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| **2017 Annual Report tothe School Community** |

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| School Number: 7255 |

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| *Please note: Completed reports are to be uploaded to the* [*Strategic Planning Online Tool (SPOT)*](https://apps.edustar.vic.edu.au/spot) *for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.* |

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| **About Our School** |

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| School Context |

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| Bentleigh Secondary College continues to develop a culture of high expectations with a focus on learning and the college motto‘being the best you can be’ is something everyone in our school community must aspire to. Innovations and developments in curriculum and pedagogy are rigorous and underpinned by current research and ongoing active evaluation. Our college has 103.1 equivalent full-time staff; 3 Principal class, 83.4 teachers and 19.3 Education Support Staff. Increasing enrolments reflect a strong and growing reputation in our local community and in 2017, 1074 students were enrolled. Based on the school’s Student Family Occupation index we have a mid-high socio-economic profile and our proportion of students with English as a second language is in the mid range. Our Parent Satisfaction Summary indicates that our score is above the State median. Bentleigh’s work in the area of sustainability has received national and international recognition. Our extra-curricular programs offer outstanding opportunities in instrumental music, the performing arts, LOTE study tour to Japan and a STEAM/History Tour in Europe, leadership, sport, camps and activities, and community service. Strong and positive relationships are the cornerstone of our inclusive college culture which boasts a vibrant International Study Program. These relationships are supported by our codes of conduct which are based on the following principles: the right to learn; the right to be treated with respect and the right to be safe. There is a genuine focus on student leadership and student voice in all areas of the college and a vibrant House System. We aim to develop independent, creative, resilient and positive individuals equipped with the personal, social, academic and technological skills necessary in a changing world. |

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| Framework for Improving Student Outcomes (FISO)  |

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| The school has selected these improvement initiatives ‘Building practice excellence’ and ‘empowering student and building school pride’ as much of the work completed in 2017 was to document the ‘what’ of teaching (based around the Victorian Curriculum). The following key areas need to be considered to strengthen the delivery of curriculum and build on teacher capacity:• Consistent approach to teaching and learning• Evaluation and analysis of data• Building the leadership team and capacity of teachers to implement change and initiatives to improve students’ outcomes• Empowering students and build school pride in students, staff and parentsThe school developed a new leadership profile to build leadership capacity of staff, embed a culture of improvement and enable the college to work towards achieving the goals of the new strategic plan. These curriculum positions are: The Head of Curriculum: Teaching and Learning (the ‘what’ of teaching), Head of Curriculum: Instructional Practice and School Improvement (the ‘how’ and‘know thy impact’ of teaching), Head of Curriculum: eLearning and Reporting, as well as, Head of Curriculum: Engagement, Sustainability and Partnerships. This created a collective responsibility for developing a clear understanding of the school’s vision, values and priorities for school improvement. The leadership model is further enhanced by Heads of Sub School (Middle School and Senior School). An evaluation of school data and practice led to a focus on developing assessment rubrics and learning opportunities that enable students to demonstrate learning growth. Resources were allocated in Literacy/Numeracy and Realising the Potential of Able Students (REAP), 2017. A STEAM (Science, Technology Engineering, Arts and Mathematics) approach to learning will be considered via UMNOS (University of Melbourne Network of Schools) for the new learning centre to be established (as part of the 13.4 million building upgrade). |

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| Achievement |

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| Bentleigh Secondary College is proud of its continued improvement and achievements in student learning. Our 2017 NAPLAN results in Reading and Numeracy indicate that our students are performing above the State median. Our 2017 NAPLAN relative growth was higher than the State Mean in Reading, Numeracy and Grammar and Spelling in Year 7-Year 9. Our 2017 VCE cohort was successful with 100% of students satisfactorily completing their VCE. There has been a large improvement in VCE outcomes over the past few years and our 2017 College Dux received an ATAR of 96.30 In 2017, one student undertook University Enhancement subject in Mathematics at the University of Melbourne and tertiary offers were well above the state mean, with 83% of students receiving a first round tertiary offer. All students in the Program for Students with a Disability showed progress in achieving their goals set out in their individual learning plans. |

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| Engagement |

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| Our students are engaged in their learning and this is confirmed by our excellent results in the Students Attitudes to School Survey particularly in the area of Teaching and Learning. We have a strong pastoral focus that supports each student with transition from primary school. All Yr 9-12 students have individual pathway plans (MIPS) that develop through each year level. They are supported by individual career and course counselling, visits to industry, TAFE and universities, information sessions, a career newsletter, work experience and career focused guest speakers and workshops. Our college has close links to Holmesglen TAFE which offers a VCAL pathway to students in Years 10-12. In the last couple of years we have seen a significant increase in the number of students entering university as we counsel and manage all students to ensure successful pathway transitions. Our college student pathways program supports our culture of achievement by offering a dynamic and comprehensive careers program that encourages student aspirations. Our expectation and commitment is to ensure all students are fully supported with transition to further education, training and employment. |

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| Wellbeing |

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| Bentleigh Secondary College's philosophy of taking a holistic approach to student wellbeing has continued with a concerted effort to improve student learning outcomes by focusing on Positive Education. Our Meditation and Indigenous Cultural Centre and mindfulness practice continues to be embedded across all year levels. Our students are supported both emotionally and academically through a range of programs that build positive relationships. The 2017 Students’ Attitudes to School Survey was completed online for the first time. The results showed students have a strong sense of confidence and resilience, positive attitudes to attendance and differentiated learning. In 2017 the continued focus on providing support to all students demonstrated our commitment to Student Wellbeing, as a means of improving student learning and pathways. This commitment and extra support contributes to all students achieving success in their learning. Our Attendance Policy and practices ensure that we closely monitor attendance. Our absence rates are below the State median and below similar schools, excellent attendance rates were obtained across all year levels. Clear communication between school and home is paramount and our portal (Compass) continues to provide parents immediate access to their child’s attendance. Our new SMS service also provides parents immediate information about their child’s absence.  |

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

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| **Performance Summary** |

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| 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. |

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| **School Profile** |

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| Enrolment ProfileA total of 1046 students were enrolled at this school in 2017, 455 female and 591 male.20 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures 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). |

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| School Staff SurveyMeasures 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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| **Performance Summary** |

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| Achievement |

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| Student Outcomes |

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| School Comparison |

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| Teacher Judgement of student achievementPercentage of students in Years 7 to 10 working at or above age expected standards in:         English         MathematicsFor further details refer to *How to read the Annual Report.* |

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| **Performance Summary** |

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| School Comparison |

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| NAPLAN Year 7The 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. |

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| Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison. |

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| NAPLAN Year 9The 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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| **Performance Summary** |

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| School Comparison |

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| NAPLAN Learning GainYear 5 - Year 7 Learning gain of students from Year 5 to Year 7 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 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’. |

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| NAPLAN Learning Gain does not require a School Comparison. |

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|  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’. |

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| NAPLAN Learning Gain does not require a School Comparison. |

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| 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. |

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| 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: 3%VET units of competence satisfactorily completed in 2017: 95%Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 0% |

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| **Performance Summary** |

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| School Comparison |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. 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: |

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| Student RetentionPercentage of Year 7 students who remain at the school through to Year 10. |

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| Exit DestinationsPercentage 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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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness 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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| Students Attitudes to School -Management of BullyingMeasures 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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| How to read the Annual Report |

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| The School Comparisonshows 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. |

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| More information on School Comparison performancemeasures 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) |

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| **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. |

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| **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’). |

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| **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. |

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| **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 BullyingResults are displayed for the latest year, as well as the average of the last four years (where available). |

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| **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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| --- |
| **Financial Performance and Position** |

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| --- |
| **Financial performance and position commentary** |

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| --- |
| The budget outcome for 2017 is consistent with College Council expectations. The College continues to have extensive community use arrangements, which includes hiring of the Sports Stadium, Performing Arts Centre and the grounds. Our International Student Program continues to grow. The college is grateful to the parent community for their generous voluntary contributions, not only to assist college programs, but also our Building Fund. 2017 saw the upgrade of ICT infrastructure; resources to support Teaching and Learning; ad upgrading of teaching spaces |

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| Financial Performance - Operating StatementSummary for the year ending 31 December, 2017 |

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| Financial Position as at 31 December, 2017 |

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| --- |
| **Revenue** |

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| --- |
| **Actual** |

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|  |  |
| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $1,246,515 |
| Official Account | $4,423 |
| Other Accounts | $108,687 |
| **Total Funds Available** | **$1,359,624** |

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| --- |
| Student Resource Package |

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| --- |
| $8,974,295 |

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| --- | --- |
| Government Provided DET Grants | $1,214,534 |
| Government Grants Commonwealth | $4,160 |
| Government Grants State | $20,988 |
| Revenue Other | $49,442 |
| Locally Raised Funds | $1,544,413 |

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| --- |
| **Total Operating Revenue** |

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| --- |
| **$11,807,832** |

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| **Equity¹** |

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| Equity (Social Disadvantage) | $62,264 |
| Equity (Catch Up) | $34,626 |

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| --- |
| **Equity Total** |

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| **$96,890** |

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| --- |
| **Expenditure** |

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| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $10,000 |
| Asset/Equipment Replacement < 12 months | $140,062 |
| Maintenance - Buildings/Grounds incl SMS<12 months | $47,527 |
| Revenue Receipted in Advance | $501,942 |
| School Based Programs | $427,046 |
| Provision Accounts | $5,000 |
| Other recurrent expenditure | $39,360 |
| Asset/Equipment Replacement > 12 months | $80,000 |
| Maintenance -Buildings/Grounds incl SMS>12 months | $108,687 |
| **Total Financial Commitments** | **$1,359,624** |

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| Student Resource Package² |

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| $8,944,063 |

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| --- | --- |
| Books & Publications | $11,598 |
| Communication Costs | $32,949 |
| Consumables | $340,026 |
| Miscellaneous Expense³ | $684,472 |
| Professional Development | $76,169 |
| Property and Equipment Services | $1,268,700 |
| Salaries & Allowances⁴ | $476,236 |
| Trading & Fundraising | $89,692 |
| Travel & Subsistence | $7,315 |
| Utilities | $57,759 |
| Adjustments | $5,237 |

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| **Total Operating Expenditure** |

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| **$11,994,217** |

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| **Net Operating Surplus/-Deficit** |

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| **($186,385)** |

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| **Asset Acquisitions** |

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| **$18,636** |

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| (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. |

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| *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.* |

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