

2017 Annual Report to the School Community



School Name: Kew High School

School Number: 7950



- 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 26 April 2018 at 12:34 PM by Clare Entwisle (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 02 May 2018 at 06:39 PM by Paula Davey (School Council President)



About Our School

School Context

In 2017, Kew High School had 1,166 local student enrolments. There were 18% of our students who were EAL.

This school has 3 Principal class, 95 teachers and 25 Education Support Staff.

Our fundamental purpose at Kew High School is to create the young adults we want our students to become with the values, knowledge, skills and dispositions to participate in a rewarding future. There is a focus on preparing these students for the future with staff looking through the lens of 6 Cs: character, citizenship, communication, critical thinking, collaboration, creativity. To this end we provide a stimulating and secure learning environment involving a wide network of community partnerships.

As the student is at the centre, we have a distinct emphasis on the importance of relationships. This results in shared norms and agreed behaviours and a carefully managed wellbeing structure. We have a clear understanding of and belief in what constitutes appropriate behaviour and how all community members want to be treated. The school prioritises the development of high expectations and a positive culture with an emphasis placed on student learning. The school motto is *Aspire, Strive, Achieve* and the values are accountability, social equity, participation, integrity, respect and excellence and these are embedded in the day to day operation of the school. Students are encouraged to be their personal best.

Our staff is committed to a whole school focus on learning and teaching. Everything we do connects back to this. Teachers collaborate, interrogate data and share resources. We have a viable and documented curriculum. A balanced and diverse range of programs is available to allow students to choose and complete an appropriate pathway and be involved in extra-curricular programs to build on their strengths and interests.

Our international program, involving VCE students, adds to our cultural diversity of over 30 nationalities represented in the student cohort.

Framework for Improving Student Outcomes (FISO)

The school is focused on the two FISO areas of Excellence in Teaching and Learning and Positive Climate for Learning. We have developed our context diagram using the FISO framework as the base and adding in the Kew HS focus areas.

Our goals as set in our review are:

- to maximise every student's achievement and learning growth across all curriculum areas and year levels and
- to create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, where students are encouraged to take responsibility for their own learning by becoming more independent, self-aware and have the ability to assess and monitor their own learning

Achievement

In the Year 7 Naplan results, the percentage of students in the top three levels of testing in numeracy and reading was above the median of government schools. In Year 9 the results were also above the median of government schools and similar to like schools. With teacher judgements the percentage of students in Year 7-10 working at or above the expected standard in English and Maths was similar to like schools. In the numeracy, reading and writing relative growth, the percentage of students from Year 7-9 with high gain was similar to like schools. The Strategic Review in 2016 identified the need for a school wide focus on writing. In addition there is more work to be done on challenging our top students. It is evident in the growth data that the growth for the top band is lower in spelling year 5-7 and in numeracy Year 7-9 while the growth on writing is high at 37%. Teachers use their data and analyse student growth.

All program for students with disability students showed progress at satisfactory or above in achieving their individual goals.

The mean study score for all VCE subjects undertaken by students at our school is higher than the median of Victorian Government schools, and higher in the four year average. The results are similar to like schools. Our camp at the commencement of the year, information dissemination, our processes and policies, moderation by teams of teachers, analysis of data, the opportunity for students to complete practice exams under exam conditions, externally supervised SACS, the head start sessions, holiday homework and preparation and carefully planned Careers' program all contribute to improved VCE results.

The focus of our curriculum has been on developing the skills and concepts required by our students in VCE and beyond and ensuring these are included in classroom learning and school programs from years 7 - 10. Teachers agree on the essential learnings and understandings in each learning area and focus on enabling students to reach their potential. Resources and assistance have been provided to support all teachers to prepare units of work that enable opportunities for differentiated learning in the classroom. In order to improve teacher's pedagogical practice we have committed to professional learning to build teacher effectiveness. There will be more emphasis on ensuring there is a documentation with a clear scope and sequence in the curriculum. We have developed an instructional model with a focus on high impact strategies and teachers are working together in professional learning teams.

The school assessment and reporting processes and policies have been reviewed in order to embed a whole school approach to assessment and the use of data and evidence. Common assessment tasks are all included in all subjects and link to rubrics related to VicVels. Learning tasks are available on line and the staff continually assess student work and have progressed to a continuous reporting process. All teachers analyse their data, undertake professional learning, share resources and moderate work samples.



To optimise the application of information and communication technologies that transform learning, the tablet PC has been introduced to all our students. All teachers plan to incorporate technology to enhance critical thinking, creation and collaboration and to ensure students are aware of the issues surrounding access and use. The focus is on developing 21st century skills for our students.

Whole school literacy and numeracy policies and practices have been developed. Literacy learning is the domain of all learning areas and all teachers in the classroom. Students in need of literacy support are identified in part through student data. Teachers aim to cater for these students within the classroom using a differentiated learning model but for some students there is the provision of a formal program where these students are monitored and provided with ongoing support.

Engagement

The average attendance rate is above the median of all Victorian Government schools for all students at Kew High School for 2017 and similar to like schools with above 90% attendance at all levels. We carefully monitor student attendance knowing the high correlation between attendance and student outcomes. Parents and teachers have access to live data so that it is possible to access attendance lesson by lesson.

The percentage of Year 7 students who remain at the school through to Year 10 is above other government schools but similar to like schools. The percentage of students from Year 10-12 who are going on to further studies or full time employment is similar to like schools.

Our goal is to build a stimulating culture of learning so that all students are actively engaged in their learning and achieve their potential.

We articulate the whole school approach to student engagement, learning and wellbeing and build the capacity of the staff to implement approaches to relationship building, classroom interaction and teaching and learning which ensures students feel connected and engaged.

We have extended our House system to encourage connection and our leaders organise competitions, fund raisers such as Shave for a Cure, talent shows, sporting event participation and performances, encouraging students to gain house points. Students are involved in whole school events. The students are continuing to discuss strategies for increasing House spirit.

We encourage students to speak out, to make their voice heard. Our student leadership program enables student voice across all year levels and opportunities are provided to elicit suggestions for improvement from the student cohort. Student leaders are responsible for assemblies and the organisation of a variety of activities. Student success is celebrated. The Strategic Review process highlighted the need to empower the girls to a greater extent in the future. We hold focus group discussions to provide an opportunity for students to air their opinions.

Individual teachers take responsibility for engaging, enriching and extending students in their classrooms, while a wide range of opportunities is offered to challenge, engage and enrich students outside the classroom through QUEST programs. There is an increased focus on STEM: Science, Technology, Engineering and Maths.

The school is committed to the continuation of the international student program with a focus on cultural diversity. We provide nurturing induction and support for international students in a language centre context as well as across the whole school.

Wellbeing

Kew High School students demonstrate that they feel as connected to their school and peers and as safe as others on average in other government schools in the attitude to schooling responses and are similar to like schools. In the Attitude To Schooling survey held annually the percentage endorsement on management of bullying was above the median of all Government schools and similar to like schools. The school is aware that this is a significant issue.

The wellbeing of our year 7 cohort and their smooth transition from primary school is of the utmost importance. The transition process, school tours, information evenings, the access to relevant information and the enrolment process are continually reviewed and altered as a result of feedback.

The school recognises the importance of building teacher collaboration and provides opportunity for structured dialogue to enable the transfer of knowledge of student learning from one year to the next. Effective processes are in place for the handover of student information and the dissemination of important and relevant data relating to students to assist with their transition and improve their learning outcomes at all levels. The compass platform assists with the publication of relevant material for staff to access.

The CONNECT program is embedded in the school program. There is a focus on a whole school approach to positive psychology, strengths and the importance of a growth mindset.

The ongoing approach to student issues using the principles and processes of restorative practices results in improved student staff relationships built on the cornerstone of respect.

Kew High School aims to provide a challenging learning environment where students feel safe and supported and are given every opportunity to reach their potential and achieve success. We promote our values and the motto of *Aspire, Strive, Achieve* and



encourage each student to be their best. There are social justice captains who encourage student awareness of relevant local and global humanitarian issues. Students are informed about anti-harassment and anti-bullying. Students agree to a safe use policy when enrolled.

The experienced wellbeing team is proactive, meets regularly and links to outside resources. Varied wellbeing programs, guest speakers and activities are offered to support students.

For more detailed information regarding our school please visit our website at

www.kew.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 1166 students were enrolled at this school in 2017, 475 female and 691 male.</p> <p>18 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 style="text-align: center;">● Similar</p> <p style="text-align: center;">● 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>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>51%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>51%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>52%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>56%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>50%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	51%	21%	Numeracy	25%	51%	24%	Writing	21%	52%	28%	Spelling	25%	56%	19%	Grammar and Punctuation	21%	50%	28%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Numeracy	25%	51%	24%																							
Writing	21%	52%	28%																							
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Grammar and Punctuation	21%	50%	28%																							
<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>24%</td> <td>47%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>51%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>47%</td> <td>37%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>54%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>46%</td> <td>31%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	47%	29%	Numeracy	36%	51%	13%	Writing	16%	47%	37%	Spelling	24%	54%	21%	Grammar and Punctuation	23%	46%	31%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: 99% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 14% VET units of competence satisfactorily completed in 2017: 99% 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: 20px;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>94 %</td> <td>92 %</td> <td>91 %</td> <td>94 %</td> <td>97 %</td> <td>96 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	92 %	91 %	94 %	97 %	96 %	<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>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	92 %	91 %	94 %	97 %	96 %									
<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>● Similar</p> <p>● Similar</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>● Similar</p> <p>● Similar</p>												



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
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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>● Similar</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>● Similar</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)

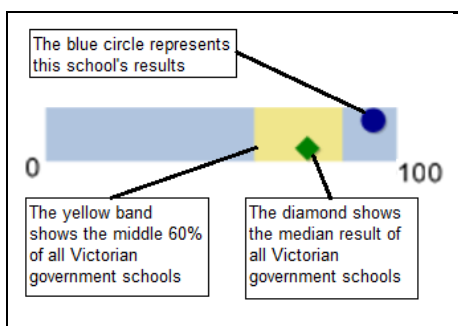
Engagement

- 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).

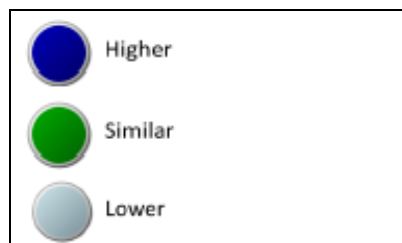


What does *School Comparison* refer to?

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

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	\$9,275,942	High Yield Investment Account	\$302,729
Government Provided DET Grants	\$1,682,797	Official Account	\$93,005
Government Grants Commonwealth	\$60,715	Other Accounts	\$880,863
Government Grants State	\$15,848	Total Funds Available	\$1,276,596
Revenue Other	\$32,582		
Locally Raised Funds	\$1,704,019		
Total Operating Revenue	\$12,771,902		
Equity¹			
Equity (Social Disadvantage)	\$49,939		
Equity (Catch Up)	\$27,411		
Equity Total	\$77,350		
Expenditure		Financial Commitments	
Student Resource Package ²	\$9,918,735	Operating Reserve	\$603,543
Books & Publications	\$18,990	Maintenance - Buildings/Grounds incl SMS<12 months	\$28,500
Communication Costs	\$42,522	Beneficiary/Memorial Accounts	\$3,221
Consumables	\$325,812	Revenue Received in Advance	\$316,332
Miscellaneous Expense ³	\$1,306,811	School Based Programs	\$1,000
Professional Development	\$59,345	Repayable to DET	\$324,000
Property and Equipment Services	\$1,694,647	Total Financial Commitments	\$1,276,596
Salaries & Allowances ⁴	\$371,725		
Trading & Fundraising	\$19,612		
Travel & Subsistence	\$16,048		
Utilities	\$128,105		
Total Operating Expenditure	\$13,902,352		
Net Operating Surplus/-Deficit	(\$1,130,450)		
Asset Acquisitions	\$19,920		

(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.



Net operating deficit:

\$1,130,460

Kew High School; Council supported building maintenance/projects funded by accumulated previous years' building Fund donations.
SRP deficit funded by revenue from International students

Reimbursement for SRP:	\$642,793.		
Equipment/Maintenance Budget	\$1,111,782		
Additional Spend	\$312,112		
Additional Staffing Costs	\$94,617		
Replace sick leave/long term leave	Budget \$194,608	Actual \$343,128	
Superannuation	Budget \$12,124	Actual \$24,889	
Less reimbursement of L/T replacement	\$66,668 via SRP		

Technology equipment	<\$5000		
	Budget \$523.375	Actual \$817,388	Identified in Financial commitment summary- 2018

Additional	\$80,928	to be recouped via family invoices
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