

2016 Annual Report to the School Community

School Name: Wycheproof P-12 College

School Number: 8831



Name of School Principal:

Christine McKersie

Name of School Council President:

Howard Mill

Date of Endorsement:

22/03/2017

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.



About Our School

School Context

Wycheproof P-12 College is committed to meeting the educational, social and cultural needs of our 115 students through providing a broad range of educational and cultural activities and the setting of high academic standards. College structure includes three levels of schooling: Early, Middle and Later Years with a strong focus on literacy and numeracy. In the Middle Years engaging programs and new facilities enhance creative learning spaces. From Year 11, students are offered a choice of pathways that includes VCE, VCAL or VET. At Wycheproof P -12 College we have high expectations of our students. We expect them to be well mannered, hard-working and proactive. We take advantage of our Prep to Year 12 structure by offering a broad curriculum, individual learning programs, and sharing of staff expertise across all year levels. Wycheproof P-12 College has impressive facilities and programs including a large sporting complex, spacious grounds, specialist rooms, a comprehensive instrumental music program, an ICT rich curriculum and a range of technology based subjects. The school has the equivalent of six full time staff, a Principal and Assistant Principal. Many staff are part time including ten teachers and nine Education Support Class.

Framework for Improving Student Outcomes (FISO)

In 2016 Wycheproof P12 College undertook a period of school review. During this period of review, the school was rated as 'embedded' for the FISO priority 'Professional Leadership – Building leadership teams' and 'evolving' for 'Instructional and shared leadership.' The school has not adopted a specific instructional model (instead focusing on good teaching practice during the last cycle of the Strategic Plan). A number of teaching staff are shared between Wycheproof P12 College and Charlton P12 College and as such, to have a common instructional model between the two schools will strengthen the learning culture of both schools. As a number of staff will be retiring over the next few years, it will also be important to strengthen the induction of new teachers to build a culture focused on school improvement. The 2016 school review process also identified a need to improve student writing outcomes data. In order to lead improvement in the school, the leadership team will need to develop a shared understanding of the implications of data for planning school improvement. Teachers will need to be guided and supported to systematically monitor student writing progress and use assessment results to improve current teaching practices.

Achievement

In 2016 the Year 3, 5 and 9 NAPLAN data indicated that students at Wycheproof P-12 College performed on a similar level to other Victorian government school students (except for Year 9 numeracy results and four year average results for reading, which were higher than other schools). Several different sources of student outcomes are used to provide data to teachers to inform their teaching practices and planning learning programs. Differentiated and individualised learning programs are implemented where necessary to provide additional learning support. Focus is maintained on teaching explicit skills at age and learning needs level. Key strategies to support improvement including regularly unpacking various forms of learning and testing data, using the Student Mapping Tool, On Demand testing, NAPLAN, English Online Interviews. VCE results for 2016 were similar to other schools (as was the 4-year average results for 2013 to 2016).

Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

When compared to other Victorian schools in 2016, the average number of student absence days was similar for both primary and secondary students to other students across the State. Strategies adopted to improve attendance included 'Every Day Counts'. Wycheproof P-12 College has strong programs in place to support the various transitions across Prep-12. Our Prep students' transition program is facilitated through effective communication links with our feeder preschool and parents are encouraged to become familiar with the school's facilities and learning programs. All students in Years 10 to 12 have regular access to a MIPs Coordinator who provides careers counselling sessions and advice regarding pathways and employment options. The percentage of Year 7 students who remain at school through to Year 10 (for 2016) was similar when compared to other State schools (rating higher when compared to a 4-year average). Students exiting to further studies and full-time employment in 2017 was similar for students from Years 10 to 12 when compared to other schools across the State and similar over the 4-year average.



Wellbeing

Student attitudes to school (as derived from the Attitudes to School Survey which is completed by students in Years 5 to 12) were rated as higher in both the primary and secondary sections of the school when compared to median scores for other Victorian government secondary schools in 2016. The college will continue to establish ongoing programs and initiatives aimed at developing resilience, connectedness, social confidence and responsibility in all students. Students have access to additional support through various wellbeing programs delivered by a school psychologist, social worker, Chaplain and School Nurse. To improve school connectedness, new students are buddied up with current students and encouraged to become a part of the wider school community. In 2016, middle years students undertook a new survey to gather more data about their wellbeing needs (The Middle Years Developmental Index – MDI). This survey will be used to determine where resources need to be deployed and actions undertaken to support student’s wellbeing needs over the next few years.

For more detailed information regarding our school please visit our website at
www.wychep12.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 pri/sec schools: Result for this school: Median of all Victorian government pri/sec schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 115 students were enrolled at this school in 2016, 67 female and 49 male. There were 0% of EAL (English as an Additional Language) students and < 10% 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>	



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 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> Similar</p> <p> Similar</p>



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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>



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and 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" style="margin: auto; border-collapse: collapse;"> <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>55%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>-</td> <td>73%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>64%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>9%</td> <td>36%</td> <td>55%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>9%</td> <td>55%</td> <td>36%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	55%	27%	Numeracy	-	73%	27%	Writing	9%	64%	27%	Spelling	9%	36%	55%	Grammar and Punctuation	9%	55%	36%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	18%	55%	27%																							
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Grammar and Punctuation	9%	55%	36%																							



(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary 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> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Prep</td> <td>Yr1</td> <td>Yr2</td> <td>Yr3</td> <td>Yr4</td> <td>Yr5</td> <td>Yr6</td> </tr> <tr> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>97 %</td> <td>92 %</td> <td>95 %</td> </tr> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	94 %	95 %	97 %	92 %	95 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p>● Similar</p> <p>● Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	94 %	95 %	97 %	92 %	95 %										



(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary 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> Higher</p> <p> Higher</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> Higher</p> <p> Similar</p>



(Secondary Year Levels)

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> Similar</p> <p> Similar</p>



(Secondary Year Levels)

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>● Higher</p> <p>● Higher</p> <p>● Similar</p>

(Secondary Year Levels)

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>	<p>Reading 75% Medium, 25% High</p> <p>Numeracy 13% Low, 50% Medium, 38% High</p> <p>Writing 38% Low, 50% Medium, 12% High</p> <p>Spelling 11% Low, 78% Medium, 11% High</p> <p>Grammar and Punctuation 67% Medium, 33% 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading 30% Low, 40% Medium, 30% High</p> <p>Numeracy 10% Low, 40% Medium, 50% High</p> <p>Writing 10% Low, 80% Medium, 10% High</p> <p>Spelling 20% Low, 60% Medium, 20% High</p> <p>Grammar and Punctuation 10% Low, 70% Medium, 20% 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: 2016 0 to 50 scale, school score (blue dot) is above 30, state mean (green diamond) is at 30.</p> <p>Results: 2013 - 2016 (4-year average) 0 to 50 scale, school score (blue dot) is above 30, state mean (green diamond) is at 30.</p>	<p>● Similar</p> <p>● Similar</p>
<p>Students in 2016 who satisfactorily completed their VCE: 100% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 7% VET units of competence satisfactorily completed in 2016: 78% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 100%</p>		



(Secondary Year Levels)

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> <table border="1" data-bbox="580 826 1034 922"> <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>85 %</td> <td>83 %</td> <td>95 %</td> <td>96 %</td> <td>94 %</td> <td>97 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	85 %	83 %	95 %	96 %	94 %	97 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
85 %	83 %	95 %	96 %	94 %	97 %									
<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> Higher</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>												



(Secondary Year Levels)

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> Higher</p> <p> Higher</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> Higher</p> <p> Higher</p>

How to read the Performance Summary

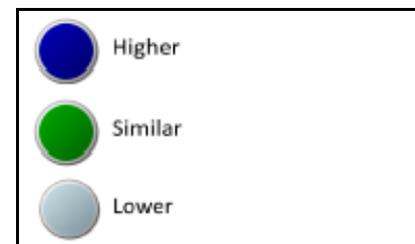
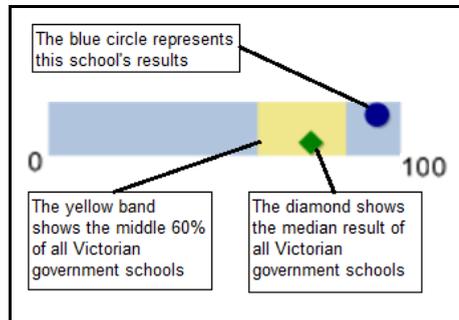
What are student outcomes?

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.

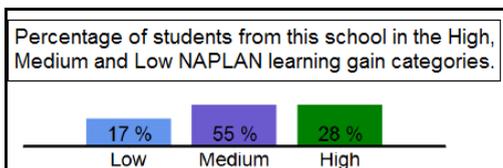
You can see these results for the latest year, as well as the average of the last four years (where available).

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

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

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

Revenue	Actual
Student Resource Package	\$1,964,872
Government Provided DET Grants	\$326,994
Government Grants State	\$3,774
Revenue Other	\$18,454
Locally Raised Funds	\$121,264
Total Operating Revenue	\$2,435,357

Expenditure	
Student Resource Package	\$1,828,076
Books & Publications	\$8,700
Communication Costs	\$5,798
Consumables	\$66,872
Miscellaneous Expense	\$112,909
Professional Development	\$20,857
Property and Equipment Services	\$133,919
Salaries & Allowances	\$40,125
Trading & Fundraising	\$17,558
Travel & Subsistence	\$20,408
Utilities	\$37,100

Total Operating Expenditure **\$2,292,322**

Net Operating Surplus/-Deficit **\$143,036**

Asset Acquisitions **\$12,850**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$52,963
Official Account	\$12,512
Other Accounts	\$183,878
Total Funds Available	\$249,353

Financial Commitments	
Operating Reserve	\$72,673
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds incl SMS<12 months	\$10,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$10,000
School Based Programs	\$91,679
Asset/Equipment Replacement > 12 months	\$15,000
Capital - Buildings/Grounds incl SMS>12 months	\$10,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$10,000
Total Financial Commitments	\$249,353

Significant receipts during 2016 included \$3000 from the Wycheproof Recreation Reserve Committee and \$1,500 from a donation from the Swan Hill Eisteddfod (to disperse remaining funds). Considerable savings occurred in the credit side of the budget for 2016 which will be important to monitor carefully in line with decreasing enrolments over the next five years. The school car was updated (costing \$43,715 less trade-in of \$25,000) during the year and a new corrosive storage cabinet was purchased for the science room (costing \$2,942). In order to ensure that the community remains well resourced, a Defib For Life machine was purchased and located in the Sporting Complex. A new PA System was purchased to ensure that emergency updates are able to be clearly communicated around the College (\$5,285). Student Resource Package Expenditure figures are as of 08 March 2017 and are subject to change during the reconciliation process. Miscellaneous 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.