

2017 Annual Report to the School Community



School Name: Rowville Secondary College

School Number: 8734



Education
and Training

About Our School

School Context

Rowville Secondary College's (RSC) moral purpose is to give young people the knowledge and skills they need to be successful in a rapidly changing world and prepare them for the possibility of having a range of different jobs, some that don't exist yet, using technology that hasn't been invented yet. The workforce of the future will need to be creative, collaborative and resilient problem-solvers. That is why at RSC, we have adopted a strength's based approach to education that values diversity and uses students' passions to motivate individuals to be curious and powerful learners.

RSC provides a multitude of pathway options for every student, ensuring that each individual is provided with the opportunity to fulfil his or her potential. Our focus is on high expectations, mastery and a strong sense of the importance of learning. Working through an individual's strengths increases confidence and promotes self-esteem. This enables students to take risks with their learning, even in subject areas and disciplines that they find challenging.

Students enrol in one of four learning programs.

Rowville Institute of the Arts (RIA) based at the Eastern Campus offers an integrated arts and academic education for talented and aspiring students who love dance, drama, media, music and/or visual art. Students spend one-third of the curriculum completing specialist and broad arts subjects that are enriched in a variety of ways including Artists in Residence, workshops led by industry professionals and regular excursions and incursions. The 500 seat Performing Arts Centre and two specialist dance studios allow students to participate in authentic performance and exhibition opportunities at an industry acclaimed standard.

Rowville Sports Academy (RSA) based at the Eastern Campus is a full time integrated academic and sporting program for students that love Football (Soccer), Basketball, Golf, Australian Rules Football, Volleyball, Cricket and Netball. Students spend one-third of the curriculum working with highly qualified sporting coaches to develop their skills, talent, strength and conditioning. The exceptional facilities available in the RSC Sports Precinct allow students to be supported by physiotherapists, exercise psychologists, dieticians, and podiatrists. An intensive leadership program is also an integral part of the development of our young athletes.

Rowville Maths and Science Academy (MSA) based at the Western Campus promotes academic excellence and innovative thinking through an integrated, themed and practical curriculum for students who love maths and/or science. Students spend one-third of the curriculum completing innovative mathematics and science curriculum including design and exploration through extended projects. Research and real life application of scientific method combined with an integrated robotics program underpins acceleration, enrichment and promotion of STEM from year 7 to year 12. We have built strong partnerships with CSIRO and Swinburne University who mentor students in Year 8 and 9. Mentoring is extended in Year 10 through our partnership with the Rowville-Lysterfield Rotary Club which enables students to contribute actively to the local, national and international community.

Rowville General Excellence (GE) based at the Western Campus is an academic program that provides for diversity of talent and interest. It has the broadest range of both core curriculum and elective subjects and allows students to explore and discover their strengths and passions. It provides curricula and extra curricula opportunities for students who love a combination of arts, sports, mathematics, science, language, literature, technology and humanities subjects. In year 11 and 12, students can select to complete VCE, VCAL, VET or SBAT.

All 'Program for Students with a Disability' students have an individual learning plan developed. These students are supported by an Integration coordinator and team of Integration aides to assist them in working towards achieving their goals.

Rowville Secondary College has a whole school approach to the health and wellbeing of students through vertical house based mentor groups, specific pastoral care curriculum, Learning Mentors who meet daily with their mentor group, Deans of Students, Heads of House, House Champions, School Nurses, Student Wellbeing Coordinators, Educational Psychologists, Social Workers, Youth Workers and Counsellors.

Framework for Improving Student Outcomes (FISO)

In 2017 our priorities have centred upon *Excellence in Teaching and Learning* and *Positive Climate for Learning*. In this work we have focused primarily upon the high impact dimensions of *Building Practice Excellence* and *Empowering Students & Building School Pride*. With regards to *Building Practice Excellence*, a guaranteed and viable curriculum has continued to be a core priority for our college. Staff have continued to refine our curriculum program to ensure that it is rigorous, relevant and real, and one which empowers achievement, is differentiated for a diverse range of learners, and prepares students for success. Our teaching teams have focused extensively on implementing evidence based high impact teaching strategies, which has been supported by our school wide engagement with the Curiosity and Powerful Learning framework and our role as a CPL network leader. The School Improvement Team continue to refine and lead this work. With regards to *Empowering Students & Building School Pride*, the Berry Street Model professional learning program was a yearlong focus undertaken by all staff. Staff undertook professional learning across all 5 domains; namely, *Body, Relationships, Stamina, Engagement and Character*. Significantly, we have now begun a radical overhaul of our staff and student structures in the process toward a vertical house based system which, moving forward in 2018, seeks to build a culture that ensures that student voice, student agency, and student leadership form the cultural cornerstones of school pride at Rowville Secondary College.

Achievement

In 2017 Rowville Secondary College consistently focused on improving student outcomes. The ACE (Accelerate, Challenge, Extend) three teacher model continued at Years 7 and 8 to target teaching at the point of student learning needs in Literacy and Numeracy.

All staff worked in Teaching Teams collecting and using data to track learning growth. They collaboratively planned for differentiation and used low inference Peer observation as a professional learning tool. Continuous assessment and quality feedback further supported student learning emphasizing the learning cycle with students setting goals based on individual achievement, teacher feedback and self-assessments.

The College continued its commitment to Curiosity and Powerful Learning and through the School Improvement Team developed Professional Learning resources for staff, including 'Teaching Strategies that Work'. This tool kit suggested strategies for our classrooms designed to support emphasis on the Theory of Action; Prioritising High Expectations and Authentic Relationships which allows curiosity to thrive in our classrooms.

All staff also undertook the Berry Street Educational Model training which included approaches to de-escalation, self-regulation, growth mindset, character strengths and being ready to learn.

Engagement

In 2017 the College had initiated programs and processes to increase student engagement and connectedness to the school. There was a continued focus on building positive relationships between all school community members. Communication between the college and the wider community has improved with the increase in Compass functionality to broaden news notification. Accessibility has also been created for future parents to gain early insight into policies, programs and processes. The focus has been to allow Teachers, Learning mentors, coaches and wellbeing staff the opportunity to communicate in a timely manner with parents and guardians to address student learning needs, academic progress and wellbeing.

Students, parents and staff were invited to participate in a number of working parties. Working parties surveyed the college community seeking ideas and feedback. There was a high level of student participation in the Student Voice working Party that developed a module to give students a greater voice in school governance. The Assistant Principal Selection panel for the first time had student representation and it is envisaged that students will have further opportunities in the future.

The Learning Mentor and House system working party reviewed the Learning mentor structure and detailed the processes for implementation of the House System in 2018.

The Sense of connectedness for yrs. 7 – 9 in the Attitude to school survey was at 58% when compared with 51% Network and 56% for the State. The sense of connectedness for yrs.10-12 was 46%, higher than the Network 45% and lower than the state 53%. It is envisaged that this data will trend upwards in 2018 with the implementation of the House System and new Learning Mentor structure.

The focus for the First Term and Student led Conferences was on **"Fostering Curiosity and a Growth Mindset"**. Ways and means of prompting students to incorporate this focus/theme into their goal-setting and discussions with parents were outlined during a Professional Learning session conducted for ALL staff. Staff (Learning Mentors) were provided with

support material/documentation to assist them and their students with the preparation and conduct of these Conferences. Parent /Guardian attendance have been high with Learning Mentors following up with those who were unable to attend.

Student pathways continued to be a high priority. Students along with their parents/guardians are encouraged to make an appointment with the Careers /Pathways coordinators / careers counsellors to assist them to identify a pathway post-secondary school. When compared with the 2016 data post school destination showed an upward trend.

A transition Coordinator was appointed at each Campus to specifically work with our partner primary schools with a changed focus in 2017. Learning Areas undertook to organise activities as part of the transition program. This enabled RSC students to run a diverse range of curricula and extra curricula activities for primary school students including sports coaching, Maths games, creating storybooks, Humanities activities conducted in rotating classrooms, Drama and Magic workshops.

Wellbeing

Rowville Secondary College has continued to focus on Wellbeing for our students through our exemplary Wellbeing Team and student support systems. Students at Rowville Secondary College continue to feel connected to the school at rates around the state average and feel positive about Student Voice and agency. The annual Attitude to School Survey shows that RSC students continue to feel safe and supported at the College.

The introduction of the House System and the extended role of the Learning Mentor in 2018 is designed to improve our students' wellbeing further. It provides students with a significant adult who will guide them through their transitions at the College and will be the first contact for any concerns. It also focuses on building stronger relationships between students at the College especially across cohorts. The changed structure supports students to build stronger connections to school and allows increased opportunities for student voice, through both formal and informal leadership roles. The majority of teachers will have a formal role in supporting student wellbeing in this structure.

The College is planning to make significant investment the new Learning Mentor/House System that will support the Wellbeing Team. The annual student resilience survey provides a basis for the College to measure the effectiveness of our interventions and strategies, and to prioritize resources to ensure student wellbeing is being supported.




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

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

Enrolment Profile

A total of 1791 students were enrolled at this school in 2017, 848 female and 943 male.

7 percent were EAL (English as an Additional Language) students and 1 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


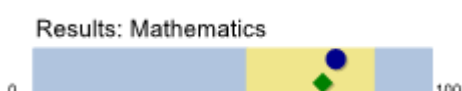


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 
Results for this school:  Median of all Victorian Government Secondary Schools: 




Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

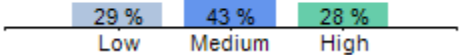
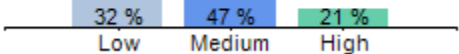
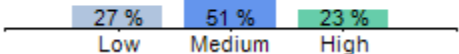
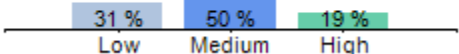
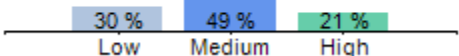
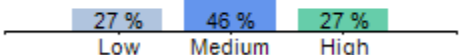
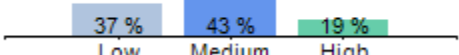
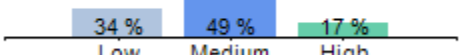
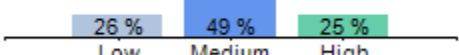
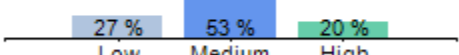




Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>






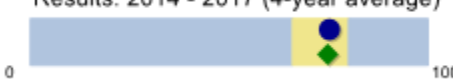






Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 
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</p>  <p>29 % 43 % 28 % Low Medium High</p> <p>Numeracy</p>  <p>32 % 47 % 21 % Low Medium High</p> <p>Writing</p>  <p>27 % 51 % 23 % Low Medium High</p> <p>Spelling</p>  <p>31 % 50 % 19 % Low Medium High</p> <p>Grammar and Punctuation</p>  <p>30 % 49 % 21 % Low Medium High</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>	<p>Reading</p>  <p>27 % 46 % 27 % Low Medium High</p> <p>Numeracy</p>  <p>37 % 43 % 19 % Low Medium High</p> <p>Writing</p>  <p>34 % 49 % 17 % Low Medium High</p> <p>Spelling</p>  <p>26 % 49 % 25 % Low Medium High</p> <p>Grammar and Punctuation</p>  <p>27 % 53 % 20 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017</p>  <p>0 50</p> <p>Results: 2014 - 2017 (4-year average)</p>  <p>0 50</p>	<p> Similar</p> <p> Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: 94%</p> <p>Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 31%</p> <p>VET units of competence satisfactorily completed in 2017: 78%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 80%</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>	<p>Results: 2017</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table border="1"><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>90 %</td><td>88 %</td><td>91 %</td><td>91 %</td><td>92 %</td></tr></tbody></table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	90 %	88 %	91 %	91 %	92 %	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	90 %	88 %	91 %	91 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p>  <p>Results: 2014 - 2017 (4-year average)</p> 	<p> Lower</p> <p> Lower</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> Lower</p> <p> Lower</p>												

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 
Results for this school:  Median of all Victorian Government Secondary Schools: 

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> 	 Similar
<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> 	 Similar

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)

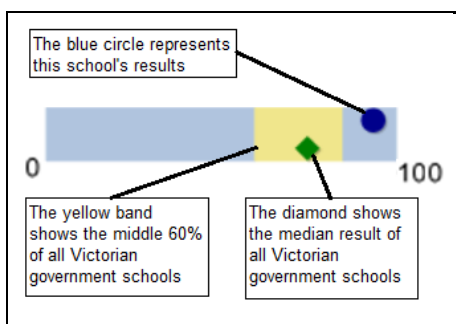
Engagement

- 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).

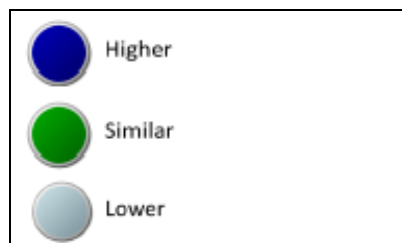


What does *School Comparison* refer to?

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

In 2017 Rowville Secondary College continued to effectively allocate resources to meet the unique requirements of our four strength based learning programs.

The net operating surplus was the result of increased community use of school resources and strong cost control measures. We anticipate that 2018 will deliver a net operating deficit as our Western Campus Repairs & Maintenance Project gains momentum.

The differentiated learning model called "ACE" (accelerate, challenge and extend) was continued in 2017 to improve literacy & numeracy. This model was funded by way of the Equity Funding (\$323k) plus a substantial investment by the School Council.

Rowville Secondary College is the lead school in the Knox Innovation Opportunity and Sustainability Centre (KIOSC) and holds considerable funds on its behalf for capital and staffing purposes. KIOSC is an innovative shared learning environment which inspires students to prepare for the careers of the future.

School Council further supports great learning outcomes by funding additional staff in literacy & numeracy programs (Quiksmart and the ACE program), facilities manager, information officer and manager, social workers and school nurse(s).

Surplus funds are fully committed in accordance with our approved priorities to **achieve great student outcomes**.

These include the KIOSC program, additional staff, Western Campus Repairs and Maintenance (we aim to be **a great place to learn and work**), and the vertical house system implementation (we aim to provide **a great student experience**). In deciding these priorities the School Council took into account the feedback received from our community (we aim to be **a great partner with parents and community**).

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	\$15,650,252
Government Provided DET Grants	\$1,969,596
Government Grants Commonwealth	\$19,894
Government Grants State	\$22,440
Revenue Other	\$503,883
Locally Raised Funds	\$4,438,592
Total Operating Revenue	\$22,604,657

Equity ¹	
Equity (Social Disadvantage)	\$201,711
Equity (Catch Up)	\$121,394
Equity Total	\$323,105

Expenditure	
Student Resource Package ²	\$14,817,580
Books & Publications	\$14,699
Communication Costs	\$109,024
Consumables	\$493,686
Miscellaneous Expense ³	\$2,934,737
Professional Development	\$89,249

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	\$2,474,927
Official Account	\$40,714
Other Accounts	\$5,462,329
Total Funds Available	\$7,977,970

Financial Commitments	
Operating Reserve	\$1,081,289
Asset/Equipment Replacement < 12 months	\$468,943
Capital - Buildings/Grounds incl SMS<12 months	\$248,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$1,435,317
Revenue Receipted in Advance	\$662,721

Property and Equipment Services	\$1,096,116	School Based Programs	\$1,346,278
Salaries & Allowances ⁴	\$1,317,960	Provision Accounts	\$20,000
Trading & Fundraising	\$339,722	Other recurrent expenditure	\$884,345
Travel & Subsistence	\$176,232	Asset/Equipment Replacement > 12 months	\$519,000
Utilities	\$246,883	Capital - Buildings/Grounds incl SMS>12 months	\$500,000
		Maintenance -Buildings/Grounds incl SMS>12 months	\$812,078
		Total Financial Commitments	\$7,977,970

Total Operating Expenditure	\$21,635,888
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Net Operating Surplus/-Deficit	\$968,769
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Asset Acquisitions	\$0
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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.

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.