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College Contact Information

| Address:         | 14-22 Vida Street                           |
|                 | Aberfeldie, VIC 3040                       |
| Principal:      | Ms Olwen MJ Horton                          |
| Parish Priest:  | Very Rev Fr A Kerin EV PP                  |
| College Board Chairman: | Ms Leanne Weaver                          |
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| Website:        | www.avemaria.vic.edu.au                    |
College Mission Statement

We are people of faith. As disciples of Jesus Christ we say, as Mary did, “Yes” to God. Like Blessed Mary of the Passion, we are inspired by St Francis and St Clare to see God as the source of all good. Thus, the Ave Maria College community encourages our young women to develop the goodness in themselves and to share their God-given gifts, in living by Gospel values.

We are caring people. We are each created in God’s image and we are called to see the good in others. This occurs through fostering relationships imbued with integrity and compassion between all members of the College community. With integrity and compassion, we are driven to answer the Gospel call for justice for those in need, wherever they may be.

We are people of learning. As a Catholic school, we wish to guide each young woman to develop as a whole person, striving for excellence in all her endeavours. Our Catholic values are the lens through which all learning occurs, thus young women of Ave Maria College will be inspired to be critical thinkers and life-long learners, contributing to the wider community.

Ratified by: Board of Governance
Date: 26 June 2012
College Overview

Ave Maria College is a Catholic secondary school providing a friendly and welcoming learning environment for approximately 750 young women. Students and staff enjoy excellent facilities and resources, the result of the development and implementation of a Master Building Plan. The historic Chapel and administrative services are located in a grand, restored Victorian Mansion.

With the approval and under the direction of the Archbishop of Melbourne, Ave Maria College was established to provide Catholic education according to the precepts, teachings and practices of the Catholic Church.

The College is committed to creating and sustaining itself as a learning organization, which supports a culture of performance and development. Through feedback, self-reflection and review, staff are encouraged to look for improvement in their work practices, guided by the underpinning principle of improving student learning outcomes.

The College provides a supportive and productive learning environment. It promotes deep thought, independence, interdependence and self-motivation in students. It provides opportunities for students to experience personal success as learners, and encourages the pursuit of academic excellence.

The Franciscan Missionaries of Mary (FMMs) opened the school in 1963. The spirit of the Gospel is ignited through the Franciscan charism, which forms the basis for faith development. The charism is the gift of God’s spirit that comes to us in human form, originally through St Francis of Assisi and later, Helene de Chappotin, Blessed Mary of the Passion, as she came to be known.

The College motto *ad veritatem per caritatem* means ‘striving for truth through love’.

Ave Maria College is responsible and accountable to its students, families, local Catholic communities, the Bishop, and to the State and Federal Governments.
Dear Families,

Ave Maria College, as with all Catholic schools, is committed to caring for each student's physical, emotional, intellectual and spiritual wellbeing. The College prepares students to take their place in society as educated young adults, whose decisions are inspired by the teachings of Jesus. As a Catholic school, we are called to foster partnerships with parents and guardians in their role as the principal educators of their daughters.

Our new Mission Statement sets forth our aspirations for the future.

We reflect with satisfaction upon the achievements of 2012, an exciting and challenging year. A new Executive structure was introduced, designed to support the evolving needs of the College, and to integrate formerly separate functions. We increased our focus on professional learning for teachers. We increased support for and engagement in social justice. We enhanced opportunities for student voice.

The School Improvement Framework Survey data 2012 shows that we are moving in the right direction. Our school achieved re-accreditation as a Restorative Practices School. The review panel “was impressed with the thoroughness of [our] presentation and the comprehensive whole school approach”.

Our teachers are the key to our students’ success. The school is targeting professional learning, based on teacher input, to enhance teacher performance. Teachers participated in Phase One of the Objective for Improved Performance (OIP) strategy designed to align teacher’s professional goals with the school’s priorities. Important conversations are being held about teaching and learning, and data (e.g. VCAA On-Track data, VCE results by study and Domain, NAPLAN data and staff and student surveys) is informing decisions about teaching strategies.

Our students are keen to do well (Insight SRC Reports 2010 - 2012). We are facilitating student engagement in learning by requiring staff to conduct surveys with their students, and to consider and adjust their teaching practices as a consequence. Students played a key role in the design and development of the new uniform.

We are a technology rich learning environment, evidenced by the introduction of Laptop computers in Years 7 and 10 in 2013, with full roll out to be achieved by 2015. The College upgraded its information technology infrastructure to support the project. Investigation into digital literacy programs commenced, to support effective integration of information technology into teaching and learning.

We understand our responsibility to create a learning environment that encourages and enables each girl to achieve her personal best, and we look at the future with confidence and clarity of purpose.

Olwen MJ Horton
Principal
College Board Report

Ave Maria College has continued to enhance its reputation as an outstanding Catholic College for young women. As 2012 draws to an end, it is timely to reflect on our many achievements.

It has been a privilege to have been a member of the Board of Governance for the last four years and Chair for the last two years. I have thoroughly enjoyed working with an incredibly committed and supportive team of Board members who are dedicated in serving the Ave Maria Community. I would like to acknowledge Very Rev Fr Tony Kerin’s EV PP (President of the Association of Delegates Canonical Administrators of Ave Maria College) leadership and pastoral support. I would also like to thank the Delegates Canonical Administrators, Mr Adrian Klep and Mr Peter Devery, for the wealth of experience that they freely contribute to the Board.

The College Board believes the leadership of the Principal, Ms Olwen Horton and her entire dedicated school team, deserves the highest praise and thanks for their commitment to continued improvement of the College.

Over the years that I have been on the College Board, I have developed a deeper appreciation of the integral workings of the College and all the wonderful staff who contribute to what is the essence of Ave Maria College; from the teachers, to the College canteen volunteers.

Ave Maria College continues to provide outstanding facilities and opportunities that motivate and prepare our young women to grow into articulate and well-balanced adults. We are immensely proud of their achievements.

The Board has expressed a desire to implement a Board of Governance Statement of Purpose that will complement the recently revised College Mission Statement. We believe the Board’s Statement of Purpose will facilitate an environment continuing the Franciscan charism, providing excellence in education and preparing our young women in the pursuit of excellence.

On behalf of the Board, I would like to congratulate the Class of 2012 and wish them every success with their future endeavours.

Ms Leanne Weaver, Chairman

Board of Governance
Education in Faith

Ave Maria College is an active participant in the mission of the Catholic Church to proclaim God’s reign. The College strives to live out the teachings and values of Jesus Christ. We are a community based on love, justice, compassion and integrity, which, like the Gospel of John, see faith as a verb.

Goals
1. Provide the College community with opportunities and experiences that will further nurture and live our understanding of faith, hope and love within the Franciscan tradition.

Outcomes
1. Further embed the Franciscan tradition of the College.
2. Continue to provide opportunities for staff to obtain accreditation.
3. Investigate and explore local immersion opportunities.
4. Continue to work with Catholic agencies.
5. Increase opportunities for students and staff to participate in social justice action.
6. Clarify social justice opportunities within Duke of Edinburgh activities.
7. Establish performance indicators and set College targets which measure opportunities and higher participation rates in social justice action.

Achievements
The College further explored its Franciscan charism and, through this exploration, enriched its appreciation of the lives of Mary, St Francis, St Clare and Helene de Chappotin, the House Patrons.

Spiritual director John Stuart and Sr Heather Weedon FMM were keynote speakers at our Staff Faith Day in August. The day in August and the second in December focussed upon on our 2012 theme “We are called to love”.

65% of teaching staff are Accredited to Teach in a Catholic School, and 33% of teaching staff are Accredited to Teach Religious Education.

Value Added
The student Faith and Social Justice leaders were instrumental in the development of the ‘Faith in Action’ (FIAT) project and the second interschool ‘Kick Arts’ event.

The Ministry Team focussed on further developing the FIAT project, both within the core Religious Education curriculum and as a component of the extra-curricular program.
Learning and Teaching

Goals
1. To focus on teacher professional learning and model best teaching practices, sharing ideas and pedagogies that are focused on student outcomes.
2. Continue with professional development initiatives that focus on student and teacher engagement.
3. Consolidate Purposeful Teaching of Mathematics (PToM) strategies and incorporate these for learning and teaching practice.
4. Continue Professional learning with a focus on Information Communication Technology.
5. E-learning is identified in the curriculum, is relevant and outcomes focused.
6. Courses of study will cater for a variety of student abilities and interests.

Outcomes
1. Plan and implement a professional development program that enables teachers to reflect upon and critically evaluate their professional knowledge and the effectiveness of their teaching.
2. Make available to staff contemporary research reading material about student engagement. Use material to inform professional dialogue.
3. Develop a common set of expectations for staff and students to support the attainment of academic excellence.
4. Use current data to inform the best teaching and learning practices. Data will include: PAT test results, NAPLAN, VCE data, Insight SRC survey, and student feedback.
5. PToM strategies for student learning are reflected in Curriculum documentation and implemented in practice from commencement of year.

VCE Performance
The College community congratulates the graduating VCE Class of 2012 on their outstanding results:
- 100% VCE completion rate
- The College dux, Aimee Brennan, received an ATAR score of 99.05
- 10% of students received an ATAR of 90 or above
- 10% of individual study scores were over 40
- 45% of students were in the top 30% of ATAR scores

Scholarships
Christina Spinazzola was awarded the Swinburne Vice-Chancellor’s Scholarship
Kimberly Hogan was awarded a Victoria University Achievement Scholarship
National Assessment Program – Literacy and Numeracy (NAPLAN)
The following data, provided by the NAPLAN data service, indicates the percentage of students in the school who are at or above the national benchmarks in 2012, the Median Standardised results in terms of a VELS equivalent score, and the changes in the proportion of students meeting National Minimum Standards from Year 7 2010 to Year 9 2012. Results over the last three years demonstrate a very high proportion of students meeting the minimum national standards in all areas of testing. Further, the median VELS equivalent is at or above the expected level (at the time of NAPLAN testing) for Reading, Spelling, and Grammar and Punctuation at Year 7, and Reading at Year 9; however, all median Standardised results are above the state median in each test area at both Years 7 and 9.

Proportion of Students meeting Minimum Standard

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th></th>
<th>Year 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.4%</td>
<td>100%</td>
<td>96.9%</td>
<td>100%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
<td>100%</td>
<td>97.6%</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
<td>100%</td>
<td>98.5%</td>
<td>99.2%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>96.9%</td>
<td>99.2%</td>
<td>99.2%</td>
<td>100%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>99.2%</td>
<td>96.2%</td>
<td>99.2%</td>
</tr>
</tbody>
</table>

Median Standardised Results (Estimate VELS Equivalent Scores)

<table>
<thead>
<tr>
<th>Expected VELS level at time of NAPLAN test</th>
<th>Year 7</th>
<th></th>
<th>Year 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.25</td>
<td>5.25</td>
<td>4.25</td>
<td>5.25</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>2012</td>
<td>2011</td>
<td>2012</td>
</tr>
<tr>
<td>Reading</td>
<td>4.3</td>
<td>4.3</td>
<td>5.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Writing*</td>
<td>0*</td>
<td>0*</td>
<td>0*</td>
<td>0*</td>
</tr>
<tr>
<td>Spelling</td>
<td>4.4</td>
<td>4.6</td>
<td>5.3</td>
<td>5.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>4.5</td>
<td>4.6</td>
<td>4.9</td>
<td>5.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>4.0</td>
<td>3.8</td>
<td>4.6</td>
<td>4.7</td>
</tr>
</tbody>
</table>

* In 2011 the genre for writing changed from narrative to persuasive. It is advised that direct comparisons for the period 2008-2010 should not be made with 2011-2012 data.

Change in Proportion of Students meeting National Minimum Standard

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th></th>
<th>Year 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009-10</td>
<td>2010-11</td>
<td>2011-12</td>
<td>2009-10</td>
</tr>
<tr>
<td>Reading</td>
<td>-0.8%</td>
<td>1.6%</td>
<td>-3.1%</td>
<td>0%</td>
</tr>
<tr>
<td>Writing</td>
<td>0.8%</td>
<td>0%</td>
<td>-2.4%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Spelling</td>
<td>1.6%</td>
<td>0%</td>
<td>-1.5%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>-1.5%</td>
<td>2.3%</td>
<td>0.0%</td>
<td>0%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>2.4%</td>
<td>-0.8%</td>
<td>-3.0%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>
**Value Added**
Ave Maria College offers students a diverse range of extracurricular activities which include, but are not limited to the following:
- Duke of Edinburgh Award (Bronze)

**The Arts**
- Folio Preparation: slides, interview techniques, preparation of folio material
- Life Drawing Classes
- Specialist Workshops: Adobe workshops, darkroom

**English**
- College Public Speaking Competition
- VCAA Plain English Speaking Competition
- House Debating

**LOTE - Languages Other Than English**
- The Swinburne University of Technology Poetry Competition
- Dante Alighieri Poetry Competition
- Vilta Sayembara Tertulis Writing Competition
- Extended Study Tours

**Social Justice**
- Faith and Social Justice Groups
- St Patrick’s Day attendance at Schools Mass – Catholic Education Week
- Samaritan’s Purse Project
- St Vincent de Paul Society
- Refugee Tutoring
- Year Level Charities

**Humanities**
- Australian Business Week

**Sport**
A range of sporting activities are offered; Athletics, Basketball, Cross Country, Hockey, Indoor Cricket, Indoor Soccer, Netball, Soccer, Swimming, Tennis, Volleyball.

**Achievements**
The College conducted its 2012 Learning and Teaching Conference “Building a High Performance Culture”. Keynote speakers were Associate Professor Lea Waters (Positive Psychology) and Jeremy Kalbstein (Thinking Routines).

Eight students were shortlisted for the (VCAA) Top Arts and Top Designs exhibitions. Two were exhibited in Top Designs.

**External Awards**
Kwong Lee Dow Young Scholar - Ellen Hevey

- ADF Long Tan Leadership and Teamwork Award for 2012
  - Year 10 - Sarah Kelly
  - Year 11 - Celeste Andriuolo
  - Year 12 - Christina Spinazzola

Pierre De Coubertin Award - Erin Rayner

Moonee Valley Foundation Award - Nadia Coznescu

Caltex All Rounder Award - Megan Kelly
Post Year 12 Destination Information

Victorian Tertiary Admissions Centre (VTAC) Data
Tertiary Applications and Offers
University Offers  91%
TAFE/VET Offers   9%
Any Tertiary Offer 100%

On Track Survey Data April 2012
In Education and training
University enrolled 76%
TAFE/VET enrolled 13%
Apprentice/Trainee  0%

Not in Education and training
Employed            3%
Looking for work    4%
Deferred            5%

The published Year 12 Destination Information 2012 is based on the graduates 2011 who participated in the On Track Survey Data collection (89%).
Student Wellbeing

Goals
1. To continue to build quality relationships between all stakeholders.

Outcomes
1. To use document *Creating and Maintaining a Positive Learning Environment* to ensure a consistent approach is adopted by all staff members.
2. Continue to source learning opportunities for students, to raise their awareness and understanding of student leadership.
3. Implement new student leadership roles Years 7 to 11.
4. Review Annual Year Level Wellbeing plans ensuring that they are congruent with the *Outward Facing Schools Charter*.

Achievements
The College was re-accredited by the Catholic Education Office – Melbourne (CEOM) as a Restorative Practices School. We are one of the first schools in Melbourne to be re-accredited.

Transition into secondary school is supported by the Peer Support Program. It is conducted by Year 11 students and builds positive relationships across the College.

Value Added
Wellbeing plans were formalised for every year level.

The College refined and publicised its *Creating and Maintaining a Positive Learning Environment* document, a student management code of conduct reflective of Restorative Practices.

The Student Counsellor ran workshops on Body Image, Anxiety, and Stress management.

Cyberbullying and Cybersafety seminars were delivered to all students and staff. A seminar about keeping young people safe online was also delivered to parents.

Student Attendance Rate by Year Level

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>93.13%</td>
</tr>
<tr>
<td>Year 8</td>
<td>91.93%</td>
</tr>
<tr>
<td>Year 9</td>
<td>90.47%</td>
</tr>
<tr>
<td>Year 10</td>
<td>89.42%</td>
</tr>
<tr>
<td>Year 11</td>
<td>89.33%</td>
</tr>
<tr>
<td>Year 12</td>
<td>90.14%</td>
</tr>
</tbody>
</table>

Student Satisfaction
*InsightSRC* Survey Data 2012 revealed that student morale is very high. Students are motivated to do well and have positive regard for staff. They have strong connectedness with their peers and feel very safe at school.
Leadership and Management

Goals
1. Develop high quality leadership across all levels.
2. Promote effective communication.
3. Continue building a culture of high expectations, ambition and achievement.
4. Continue to promote student engagement in learning, by differentiating the curriculum and promoting active learning.
5. Continue to build quality relationships among stakeholders.

Outcomes
1. Implement the Professional Development Culture Policy.
2. Provide training for staff involved in mentoring and induction.
3. Develop a Communications Policy.
4. Clarify opportunities for staff participation in decision making.
5. Continue to create opportunities for teachers to engage in professional dialogue.
6. Provide professional learning that builds upon the issues identified in the Learning and Teaching Conference 2012.
7. Structure the meeting schedule to support strategic priorities.
8. Review the roles in the current Positions of Leadership (POL) structure: Levels 1, 2 and 3.

Achievements
There is a strong culture of professional development and learning at all levels of the College.

Teaching Staff Attendance Rate
The average attendance of teaching staff was 96.54%.

Staff Retention Rate
Staff retention rate (including maternity) leave was 89.1%.

Teacher Qualifications

![Ave Maria College Teacher's Highest Qualification Graph](image_url)
Expenditure and Teacher Participation in Professional Learning
Professional learning included subject specific conferences, supporting students with special needs, enhancing student engagement and pedagogy, student wellbeing, occupational health and safety, and the School Improvement Framework.

The number of full time equivalent (FTE) teachers was 51.8 (including the Principal)

A total of $300,491.57 was expended on professional development for teaching staff, an average of $5701.93 per teacher.

Teacher Satisfaction
Teachers are very satisfied with the students’ behaviour and observe that students are motivated to learn, put a lot of effort into their work and are keen to do well. Teachers are clear about their professional responsibilities, find their colleagues supportive and note that curriculum is well documented.1

Staff Composition as per August Census
Principal Class 1
Teaching Staff (head count) 53
FTE Teaching Staff (includes Principal) 51.8
Non-Teaching Staff (head count) 23
FTE Non-Teaching staff 18.6
Indigenous Teaching staff 0

1 Insight SRC Survey 2012
School Community

Goals
1. Continue Purposeful Teaching Professional development program.
2. Further facilitate parent access to student information.
3. Recognise student achievements.
4. Build relationships with the local community.
5. Explore additional VET and VCAL opportunities.
6. Increase sponsorship program.
7. Offer seminars.
8. Seek parent involvement in and support for school activities.
9. Use website to establish an alumni association.

Outcomes
1. Raise staff awareness about the Outward Facing Schools Charter.
2. Launch new website.
3. Implement Student Awards module in SAS.
4. Continue to use a variety of media to recognise student achievement.
5. Leverage Duke of Edinburgh Award to engage Year 9 students in the local community.
6. Implement Year 10 Faith and Social Justice pilot program.
7. Seek alternative funding sources for VET and VCAL.
8. Run seminars for parents and students about topical issues.
9. Invite parents to be class contacts to run social gatherings for other parents.
10. Recognise parent participation in school life.
11. Call for expressions of interest in PFA.
12. Call for expressions of interest to lead an alumni association.

Achievements
Ave Maria College is recognised as a warm and welcoming learning environment. It has a rich community life, encompassing learning, social justice action and extra-curricular opportunities.

Opportunities are available for parents to support their daughters’ learning and wellbeing. Parents support social justice activities and the Work Experience program, by providing contacts and placements. Over 160 volunteers assist in the canteen, a great place to meet other parents and providing an essential service for busy families.

Community events include liturgical celebrations, popular family functions and special events. Ave Maria Day and the Annual Arts Festival, an in-house performing arts competition “Spectacular Spectacular”, and “Kick Arts”, an inter-school performing arts competition have high student involvement and strong community support.

Parent surveys, conducted in September 2012, indicated that parents place high importance on the Catholic culture of the school and recognise the opportunities that students have to develop their faith understanding. They perceive the College as having a very safe environment, that their daughters are motivated to learn, and that they are well-connected to their peers and to the school.
## Financial Performance

**Financial Performance for the year ended 31 December 2012**  
Financial report data derived from the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) Financial Questionnaire and external audited reports.

<table>
<thead>
<tr>
<th>School name:</th>
<th>Ave Maria College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location address:</td>
<td>Aberfeldie</td>
</tr>
<tr>
<td>Reporting framework:</td>
<td>Accrual</td>
</tr>
</tbody>
</table>

### Recurrent income

<table>
<thead>
<tr>
<th>Source of Income</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>School fees</td>
<td>2,116,955</td>
</tr>
<tr>
<td>Other fee income</td>
<td>542,884</td>
</tr>
<tr>
<td>Private income</td>
<td>179,104</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>1,492,830</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>5,192,779</td>
</tr>
</tbody>
</table>

**Total recurrent income**  
9,524,552

### Recurrent expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries, allowances and related expenses</td>
<td>5,993,572</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>4,438,917</td>
</tr>
</tbody>
</table>

**Total recurrent expenditure**  
10,432,489

### Capital income and expenditure

<table>
<thead>
<tr>
<th>Source of Income</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government capital grants</td>
<td>194,745</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>833,228</td>
</tr>
<tr>
<td>Other capital income</td>
<td>32,501</td>
</tr>
</tbody>
</table>

**Total capital income**  
1,060,474

<table>
<thead>
<tr>
<th>Source of Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td>749,884</td>
</tr>
</tbody>
</table>

**Total capital expenditure**  
749,884

### Financial Summary

<table>
<thead>
<tr>
<th>Balance</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total opening balance</td>
<td>2,110,000</td>
</tr>
<tr>
<td>Total closing balance</td>
<td>1,730,000</td>
</tr>
</tbody>
</table>

### Non DEEWR FQ reported items

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>System levies (payments)</td>
<td>(65,799)</td>
</tr>
<tr>
<td>Intra systemic transfer receipts (payments)</td>
<td></td>
</tr>
<tr>
<td>Diocesan capital fund (SCF) receipts (payments)</td>
<td></td>
</tr>
</tbody>
</table>

*Note that the information provided above does not include the following items:*

- System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.*