

2017 Annual Report to the School Community



School Name: Nossal High School

School Number: 8865



- 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.

Attested on 20 April 2018 at 12:56 PM by Roger Page (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.

Attested on 08 June 2018 at 03:39 PM by Bridget Wong (School Council President)



About Our School

School Context

Nossal High School (NHS) is a vibrant and positive learning community where all students (and staff) are encouraged and supported to develop as active, independent learners and community members. As a fully academically selective, co-educational school, NHS offers students a comprehensive curriculum for study in Years 9 – 12. Our school community comes from a vast geographic area, spanning the broader metropolitan area and extending into Gippsland. The student population is capped at 832, with 208 students at each year level, and comprises an even number of boys and girls. The SFOE Index of 0.2456 classifies our community with a relatively high socio-economic profile. Students join us from approximately 97 different secondary schools with approximately equal numbers from the government and non-government sectors. Entry into the school is competitive, highly sought after, and occurs at Year 9 following an entry exam administered by EduTest in Year 8.

In 2017 we employed 53.3 FTE teachers and 17 support staff. The school leadership structure consists of a Principal, 2 Assistant Principals, a Business Manager, 6 Leading Teachers and 2 Learning Specialists. Our staff and leadership team continued to develop, share and promote innovative and evidence-based pedagogies through publication, work with colleagues in other schools, subject associations and the Victorian Curriculum and Assessment Authority, and through presenting and running workshops at local, national and international conferences.

2017 was the third year of our four-year Strategic Plan and saw us make significant progress against quite broad and challenging goals. While it would be easy to do little and still demonstrate comparatively high levels of student performance in an academically selective school - the school has chosen to challenge staff, students and parents to look at broader definitions of success and to measure improvement via growth rather than comparative grading. While this ideal is somewhat hampered by the mindset of some, and the crude success measures still applied by the media and wider community, the attitudes to School Survey Results (particularly for students) is highly positive and affirming of the direction and culture within the school. (as is most performance data) On all performance measures – the school is highly effective, although continues to focus on areas of improvement to improve our effectiveness and our student outcomes. Valid comparative measures are difficult for Nossal and the sharing of data within the selective entry network has been illuminating and very affirming.

Two Learning Specialists were appointed late in 2017 and the promotion of our Assistant Principal to a Principal role in another school late in the year left a significant gap in our leadership team. As 2017 is our year of review we have appointed an Acting AP for 2017 while we undertake the review and will restructure a “new” leadership team to reflect DET imperatives and the new Strategic Plan priorities.

Framework for Improving Student Outcomes (FISO)

The FISO Improvement Initiatives were identified as “Excellence in Teaching and Learning” with a focus on Building Practice Excellence, and “Creating a Positive Climate for Learning.”

The school worked through a comprehensive collaborative process to implement an instructional framework. Originally conceived as a pedagogical model, it became evident that this was a much bigger process and the greater benefit has been in the journey – and that this was a long term developmental process rather than a finite outcome.

As a high performing academically selective school – “traditional” comparative data measures of “success” are rather blunt and do not provide significant direction, challenge, or affirmation.

Many of the Strategic Plan goals were quite broad and are evolutionary, and will be re-shaped through ongoing evaluation and the formal self evaluation and review in 2018.

The school successfully instigated a Whole School Approach to Wellbeing; and embedded this within the pastoral program with support through the House Leaders – this will be further developed in 2018.

We began to develop/implement new Year 9 programs in the English and STEM areas; and explored the potential implementation of a Literacy strategy.

The Sir Gustav Nossal Medallion has been well established and student voice, agency and involvement is exceptionally strong. (and powerfully reflected in the Attitudes to School Surveys)

Achievement

The NAPLAN and VCE results of NHS students continue to be very strong. Year 9 NAPLAN results as highlighted in the Panorama report show 97% of Year 9 students achieving in the top two bands in Numeracy; 57% in the top two bands in Reading and 52% in the top 2 bands in Writing. Relative growth in writing was similar to like schools for this cohort. The school is consistently ranked well above similar schools in the state for overall results and for the percentage of students showing high gain which is arguably more difficult to show for high performing students as NAPLAN does not accurately measure the highest levels of performance.

100 % of students satisfactorily completed their VCE. The mean VCE study score of 36 is high, well above the median of 30, and slightly above the school's four-year average. 57.4% of students received an ATAR of 90 or above, the highest being 99.75, and the median being 92.2. (our highest to date) Twelve students received an ATAR of 99 or above, and 9 students achieved a perfect study score of 50. 21.4% of all study scores were 40 or above.

91% of students received a first round tertiary offer into one of their top three preferences..

Four students received VCE Premier's Awards and many students achieved outstanding results in national competitions (Maths, Science and English), and numerous other awards and scholarships have recognized the achievements of Nossal students at all year levels

When students are in Year 11, NHS conducts a similar but developmentally more challenging test than the one students sat for entry in Year 8, which is also administered by Edutest. These results confirm the strong performance of students, above what their original Edutest data predicts. Fifty nine percent of the 2017 Year 11 cohort achieved significantly better than predicted on one or more of the areas tested, thus demonstrating the positive impact the school has on student learning and outcomes.

Engagement

Student engagement at NHS is very high, with students showing great commitment and focus towards their studies and school events, such as the extensive co-curricular and House programs. This is also illustrated by the relatively low rate of absenteeism. Compared to other like schools Nossal students have significantly higher attendance levels – in spite of a number of families who travel overseas (often for family or cultural reasons) during the school term. Engagement and commitment to academic study is exceptionally high, to the extent that we have introduced homework guidelines that seek to limit the amount of home study students undertake during holiday periods so we can encourage a more balanced lifestyle and improved mental and physical health.

Active participation and contribution to the wider school community continues to be promoted strongly. The Sir Gustav Nossal Medallion was introduced in 2017 to great success with a large number of Year 12 graduates achieving a Gold Medallion in their final year. The Medallion provides a concrete means to record, collate and acknowledge the participation of all students in the broader co-curricular program and is famed around the "5 Minds for the Future."

The student instigated Nossal Societies Union (NSU) was designed to work alongside the SRC to encourage and support the development of more student led clubs and activities and has been almost too successful with a large number of activities and events occurring each day, and students and staff struggling to find time to fit new things into the calendar.

Directly comparative data is difficult to find but after sharing Student Attitudes to School data across the 4 selective schools we were very pleased to note that Nossal student results were consistently above the (very high) results of our partner schools – indicating very powerful engagement with, and commitment to, our school culture and ethos.

From the 2017 Student Attitude to School Survey:

- Student voice and agency 96.8th Percentile,
- Self-Regulation & Goal Setting 97.1th Percentile,
- Sense of Connectedness 99.7th Percentile.

Work on encouraging students to study a breadth of subjects in areas of their own interest and strength continues, as does the work with the Alumni to support students in their transition to Tertiary studies. The university placements of students graduating in 2017 showed greater diversity and there are now cells of Nossal alumni in quite a number of interstate and international universities. Nossal graduates from the first Year 12 class of 2013 are now applying to return to Nossal as teachers, having completed their tertiary education degrees.



Wellbeing

Students, parents and staff view the school as a very safe and inclusive environment that promotes trust, self-reliance and responsibility. The “adult learning environment” manifests itself in organisational and cultural structures and practices that are highly regarded by all members of the community. A focus on Health and Wellbeing underpins the pastoral and Whole School Nossal Time program – and is embedded in House Leader, Student Leader and Student Wellbeing roles and responsibility positions.

The school has a particularly strong culture and ethos that is actively promoted and articulated by the students and the student leaders. Vertical tutorial groups, Whole School Nossal time; Peer Mentoring and Coaching; Student wellbeing leaders and programs all actively promote and advocate for an inclusive and supportive culture as strongly evidenced by the sense of connectedness at the 99.7th percentile.

Data from the 2017 Student Attitude to School Survey....

- High expectations for success 97.8th percentile
- Respect for Diversity 97.8th percentile
- Attitudes to Attending 99.4th percentile
- Not Experiencing Bullying 98.1st percentile
- Managing Bullying 98.4th percentile
-

Of some concern (although typical of academically selective school students when compared across the other selective schools) are comparatively lower levels of confidence – particularly among females where there is a marked difference between the genders.

- Sense of Confidence 90.4th percentile (male); 67.4th percentile (female)
-

There appears to be an improvement over previous year’s data (although different survey) where Learning Confidence in 2016 was at the 23.2nd percentile with males at 43.4 and females 11.9.

The lack of confidence is not evident in academic achievement results and the “value add” data collected in Year 11 indicates that 59% of students show significant improvement (beyond their expected trajectory) between the testing in Year 8 and again in Year 11.

For more detailed information regarding our school please visit our website at
www.nossalhs.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 832 students were enrolled at this school in 2017, 403 female and 429 male.</p> <p>57 percent were EAL (English as an Additional Language) students and < 10 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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</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 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>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>																								
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 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 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 7-9)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>48%</td> <td>34%</td> </tr> <tr> <td>Numeracy</td> <td>6%</td> <td>45%</td> <td>49%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>58%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>47%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>51%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	48%	34%	Numeracy	6%	45%	49%	Writing	14%	58%	29%	Spelling	21%	47%	33%	Grammar and Punctuation	17%	51%	32%	<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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>																								
<p>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: 100% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 0%</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: ◆

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: auto; margin-right: auto;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>NA</td> <td>NA</td> <td>95 %</td> <td>96 %</td> <td>94 %</td> <td>95 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	95 %	96 %	94 %	95 %	<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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	95 %	96 %	94 %	95 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</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: ◆

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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</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)

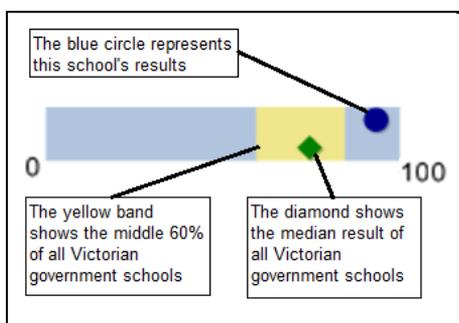
Engagement

- 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).

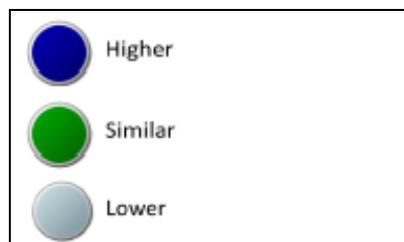


What does *School Comparison* refer to?

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

While the school managed to show a surplus for 2017, some funds were carried forward from the previous year and the SRP barely covers basic staffing requirements. Staffing compromises have been made and this has had a negative impact on some support programs. This will become increasingly challenging as the teacher cohort progresses up the incremental scale and the school is looking at creative ways to raise significant funds to compensate for this. In 2017 we embarked on an ambitious plan to stage a large community festival (The South East Feast) to raise funds for the school and local charities in partnership with the Rotary Club of Berwick. Unfortunately inclement weather caused the cancellation prior to the day and the event was deferred until 2018. We are hoping that this may provide a vehicle for significant ongoing fundraising for the school. We are fortunate that we have a supportive parent community and have raised additional revenue through voluntary contributions and fund raising activities via the Parents and Friends Association. Equity funding was wholly expended on additional wellbeing personnel and to provide additional pastoral and wellbeing time for House Leaders.

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	\$7,444,092	High Yield Investment Account	\$311,915
Government Provided DET Grants	\$746,335	Official Account	\$319,482
Government Grants State	\$25,455	Other Accounts	\$835,644
Revenue Other	\$100,244	Total Funds Available	\$1,467,041
Locally Raised Funds	\$2,308,860		
Total Operating Revenue	\$10,624,987		
Equity¹			
Equity (Social Disadvantage)	\$35,000		
Equity (Catch Up)	\$618		
Equity Total	\$35,618		
Expenditure		Financial Commitments	
Student Resource Package ²	\$7,279,048	Operating Reserve	\$10,000
Books & Publications	\$16,980	Asset/Equipment Replacement < 12 months	\$34,386
Communication Costs	\$55,094	Revenue Received in Advance	\$337,609
Consumables	\$313,667	School Based Programs	\$602,052
Miscellaneous Expense ³	\$676,241	Other recurrent expenditure	\$482,994
Professional Development	\$66,721	Total Financial Commitments	\$1,467,041
Property and Equipment Services	\$716,156		
Salaries & Allowances ⁴	\$292,021		
Trading & Fundraising	\$492,762		
Travel & Subsistence	\$6,294		
Utilities	\$124,812		
Total Operating Expenditure	\$10,039,797		
Net Operating Surplus/-Deficit	\$585,189		
Asset Acquisitions	\$238,761		



- (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.