

2017 Annual Report to the School Community



School Name: Brookside P-9 College

School Number: 8908



- 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

Signed 28 March 2018 at 05:26 PM by Simon Sherlock (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.

Signed 14 April 2018 at 08:25 PM by Christian Anderson (School Council President)



About Our School

School Context

Brookside College lies within Caroline Springs which is a community located twenty kilometres west of Melbourne, Victoria. It is a government college providing for students through primary and secondary education, spanning 10 years of learning from Prep to Year 9 and draws its student population from a wide range of cultural and socio-economic backgrounds.

The College strives to offer high-class educational practices and the adoption of contemporary pedagogy that guides students through integrated phases of learning. The fundamental aim of the school is to foster and balance the intellectual, physical, cultural and social development of its students within 21st Century skills framework.

Teaching and learning programs at Brookside College are planned around professional learning teams at each level of the curriculum and intervention programs are run for students needing extra learning support whilst our high-achievers program delivers extension to those who have special skills in particular areas.

The College's philosophy is firmly based on the belief that every student has the ability to learn. The College believes that each student's happiness, confidence, feelings of security and sense of belonging is dependent upon an environment where all members are considerate, respectful and courteous to each other.

Framework for Improving Student Outcomes (FISO)

The 2017-2020 Strategic Plan established five goals;

- To accelerate the learning growth of every student in English, Mathematics and Science
- To improve student global awareness
- To improve student learning engagement
- To have all students stay highly connected and fully motivated as they move through the school
- To develop in students a strong sense of personal responsibility for their choices, behaviours and interactions

For the 2017 Annual Implementation Plan these four year goals were converted into two improvement priorities from FISO; *Excellence in teaching and learning* and, *Professional leadership*. Under *Excellence in teaching and learning* the improvement initiative focussed on building practice excellence with an emphasis on clear and consistent whole-school approaches to instructional practice. Under *Professional leadership* the improvement initiative focussed on building leaderships teams and led to the development of a shared leadership model and the re-structuring of the College.

Achievement

Students at Brookside College continue to achieve outcomes that are broadly the same as those achieved by students in schools with a similar intake and community demographic. Student outcomes continue to reflect the strengths of the College's P-9 model with students avoiding the dip in achievement that can occur at the Year 6 into 7 transition. Learning gain in Reading, writing and numeracy, as measured by NAPLAN, accelerates as students move through the College.

The percentage of students with high growth increases from years 5 to 9, matched by a decrease in the percentage of students with low growth, reflecting the differentiation of teaching in the upper primary and secondary years. In 2018 the College has introduced a 'clinical teaching' model that places a more rigorous focus on ensuring every student's learning is at an appropriate level of challenge.

Differences in student achievement in reading, writing and numeracy across the College indicates the need to build on the areas of successful teaching practice and ensure greater consistency between classrooms and cohorts. In 2018 the College is introducing a new whole-school writing program, strengthening the classroom instructional model and revisiting reading practice in order to build consistency. The tracking of individual student progress is a priority for 2018.

Engagement

Students at Brookside College have levels of engagement, as measured by the average number of absence days, that are broadly the same as those of students in similar schools. In the primary years the 4 year trend continues to show improvements in student attendance with average attendance at 93%. In the secondary years the upward trend in attendance over the last 4 years was not as pronounced in 2017. A small number of students with high level needs impacted on the attendance results overall.

In 2018 a new staged response to attendance has been introduced alongside greater recognition of positive attendance patterns.

Wellbeing



Wellbeing outcomes for students at Brookside College, as measured by 'sense of connectedness' and 'management of bullying' are broadly the same as those of students in similar schools. While all our internal data suggests that the College environment is safe, orderly and secure, students have the perception that bullying can be managed more still more effectively. As a result of this feedback, student leadership in 2018 will be focussed on anti-bullying. 'Sense of connectedness' across the College is being further enhanced through the development of project-based real world learning linked to student concerns. The College also recognises the importance of physical and aesthetic performance. In 2018 students have more opportunities to take part in, and excel in, sporting and artistic performance with an emphasis on communal activities.

For more detailed information regarding our school please visit our website at
<http://brooksidecollege.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 Pri/Sec Schools: Results for this school: Median of all Victorian Government Pri/Sec Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1135 students were enrolled at this school in 2017, 571 female and 564 male.</p> <p>29 percent were EAL (English as an Additional Language) students and 1 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>	



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</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 Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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>● Higher</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>



(Primary Year Levels)

Performance Summary

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

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, 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>25%</td> <td>54%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>54%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>47%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>52%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>56%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	54%	21%	Numeracy	31%	54%	15%	Writing	23%	47%	30%	Spelling	21%	52%	27%	Grammar and Punctuation	27%	56%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary 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" data-bbox="553 913 1040 1010"> <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>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	92 %	93 %	93 %	93 %	93 %	<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>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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(Primary Year Levels)

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	
<p>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>	



(Secondary Year Levels)

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>



(Secondary Year Levels)

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



(Secondary Year Levels)

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 Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>58%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>52%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>44%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>49%</td> <td>36%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>48%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	58%	22%	Numeracy	17%	52%	31%	Writing	36%	44%	20%	Spelling	15%	49%	36%	Grammar and Punctuation	23%	48%	29%	NAPLAN Learning Gain does not require a School Comparison.
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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>	No Data Available No Data Available	No Data Available No Data Available																								
Students in 2017 who satisfactorily completed their VCE: 0% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 0% VET units of competence satisfactorily completed in 2017: 0% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: N/A																										



(Secondary Year Levels)

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												
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Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	90 %	90 %	NA	NA	NA									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</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>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>												



(Secondary Year Levels)

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● 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)

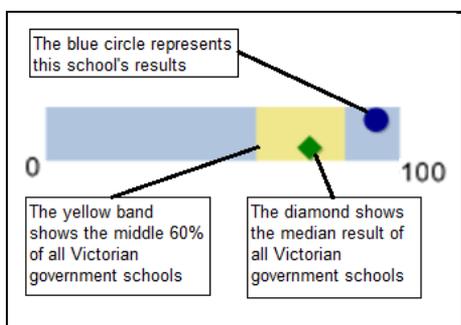
Engagement

- 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).

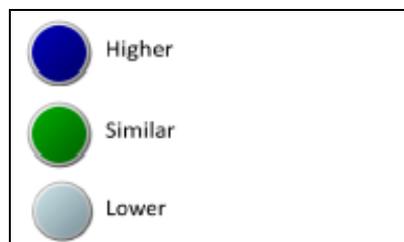


What does *School Comparison* refer to?

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

Brookside College continues to focus on providing resources, furniture and equipment for the ongoing improvement of the College. In 2017, considerable funds were spent on various projects around the College such as:

- Replacement / addition of digital technologies resources throughout the classrooms such as:
 - 175 IPADS & storage trolleys for the Primary years
 - replacement of Interactive whiteboards with LED TVs
- Purchase of musical equipment to support the implementation and provision of the Musical Futures Program at Brookside college in 2018.
- Upgrade of the College telephone system.

A number of OHS/Maintenance projects were also undertaken to ensure the safety & comfort of students and staff (Replacement of ineffective air conditioning & heating units through the College with split system units / renovation of Health Centre).

As the College continues to increase in student numbers, learning space continues to be at a premium. The College is in a fortunate position to be able to continue to invest funds with plans to build additional learning spaces in the coming years.

The College continues to be in a sound financial position.

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	\$8,813,952	High Yield Investment Account	\$156,101
Government Provided DET Grants	\$1,674,213	Official Account	\$646,374
Government Grants Commonwealth	\$31,425	Other Accounts	\$2,200,000
Government Grants State	\$19,725	Total Funds Available	\$3,002,475
Revenue Other	\$75,278		
Locally Raised Funds	\$556,415		
Total Operating Revenue	\$11,171,007		
Equity¹			
Equity (Social Disadvantage)	\$288,479		
Transition Funding	\$62,537		
Equity (Catch Up)	\$17,519		
Equity Total	\$368,535		
Expenditure		Financial Commitments	
Student Resource Package ²	\$8,500,232	Operating Reserve	\$287,478
Books & Publications	\$10,618	Asset/Equipment Replacement < 12 months	\$65,383
Communication Costs	\$17,554	Capital - Buildings/Grounds incl SMS<12 months	\$170,000
Consumables	\$173,548	Maintenance - Buildings/Grounds incl SMS<12 months	\$58,610
Miscellaneous Expense ³	\$632,626	Revenue Receipted in Advance	\$39,702
Professional Development	\$27,084	School Based Programs	\$230,653
Property and Equipment Services	\$735,950	Other recurrent expenditure	\$90,648
Salaries & Allowances ⁴	\$134,378	Asset/Equipment Replacement > 12 months	\$60,000
Trading & Fundraising	\$29,798		



Travel & Subsistence
Utilities

\$1,444
\$90,699

Capital - Buildings/Grounds incl SMS>12 months

\$2,000,000

Total Financial Commitments

\$3,002,475

Total Operating Expenditure	\$10,353,929
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Net Operating Surplus/-Deficit	\$817,078
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Asset Acquisitions	\$47,832
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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.

