance for 2016 is similar to the State median. The College has utilized resources to enhance engagement through improved attendance with a new wellbeing team, a sub school structure and involvement in a Community of Practice with network schools focusing on student wellbeing and engagement.

The College offers a variety of co-curricular programs to support student engagement including a wide range of STEAM (Science, Technology, Engineering, Arts and Mathematics) engagement programs, instrumental music in a wide range of instruments, inter-school sport, the College Production, a very successful Student Leadership program, City Experience, Work Experience and Structured Workplace Learning, the Telescopes in Schools program with The University of Melbourne as well as a strong partnership with La Trobe University. A STEAM coordinator was appointed for 2017.

Student retention from Years 7 – 10 at Pascoe Vale Girls College is equal to the state median for 2016 and higher than similar schools with the 4 year average well above the state median and similar schools.

The College is committed to providing a range of pathways for students exiting the school, indicated by the proportion of students from Years 10-12 who exited in 2016 to continue with further study or full-time employment, being equal to the State median in 2016 and higher than the State median over the 4-year average. The College has higher rates of students going onto further studies or full time employment compared to similar schools.

The VCE Options program was developed in 2016 for implementation in 2017 to further extend pathways for students into vocational education and training, employment or tertiary study.



Wellbeing

In 2016 the College core values of Respect, Diversity and Achievement were developed as the framework for relationships and actions within the school community.

The 2016 Student Attitudes to School data revealed that students at Pascoe Vale Girls College were above region and state average in Connectedness to Peers, Student Safety, Learning Confidence and Student Motivation. The survey data indicated that student wellbeing is an area for some improvement. The College employed a Social worker to strengthen resources in student wellbeing and developed further links with community agencies resulting in improved support for students and parents with positive outcomes. Additional support for families was created through the creation of a Community Liaison officer role in 2016. This was successful in enhancing the school's relationship with families and, with the assistance of school staff, helped them to engage in school programs.

The Year 7 Pastoral Care Program was redesigned for 2017 and the College increased opportunities for students to engage in wellbeing activities which connect them to the school. Student programs to support EAL students have been extended.

The College provides a comprehensive orientation program for Year 6 students in the year prior to commencing Year 7, as well as a distinct transition program at the commencement of Year 7. Camps were introduced at Year 7 and Year 9 in 2016 to build resilience, connectedness to peers and strong, positive relationships between students and staff.

A transition coordinator was appointed in 2016 and a peer support program developed between Year 12 and Year 7 students for 2017. A homework program operates after-school with high levels of student participation.

Involvement in co-curricular programs is encouraged to foster student self-esteem and wellbeing. Well-established programs include the Year 7-12 Student Leadership Program, Lions Youth of the Year, Peer Mediation, Friendship Groups, Form Competitions, Interschool sport, Gardening program, Debating, and the St John Ambulance Youth program.

For more detailed information regarding our school please visit our website at
www.pvgc.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 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 secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1126 students were enrolled at this school in 2016, 1126 female and 0 male. There were 60% of EAL (English as an Additional Language) students and 0% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

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 year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>52%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>53%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>56%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>48%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>51%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	52%	20%	Numeracy	33%	53%	14%	Writing	29%	56%	16%	Spelling	31%	48%	21%	Grammar and Punctuation	24%	51%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 99% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 24% VET units of competence satisfactorily completed in 2016: 96% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 85%</p>																										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>92 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	92 %	92 %	91 %	94 %	<p>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	91 %	92 %	92 %	91 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												
<p>Students exiting to further studies and full-time employment</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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

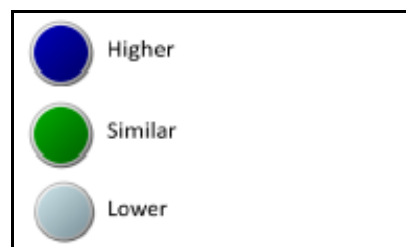
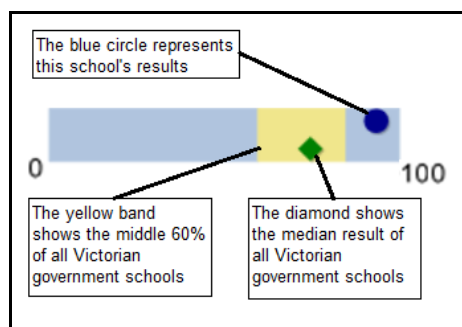
What are student outcomes?

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.

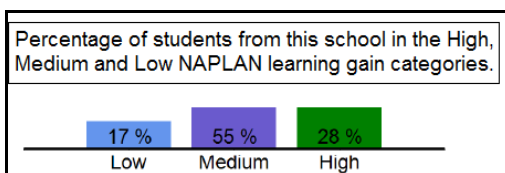
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

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 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.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison 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 measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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.

Financial Performance and Position

Financial performance and position commentary

Pascoe Vale Girls College was able to resource School Strategic Plan and Annual Implementation Plan improvement strategies for 2016 with Equity funding used to further support student learning. Funding for professional development to build teacher capacity through a range of professional learning programs is a priority at the College. In accordance with DET guidelines, Pascoe Vale Girls College has clear processes in place which ensures there are ongoing checks and balances with regard to budgeting, receipting and expenditure of funds. The College maintains an operating reserve as recommended by the DET. During 2016, funds were expended in accordance with the budget approved by College Council. The Finance Committee is responsible for management of all financial resources with provision of reports to College Council under the direction of the Business Manager and Principal. With a view to upgrading buildings and improving student learning facilities, funds were carried over for some major works. In 2016, plans commenced for upgrading College sporting facilities as well as refurbishment of the E.D Daniel Hall and other learning facilities.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$10,621,637
Government Provided DET Grants	\$2,244,270
Government Grants Commonwealth	\$5,537
Government Grants State	\$9,725
Revenue Other	\$74,465
Locally Raised Funds	\$693,570
Total Operating Revenue	\$13,649,204

Expenditure	Actual
Student Resource Package	\$10,465,448
Books & Publications	\$14,930
Communication Costs	\$32,355
Consumables	\$298,589
Miscellaneous Expense	\$353,362
Professional Development	\$48,125
Property and Equipment Services	\$770,581
Salaries & Allowances	\$445,080
Trading & Fundraising	\$198,319
Travel & Subsistence	\$1,099
Utilities	\$122,541

Total Operating Expenditure **\$12,750,429**

Net Operating Surplus/-Deficit **\$898,774**

Asset Acquisitions **\$169,685**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$1,864,635
Official Account	\$34,098
Other Accounts	\$0
Total Funds Available	\$1,898,733

Financial Commitments	Actual
Operating Reserve	\$361,606
Asset/Equipment Replacement < 12 months	\$79,000
Capital - Buildings/Grounds incl SMS<12 months	\$28,126
Maintenance - Buildings/Grounds incl SMS<12 months	\$200,000
Revenue Receipted in Advance	\$105,000
School/Network/Cluster Coordination	\$5,000
Provision Accounts	\$10,000
Asset/Equipment Replacement > 12 months	\$10,000
Capital - Buildings/Grounds incl SMS>12 months	\$1,000,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$100,000
Total Financial Commitments	\$1,898,733

Student Resource Package Expenditure figures are as of 08 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.*