



**AVELEY**  
SECONDARY COLLEGE



# AVELEY SECONDARY COLLEGE

2019 Annual Report

# Message from the Principal

Aveley Secondary College has from its inception held a strong vision that places each child at the heart of our focus. The College is committed to create a unique place where students thrive and excel. Our values of excellence, integrity and innovation is embedded in our Business Plan and is infused through our planning and actions. Our Positive Learning Framework underlies our plan: respect, perseverance, responsibility and appreciation drives the life of the College.

We set out with a very clear vision however we took the opportunity in 2019 to join with the Fogarty EDvance Program. We have three key drivers: Teaching and Learning, the conditions of learning and ICT. The Fogarty EDvance program is an excellent support for our journey as a college. Through the program we can leverage the expertise of the

program, build partnerships with other like-minded schools and be supported by outstanding tools that the program has developed. One particular example is the Strategic Directions Document which is a detailed plan which we have created and now report on our progress three times a term.

You will see throughout the Annual Report the influence of key measures that we use to develop baselines, investigate areas that need attention and measure our progress. The program allows us to compare with other schools past and present and there are very encouraging signs that our strategies and our progress compares very well with other schools.

**Stephen Pestana**  
**Principal**

## 2019 ASC BOARD MEMBERS

### Parent Representatives:

Michelle Del Nero

Sam McCready

Jessica Peach

Denise Williams - Chair

### Community Representatives:

Jimmy Cangy

Cameron Fairbrother

Jessica Shaw

### Teacher/School Representatives:

Stephen Pestana (Principal)

Rachael Ball

Bev Day

Jaleesa Dearle

# Change Story

Our vision is to be a school of excellence, underpinned by our values of integrity and innovation. Our purpose is to achieve success for every child every day. Our goal is to be a school of choice for our community. We want to move student achievement from near like schools in NAPLAN to at or above state achievement. We want to make better lives for our students by meeting their social, emotional and academic needs. We want to retain and develop high-quality staff to create high performing teams that make an impact on student learning. Finally, we want our staff to experience personal and professional fulfilment through innovation and making a difference in our student's education.

Our baselines continue to be healthy; our attendance is above the state average; we are a school of choice with a strong demand for enrolment; all of our staff are merit selected. Our OHI score has remained in the top decile. Our TTFM indicates our learning culture is positive, our school is inclusive, and our teaching strategies are achieving better than the mean. Robust instructional coaching integrating CMS and EDI supports our signature pedagogy. Our staff are committed to our vision, implementing our strategic direction and taking on leadership roles and initiatives.

We have some challenges. Each year we induct a new cohort of staff into our pedagogy. Staff transience creates an unexpected challenge in retaining the expertise of the Aveley Way. Building communication knowledge and understanding requires us to have robust processes as the school continues to grow.

A large number of students are below the benchmark, lack resilience and high aspirations. Our students are below the benchmark in mental health and wellbeing (TTFM). We have a high percentage of students who are at educational risk, whether it be through disability or with CPFS.

We will achieve our aspiration through our commitment to our moral purpose and focus on teaching and learning. A dedicated working party is leading the refinement of Explicit Direct Instruction. Ongoing professional learning and instructional coaching is reducing teacher variability, increasing expertise and teacher capacity. We will consolidate our response to intervention programs for students requiring additional support in literacy and numeracy. A dedicated Positive Schools Committee is leading the establishment of conditions of learning.

We will continue to develop distributed leadership and grow the very positive mindset of our staff who are youthful, vibrant, motivated and innovative. Our learning areas are being explicit about how they implement our strategic directions. We are reinforcing the why and the evidence base for our practice.

I am committed to promoting a culture of excellence publicly and privately, following through on all of our College initiatives. I want to exemplify our values and our mission in day-to-day practices: I want to talk it; walk it and do it.

I expect all staff to privately and publicly promote the College values, vision and moral purpose. I expect all staff to commit to achieving success for every child every day and operate as professional learning communities that contribute, collaborate and engage effectively on a day-to-day basis. We expect all staff to design and deliver our signature pedagogy and adhere to our conditions of learning. Everywhere I look, I want to see a tangible, real, embedded commitment to excellence.



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# Fogarty EDvance

The Fogarty EDvance School Improvement Program is a three-year leadership development program for schools in disadvantaged communities to improve educational outcomes for students. The program focuses on building the capacity of school leadership teams to make informed evidence-based decisions, strategically plan and ultimately improve student achievement. This is a holistic model which brings together international research and best practice into a School Transformation Framework. This includes whole-school approaches to teaching and learning based on research and an understanding of the experience of stakeholders in the community.

Data is collected and used to inform ongoing strategic planning that can target and track improvements in key areas that have a strong impact on student outcomes, such as teaching, learning and leadership practice. A core component of the program is the idea that a school's culture, or "organisational health" drives the performance of student outcomes. This means that a healthy school, where staff collaborate, will result in improved outcomes for students. Early in 2019 all staff completed the Organisational Health Index (OHI) and Tell Them From Me (TTFM) surveys. The TTFM was also completed by students and parents.



Benchmark:   Top Decile   Top Quartile

## The McKinsey Organisational Health Inventory (OHI)

Our College scored in the top decile for Organisational Health with an overall health score of 87. We have a strong practice profile, with 34 out of 37 organisational practices in the top quartile, with significant strength in the critical strategic and role clarity, competitive insight and personal ownership domains. There is a strong correlation between the overall performance of the College and its' organisational health. This is reflected in above average attendance, improvements in grading, and sound performance in NAPLAN.



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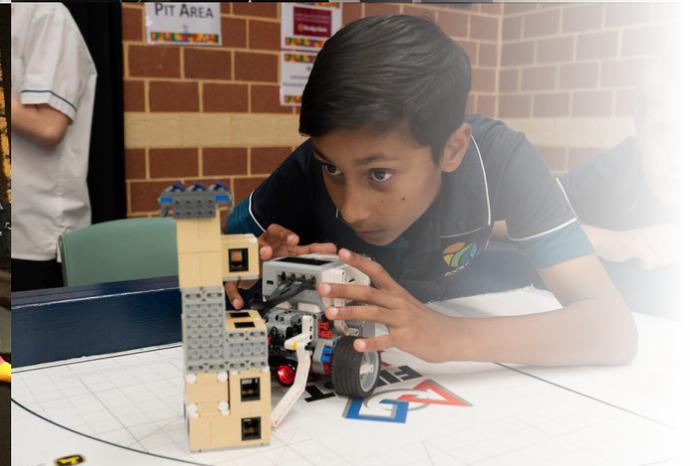
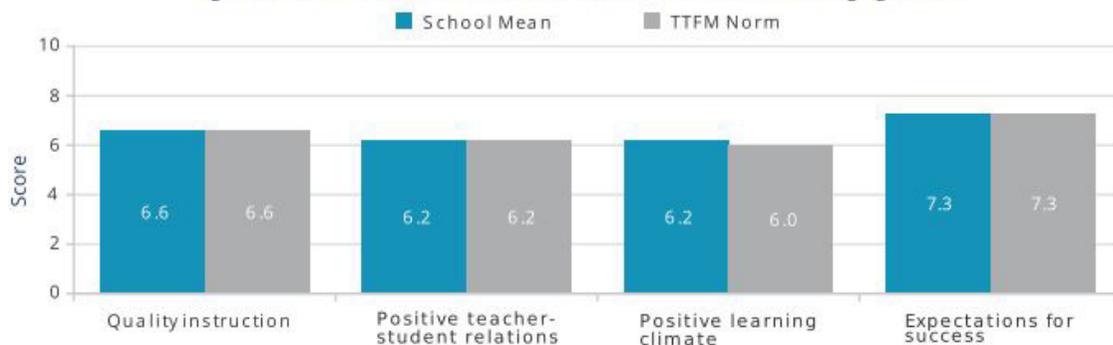


Figure 5: School-level factors associated with student engagement



**The Tell Them From Me Survey (TTFM)**

The TTFM measures parent, teacher and student engagement on eight drivers of student learning: Leadership, parent involvement, inclusivity, technology, teaching strategies, data informed practice, learning culture and collaboration. Survey results showed that parents feel they are more informed compared with other schools in the region, all measures of teacher efficacy were sound with technology very strong and students experience high intellectual and social engagement at the College. The TTFM highlighted our need to improve student wellbeing and career aspiration.

# Priority 1: Academic Excellence

ASC is committed to achieving excellence. We believe that every child deserves success every day. We have an unrelenting focus on student learning. Central to our mission is to ensure, regardless of their ability, that we meet each student's needs. Data informed practice is key to our approach. Students are tested prior to entering the College or on entry for diagnostic purposes and where required students are placed in relevant programs to ensure that students meet benchmarks. Our emphasis on a guaranteed curriculum for all students is achieved through extensive collaboration in planning, lesson delivery and assessments.

Our emphasis in the Middle School years is to ensure that all students can meet the National Minimum Standard (NMS) in Literacy and Numeracy and we aim to have students move beyond that NMS by Year 9. We plan for all students to have high quality Explicit Direct Instruction, place students in Direct Instruction classes where required in English and Mathematics and have developed highly structured interventions with early morning classes for students who require further support.

Our Academies were launched in Term two giving opportunities for extension and engagement for a wide range of students. In Term four, the College launched its inaugural STEAM initiative which provided highly engaging activities with a cross-

curriculum approach. A significant achievement was our BYOD (bring your own device) program which was highly supported by the community with an estimated uptake in excess of 90% of students. Parallel with this was our teacher coaching professional development resulting in a very high effective use of ICT throughout the College.

We have recognised that more work needs to be done with differentiation for students at the mid and higher levels of achievement so that we can be comparable to like schools. A key emphasis in 2019 was staff using external data to moderate grading in Learning Areas to achieve closer alignment with that of like schools. Our aspiration is that the current benchmark of like schools will in future be replaced by the higher State level benchmarks.

## Proficiency Bands -2018 Year 7

	Band	Numeracy			Reading			Writing		
		School	Like Schools	State	School	Like Schools	State	School	Like Schools	State
ABOVE NMS	9	5	4	9	3	4	6	1	2	3
	8	8	14	16	10	13	15	5	8	9
	7	28	30	27	28	28	27	23	20	20
	6	34	32	27	36	30	28	29	27	29
NMS	5	23	18	14	17	18	15	28	30	22
BELOW NMS	4	2	2	6	6	8	8	14	13	18

## Proficiency Bands - 2019 Year 7

	Band	Numeracy			Reading			Writing		
		School	Like Schools	State	School	Like Schools	State	School	Like Schools	State
ABOVE NMS	9	5	8	15	4	5	8	1	2	4
	8	14	15	18	14	16	18	5	8	13
	7	32	29	26	32	29	28	23	20	23
	6	31	27	22	30	26	24	29	27	29
NMS	5	14	14	12	16	16	13	28	30	20
BELOW NMS	4	5	7	7	4	8	8	14	13	12



### NAPLAN 2019

The NAPLAN results in 2019 suggest that students performed close to like schools. This was noticeably in the middle bands of performance. Students are underperforming at the higher levels of achievement. The percentage of students at the national minimum standard is also close to that of like schools. This has been an area of focus with further DI classes and adjustment of the curriculum for the relevant target groups. A longer term target is to be comparable to State levels. There is a strong correlation between occupational health and performance, illustrated by improvements in the alignment of grades with those of like schools and our NAPLAN Year 7 performance being similar across all areas to that of like schools.

Targets	Begun	Begun	Making progress	Achieved
1.	85 % of students will achieve above the National Minimum Standards in Year 9 NAPLAN in Literacy and Numeracy	✓		
2.	An increase in performance between Year 7 and Year 9 NAPLAN greater than like schools	✓		
3.	Grading in Maths, English, Science and Humanities and Social Science will be within 10% of state distributions		✓	

### Highlights

- NAPLAN achievement in Year 7 2019 was close to like schools in Reading, Writing, Numeracy, Spelling and Grammar
- Performance of Year 7 students at NMS and below is the same or slightly better than like schools
- Grading in Semester Two was within 10% of like schools' distributions
- LA collaboration in data analysis is occurring
- DI intervention strategies implemented for literacy and numeracy
- RTI strategies were trialed and made a positive difference to targeted students

### Commitments

- Development of more data analysis to monitor progress and growth in students
- RTI to be expanded to identified students not meeting benchmarks
- RTI scoped to be broadened
- Curriculum scope and sequence to be adjusted to target higher levels of achievement for students at the mid and upper ends.

# Priority 2: Excellence in Teaching and Learning

Aveley Secondary College's unrelenting focus on our signature pedagogy of Explicit Direct Instruction (EDI) continues to be a hallmark of our practice. As a foundation College a high quality targeted induction of new staff is paramount to the ongoing success of our emphasis on Excellence in Teaching and Learning. Staff collaboration, clear guidelines, targeted high quality professional learning, coaching and mentoring remains a critical emphasis of the College

In 2019, we met our commitments to build teacher capacity. Through engagement in the Fogarty EDvance program we have refined the implementation of our signature pedagogy of Explicit Direct Instruction (EDI). A continued focus on high quality professional learning was enhanced through staff induction by Dr Lorraine Hammond and whole school professional learning by Joe Ybarra from Dataworks Educational Research (Explicit Direct Instruction, Hollingsworth and Ybarra) who are leaders in EDI pedagogy.

We are proud of our open classroom culture where teachers are committed to improving practice through lesson observation and coaching. The implementation of the EDI Rubric has promoted teacher self-reflection as well as supporting EDI mastery goals. In 2019, 100% of teaching staff received EDI coaching, 39% of teachers and administrators attended Fogarty EDvance Secondary School EDI Workshops on weekends and 26% visited high impact teaching in EDI schools. Staff and students provide feedback on Teaching and Learning by participating in externally validated PIVOT, Tell Them From Me (TTFM) and Occupational Health Index (OHI) surveys.

Targets	Begun	Making progress	Achieved
4. 66% of all lessons will use Explicit Direct Instruction lesson design and delivery components with 100% of all lessons using Daily Review and Checking for Understanding		✓	
5. 100% of permanent teachers are trained in Classroom Management Skills and Explicit Direct Instruction		✓	
6. 100% of permanent teachers use student survey data as part of their feedback process		✓	
8. Extent to which parents, students and staff are satisfied with quality of teaching as measured by National Schools Online Survey.		✓	

The College places a high value on the power of professional collaboration with teachers creating a dynamic culture of continuous improvement with a focus on results. Professional Learning Communities (PLC) collaboratively design and deliver high quality lessons to all students focussing on the College's Moral Purpose SUCCESS FOR EVERY CHILD EVERY DAY. In 2019, the implementation of EDI reviewers in core learning areas continues to build on collective teacher efficacy which is strongly correlated with student achievement (Hattie).

We recognise that this is an ongoing journey as the College grows. At the end of 2019 we refined our teaching and learning guidelines to enhance implementation of EDI. The College appointed four EDI coaches and two ICT coaches for 2020 to support the College's vision. Planning for 2020 includes the development of the Aveley Instructional Model and Professional Learning and In-Situational Coaching with Joe Ybarra.

### TELL THEM FROM ME (TTFM) SURVEY RESULTS 2019

The national schools online survey is conducted biennially therefore there is no 2019 data to measure our progress against target 4. The 2019 TTFM survey data shows that we are making progress on the extent to which parents, students and staff are satisfied with the quality of teaching at ASC. Staff have strong skills in presenting new concepts and ensuring students have clarity about what they are learning. Parental perception supports this, with two-thirds of parents agreeing that teachers have a common understanding of what constitutes great teaching.



### Highlights

- TTFM Survey Mean score of 8.1 is a result of the focus on collective teacher efficacy in PLCs
- PLCs identified essential skills required for NAPLAN, OLNA, WACE and backwards mapped scope and sequence for Year 7 and 8
- Building staff capacity and providing leadership opportunities through the appointment of four EDI Reviewers in Mathematics, English, Science and HASS
- Formalised the EDI lesson design feedback process
- Implemented EDI review and tracking tool in MESH learning areas
- Implementation of clear induction and professional learning strategies to enable new staff to implement EDI
- The College employed three Teach for Australia (TFA) Associates and two graduate teachers within their first three years of teaching. These teachers were supported with a dedicated TFA Mentor and high quality induction and access to a support team comprising line management, Level 3 Teaching and Learning Coordinator and EDI coach.
- Review and refinement of the ASC Performance Management process with an emphasis on individual teacher target setting to drive student achievement.
- 100% of teaching staff received in house EDI coaching
- 39% of teachers and administrators attended Fogarty EDvance Secondary School EDI Workshops

- 26% of teachers observed high impact teaching in EDI schools
- 90% of teachers and leaders attended professional learning presented by Joe Ybarra from Dataworks (Explicit Direct Instruction, Hollingsworth and Ybarra).
- 36% of teachers and leaders attended professional learning presented by John Fleming from Haileybury College (Explicit Instruction, Hawker Brownlow)

### Commitments

- A refined Aveley coaching model will be developed and implemented to align practices for new coaches and across priorities that outlines clear standards and expectations of coaching at Aveley SC to support mastery goals
- Maintain our top decile score of 97 in the OHI Work Environment – Operationally Disciplined staff survey
- Maintain our TTFM Survey Mean score of 8.1 in Collaboration
- Professional Learning for all staff by Joe Ybarra, inclusive of in-class coaching and lesson demonstrations
- Additional EDI and ICT Coaches to be appointed in 2020
- Staff identify at least one EDI goal in their performance management plan and review annually

# Priority 3: Safe and Caring School Culture

Aveley Secondary College is committed to ensuring that a safe and caring school culture is embedded in all aspects of our students schooling. Great focus has been placed on student and staff wellbeing across the College which has seen the successful implementation of a Positive Schools committee, Staff Wellbeing committee and wellbeing initiatives across the College. The Positive Schools committee reviewed the PLF- conditions of learning document which resulted in clear expectations in managing student behaviour in and out of the classroom and improved reference to the positive learning matrix. This Positive Schools committee will continue to grow in 2020 and begin planning for senior school students. To further enhance successful conditions for learning within the classroom a Classroom Management Strategy - CMS program was implemented, comprising of whole of staff professional learning and conferencing. Staff were upskilled in ways to develop positive student-teacher relationships and create belonging within the classroom. The TTFM data indicates that this has been successfully implemented in classes. The CMS program is an ongoing journey and comprehensive plans to accredit and upskill staff in CMS accreditation conferencing will commence in 2020.

Increased staff resourcing within the student services department allowed for a more extensive and tailored approach in supporting all students. This included specialist case management for students at educational risk, pastoral care programs and initiatives and attendance tracking. The house system continued to strengthen with the initiation of a larger student leadership group, PCG activities and whole school events that promote a positive school culture. The

## DRIVERS of Student Outcomes

### Positive learning climate



ASC extra-curricular Academies program progressed in 2019 with 40 Academies offered and 390 students enlisted in the program. 90% of these students participated in two or more academies over the course of the year. It is anticipated that the Academy program will continue to progress in 2020 with a cross curriculum focus.

Planning for 2020 will also focus on increasing Aboriginal student achievement with the introduction of the Aboriginal Cultural Curriculum Standards Frameworks and continuation of pastoral care programs such as Follow The Dream.

#### Tell Them From Me (TTFM) survey results 2019

The national schools online survey is conducted biennially therefore there is no 2019 data to measure our progress

against target 7. The 2019 TTFM survey data shows that we are making progress on the extent to which parents, students and staff are satisfied with the management of student behaviour within the College. The TTFM indicates that a positive learning environment has been established at the College and students understand there are clear rules and expectations for classroom behaviour. The school mean at 6.2 is above that of the TTFM Norm of 6.0. This can be contributed to the promotion and continued implementation of the positive learning and behaviour expectation matrix within the PLF.

Coinciding with the positive learning climate, both male and female students felt advocacy within the College is very high and feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Targets	Begun	Making progress	Achieved
7. Extent to which parents, students and staff are satisfied with management of student behaviour as measured by National Schools Online Survey		✓	
9. Student attendance in mainstream Year 7 is at 94% and overall attendance is above 92%		✓	



### Attendance Data

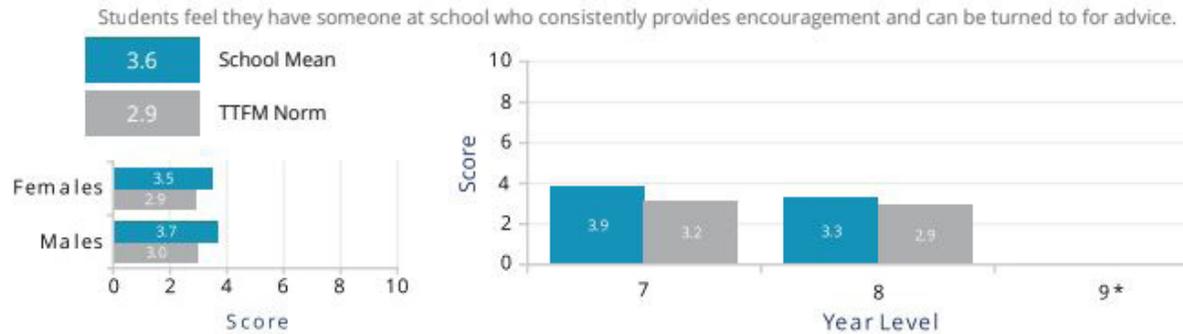
Student attendance in mainstream Year 7 in 2019 was at 90%, which is the same as WA public schools. The overall attendance data for the school for 2019 was at 89.9%, which is 3.1% higher than that of WA public schools at 86.8%. Whilst the overall attendance target of 92% for the school was not met, many positive strategies have been implemented to focus on student attendance such as:

- Increasing staff resourcing in student services through a Student Support Officer to case manage students with low attendance and a Student Services Support Officer-Attendance was introduced to work closely in tracking student attendance, recording data and improving parental communication
- The joining of the Departments Attendance Pilot Program and creation of a comprehensive attendance plan, focusing on staff roles and responsibilities, case management, parent communication and recognition of improved and positive attendance

### Highlights

- 40 Academies were offered and 390 students enlisted in the program. 90% of these students participated in two or more academies
- Strong student leadership group in both Year 7 and 8
- House system continued to develop and excel, including inter-house activities and events
- Whole school events to promote a positive school culture were successful, such as the College disco, colour run, RUOK day, bullying awareness week, Christmas appeal
- Whole school celebration and acknowledgment of days of significance - NAIDOC, ANZAC
- A positive College culture continued to grow through the recognition of student achievement through whole school assemblies

### Advocacy at school

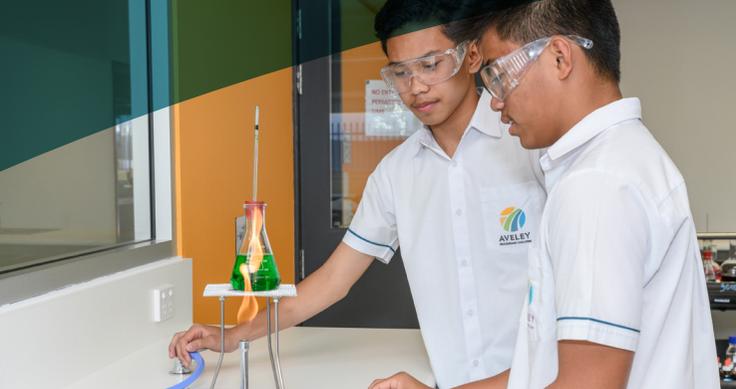


- Staff wellbeing and staff social club committees increased in staff participation
- A Positive Schools Committee, focusing on positive behaviour was established and continues to strengthen
- The College Positive Learning Framework set clear standards and expectations of classroom management
- A comprehensive Classroom Management Strategies Program, including teacher conferencing was introduced
- 30 of the 32 permanent mainstream teaching staff completed the year with a refresher PL or CMS accreditation
- All staff engaged in CMS conferencing
- Clear support structures and processes developed to support all students
- Staff resourcing within the Student Services department strengthened support provided to students and staff
- Pastoral care initiatives and programs that targeted specific groups of students were successful - Changes Program, Friendship Group, Girls Fitness Program
- Aboriginal Education was supported through increased staffing of the AIEO, cultural excursions, girls program, boys

- drop in centre and Follow the Dream program for aspirant Aboriginal students
- An attendance focus group attended the Department's 'Attendance Pilot Program' and a comprehensive whole school attendance strategy was initiated

### Commitments

- Implementation of the Aboriginal Cultural Standards Framework, to increase Aboriginal student achievement to take place in 2020
- The Positive Schools Committee to review the PLF and plan for Senior School conditions for learning
- Review staffing and support systems within the Student Services department in preparation for Senior School
- Implementing CMS conference accreditation professional learning to expand the CMS program
- Increase student voice within the College
- Establish a Year 9 mentor program for identified students



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## Priority 4: Community Partnerships and Networks

The College from inception set out to be a school of choice with strong links to its community. The comprehensive survey data from the Tell Them From Me Survey shows that there is a good partnership between the College and its parents. The survey showed that parents feel welcome, are informed and that the College is inclusive, safe and supports positive behaviour and learning. One area where the data indicated more could be done is to work with parents to support learning at home. The data also indicates that parents' participation at the College is relatively low.

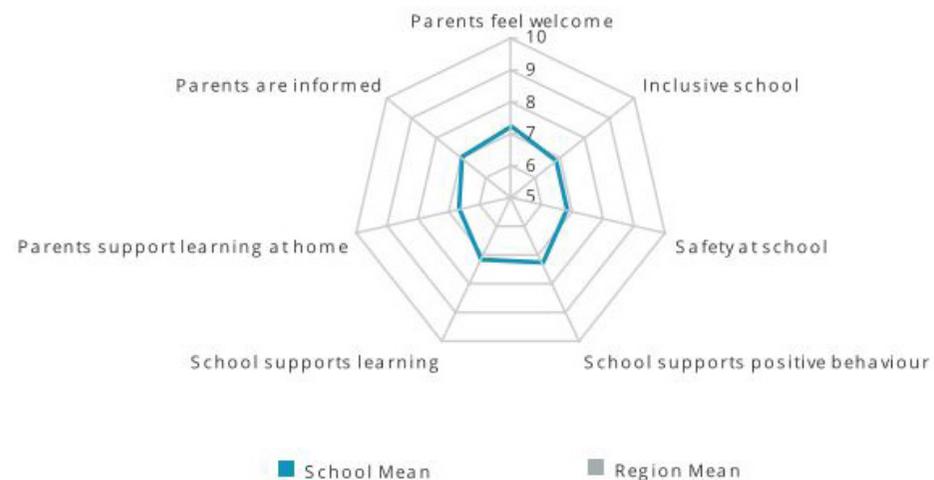
The culture of high expectations was a strong message delivered consistently through all forums including newsletters, forums, open nights, school tours, and school assemblies. Communication with the community was well supported through a range of electronic means including highly followed Facebook page and online newsletters. Internal communication was an area identified as requiring stronger and better operating procedures.

The school board developed into a cohesive group with a very good understanding of its role. Support for the P&C is still not strong throughout 2019 and will require additional support.

The College partnership with the Fogarty Foundation has been very strong. We developed strong working partnerships with ECU, Teach for Australia Program and the College has strong working relationships with inter agency support.

### Highlights

- Strong partnership with Fogarty Foundation, Teach for Australia program
- Parents feel communication is strong and welcome at school
- Board functions well as measured by the self-assessment



*TTFM Parent attitudes to school*

### Commitments

- Develop better working relationships with parents in learning programs
- Develop involvement in the P&C.

# Education Support

The Education Support program provides the opportunity for students with disability and high educational needs to attend a dedicated facility staffed by expert Education Support teachers and Education Assistants, at a school in their local community. Individual Documented Plans are written biannually in collaboration with teachers, parents, therapists and other stakeholders. Our specialist Education Support teachers deliver core curriculum programs in literacy, numeracy, social and personal independence skills, plus rich cross-curricular programs that address HASS and Science topics. Practical classes such as health and physical education, technologies including woodwork and home economics, art and dance are delivered by Learning Area teachers. All staff contribute to the inclusive culture of Aveley Secondary College, evidenced by the 8.5 mean score for Inclusive Schooling on the TTFM survey.

In 2019 we met our commitments to develop ASDAN programs, build teacher capacity through targeted professional learning opportunities, and increase opportunities for student integration into whole-school activities.

Documented Plan achievement data was variable in 2019. In most cases lower achievement can be attributed to absence due to illness. In future it may be prudent to adjust the achievement target for students with complex multiple disabilities, as they have fewer goals in their documented plans. A sample size of eight goals is very small, so one goal not being met is statistically significant (5/8 is 62.5%, 6/8 is 75%) and can skew the results. Additionally, the achievement of one student can significantly affect results, as there is a total sample size of only 33 students. For example, one

student achieved 1 out of 10 goals due to participating in an alternative program, and this data will impact the overall achievement rate.

Number of students	Total number of goals	Number of goals achieved	Percentage goals achieved
33	485	283	59%

Targets	Begun	Making progress	Achieved
10. Education Support enrolments will achieve 80% of documented plan goals.		✓	

## Highlights

- Student dance performance at the inaugural Aveley SC Arts Festival. All Education Support students exhibited art works.
- All students participated in whole-school activities including sports and swimming carnivals, open days, colour run, assemblies, Arts Festival.
- Education Support students accessed Learning Area teachers for Health & Physical Education, Design & Technology (woodwork and food), Dance, and Digital Technology.
- 10% of students participated in Dance with their mainstream peers.
- 20% of students participated in Physical Education with their mainstream peers.
- Increased use of Direct Instruction programs to support student learning: Spelling with Morphographs, Connecting Maths Concepts, Reading Mastery and Language for Learning
- 100% of Education Support teachers attended Bob Jackson's Reading Mastery Workshop.

- All Education Support staff attended 1-day workshop Explicit Direct Instruction Lesson Design (DataWorks).
- 80% of Education Support teachers attended 2-day ASDAN training.
- 100% of Education Support teachers completed at least two modules of Positive Behaviour Support training (Dolly Bhargava):
  - Positive Behaviour Support strategies for students with oppositional and defiant behaviour
  - Positive Behaviour Support strategies for students with ADHD
  - Positive Behaviour Support strategies for students with aggressive behaviour
  - Positive Behaviour Support strategies for students with anxious behaviours
  - Positive Behaviour Support strategies for students with Autism Spectrum Disorder

## Commitments

- All students will participate in ASDAN Transition Challenge modules.
- Increase Direct Instruction programs to include Language for Thinking and Language for Writing.
- Develop Workplace Learning and Community Access programs for 2020.
- Consolidate Positive Behaviour Support processes and documentation.





## Financial Summary

Aveley Secondary College has a notional 2019 budget of \$9.2 million.

The expenditure for 2019 complied with the Department of Education's "Minimum Expenditure Requirement" this included Salaries \$7,685,735 and as a Public Private Partnership (PPP) a total of \$430,221 was expended on Facility Management.

Aveley Secondary College aims to utilise its resources effectively and efficiently to provide a well-resourced environment for optimal teaching and learning outcomes for students.

Parent support in terms of making contributions and charges is an important component in assisting optimal teaching and learning. Voluntary Contributions collection rate for 2019 is 59.87%. All income generated by Contributions and Charges is allocated to classroom budgets.





**REVENUE - CASH & SALARY ALLOCATION**

	<b>BUDGET \$</b>	<b>ACTUAL \$</b>
Voluntary Contributions	44,547	44,567
Charges and Fees	22,996	22,996
Fees from Facilities Hire	7,500	6,597
Fundraising/Donations/Sponsorships	9,311	9,341
Other State Government/Local Government Revenues	6,549	6,549
Revenue from CO, Regional Office and Other Schools	-	-
Other Revenues	12,517	12,947
Transfer from Reserve or DGR	-	-
<b>Total Locally Raised Funds</b>	<b>103,420</b>	<b>102,997</b>
Opening Balance	105,111	105,111
Student Centred Funding	1,342,657	1,362,817
<b>Total Cash Funds Available</b>	<b>1,551,188</b>	<b>1,570,925</b>
<b>Total Salary Allocation</b>	<b>7,685,735</b>	<b>7,685,735</b>
<b>Total Funds Available</b>	<b>9,236,923</b>	<b>9,256,660</b>

**EXPENDITURE - CASH AND SALARY**

		<b>ACTUAL \$</b>
Administration	99,121	86,658
Lease Payments Lease Payments	-	-
Utilities, Facilities and Maintenance	176,820	109,380
Buildings, Property and Equipment	388,088	295,784
Curriculum and Student Services	218,456	174,423
Professional Development	41,065	32,836
Transfer to Reserve	158,843	158,843
Other Expenditure	9,940	10,766
Payment to CO, Regional Office and Other Schools	458,855	430,221
<b>Total Goods and Services Expenditure</b>	<b>1,551,188</b>	<b>1,298,911</b>
<b>Total Salary Expenditure</b>	<b>7,113,248</b>	<b>7,113,248</b>
<b>Total Expenditure</b>	<b>8,664,436</b>	<b>8,412,159</b>

Success  
for every child  
every day

