**2021 Annual Report to**

**The School Community

School Name: Emerald Secondary College (8707)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 2021 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 April 2022 at 02:29 PM by James Barut (Principal) |

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| * This 2021 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 28 April 2022 at 11:03 AM by Nadia Beardshaw (School Council President) |

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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, an outline of the school’s performance over the year and future directions.

The ‘School Context’ describes the school’s vision, values and purpose. Details include the school’s geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The ‘Framework for Improving Student Outcomes (FISO)’ section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

**Achievement**

* 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

**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

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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**

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| School context |
| Emerald Secondary College aims to provide access to excellence to every single student in its care. The end of 2019 was the final year of the 4 year Strategic plan 2015-2019, and the new Strategic Plan will be completed at the start of 2022, due to Covid restrictions.2021 was difficult in terms of establishing a new strategic direction due to two pressure points: the uncertainty and changes in principalship over a period of time and the global pandemic which delayed the formation of a new School Strategic Plan as the priority by the DET was to focus on adapting to remote teaching and learning. Nevertheless, the vision of the Strategic Plan has three key identifiable areas: Quality Teaching and Learning, Positive Relationships and Personalised Learning which were maintained in 2020. Emerald Secondary College has 46.77 EFT teaching staff, 19.65 ES staff and 3 Principal Class Officers with a recorded SFO index within the Middle band. Our parent satisfaction data for 2021 was similar to previous years, around the 60th percentile of positive endorsement.In the online learning environment staff professional learning shifted to a remote model to continue to build the capability of staff. The presentations of staff leaders on effective remote learning practices were of high quality in such challenging circumstances. There was also explicit direction particularly from the middle of the year to construct online lessons based on the College's Instructional Model. Concurrently, there was a shift to enable a more synchronous lesson approach to take place especially with Year 12 classes to foster stronger teacher- student relationships. The college on the whole experienced its share of challenges with remote learning due to the asynchronous emphasis established at the beginning of 2020 and the power outages in the wider region which affected students throughout the year and particularly at SAC times when students completed assessments at home. The College offers a comprehensive curriculum from Year 7 through to Year 12 with a student focused Pathway approach supporting each student’s interest, ability and aspiration for the future.There is a strong history of academic success with a high proportion of students being accepted into university or other tertiary institutions. We offer an extensive range of VCE courses in the Senior School complemented by vocational education opportunities including VET and VCAL. We offer the accredited Select Entry Accelerated Learning Program (SEAL) for academically talented students from Year 7 onward. Despite this offering, there has been an increasing emphasis to put student faces to the data, echoing Lynn Sharratt's model of clarity of purpose for every student in every class. Due to the pandemic and the lockdown, it was difficult to sustain and maintain the viability of co -curricular programs which included: Student Leadership, Science Academy, Japanese Sister School Exchange Program, Telescopes In Schools, STEM Program (including 5 3D printers and a laser cutter), Volleyball Teams, Football Program, School Sports Program, Camps and Outdoor Education Program.Student Voice was gauged in surveys to ascertain how well students were coping in the remote learning environment and what they needed as support and staff adapted their lesson plans from these responses. |
| Framework for Improving Student Outcomes (FISO) |
| FISO remained a focal point of staff meetings with High Impact Teaching Strategies (HITS) being discussed regularly with staff. This continued in remote learning in 2021. Unfortunately, peer observations and learning walks could not be conducted by the School Leadership team due to the lockdown, but staff were invited to each other's classes for observation purposes.The College has continued to work on FISO with the focus on ‘Excellence in Teaching and Learning’, student achievement, curriculum planning and accurate assessment. The adjustments to lesson plans, expectations for work and follow up of absences and non submissions, the focus on wellbeing concerns during remote and the emphasis on engagement in lessons especially if subjects had predominantly a practical component, like the VCAL course, took a significant amount of time, planning and collaborating with staff who could not be together physically but instead worked together via an online platform. WeBex and Compass remained the preferred technical support for the delivery of the curriculum. Staff collaborated closely to deliver consistent content and build skills, as best they could.One of the emerging strategies and targets for the College was staff connections and maintaining wellbeing checkins.  |
| Achievement |
| NAPLAN in 2021 saw the following results:Year 9 students above benchmark growth in Reading - 25% compared to State - 22%Year 9 students above benchmark growth in Numeracy - 15% compared to State - 14%Year 9 students above benchmark growth in Grammar and Punctuation\* - 25% - compared to State - 28%\*This growth is the highest in five years, up 9% from 2019In the Senior School the Year 12 cohort achieved 4.8% of study scores over 40 in 2021 and the median study score went from 28 to 29. In 2021, the average ATAR was 63.7%. Percentage of ATARs above 90 was 7% and 23% above 80. Our PSD students were well supported in the remote period with Teacher Aides often working with the students and their parents/guardians. Lesson plans were modified to enable access to material and Teacher Aides resumed their face to face support when school returned.  |
| Engagement |
| One aspect of Student engagement in 2021 was absence data. At Emerald Secondary College, the Attendance Officer prepares a report for the Heads of Sub School, Assistant Principal and Principal. Wellbeing checkins and support strategies for those students with chronic absenteeism. Further, DET support was sought through the Navigator portal. The average number of absence days was 12.6, lower than the average for similar schools at 17.0 and the state at 17.8. In 2021, a range of measures to ensure that students continue to come to school and keep their absences down. This includes making organisational decisions about the timetabling of subjects and offering co-curricular experiences to keep interest high in coming to school. In 2021 the Home Group teacher and the classroom teacher had a direct approach to student engagement complementing the College's focus on students attending school regularly via an Attendance Officer, Sub School structure and regular monitoring via the Compass Parent Portal. in 2021, Compass green posts for positive engagement also became an important aspect of teacher/student connectedness.Our student retention is higher than the state average from Yr 7-10 at 75.2% as opposed to 72.5% and slightly lower than the similar schools average at 76.9%. Data on exiting students who are moving onto either further studies or to full time employment shows that it is slightly less than that of other Victorian Government Schools. The post secondary funding grant 2020-2021 is a welcome support mechanism to make improvements in this area. The College supports this important Pathways approach by ensuring that it is not only senior students who have a mapped careers profile but also students from Years 7 to 9.  |
| Wellbeing |
| The Wellbeing program became a huge support for students during lockdown. The program includes a large, diverse and highly skilled Counselling team, Peer Support, a Chaplain and Inclusion support. We also access a range of support services SSS and DET mental health services. Wellbeing staff were often the first port of call for students in need during lockdown and the members of the team were able to refer students onto appropriate services.The inclusion of a Mental Health Practitioner in 2022 will further strengthen the skill set of its members to offer support to students. The College has a strong commitment to Wellbeing. One of the three College priorities is Positive Relationships and there is a POR for Inclusion in this area to oversee a team of staff offering supports for the social, emotional, physical and intellectual needs of the students and supported by the principal team. In 2022 the role of Home groups will be reviewed to enable a strengthening of wellbeing concepts, discussions and strategies, borne about by the findings of the school review. |
| Finance performance and position |
| The financial position of the school at the end of 2021 was stable as changes were made to remove costly programs with the endorsement of staff and the College's finance department, and replace them with less expensive, targeted approaches to organisational efficiency. Emerald Secondary College has continued to review and audit its financial processes. This has ensured that all funds are used to maximise student learning outcomes and student engagement opportunities. Equity funding has been employed to further develop Literacy and Numeracy resources, including the employment and training of staff to support student learning within these areas.Locally raised funds through parental payments and contributions further support student access to learning programs and learning opportunities at the College. The reported surplus sits in reserve for future staffing, teaching and learning resources and identified buildings & grounds works. Being a category 2 BARR school, some finances are set aside for fire mitigation works to continue throughout the year. In 2022 the DET funded TLI, MYLNS, Head Start programs will be a priority for a reorganisation of staff and time to accomodate the best teaching and learning practices for students.  |
| **For more detailed information regarding our school please visit our website at** [**www.emeraldsc.vic.edu.au**](file:///C%3A%5CUsers%5C08701268%5CDownloads%5Cwww.emeraldsc.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.

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 743 students were enrolled at this school in 2021, 369 female and 374 male.

1 percent of students had English as an additional language and 2 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: Low - Medium

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.

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| **Parent Satisfaction** | Latest year (2021) |
| School percent endorsement: | 65.1% |
| State average (secondary schools): | 72.4% |

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.

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| **School Climate** | Latest year (2021) |
| School percent endorsement: | 50.1% |
| State average (secondary schools): | 55.8% |

ACHIEVEMENT

***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.

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| **English****Years 7 to 10** | Latest year (2021) |
| School percent of students at or above age expected standards: | 81.8% |
| Similar Schools average: | 75.6% |
| State average: | 75.8% |

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| **Mathematics****Years 7 to 10** | Latest year (2021) |
| School percent of students at or above age expected standards: | 63.6% |
| Similar Schools average: | 63.2% |
| State average: | 65.3% |

ACHIEVEMENT (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 2018, 2019 and 2021 data.

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| **Reading****Year 7** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 53.5% | 55.2% |
| Similar Schools average: | 57.8% | 56.1% |
| State average: | 55.2% | 54.8% |

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| **Reading****Year 9** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 54.8% | 51.7% |
| Similar Schools average: | 41.2% | 44.8% |
| State average: | 43.9% | 45.9% |

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| **Numeracy****Year 7** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 48.9% | 54.3% |
| Similar Schools average: | 55.4% | 54.8% |
| State average: | 55.2% | 55.3% |

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| **Numeracy****Year 9** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 52.9% | 47.3% |
| Similar Schools average: | 39.4% | 43.9% |
| State average: | 45.0% | 46.8% |

ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all ‘similar’ Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as ‘High’; middle 50 percent is ‘Medium’; bottom 25 percent is ‘Low’.

 **Learning Gain**

 **Year 5 (2019) to Year 7 (2021)**

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| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
| Reading: | 35% | 48% | 16% | 20% |
| Numeracy: | 35% | 43% | 22% | 20% |
| Writing: | 30% | 45% | 25% | 21% |
| Spelling: | 28% | 48% | 25% | 22% |
| Grammar and Punctuation: | 26% | 53% | 21% | 19% |

 **Learning Gain**

 **Year 7 (2019) to Year 9 (2021)**

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| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
| Reading: | 20% | 51% | 28% | 21% |
| Numeracy: | 19% | 53% | 29% | 21% |
| Writing: | 25% | 52% | 23% | 19% |
| Spelling: | 21% | 53% | 27% | 21% |
| Grammar and Punctuation: | 22% | 53% | 26% | 20% |

ACHIEVEMENT (continued)

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.

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| **Victorian Certificate of Education** | Latest year (2021) | 4-year average |
| School mean study score | 28.8 | 28.7 |
| Similar Schools average: | 27.5 | NDA |
| State average: | 28.9 | 28.9 |

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| Students in 2021 who satisfactorily completed their VCE: |  98% |
| Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence: |  23% |
| VET units of competence satisfactorily completed in 2021\*: |  42% |
| Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021: |  66% |

* *Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.*

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. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

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| **Student Absence****Years 7 to 12** | Latest year (2021) | 4-year average |
| School average number of absence days: | 17.5 | 16.7 |
| Similar Schools average: | 22.1 | 20.1 |
| State average: | 21.0 | 19.6 |

ENGAGEMENT (continued)

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| **Attendance Rate (latest year)** |  |  |  |  |  |  |
|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| Attendance Rate by year level (2021): | 92% | 92% | 89% | 90% | 93% | 93% |

Student Retention

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

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| --- | --- | --- |
| **Student Retention****Year 7 to Year 10** | Latest year (2021) | 4-year average |
| School percent of students retained: | 76.1% | 75.0% |
| Similar Schools average: | 78.4% | 77.3% |
| State average: | 73.2% | 72.9% |

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'.

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| **Student Exits****Years 10 to 12** | Latest year (2020) | 4-year average |
| School percent of students to further studies or full-time employment: | 84.0% | 88.4% |
| Similar Schools average: | 90.7% | 89.8% |
| State average: | 89.9% | 89.2% |

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).

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| --- | --- | --- |
| **Sense of Connectedness****Years 7 to 12** | Latest year (2021) | 4-year average |
| School percent endorsement: | 33.6% | 42.1% |
| Similar Schools average: | 46.8% | 50.7% |
| State average: | 51.6% | 54.5% |

*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

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).

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| **Management of Bullying****Years 7 to 12** | Latest year (2021) | 4-year average |
| School percent endorsement: | 35.5% | 47.4% |
| Similar Schools average: | 49.7% | 54.7% |
| State average: | 53.3% | 56.8% |

*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2021

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $8,128,134 |
| Government Provided DET Grants | $928,729 |
| Government Grants Commonwealth | $25,775 |
| Government Grants State | $215 |
| Revenue Other | $16,220 |
| Locally Raised Funds | $311,388 |
| Capital Grants | $0 |
| Total Operating Revenue | **$9,410,461** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $110,885 |
| Equity (Catch Up) | $27,788 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$138,673** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $8,186,264 |
| Adjustments | $0 |
| Books & Publications | $2,775 |
| Camps/Excursions/Activities | $79,464 |
| Communication Costs | $10,554 |
| Consumables | $97,225 |
| Miscellaneous Expense 3 | $43,442 |
| Professional Development | $18,964 |
| Equipment/Maintenance/Hire | $211,744 |
| Property Services | $238,373 |
| Salaries & Allowances 4 | $112,228 |
| Support Services | $224,332 |
| Trading & Fundraising | $17,040 |
| Motor Vehicle Expenses | $636 |
| Travel & Subsistence | $0 |
| Utilities | $89,917 |
| Total Operating Expenditure | **$9,332,959** |
| Net Operating Surplus/-Deficit | **$77,501** |
| Asset Acquisitions | **$16,025** |

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 10 Mar 2022 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 2021

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $812,227 |
| Official Account | $8,262 |
| Other Accounts | $11,797 |
| Total Funds Available | **$832,286** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $165,406 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $172,563 |
| School Based Programs | $194,318 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $100,000 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $200,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$832,286** |

*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.*