

2022 Annual Report to the School Community

School Name: Ararat Secondary College (8753)



- 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 27 March 2023 at 04:36 PM by Ellie McDougall (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 27 March 2023 at 04:47 PM by Adam Merrick (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

Ararat College is a rural 7-12 co-educational College of just over 300 students located in the Central Highlands Region of Victoria approximately 100 kilometres west of Ballarat. The College was established in 1913 as one of the state's earliest secondary schools. Students are transported to the College on six country buses from areas including Elmhurst, Armstrong, Willaura, Maroona, Moyston and Buangor. These distances vary from a few kilometres to up to over 40 kilometres. A variety of primary schools feed into the College, and the integration of students from small primary schools into a relatively large secondary college is a challenge, which the College believes it handles well. There are three state primary schools within Ararat, as well as a Catholic Primary School and a Catholic Secondary School.

The College's mission statement and values were recently co-created with strong input from the whole school community and focus the direction and purpose of the school. With a mission 'to provide an education that empowers young people to find their voice and thrive in any endeavour with respect, responsibility and excellence' and three core values of Respect, Responsibility and Excellence, Ararat College looks to the future with great confidence and excitement.

Ararat College buildings are situated in attractive, spacious, and well-kept grounds with areas of landscaping. The buildings include an Open Learning Centre with adjacent outdoor classroom, Gymnasium, Library, Technology Wing, Technology Skills Centre, Arts Centre, Senior School Centre, Science and Language Centre, a VET Hospitality/Commercial Cooking Trade Training Centre, synthetic surface Multi-Sport Facility and a School Farm with onsite classroom. Significant maintenance and refurbishment work has been undertaken and continues to be a priority to ensure that the College's many old buildings remain functional and attractive and provide a high-quality learning environment for our students.

Enrolment numbers have steadily increased more recently. Students come from a predominantly English-speaking background, with 2% of students having English as an additional language. Aboriginal and Torres Strait Islander students make up approximately 3% of the College enrolment. Approximately 50% of our students are from low socio-economic family backgrounds. The school currently has an SFOE of 0.5478. The College works extremely closely with the local government primary schools to ensure a supported and effective transition for students into the secondary school setting. These strong relationships also assist with continuity of learning within the curriculum.

The staff profile has changed significantly over the last four years. The College's Leadership Team has grown and includes the Principal, two Assistant Principals, three Leading Teachers, three Learning Specialists and the Business Manager. Approximately 18% of the teaching staff are part-time. There are currently no identified Aboriginal and Torres Strait Islander staff. The College has a diverse and multi-skilled staff who work hard to provide an engaging and challenging program for all students. The College also employs a large number of Education Support staff to support our PSD and equity funded students, as well as student mental health and wellbeing needs. Staff succession planning, middle leadership development and capacity building continue to remain a high priority.

Our 2022 Parent Opinion Survey indicated very positive feedback from our families with parent satisfaction continuing to be above the state average.

A comprehensive range of co-curricular activities is offered to students, focusing on the holistic development of students as individuals. This includes instrumental music, media programs, camps, numerous Student Leadership opportunities, State School Spectacular, school band, annual theatre/musical production and sport programs. This supports the growth of students into confident, successful, and contributing citizens. No formal programs are offered for overseas students.

Ararat College is a school focused on both the learning and wellbeing outcomes of all students. In a caring, well-disciplined atmosphere, the college sets high standards in all aspects of student endeavour and behaviour with our dedicated and talented teaching and support staff delivering engaging educational opportunities to all students, whilst also focusing on reflection and continuous improvement practices. The College makes a feature of encouraging, recognising and celebrating academic excellence, student leadership and co-curricular participation. Working with local community organisations and key stakeholders has been a priority as the College continues to support students to raise their aspirations and therefore motivation towards their education.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 Ararat College continued to focus on the first goals within the School's Strategic Plan and more specifically the key improvement strategies of continuing to build and embed our whole school instructional model. This links directly to the FISO outcome of 'Learning' and the key elements of 'Teaching and Learning' and 'Assessment'.

This resulted in continued dedication to our Professional Learning Communities throughout the school. These PLC cycles continue to be embedded into our school's meeting calendar with a focus on an inquiry mindset and evidence-based practice that supports maximising the learning growth of all our students. Peer Observations also occurred within PLC cycles. Progress in these key areas has again been acknowledged in our Student Attitude to School Survey with overall positive endorsement for the domain of 'Effective practices for cognitive engagement' well above both the state and similar schools. This domain includes the factors of 'Differentiated learning challenge', 'Effective classroom behaviour', 'Effective teaching time', and 'Stimulated Learning'. Our annual Staff Survey data has also continued to be strong in this area with the percentage of positive endorsement for the factors of 'Professional learning to improve practice' and 'Use evidence to inform teaching practice' also well above the state average.

In 2022 there was no learning gain data from NAPLAN, due to NAPLAN not being conducted in 2020. This has made monitoring the learning growth of our Year 9 students more complex. Learning data measuring students in the top three bands indicates that our four-year average continues to be comparable and close to that of similar schools. A highlight of our learning data in this Annual Report was our Senior Secondary section. Our VCE mean study score has continued to increase and 100% of students in 2022 completed their VCE. There was also an increase in the number of VCAL credits satisfactorily completed.

Wellbeing

Student wellbeing continues to be a focus of our school, particularly as we work towards supporting students in their return from COVID and the likely impacts to their social and emotional development.

Our school has continued to offer an extensive number of programs to manage the often complex wellbeing needs of our students so that they are ready and able to learn when they are in their classes. Our staff have been completing the Berry Street Education Model training which spans across four days and supports staff in helping them meet the many and varied needs of students within each class. This training has been a highlight for staff.

Our Wellbeing team, and their associated response to wellbeing needs, continues to operate very well, despite the needs of students continuing to increase. We continue to be part of the Doctors in Schools Program, make constant use of the State Schools Relief foundation, and run a School Breakfast Program daily. As part of the Mental Health Fund Initiative, we have partnered with a local organisation to employ a provisional Psychologist two days a week. This complements the work of our Youth Welfare Officer, School Counsellor and School Nurse. We were also lucky enough to have a therapy dog working across our school with one of our Education Support Staff.

We continue to work closely with a number of stakeholders in our local area, including Vic Police, Navigator, Berry St, SFYS and CGLLEN. There is continual analysis and reflection on the wellbeing needs of our students and families through multiple data collection sources so that we can ensure, where possible, that work is happening in a proactive manner. This also includes the use of a daily check in tool for students. The implementation of Respectful Relationships, reestablishment of our Diversity Club, increased activities within our First Nations Group and continued work with Resilient Ararat and The Resilience Project are aspects that support improvements in this area.

The 2022 wellbeing data was very pleasing with all measures showing improvement and most being above state and/or similar schools in terms of the percentage of positive endorsement. This is consistent with what is presented in this report with both measures; 'Sense of Connectedness' and 'Managing of Bullying' above the state and similar schools for 2022.

Engagement

Attendance remained a priority throughout 2022, this will continue into 2023. Whilst the average number of absence days increased in 2022, this was in line with the trend for state and similar schools. Our Flexible Learning Option (FLO) program (now named FLeX)

has continued as part of our school program and has been integrated into our School Farm Campus. These programs were aimed at chronic non-attenders and also students who were showing signs of early disengagement, providing them with more options for early intervention within our local community. Initial data has been positive, with some students now commencing reengagement back into our main campus, however small numbers of chronic non-attenders do continue to impact student attendance and student exit data.

Increasing the active participation of students in their learning remains a focus of the College. This has resulted in increased student consultation and the introduction of two School Improvement Teams (SITs) focused on Pathways and Positive Climate for Learning. Careers has continued to be delivered throughout the Year 9 and Year 10 curriculum, and students begin work on their My Career Portfolio from Year 7.

Both the 'Student retention from Year 7-10' and 'Student exits Year 10-12' increased in 2022 which is positive, highlighting that more students are exiting our school to further studies or full-time employment. We do have a number of students exit to part-time employment which does impact student exit data. This continues to be an area we wish to have further improvement in, as a result we have worked hard at developing strong relationships with local employment agencies and the CGLLEN, as well as ensuring we offer our students a wide variety of VET and pathway options.

Our student body has continued to play a key role in informing school decisions and programs. Our Student Leaders attended their annual Student Leadership Camp in Melbourne. At this camp our student leadership team commenced developing their own annual implementation plan, whilst also focusing on developing their own leadership capabilities. The number of student leaders within the school has continued to increase which was fantastic to see. The Student Attitude to School Survey results again reflected progress in this area with the positive endorsement from our students for the Student Voice and Agency factor above both similar schools and the state.

Other highlights from the school year

The 2022 school year saw a number of highlights for our school, affirming the work staff and students have been doing in living our school values of Respect, Responsibility and Excellence. A small selection of these is outlined below:

- VCE results. A large increase in both our mean VCE study score and mean VCE English score, also an increase in our VCAL credits satisfactorily completed.
- NAPLAN growth data celebrated throughout the Victorian media. Our school was identified as being the 4th most improved Secondary School within the state and 2nd amongst all regional secondary schools.
- Our school production of 'Alice in Wonderland' was finally able to hit the stage after many years of interruption, this was a wonderful performance by all involved.
- Our school camps program was able to return to full operation with three year levels heading on interstate camps.
- School review in Term 2 was very positive in celebrating the successes our school has had in achieving targets set out in our 2018-2022 School Strategic Plan.

Financial performance

Ararat College has continued to maintain a very sound financial position throughout 2022. The School Strategic Plan in conjunction with the 2022 Annual Implementation Plan continued to provide a strong framework for the allocation of funds to support key goals and targets.

Key works that were undertaken during 2022 include the ongoing maintenance of guttering, downpipes and roofing together with the recladding of areas of the A Wing which totaled \$33,052.86. Automatic doors were installed in the main entry and exit points in the L wing at a cost of \$25,700, this has supported traffic flow and minimised touch surfaces. New hot water services were installed in the gymnasium totaling \$9,507, and the mezzanine floor in this building was also resurfaced costing \$7,333. A number of areas have been re-plastered and painted throughout the school at a total cost of \$10,457.

The annual budget for Casual Relief Teachers increased to \$121,381 in 2022. This is due to a number of factors, particularly COVID isolation requirements and a resulting increase in staff absences.

The Financial Performance and Position report shows an end of year deficit of \$514,013. This deficit was due to the overall expenditure in staffing. The cash component of Equity funding was again used throughout 2022 to offset staffing wages, particularly Education Support staff working within our Wellbeing Team. Funds were also allocated from the cash budget towards workforce planning and to support a projected deficit in 2023.

An allocation of \$800,000.00 continues to be set aside for future capital works with plans for the much needed refurbishment of the E wing. Initial drawings have been received from the architect with the allocated budget being carried over throughout 2023 in the hope of securing further funding to complete the project.

Our school was lucky enough to receive funding via the Active Schools Grant of \$30,000. Some of this has been used to purchase a class set of bikes and helmets and to support professional development for staff in bike education. Further money will be spent in 2023 on upgrading the equipment in our school fitness centre and organising more structured lunchtime activities for students. We also received \$29,000 as part of the Shade Sail Grant roll out and look forward to the installation in 2023 in our Outdoor Learning Area.

For more detailed information regarding our school please visit our website at
<https://www.araratcc.vic.edu.au/>

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 301 students were enrolled at this school in 2022, 139 female and 162 male.

2 percent of students had English as an additional language and 3 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).

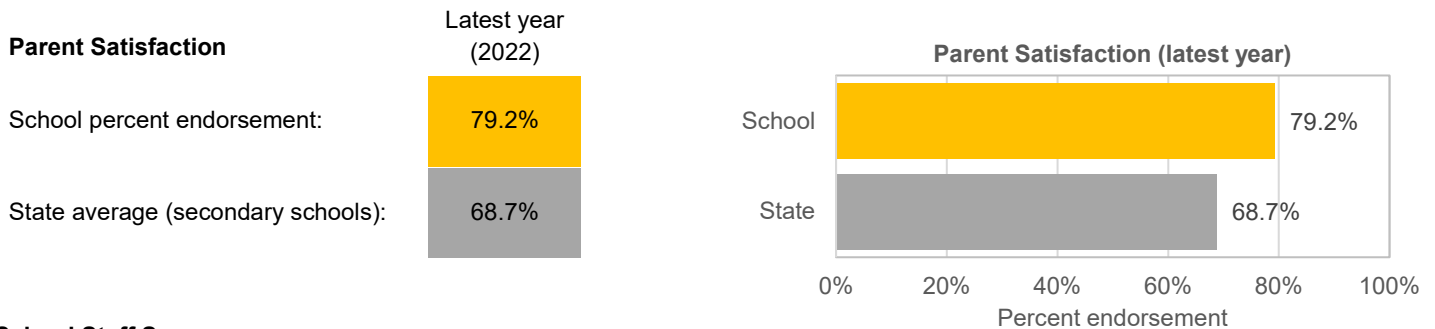
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

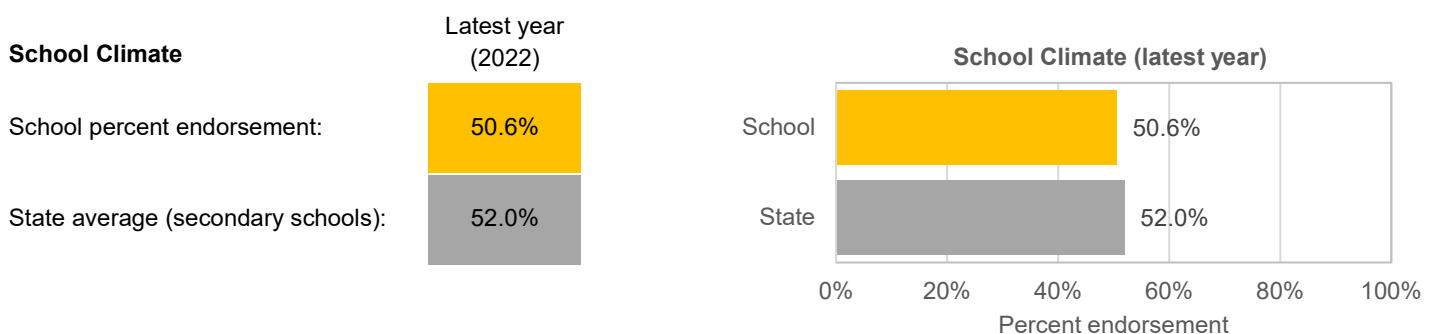


School Staff Survey

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:

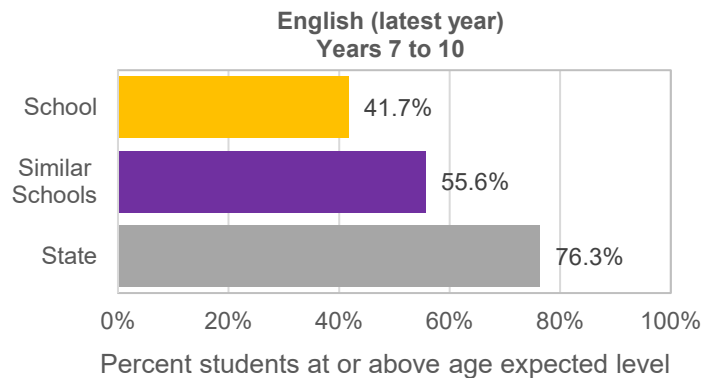
41.7%

Similar Schools average:

55.6%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

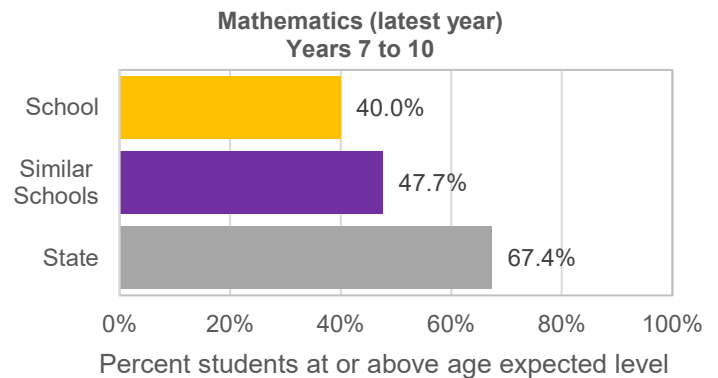
40.0%

Similar Schools average:

47.7%

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.

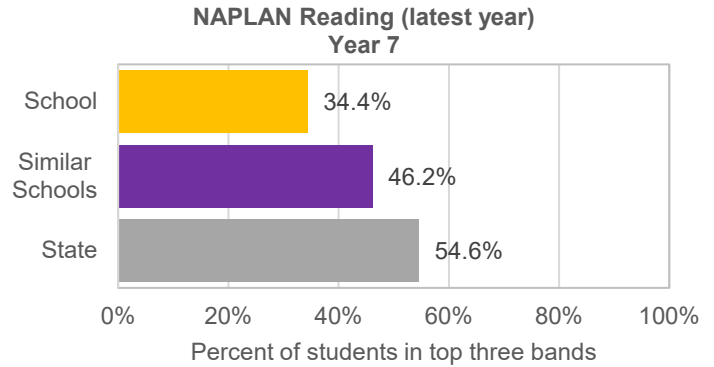
NAPLAN

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.

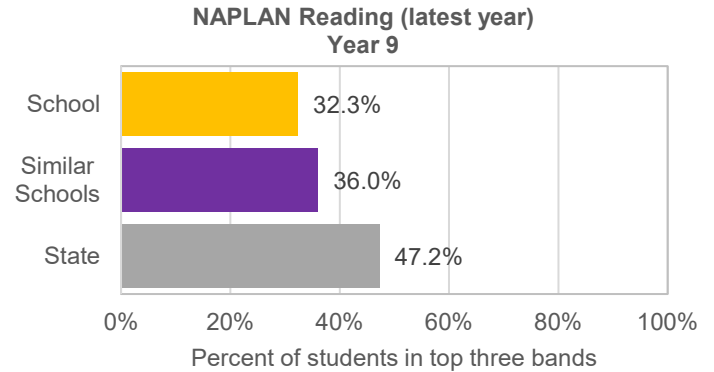
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	34.4%	40.6%
Similar Schools average:	46.2%	46.5%
State average:	54.6%	55.3%



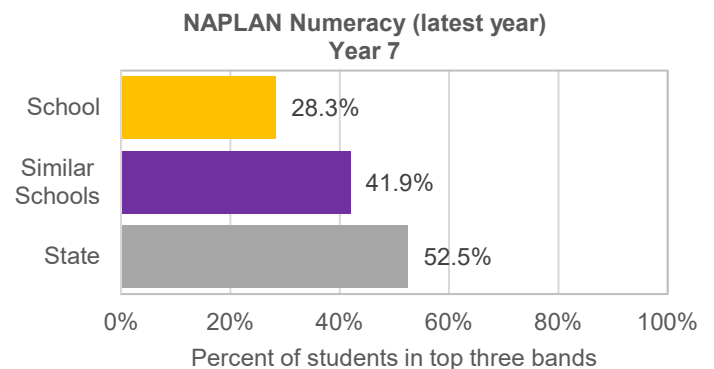
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	32.3%	37.4%
Similar Schools average:	36.0%	37.6%
State average:	47.2%	46.0%



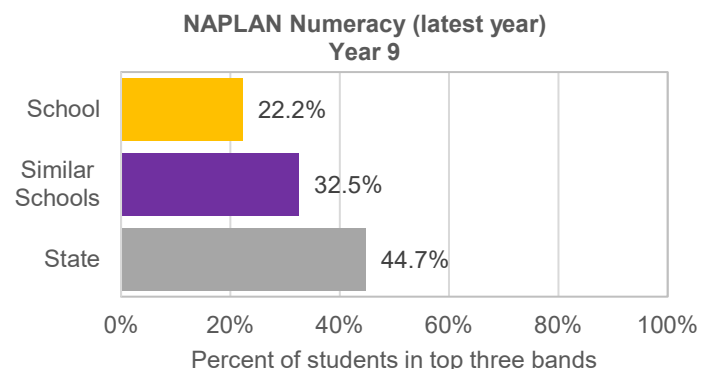
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	28.3%	39.4%
Similar Schools average:	41.9%	46.1%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	22.2%	31.0%
Similar Schools average:	32.5%	36.7%
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.

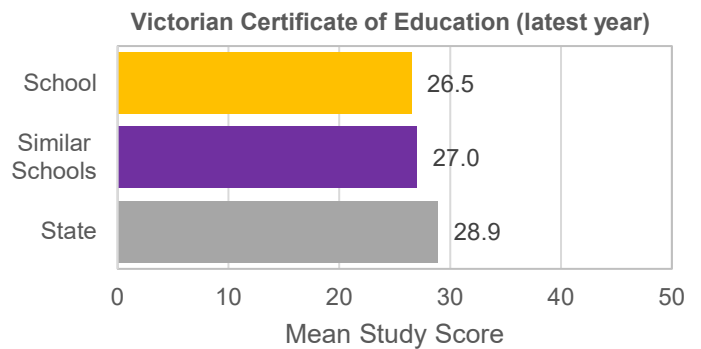
Victorian Certificate of Education (VCE)

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	26.5	24.9
Similar Schools average:	27.0	27.4
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

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

47%

VET units of competence satisfactorily completed in 2022:

99%

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

63%

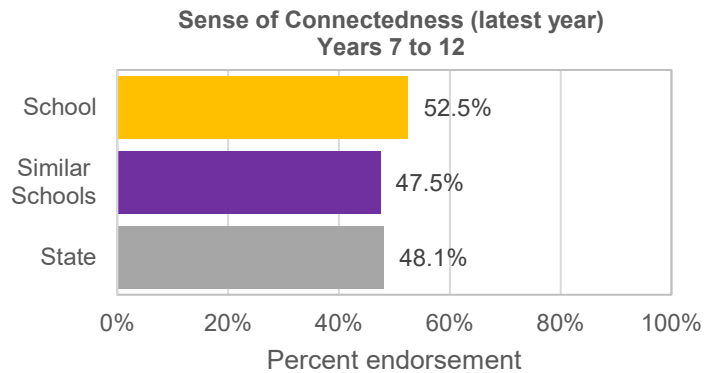
WELLBEING

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).

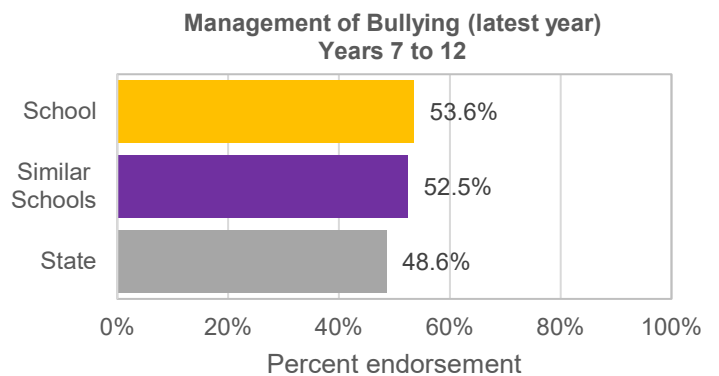
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	52.5%	51.3%
Similar Schools average:	47.5%	50.3%
State average:	48.1%	52.5%



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:	53.6%	54.0%
Similar Schools average:	52.5%	56.0%
State average:	48.6%	54.0%



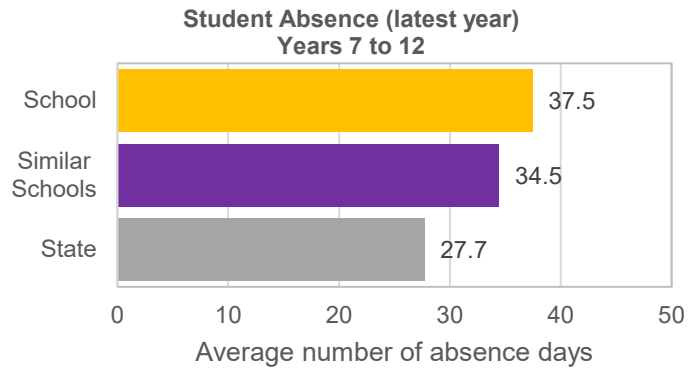
ENGAGEMENT

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:	37.5	29.6
Similar Schools average:	34.5	27.5
State average:	27.7	21.8



Attendance Rate (latest year)

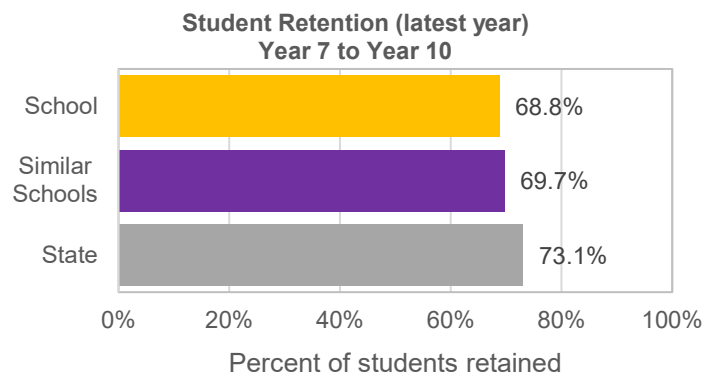
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	81%	79%	81%	80%	83%	85%

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:	68.8%	69.9%
Similar Schools average:	69.7%	69.6%
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.

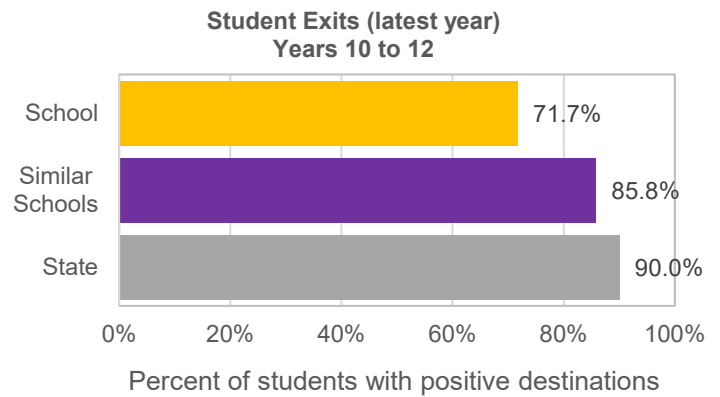
Students exiting to further studies or full-time employment

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:	71.7%	68.9%
Similar Schools average:	85.8%	84.8%
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	\$4,882,020
Government Provided DET Grants	\$601,540
Government Grants Commonwealth	\$0
Government Grants State	\$20,000
Revenue Other	\$153,726
Locally Raised Funds	\$318,495
Capital Grants	\$0
Total Operating Revenue	\$5,975,782

Equity ¹	Actual
Equity (Social Disadvantage)	\$422,810
Equity (Catch Up)	\$51,479
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$474,288

Expenditure	Actual
Student Resource Package ²	\$5,034,920
Adjustments	\$0
Books & Publications	\$4,127
Camps/Excursions/Activities	\$177,148
Communication Costs	\$24,066
Consumables	\$132,293
Miscellaneous Expense ³	\$69,193
Professional Development	\$146,115
Equipment/Maintenance/Hire	\$172,990
Property Services	\$252,749
Salaries & Allowances ⁴	\$220,209
Support Services	\$52,193
Trading & Fundraising	\$104,466
Motor Vehicle Expenses	\$5,390
Travel & Subsistence	\$11,009
Utilities	\$82,925
Total Operating Expenditure	\$6,489,795
Net Operating Surplus/-Deficit	(\$514,013)
Asset Acquisitions	\$90,011

- (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	\$2,779,891
Official Account	\$45,331
Other Accounts	\$0
Total Funds Available	\$2,825,222

Financial Commitments	Actual
Operating Reserve	\$217,239
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$1,102,762
Beneficiary/Memorial Accounts	\$10,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$173,827
Asset/Equipment Replacement < 12 months	\$138,428
Capital - Buildings/Grounds < 12 months	\$950,000
Maintenance - Buildings/Grounds < 12 months	\$98,170
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,690,426

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.