

# 2017 Annual Report to the School Community



School Name: Northern College of the Arts and Technology

School Number: 7300



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 22 March 2018 at 05:30 PM by Raffaella Galati-Brown (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 19 April 2018 at 10:15 AM by David Redfearn (School Council President)



## About Our School

### School Context

The Northern College of the Arts and Technology (NCAT) caters for year 10, VCE, VCAL and post-secondary students seeking a specialised education in the performing arts, visual arts, design, media, photography & photoimaging, the trades or technologies. Entry to Year 10 as well as VCE Dance and Music is via audition whilst a folio of art works is preferred for entry to VCE art courses. In addition to the traditional VCE subjects and an extensive range of VCE Art and Music subjects, the college offers the broadest range of VET programs of any school in Victoria. These includes VCE VET programs as well as unique qualifications such as the Certificates III and IV in Musical Instrument Making & Repair for which NCAT is the sole provider in Australia, attracting students from interstate and from around Victoria. Many teachers are industry professionals. Teachers deliver innovative curriculum designs to meet current tertiary, TAFE and industry requirements. With state-of-the-art facilities and a highly successful track record, the College provides a mature study environment to foster individuality and personal growth

NCAT also provides education to external students from other State, Catholic and Independent schools. Over 500 students from 42 schools come to the College one day per week to access a number of our specialist programs and qualifications. NCAT boasts extensive specialist facilities enabling professional workplace simulation. This includes state of the art technology facilities including a \$12 million trade training centre specialising in emerging industries as well as traditional trades; a Music recording studio, Music centre, 10 soundproofed Music practice rooms and digital audio workstations; Dance, Drama, Drawing, Art, Design & Fashion studios; a dedicated Photoimaging centre with black & white and colour processing labs and three photographic studios as well as Mac labs and iPad & Multimedia suites.

In November 2017 the College received \$11 million to build new Performing Arts and Admin facilities. Stage 1 which include new Dance studios, associated classroom and new Administration area will be ready by September 2018 with a new 350 seat Performing Arts Centre as well as new Music facilities including large Music room, a suspended industry level recording studio, 10 Music practice rooms and Music technology rooms will be ready by July 2019.

In 2017 NCAT had 46.6 EFT staff: 2.4 Principal class, 35.4 teachers and 9.2 Education Support Staff, and 429 students.

The Staff School Survey results on School Climate, which demonstrates the extent to which staff are positive, actively involved in school activities and promote a culture conducive to learning, show that morale and staff being positive about the school climate is well above the median for all government secondary schools. Staff work as a team to support students and enhance their learning. Similarly, the Parent Satisfaction survey once again is well above that of the majority of other schools. Parents are very happy with all aspects the college, 91% of parents were satisfied with the college overall. As per previous years, the Student Attitudes to School survey responses are again well above regional and state benchmarks with students very connected to the college, happy, engaged and motivated.

### Framework for Improving Student Outcomes (FISO)

As part of our Strategic Plan, for the past three years, we have been focusing on improving teaching practice, consistency of approach across the college and focusing on data to improve student outcomes, especially in VCE.

The 2017 NCAT Annual Implementation Plan focused on improving student achievement through continuing to build consistency in teacher practice using Powerful Learning and Curiosity as the overarching model. Priority was also given to teachers developing and documenting engaging and effective curriculum for VCE subjects or VET Certificates being implemented in 2017-2018 as well as for the Victorian Curriculum being implemented at Year 10.

Professional learning focused on reviewing the use of learning intentions and success criteria across the college. The College embedded formal student feedback in all classes via Survey Monkey in May and October to gauge the effectiveness of the implementation and to identify gaps needing to be addressed. The October Student Feedback Survey conducted by teachers showed consistency of implementation improved from the May Student Attitude to School Survey.

There has also been a strong focus on improving VCE results through reviewing previous year's student achievement data, sharing effective strategies and restructuring the way we deliver VCE by implementing compulsory tasks.

Equity funding was used to provide additional support for Year 10 in Maths and supplementary Literacy and Numeracy classes and support for VCAL Pre-apprenticeship students.

### Achievement

The 2017 School Performance Report from DET, rates NCAT as being in the "INFLUENCE" Group i.e "Performance is high or very high. This level of performance is maintained consistently over three years or is on a positive improvement trajectory with the school acting as an influencer and system leader."

The college is proud of its VCE, VCAL and VET results. The data shows that 94% of students in 2017 successfully completed their VCE, 99% successfully completed the VCAL and 94% of VET units were satisfactorily completed by students.

The number of students with a study score of 40 or above increased from 2016 and overall, students had higher study scores than in previous years across the majority of subjects. The VCE Mean study score has increased from 24 to 27 in three years which is a major achievement with the college performing at a higher level to other secondary schools with alike student backgrounds and characteristics.



Teacher Judgement of student achievement against the Victorian Curriculum for Yr 10 show that students are performing just below the middle 60% for all Victorian government schools for English and Maths. The result for English, in particular is anomalous as every other year, this measure has been above the State median for all schools. When a detailed analysis of the data was conducted, it was evident that the teacher judgements did not align with other achievement data, particularly On Demand testing in February and November. Teacher interpretation and moderation of the standards will be an area for further professional development and review in 2018.

## Engagement

Positive relationships between staff and students and between students and students along with high expectations regarding behaviour and learning are the bedrock of NCAT. Students and parents comment on the culture of acceptance and the friendliness of the college where students can be themselves, follow their passions and not have to worry about cliques. The College performs well above state-wide data in this area.

Student attendance is excellent and well above the statewide median, with the college performing higher than other schools. This reflects both the high level of student engagement in their learning and the fact that students have specifically moved to NCAT to specialise in their passions, be it the Arts or Technologies or a combination.

Parents can check their child's attendance in real time on COMPASS, our e-management system, which is accessible from any computer or mobile digital device. Form teachers and subschool leaders regularly monitor student attendance and call parents if they do not notify the college to explain the reason for any absences.

Year 10 Arts & Year 10 Trades & Technology streams provide a solid foundation for VCE or VCAL qualifications with all students embarking on a Year 11 VET subject whilst in Year 10. Year 11 and 12 students benefit from tailored individualised programs that integrate VET Arts or VET Trades/ Technology certificates within a VCE or VCAL program. Post Year 12 students can complete the Folio Preparation program which includes a Certificate IV in Design or Visual Arts. Students can also complete a Certificate IV in Music, Sound Production, Musical Instrument Making & Repair, or Photography & Photoimaging or the Diploma of Photography & Photoimaging.

Seventeen of our Year 12 students in 2017 decided to continue a post secondary course with NCAT in 2018. In terms of students exiting to further studies, apprenticeships and full time employment, the data in the performance summary includes the past four years. There has been a marked improvement in the percentage of Year 10-12 exiting to full time education, training or employment over the past three years. The figures for 2017, available from CASES student destinations report, shows that 83% of students who left the college were in full time training or employment, 7.5% were employed part time, 4% were looking for work and 6% were not seeking work. It is great to see that the numbers going to University are now equal to the numbers going to TAFE or other training providers. The largest contingent, 16, chose RMIT and the University of Melbourne/ Victorian College of the Arts was the second biggest destination with 7 students going there. Almost all students gained their first preference in terms of tertiary entrance.

Students are supported to develop defined pathways to further education or employment. The college has strong partnerships with industry as well as tertiary institutions. Students completing Cert IV Arts programs can gain direct entry to second year courses with some of our partners. Maton Guitars and Cole Clark employ a number of our Certificate IV guitar-making graduates.

## Wellbeing

Student engagement and wellbeing is a high priority for the college. Students are supported by form teachers, coordinators and a full time Student Support Officer. There are regular student wellbeing meetings where key staff discuss student needs and strategies to support them.

Our Student Attitudes to School survey responses are consistently well above the result for other secondary schools. Factors such as Sense of Confidence, Sense of Connectedness, Stimulating Learning, Motivation & Interest, Not Experiencing Bullying, Student Voice & Agency, Respect for Diversity and Teacher Concern are all in the top 90% percentile and almost all factors are well above Region and State benchmarks. This indicates that students feel connected, safe and are motivated to learn, and this is evidence of the College's positive learning environment.

Almost two thirds of the school student population is new each year and the Student Attitude to School survey results clearly demonstrate that our teachers are able to engage students quickly and effectively in learning and the College. NCAT performs higher than other secondary schools in this regard.

The College has a very strong student leadership program with students not only involved in college life but also highly active on the Victorian Student SRC. Student driven events include the college formal, the Couch Fest Music and Arts Festival, Twilight Market and other fundraising activities for charities as well as lunchtime activities.

Student voice is also extremely important. All teachers, as part of their Professional Development Plan, are required to obtain formal student feedback for their subjects twice a year through the online Student Feedback Survey and demonstrate that they act on this feedback.

For more detailed information regarding our school please visit our website at  
[www.ncat.vic.edu.au](http://www.ncat.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 429 students were enrolled at this school in 2017, 197 female and 232 male.</p> <p>4 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p>No Data Available</p> <p>No Data Available</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><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></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>● Higher</p> <p>● Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: <b>94%</b>            Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>96%</b>            VET units of competence satisfactorily completed in 2017: <b>94%</b>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>99%</b></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><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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"> <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>NA</td> <td>NA</td> <td>NA</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	NA	92 %	93 %	94 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>No Data Available</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	NA	92 %	93 %	94 %									
<p><b>Student Retention</b></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><b>Exit Destinations</b></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><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p>No Data Available</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><b>Students Attitudes to School - Sense of Connectedness</b></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>No Data Available</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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>No Data Available</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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,096,248	High Yield Investment Account	\$621,766
Government Provided DET Grants	\$1,217,926	Official Account	\$103,269
Government Grants Commonwealth	\$1,447	Other Accounts	\$264,771
Government Grants State	\$13,498	<b>Total Funds Available</b>	<b>\$989,806</b>
Revenue Other	\$29,792		
Locally Raised Funds	\$1,388,117		
<b>Total Operating Revenue</b>	<b>\$6,747,029</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$381,266		
Transition Funding	\$24,839		
Equity (Catch Up)	\$33,182		
<b>Equity Total</b>	<b>\$439,287</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,031,054	Operating Reserve	\$276,321
Books & Publications	\$356	Asset/Equipment Replacement < 12 months	\$70,000
Communication Costs	\$14,594	Capital - Buildings/Grounds incl SMS<12 months	\$300,000
Consumables	\$427,505	Maintenance - Buildings/Grounds incl SMS<12 months	\$45,000
Miscellaneous Expense <sup>3</sup>	\$315,212	School Based Programs	\$102,000
Professional Development	\$10,940	Repayable to DET	\$90,000
Property and Equipment Services	\$398,966	Other recurrent expenditure	\$71,485
Salaries & Allowances <sup>4</sup>	\$1,204,538	Asset/Equipment Replacement > 12 months	\$35,000
Trading & Fundraising	\$8,729	<b>Total Financial Commitments</b>	<b>\$989,806</b>
Travel & Subsistence	\$6,575		
Utilities	\$134,520		
<b>Total Operating Expenditure</b>	<b>\$6,552,988</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$194,041</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school. It was used to provide a Literacy Coordinator, Maths aide and other support staff.

(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.

Locally raised funds include fee for service charges to other schools for external VET students as well as material charges to NCAT students and funds raised by the college. The college repaid DET \$90,000 which was the final instalment for a loan to redevelop the Photography & Photoimaging centre. The college spent over \$1 million of locally raised funds on specialist VET teaching and support staff, and Music/ Instrumental Music staff



*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.*

