

2021 Annual Report to The School Community



School Name: Castlemaine Secondary College (8824)



Castlemaine
SECONDARY COLLEGE

- 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 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 28 April 2022 at 12:19 PM by Justin Hird (Principal)

- 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 29 April 2022 at 02:46 PM by Elizabeth Mellick (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, 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

School context

Students, Staff and Parents of Castlemaine Secondary College (CSC) are resilient, responsible, creative and engaged in our local and global community. We are independent learners, striving to reach our potential. Our current Strategic Plan (2019-2023) aims to ensure that all CSC students experience a guaranteed and viable curriculum which is delivered in a consistently effective manner. Staff will collaborate more effectively to design curriculum and develop teaching practices which enable all students to achieve maximum learning growth. In 2020, Professional Learning Communities were introduced at CSC to ensure that teacher professional learning was focused on improving teaching in a reflective and collaborative context. At the same time, staff continue to collaborate to develop, implement and embed a consistent instructional model, and to ensure that all curriculum consistently documented. These teaching and learning priorities were addressed while at the same time implementing strategies to improve student wellbeing and engagement.

In 2021, CSC is a school of 743 students and 84.5 staff (62 teachers and 22.5 education support staff). Our students come from diverse backgrounds, and this makes the Castlemaine Secondary School community unique, where diversity is accepted and celebrated. Since 2019 CSC's enrolment growth has been steady, demonstrating confidence within the local community about the positive culture and quality learning that is occurring at CSC. Once again the school year was severely disrupted through the effects of Covid-19, which resulted in numerous interruptions to on-site learning, with students being required to learn from home. The repeated movement between on-site and home learning had a detrimental influence on teacher workload and overall wellbeing. Our student's engagement in remote learning also faded as the year progressed and this effect was noticed when students returned to on-site learning during term 4. 2021 was the last year for our College officially being a two campus school, with the ETTY Street VCAL program being relocated back to the main campus at Blakeley Road.

Framework for Improving Student Outcomes (FISO)

In 2021 our College aligned with the two Key Improvement Strategies being implemented across all government schools, specifically being (1) Learning, Catch-up and extension and, (2) Happy, active and healthy kids. Under each KIS we had 3 specific actions, which were:

(1) Learning, Catch-up and extension

- a) Further embed the Professional Learning Communities (PLC) approach to staff professional learning so that students can experience optimal learning growth.
- b) Implement the agreed School-Wide Instructional Model (SWIM).
- c) Implement support programs for students who did not make expected learning gains in 2020.

(2) Happy, active and healthy kids

- a. Strengthen students' sense of belonging and connection through the implementation of Berry Street Education Model (BSEM) non-negotiables in everyone's teaching practice.
- b. Continue the Year 10 and 11 focus inquiry around school retention.
- c. Develop and implement clearer processes for monitoring and following-up unexplained and long term absences.

A large piece of work that continued in 2021 was the development of our School-Wide Instructional Model, which was co-developed between Leadership and Staff in 2020. The instructional model of CIRAR (Connect, Introduce, Reinforce, Apply and Reflect) was developed to improve teacher practice and enhance consistency of students' experience across the College. Our 2021 Attitude to School Survey results on Effective Teaching Time achieved a 56% positive endorsement rate from students, which is indicative of the need to include teacher practice and curriculum development as a focus in our 2022 Annual Implementation Plan. Our SWIM has now been thoroughly documented on our online staff handbook (Staff Central) and in 2022 we will implement specific measures that will track all teacher's engagement in the use of our SWIM.

Our continued focus on being a school based on positive relationships has been maintained through the development

of our instructional model, incorporating the use of the Berry Street Education Model (BSEM) into different phases of the lesson. BSEM is a trauma informed approach to teaching, which utilises the over-arching theme of unconditional positive regard for all students. Our aim is for all staff to have well-developed positive relationships with students, that provides a safe and inclusive environment for all students. Through our Professional Learning Schedule our Leadership Team delivered numerous explicit sessions on how to incorporate BSEM into lessons, this included Positive Primers and Brain Breaks. Our 2021 Attitude to School Survey results on Teacher Concern achieved a 32% positive endorsement rate from students. This clearly incidents a definite need to have a more refined focus in future years, specifically breaking down the notion of unconditional positive into actions that can be observed in all lessons.

Achievement

Over the past 4 years our NAPLAN data has stagnated, with many achievement data sets remaining the same or slightly decreasing. This pattern continued in 2021.

There were some areas of success in 2021 where achievement was above the State Mean, this included the following:

- * Year 7 relative growth in Grammar and Punctuation
- * Year 7 relative growth in Writing

The following measures tracked in-line with State Mean data:

- * Year 9 relative growth in reading

A specific focus for 2022 will be reviewing strategies used to improve literacy and numeracy, which will be partially completed through targeted programs such as the Tutor Learning Initiative and Middle Years Literacy and Numeracy Support initiative. Our Learning Specialists will also focus on triangulating assessment data and how teachers can use this information to better inform our practice.

In 2021 our VCE completion rate of 92.5% was slightly below the state average of 97.1%. Our VCE Study Score Mean of 26.07 was slightly below the State Mean of 28.92, which we believe was largely attributed to the high absenteeism of students during the remote learning periods. This concern is addressed in the Engagement section of this report. Our College's VCE English Study Score Mean was 26.10, which was again slightly below the State Mean of 28.35. The Literature Study Score Mean was 29.54, being above the State Mean of 29.12. Additional VCE subjects that where our Study Score was above the State Mean included Art and Visual Communication.

In 2022, providing additional planning time for teachers through our Professional Learning Schedule will allow teachers to adapt units and lessons to work towards higher VCE outcomes. Our College will also look for opportunities to engage with like-schools who have performed better in specific subjects.

Our VCAL program experienced a very high level of completion rate in comparison to State data. The following units achieved a 15%-25% higher completion in comparison to than the State; Foundation Literacy Oral Communication, Foundation Literacy Reading and Writing, Foundation Personal Development Skills, Foundation Work Related Skills & Intermediate Literacy Reading and Writing.

Engagement

Our attendance data from 2021 indicates that the continued bouts of remote learning presented many challenges for our students, in particular staying connected to school, their teachers and their school work. Overall we had 58% number of students who had more than 30+ days absent, which in previous years was around 14%. Our College used a very precise method for marking rolls during remote learning, therefore we always monitored student engagement accurately. In response to early concerns about attendance data in Term 1, we implemented a thorough check-in system with students and families, which was largely driven through our mentor program. This thorough check-in program experienced mixed success and was largely dependant on the support families were also able too provide. When we returned to on-site learning we experienced a gradual improvement in attendance and engagement, however many students did not return to their pre-Covid attendance.

Our Engagement and Attendance Focus Group, which involved significant DET support, reviewed and refined our attendance processes to ensure accurate data and to ensure supportive mechanisms were in place for the beginning of 2022. Through this work we involved significant staff consultation, which included teachers and a variety of support staff. We also appointed an Education Support position of Attendance Support Coordinator, who will monitor attendance data closely and provide a central point of contact for our families to the College in relation to student absenteeism.

In response to ongoing concerns with engagement and attendance this work will remain a feature of the 2022 strategic focus. The initial phases will focus on reviewing our new enrolment processes, and then moving to understanding engagement at CSC and what the staff can do as a collective to enhance student connection to our College. The work of the Engagement and Attendance Focus Group will intersect with the work being conducted by our Student Voice and Agency Leading Teacher, which is geared towards listening to our students and how learning can be made more engaging and suited to their learning styles.

Wellbeing

Our College has embedded a continued focus on student wellbeing over the past 5 years, which is largely driven through our unique Extended Mentor Program, which incorporates specific lessons on Respectful Relationships and some explicit teaching from the Berry Street Education Model. This work continued in 2021, with the refresher sessions being conducted for staff by the Berry Street Team and we also conducted several internal sessions through our Professional Learning Schedule.

After returning from remote learning in 2020 our College identified that student's ability to generate and maintain positive relationships has been severely affected, therefore in 2021 we refined our Confidential Bullying and Sexual Harassment survey, which aimed to provide our Leadership with essential feedback from students about their daily peer interactions. After analysing data our College implemented several strategies, which included; development of a parent focus group to build inclusivity across the school, additional training for staff in Respectful Relationships, professional development conducted by Centre Against Sexual Assault and refinement of our Extended Mentor Program. Our 2021 Attitudes to School Survey data indicates some room for improvement in areas of Inclusivity, Managing of Bullying and Respect for Diversity, with these measures all sitting below the State Mean. Therefore this work will remain a focus in 2022, which will be led by our Wellbeing Leading Teacher and our Student Voice and Agency Leading Teacher.

A significant observation through the 2021 Staff Opinion survey was that 63% of staff who completed the survey expressed that teacher workload was an issue. Our Leadership Team acknowledged that the remote learning periods placed additional demand on teachers, specifically having to develop different teaching approaches to many units / lessons. Using this information to plan for 2022, our Leadership Team is providing significant time resourcing for teachers to work on our 2022 strategic priorities, specifically work around curriculum development and embedding our instructional model. An additional focus will be utilising our Wellbeing Team to deliver content around staff self-care strategies and finding opportunities for our staff to celebrate achievements with students and also amongst colleagues.

Finance performance and position

2021 was the last year of our College existing across two campuses, which has been the plan for several years. This was in-line with the completion of the Blakeley Road redevelopment. The loss of a second campus means a significant loss in overall funding that will be received in our 2022 Student Resource Package. Therefore, during 2021 measures were taken to reduce the spending of our cash budget, which would then allow the College to complete a cash to credit transfer. This would allow our College to balance the deficit that was aligned to the credit budget. At the completion of the 2021 school year we had a \$254,911 surplus on the cash budget. In 2022 our College will complete a thorough review on our credit budget. This will include investigating Teaching and Education Support staff profiles across the College.

The College received the following funding allocations;

* equity (social disadvantage) \$109,343

* equity (catch -up) \$32,943

* local raised funds \$233,440

A particularly large expenditure in 2021 was for Casual Relief Teachers (CRTS), which in total equated to \$544,846. There would have been some costs associated with camps and excursions, however due to Covid restrictions not many extra-curricular activities occurred in 2021. Investigating methods to reduce this spending will occur during 2022.

For more detailed information regarding our school please visit our website at www.csc.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, 337 female and 406 male.

0 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).

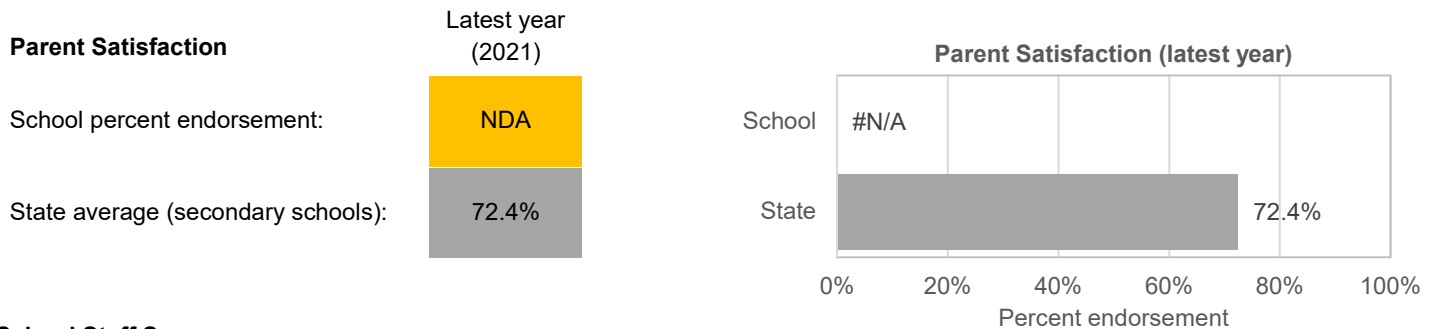
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

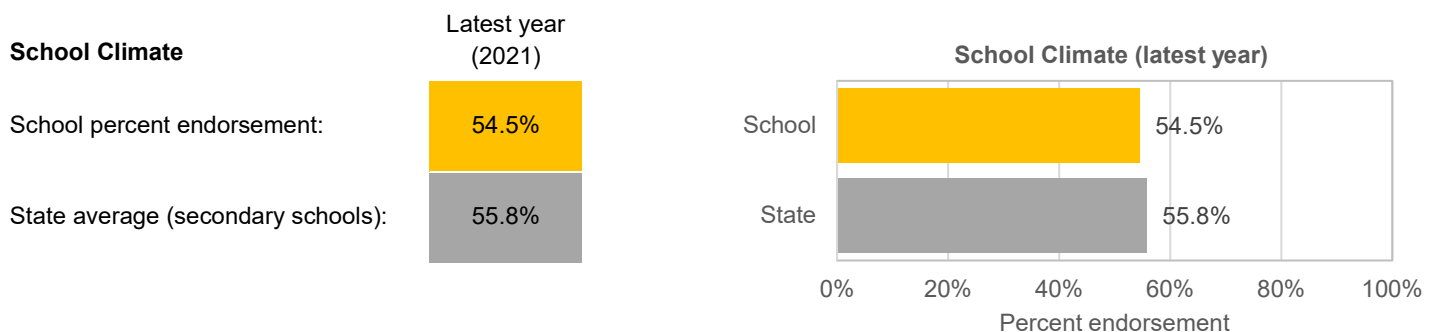


School Staff Survey

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.



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.

English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

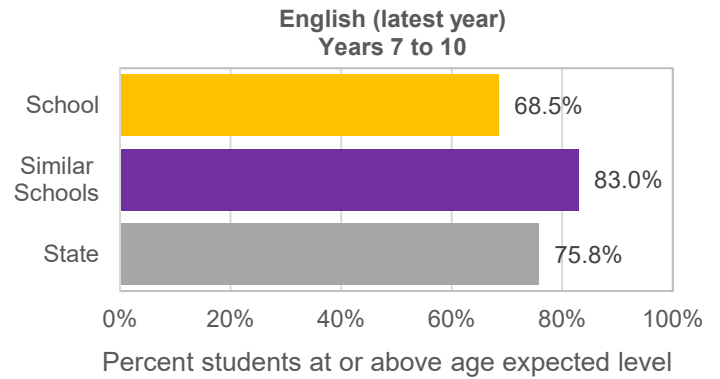
68.5%

Similar Schools average:

83.0%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

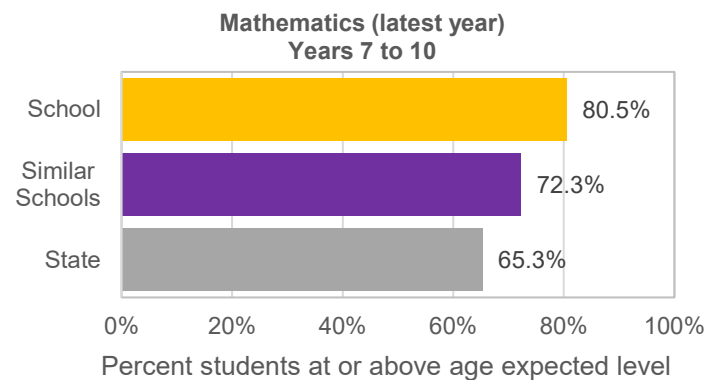
80.5%

Similar Schools average:

72.3%

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.

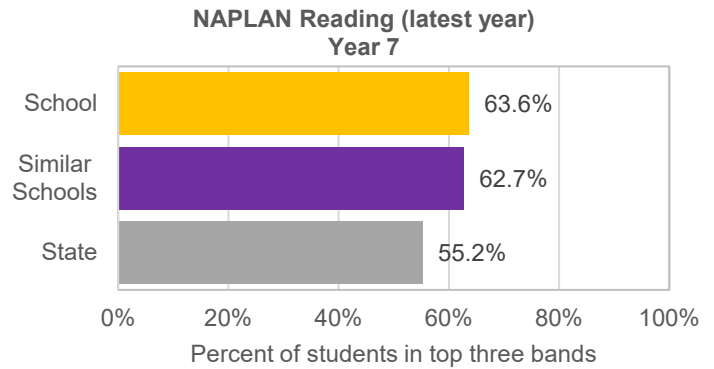
NAPLAN

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.

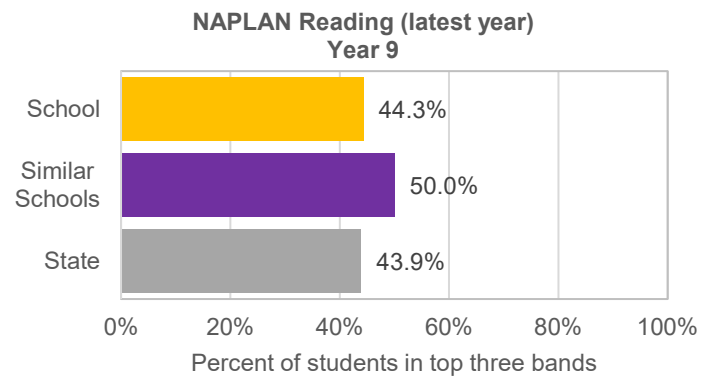
**Reading
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.6%	57.0%
Similar Schools average:	62.7%	62.3%
State average:	55.2%	54.8%



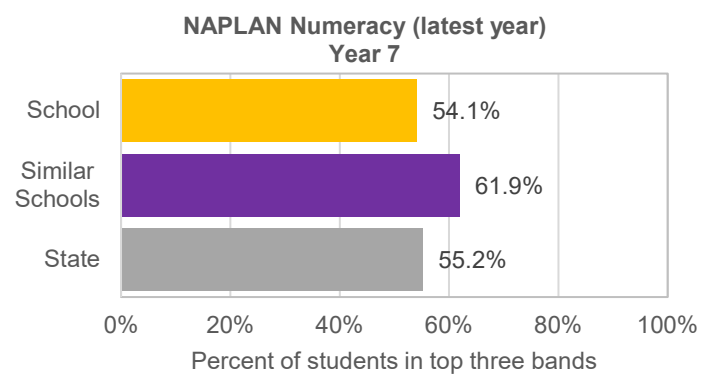
**Reading
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.3%	50.5%
Similar Schools average:	50.0%	51.4%
State average:	43.9%	45.9%



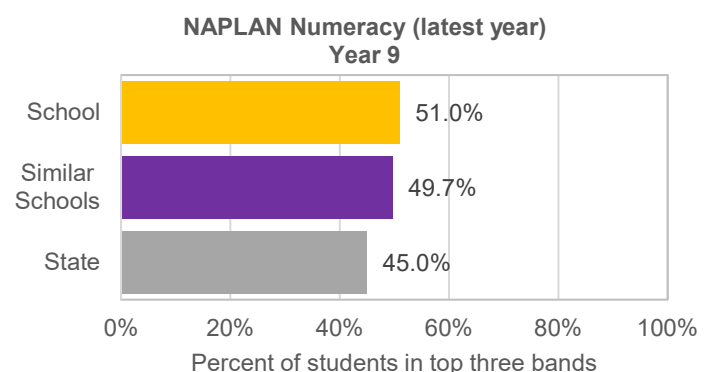
**Numeracy
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.1%	51.7%
Similar Schools average:	61.9%	61.6%
State average:	55.2%	55.3%



**Numeracy
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	51.0%	47.5%
Similar Schools average:	49.7%	50.5%
State average:	45.0%	46.8%



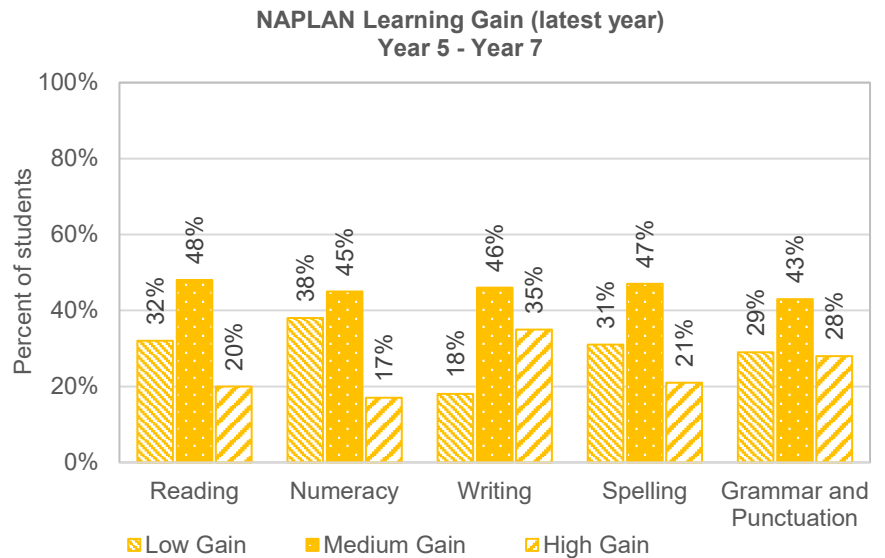
ACHIEVEMENT (continued)

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'.

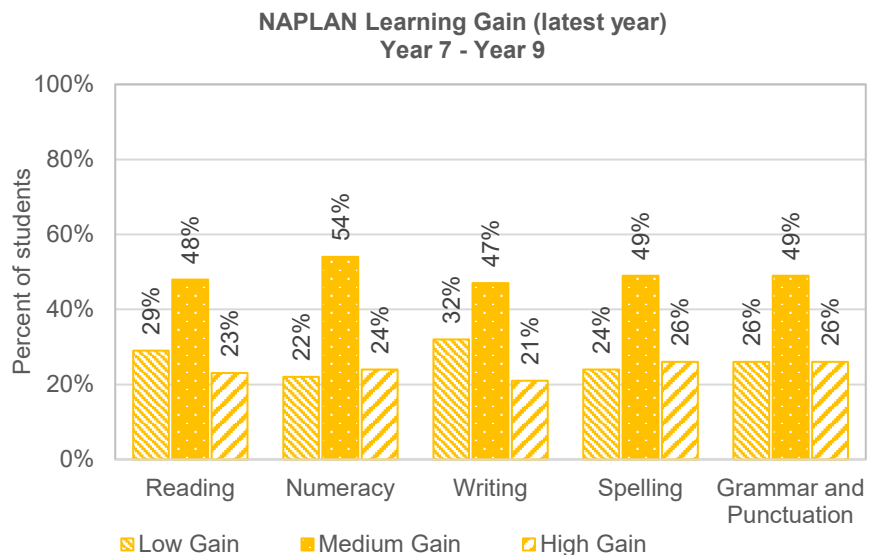
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	32%	48%	20%	22%
Numeracy:	38%	45%	17%	23%
Writing:	18%	46%	35%	24%
Spelling:	31%	47%	21%	22%
Grammar and Punctuation:	29%	43%	28%	24%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	48%	23%	24%
Numeracy:	22%	54%	24%	25%
Writing:	32%	47%	21%	24%
Spelling:	24%	49%	26%	24%
Grammar and Punctuation:	26%	49%	26%	23%



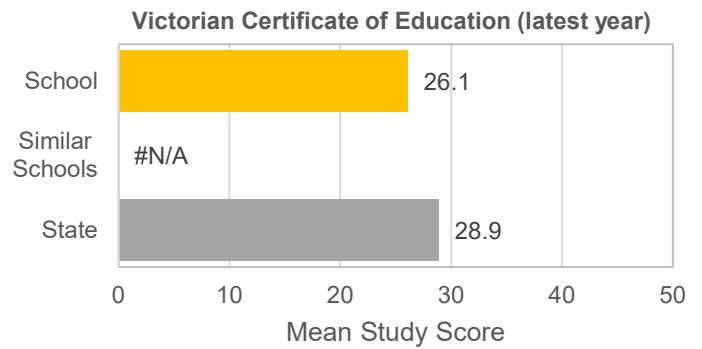
ACHIEVEMENT (continued)

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.

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	26.1	27.7
Similar Schools average:	28.5	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

95%

Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:

44%

VET units of competence satisfactorily completed in 2021*:

44%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

57%

* 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.

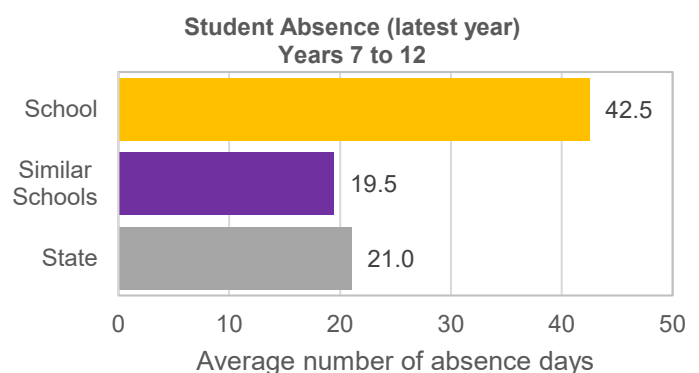
ENGAGEMENT

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.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	42.5	35.1
Similar Schools average:	19.5	18.7
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

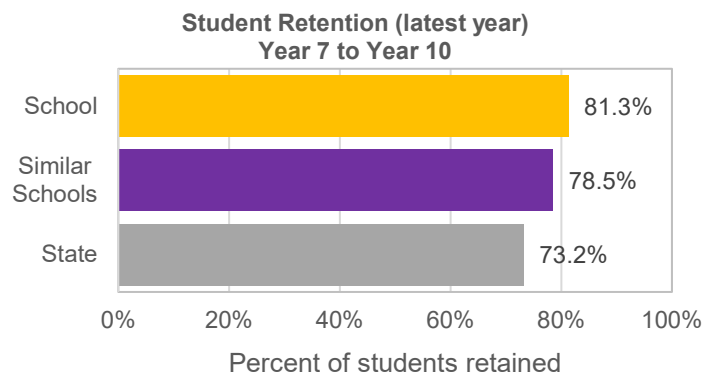
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	75%	78%	77%	76%	81%

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 (2021)	4-year average
School percent of students retained:	81.3%	74.6%
Similar Schools average:	78.5%	77.5%
State average:	73.2%	72.9%



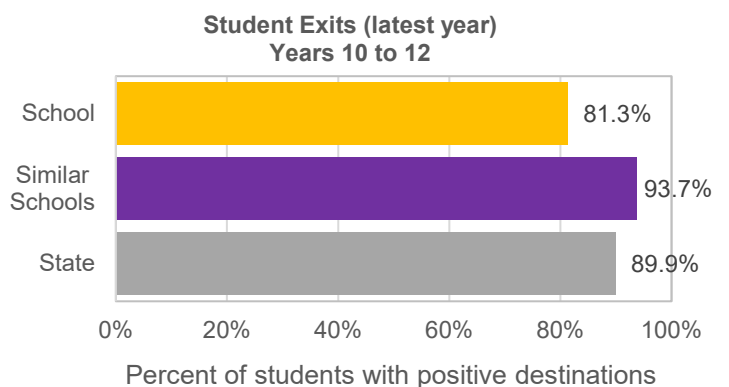
Students exiting to further studies or full-time employment

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'.

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	81.3%	80.3%
Similar Schools average:	93.7%	92.4%
State average:	89.9%	89.2%



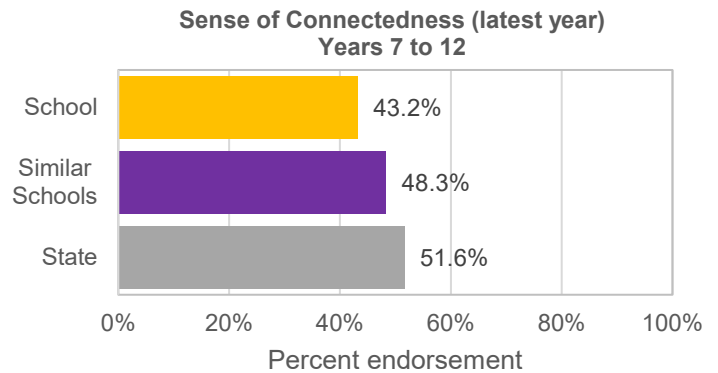
WELLBEING

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).

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	43.2%	42.6%
Similar Schools average:	48.3%	52.1%
State average:	51.6%	54.5%

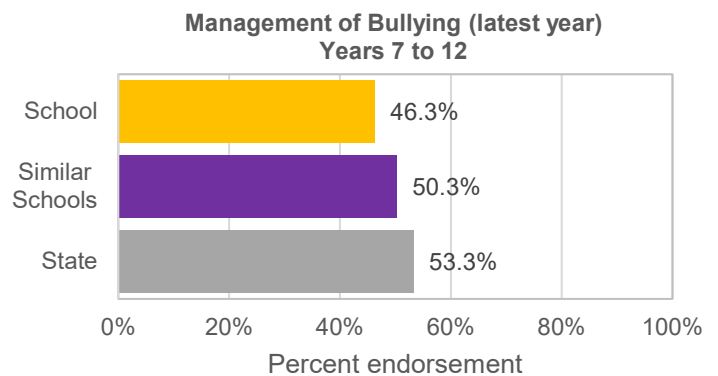


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	46.3%	46.0%
Similar Schools average:	50.3%	54.9%
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	\$9,126,392
Government Provided DET Grants	\$1,854,859
Government Grants Commonwealth	\$19,600
Government Grants State	\$734
Revenue Other	\$139,955
Locally Raised Funds	\$233,440
Capital Grants	\$0
Total Operating Revenue	\$11,374,979

Equity ¹	Actual
Equity (Social Disadvantage)	\$109,343
Equity (Catch Up)	\$32,934
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$142,276

Expenditure	Actual
Student Resource Package ²	\$8,858,229
Adjustments	\$0
Books & Publications	\$11,781
Camps/Excursions/Activities	\$196,497
Communication Costs	\$23,348
Consumables	\$242,559
Miscellaneous Expense ³	\$84,062
Professional Development	\$26,172
Equipment/Maintenance/Hire	\$200,922
Property Services	\$657,303
Salaries & Allowances ⁴	\$544,846
Support Services	\$141,028
Trading & Fundraising	\$13,497
Motor Vehicle Expenses	\$12,295
Travel & Subsistence	\$5,409
Utilities	\$102,121
Total Operating Expenditure	\$11,120,069
Net Operating Surplus/-Deficit	\$254,911
Asset Acquisitions	\$7,000

- (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	\$1,166,766
Official Account	\$70,014
Other Accounts	\$3,677
Total Funds Available	\$1,240,457

Financial Commitments	Actual
Operating Reserve	\$310,656
Other Recurrent Expenditure	(\$52,302)
Provision Accounts	\$0
Funds Received in Advance	\$47,980
School Based Programs	\$122,719
Beneficiary/Memorial Accounts	\$84,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$513,052

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.