

2022 Annual Report to the School Community

School Name: Woodmans Hill Secondary College (8491)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 April 2023 at 12:02 PM by Stephen Fields (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 09 May 2023 at 10:42 AM by Adrian Morisi (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Woodmans Hill Secondary College has high expectations and aspirations for our whole community, based on a shared belief that every student can experience good growth in all aspects of their development. By focusing on the individual needs of all of our students, we consistently strive to create an inclusive environment in which every student believes that they belong here and are able to develop and maintain deep connections and positive relationships with a wide range of people. We design high quality learning experiences that enable students to develop resilience, so that they are equipped to deal with all of the challenges they will face in their lives. We want all of our students to want to come to school every day to learn and grow, sharing our belief that they can self-determine their own pathway to success. All staff aim to work collaboratively with our students and their families so that they are fully prepared to seize every opportunity that life presents them.

At Woodmans Hill Secondary College we promote respect as the foundation for the inclusive community that we strive to create. Ours is a school that expects our students, families and staff to empathise, understand and accept each other for who we are and who we want to be. We expect our students to learn to value themselves and others and to behave positively and constructively in a learning environment that is safe, secure and encouraging and that they have co-constructed.

At Woodmans Hill, we aim to develop determined learners who see the opportunity to learn in the mistakes that they make and who have the resilience to respond to any adversity that they may face. We create a wide range of contexts that challenge our students and provide a variety of supports to gradually release responsibility so that our students develop into highly motivated adults who can self-regulate.

At Woodmans Hill, we encourage our students to strive for personal excellence. We want our students to believe that they are on a journey of growth and that through challenge, feedback and support they are committed to being on a life-long journey of learning and development. We teach our students that progress is not always linear and that set-backs can provide them with the impetus for significant learning and growth to occur. Through self-motivation, we want our students to feel optimistic for their futures and secure in the knowledge that their endeavours are valued and celebrated by the college.

The school has experienced significant growth in student numbers without the benefit of major residential building projects within our zone. We are currently just below our capacity and projections suggest that this growth trend will continue over the course of the coming years. In 2022 there were a total of 530 students who were enrolled at the school, 45.83% female and 52.36% male and 1.81% were self-described. 1.45 % of students had English as an additional language and 5 % were Aboriginal or Torres Strait Islander. The Student Family Occupation Education (SFOE) index was judged as 'High' with the school receiving Equity funding for 47% of its students. In 2022 3.62% of students were at risk and 10.14% of students had a disability.

The staffing profile of Woodmans Hill Secondary College includes a principal and two assistant principals with responsibility for Teaching, Learning & Assessment and Wellbeing, Inclusion & Engagement. Within the School Improvement Team group, there are Learning Specialists for Literacy, Numeracy, Junior Years and Senior Years, as well as the Inclusion & Disability Leader. The school employs 89 staff members, including 42 full time teachers and 9 part time teachers. The school also employs 37 Educational Support (ES) staff. The school has one full time member of staff who identifies as Aboriginal or Torres Strait Islander and holds the position of First Nation Leadership Coordinator.

In order to manage our transition from small to mid-size school, we have developed leadership structures within both a junior (7-9) and senior (10-12) sub-schools with structures designed, evaluated and adapted to ensure that students are supported, nurtured, extended and appropriate intervention is put in place to provide a range of programs and pathways.

The school has benefited from significant refurbishment to aged premises with specialist classrooms in Science, Art, Performing Arts and Technology and a recent reflooring of the school gym aiding curriculum delivery and the breadth of programs that we are able to offer our students. The Labor government have also committed an initial \$8.6 million to build a stand-alone Year 7 Centre to support transition, as well as an extending and upgrading of the Senior Centre to increase our capacity to deliver high-quality Vocational Major & VET courses.

As we have expanded, we have found that we are enrolling a higher proportion of high capacity students in the top two bands in NAPLAN. This has enabled us to widen our focus on differentiation and student tracking to ensure that all students are extended and experience good growth. The school is increasingly becoming data literate with a range of strategic roles and tracking tools to support teachers through ongoing inquiry cycles to evaluate impact and measure learning growth. The ongoing collaborative professional learning at Woodmans Hill Secondary College is framed within PLCs at a whole school, department and pastoral level.

14% of all students engage with our Learning Support Team within either classroom aide support, individual education plans or focused reading groups. 31 students are PSD funded and all programs are developed and coordinated by Intervention Leader who is a qualified teacher. As well as in class support, the Learning Support team runs sessions for students designed to cater for specific behavioural and educational needs, as well as small reading groups to foster greater confidence in literacy.

The school expanded the capacity of the wellbeing support team to cater for the growing student enrolment and range of needs of students. We have invested in a wellbeing team that includes a wellbeing coordinator, school counsellor, student support worker and psychologist, supported by the Assistant Principal. The school has provided a dedicated space, the Wellbeing Centre, for the team to operate from within and for ease of student access. We have also re-designed the pastoral care structure to include daily Homegroup sessions, to enable ongoing monitoring of student engagement and wellbeing. The pastoral structure was supported through a sub-school model, with sub-school and year level leaders that provided both pro-active and re-active supports.

The school does not currently run programs for overseas students.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our VCE outcomes met our 2024 strategic goals with both the English and overall mean Study Score of 29 being met. These outcomes reflect a significant increase from 2020 when the VCE English mean score was 22.5 and the VCE All study mean score was 24.95 2020. Our average ATAR is now higher than our Dux in 2019 and 11% of all Study Scores were 40+ which was the second highest percentage across all state and fee-paying schools in the Central Highlands area. Our average mean study score was the same as the state average and 3% higher than similar schools. These outcomes, post-Covid, were achieved through providing wrap-around support for our students that balanced high quality teaching and educational rigor with a range of wellbeing supports that were put in place by the Senior School team in order to meet students at their point of need.

In the absence of growth data for 2022 (due to there being no NAPLAN tests conducted in 2020), the school was able to use adaptive PAT reading and numeracy data to measure impact. In Years 7-9, students made good growth in Maths and in Years 7 & 9 students made good growth in Reading. Additionally, 72% of students in Years 7-10 were at or above age expected standards in English, based on teacher judgement, compared to 64% in similar schools. In Maths, 63% of students in Years 7-10 were at or above age expected standards compared to 53% in similar schools. Our Strategic Plan target is 75% from the 56% in 2020 which suggests that the development of assessment, moderation, feedback and interventions the Maths and English team are having an impact.

We have revised and implemented our PLC structure to better align with Dr Simon Breakspear's teaching sprints model and engage the work of Dr Ryan Dunn; refocusing our professional learning with a particular focus on how we demonstrate expertise within the context of WHSC. The literacy and numeracy data tracking has increased in rigor; the accuracy of assessments, understanding of and application of Victorian Curriculum standards, and unanimous buy-in has contributed to more consistent and effective data tracking.

Staff beginning to record and share best practice or effective teaching strategies with other staff.

Wellbeing

For all schools, one of the biggest challenges of 2022 was supporting students reconnect with school after two years of disrupted learning. 42% of Woodmans Hill students gave positive responses with regards to feeling connected to their school (agree or strongly agree) which was 2% higher than similar schools. Whilst this is an ongoing priority within our work, the school implemented and further developed a range of strategies and programs to meet students at their point of need.

The Home Group program was further embedded throughout the school as a resource to support students with a nominated person that they can connect with. The introduction of reporting for Home Group, with feedback provided on each student focusing on their engagement within the school community was positively received.

SFYS funding was sourced for Blue Edge and Engage with Woodmans program. These programs ran very successfully in Semester 2 2023. A FLIP program was established in 2023 and staffed by an ES member of staff for some of our most vulnerable students, both students who struggle with self-regulation and anxiety. Hands on Learning was successfully established at WHSC and is now a sought-after program within the school for both staff and students. We also ran a variety of other programs and groups which support student engagement and wellbeing, such as Mindfulness Art, wellbeing programs, Pride group.

The sub school model evolved further at WHSC and Learning Specialist positions were created which has allowed for SIT Leadership within the sub-schools and a more distributed leadership model at the College. This has also enabled the school to more effectively track wellbeing data, as well as utilizing the Learning Specialists to increase the capacity

of the Year Level Leaders to support staff on the effective delivery of School Wide Positive Behaviour Strategies. The percentage endorsement for the Teacher Concern section of the Students' Attitude to School survey was above both similar schools and our network.

Engagement

Attendance has not improved across the school, despite efforts to engage students more effectively.

New wellbeing model with Junior and Senior sub-school staff and Learning specialist leaders was implemented to provide our middle leaders with more support in the engagement and wellbeing space. New wellbeing staff were hired into the wellbeing hub to support students with their mental health and wellbeing. The school employed a new (replaced) Mental Health Practitioner (qualified Psychologist) and a student counsellor accessing the Mental Health Menu and MHP resources/funding to enable this.

Documentation on follow up for disengaged students has improved and we have worked effectively with Navigator and our engagement officer to plan to reengage highly disengaged students.

Whilst student voice was strengthened in 2022 through the development of our Student Leadership program, this is still an area for development, particularly in the area of student voice to support engagement with school. We would like to engage with student's more regularly through student forums to enlist their support to continue to develop our procedures in this space.

Our sub-school teams are working on an intervention framework tool which outlines possible supports available within our community for students and this will begin to be implemented in 2023.

The development of the Home Group model at WHSC will also provide students with more opportunities to influence this and contribute to its resourcing. The next step is to seek, listen and act upon student input within our new, revised SWPB matrix to inform the development of resources for the explicit teaching of positive behaviours.

Despite all of this, the percentage of positive endorsement from our students around voice and agency is above both similar schools and our network and only 2% lower than state average. Although not where we want to be, the sense of connectedness our students feel towards school is higher than similar schools and only 1 % lower than our network.

The school will be working with two of our feeder schools, Caledonian PS and Canadian Lead PS, to develop a community approach to increasing attendance in 2023 by sharing best practice on how to improve the support we provide families.

Financial performance

In 2022 the financial position reflects the careful financial management of the school's resources, while ensuring that the money is spent to support the educational experience of student currently in the school. Money that was provided to the school for the current year was used to support the resourcing of teaching and learning. Student outcomes and the school's strategic goals informed how the finances were spent. The school also invested in maintaining and upgrading the buildings to ensure secure, inclusive and inviting spaces for students to feel safe and ready to learn. Building areas upgraded include the Hands-on-Learning experience hub, Junior School Student Managers Office, and the Learning Support hub. There were no extraordinary revenue or expenditure items and the school hire its facilities to Ballarat Futsal as well as the PAC being regularly hired by a wide range of community groups. The sources of funding that the school access are as follows;

- Gov Provided DET grants \$1,248,711 (SRP cash, leave reimbursement)
- Gov Grants Commonwealth \$5,537 (Student Teacher supervision)
- Gov Grants State \$6,698 (Advance Grant – VCAL)
- Revenue other \$65,199 (Reimbursements, interest, sales of equipment, Sporting Schools grant, CSEF received)
- Locally raised funds \$300,447 (fundraising, donations, commission, hire of facilities, camp/excursions, canteen, 2nd hand uniform sales, charities/collectibles, curriculum contributions, other contributions, printing, academic awards)

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 530 students were enrolled at this school in 2022, 238 female and 292 male.

3 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

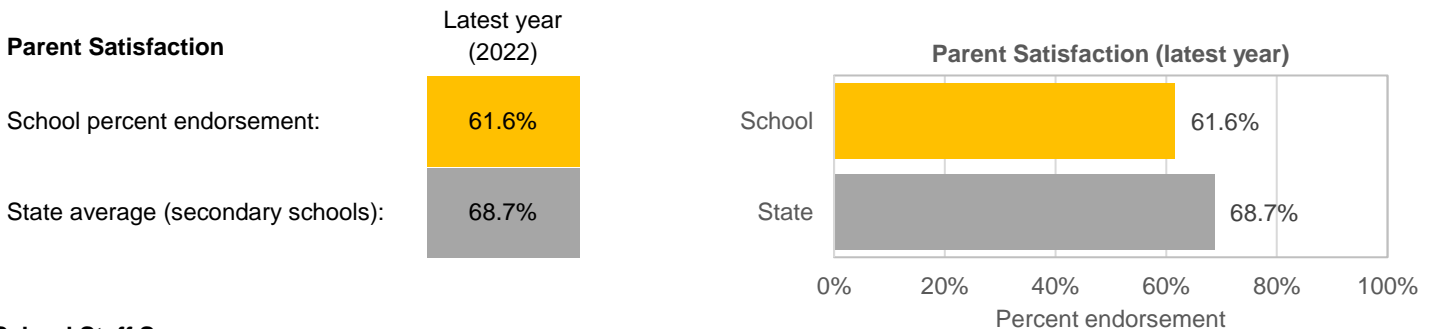
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

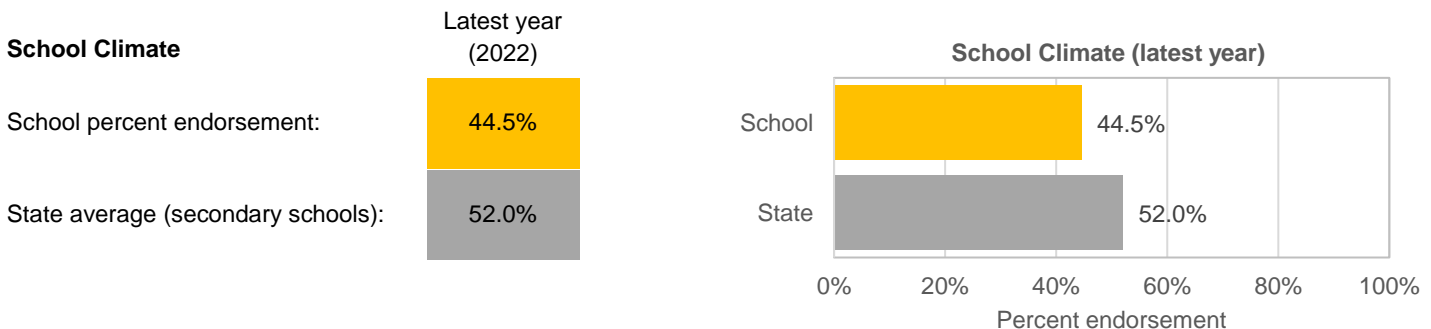


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

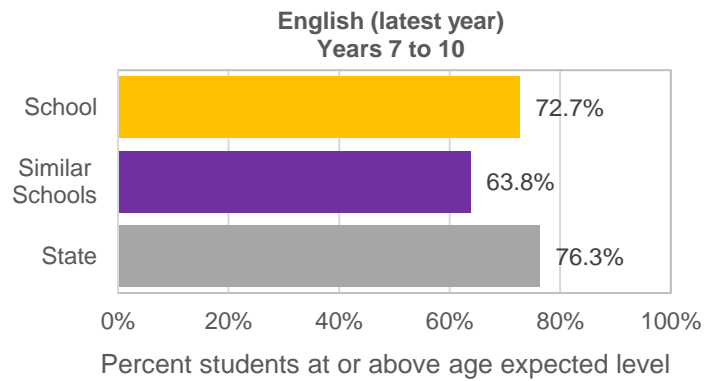
72.7%

Similar Schools average:

63.8%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

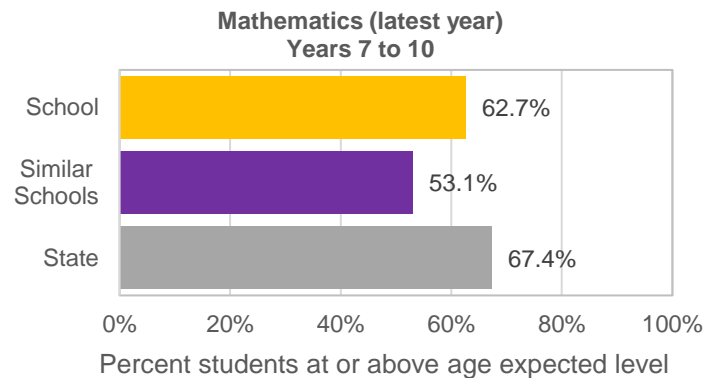
62.7%

Similar Schools average:

53.1%

State average:

67.4%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

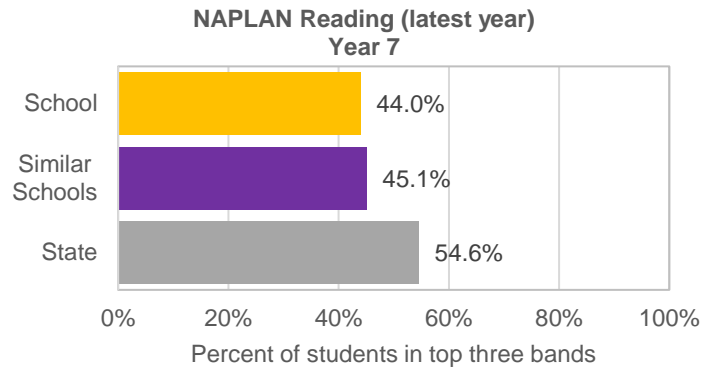
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

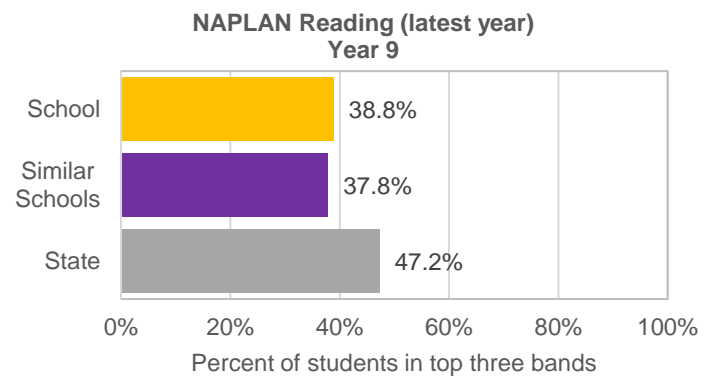
**Reading
Year 7**

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.0%	49.6%
Similar Schools average:	45.1%	45.7%
State average:	54.6%	55.3%



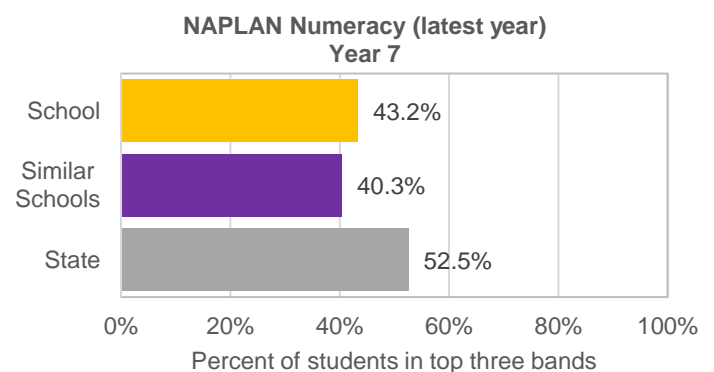
**Reading
Year 9**

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.8%	39.8%
Similar Schools average:	37.8%	36.5%
State average:	47.2%	46.0%



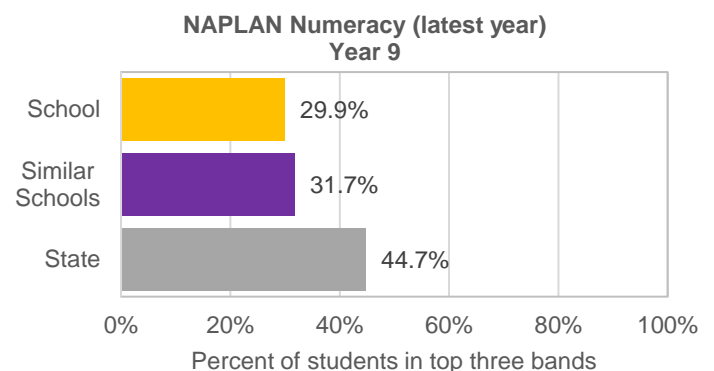
**Numeracy
Year 7**

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.2%	44.5%
Similar Schools average:	40.3%	43.9%
State average:	52.5%	54.8%



**Numeracy
Year 9**

	Latest year (2022)	4-year average
School percent of students in top three bands:	29.9%	31.1%
Similar Schools average:	31.7%	33.3%
State average:	44.7%	45.6%



LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

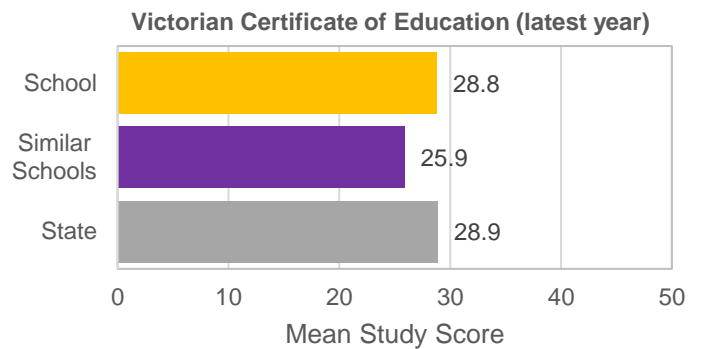
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	28.8	26.6
Similar Schools average:	25.9	25.8
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

90%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

57%

VET units of competence satisfactorily completed in 2022:

82%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

71%

WELLBEING

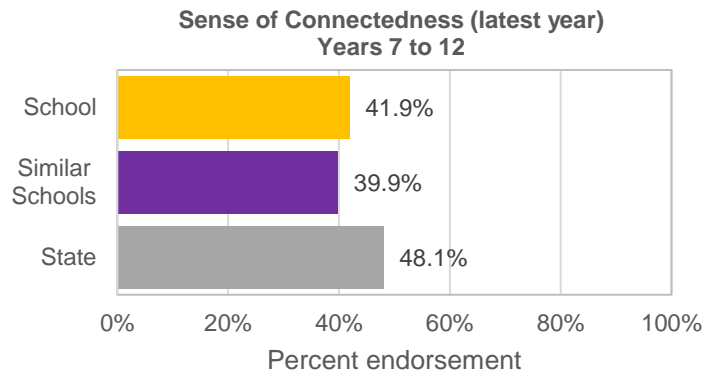
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	41.9%	47.0%
Similar Schools average:	39.9%	44.3%
State average:	48.1%	52.5%

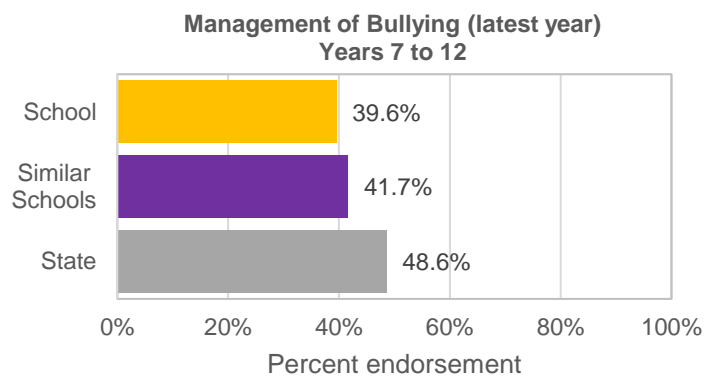


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	39.6%	46.1%
Similar Schools average:	41.7%	47.4%
State average:	48.6%	54.0%



ENGAGEMENT

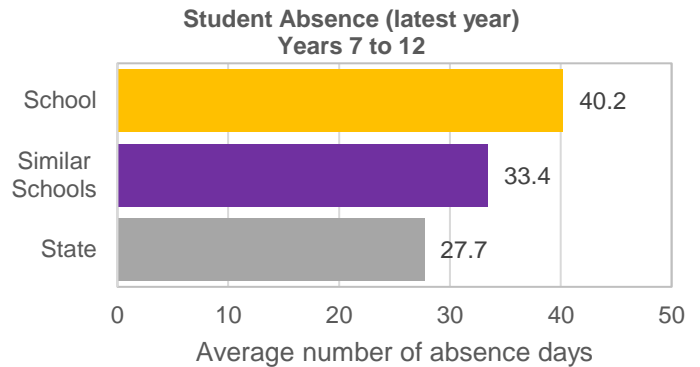
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	40.2	30.3
Similar Schools average:	33.4	26.9
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

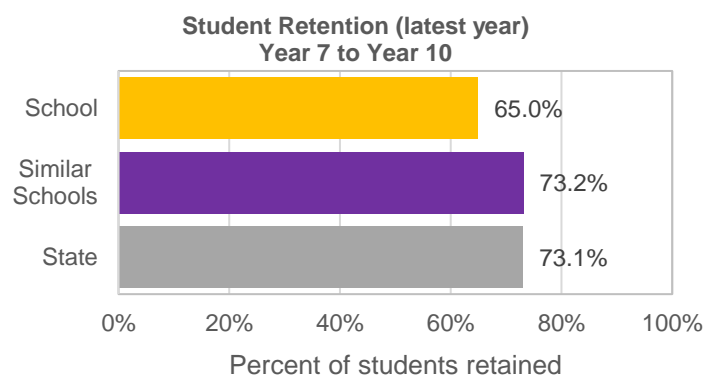
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	81%	80%	79%	76%	83%	86%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	65.0%	65.0%
Similar Schools average:	73.2%	72.1%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

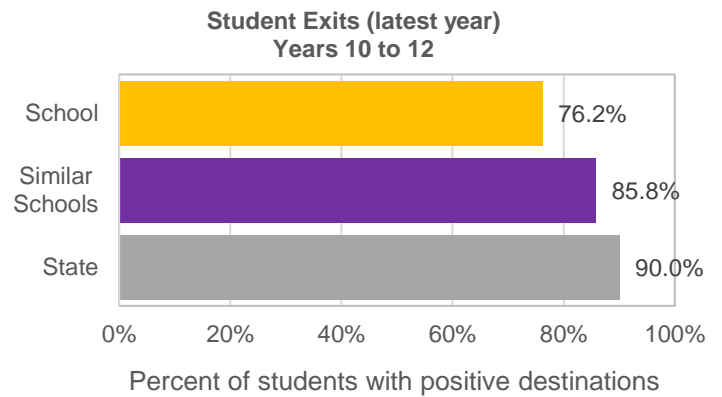
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	76.2%	81.9%
Similar Schools average:	85.8%	85.6%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$7,380,086
Government Provided DET Grants	\$1,248,711
Government Grants Commonwealth	\$5,537
Government Grants State	\$6,698
Revenue Other	\$65,199
Locally Raised Funds	\$300,447
Capital Grants	\$0
Total Operating Revenue	\$9,006,679

Equity ¹	Actual
Equity (Social Disadvantage)	\$616,497
Equity (Catch Up)	\$63,259
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$679,755

Expenditure	Actual
Student Resource Package ²	\$7,514,945
Adjustments	\$0
Books & Publications	\$7,832
Camps/Excursions/Activities	\$127,755
Communication Costs	\$19,370
Consumables	\$236,914
Miscellaneous Expense ³	\$49,994
Professional Development	\$38,060
Equipment/Maintenance/Hire	\$191,071
Property Services	\$218,804
Salaries & Allowances ⁴	\$300,229
Support Services	\$145,517
Trading & Fundraising	\$107,722
Motor Vehicle Expenses	\$2,391
Travel & Subsistence	\$126
Utilities	\$65,685
Total Operating Expenditure	\$9,026,415
Net Operating Surplus/-Deficit	(\$19,736)
Asset Acquisitions	\$14,071

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$1,695,135
Official Account	\$47,638
Other Accounts	\$0
Total Funds Available	\$1,742,772

Financial Commitments	Actual
Operating Reserve	\$243,336
Other Recurrent Expenditure	\$32
Provision Accounts	\$0
Funds Received in Advance	\$157,128
School Based Programs	\$203,749
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$180,633
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$189,134
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$974,012

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.