

# 2022 Annual Report to the School Community

School Name: Westall Secondary College (8470)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 07 March 2023 at 05:21 PM by Tristan Lanarus (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 24 March 2023 at 02:19 PM by Johnny Balalovski (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
- 

### 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

Westall Secondary College (WSC) is a co-educational secondary college located in Clayton South, 25 kilometres south-east of Melbourne CBD.

Our vision at Westall Secondary College is a personalised learning model for every student. This is achieved via the protocols and programs we have in place to ensure the needs and wants of all students are met. More specifically, in terms of student need, a focus on students being challenged in the areas of English, Mathematics, Science and the Humanities (Global Literacy) at their learning level, rather than simply based on their age and year level. This is complemented by an extensive elective program that students can choose from beginning in Year 7.

Westall Secondary College is a richly diverse multicultural school community that seeks opportunities to celebrate the many cultures that form the heart of our closely connected school. The values of WSC College are based around CARE: Care for self, Care for others, Care for our learning and Care for our environment.

In 2022, the school's enrolment was 546 students. The school was divided into 4 sub-schools: a junior school, comprising classes across Years 7 and 8; a middle school, comprising classes across Years 9 and 10; a senior school comprising classes across Years 11 and 12 and a Westall English Language Centre that offers a 6 month intensive Language Program for new arrivals to Australia. The College's SFOE in 2022 was identified as high.

The staffing profile is made up of 3 Principal class officers, (1 Principal, 2 Assistant Principals,) 4 Leading Teachers, 3 Learning Specialists, 57 teachers (53.4 EFT), 25 education support staff (17.5 EFT), and a Business Manager.

The school had small number of Aboriginal students enrolled in 2022. We have no locally employed staff of Aboriginal or Torres Strait background, however, we work closely with our DET KESO's and pride ourselves on our multicultural and inclusive culture. We have established an Aboriginal gathering place within the school that acts as an outdoor classroom and meeting place acknowledged by DET.

In 2022, despite Covid barriers, we continued to have a significant International Student Program. We had 46 International full fee-paying students enrolled at Westall SC. For the first time since 2019, we welcomed students physically back into the school from overseas and by late 2022, numbers were increasing significantly for 2023 with borders now reopened. Many of the usual mainstream and International Student Program extra curricula events, such as, camps excursions, special lunches and dinners and homework clubs started to return in 2022 post the COVID restrictions. Extensive well-being supports for students and staff continued throughout 2022.

Provision of quality wellbeing and learning programs during 2022 enabled all Westall students, both mainstream and international, to reconnect onsite with their teachers, their peers, and their learning.

---

## Progress towards strategic goals, student outcomes and student engagement

### Learning

At Westall Secondary College, the development of literacy and numeracy skills in our students is our primary focus. Through the effective use of our Explicit Direct Instructional Model, coupled with a positive climate for learning, our teachers motivate our students through highly engaging and challenging lessons, with the development of literacy and numeracy skills at the core.

In 2022, students continued to make excellent progress. When looking at Year 9 NAPLAN, we outperformed similar schools in 4 out of the 5 dimensions for growth data. Percentage of students achieving High growth at Westall was 32% in Reading (similar schools 24%), 35% in Spelling (similar schools 24%), 32% in Numeracy (similar schools 22%), Grammar and Punctuation 29% (similar schools 21%). Writing was 15% (similar schools 20%) was the only one we were below similar school performance. Band levels were also strong. In Year 9 Numeracy, 37.6% of students achieved results in the top 3 bands. Other pleasing Year 9 NAPLAN results include 32.2% of students achieving results in the top 3 bands for Reading, Spelling at 50.6%, Writing 31% and Grammar and Punctuation 36.5%. Improving our number of students in the top two bands of NAPLAN outcomes will be a focus moving forward via a model of personalisation and differentiation.

The Department of Education and Training's (DET's) Tutor Learning Initiative (TLI) has supported additional students, particularly at years 10-12, bridge the learning gap post COVID. We also completed our 3rd year of participation in the DET's Middle Years Literacy and Numeracy Support (MYLNS) initiative to lift literacy and numeracy outcomes for students below the National Minimum Standard.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Our VCE mean study score in 2022 was 26.1. The proportion of students who satisfactorily completed their VCE was 95%. Overall, our 2022 VCE results were the best over the last five years: more students achieved an ATAR in the 90s, (9 students) and the number of students with a 40+ score was 4.4%. Similarly, our VCAL program and HeadStart involvement is achieving great success and the transition to Vocational Major program for 2023 is well underway.

Considerable work has been undertaken upskilling teachers with our instructional model and delivery of high impact teaching strategies that will further improve instructional practice, and therefore, student outcomes. We are very proud of our Senior Students and their teachers for their outstanding VCE results, in particular, having 9 students with ATARS over 90.

## Wellbeing

As acknowledged in DET's new FISO model, a student's wellbeing is central to effective learning at school and wellbeing and learning now sit hand in hand. The FISO dimension for Health and Wellbeing was a key reference for our Wellbeing focus in 2022. This included significant professional learning for all Westall Staff delivered by DET Wellbeing Student Support Services team members and a significant increase in proactive wellbeing supports and interventions for students. With the post COVID situation and return to school, this became even more important, and it was pleasing to see staff upskilled and engaged which in turn meant we had mostly healthy, happy kids that were learning and engaged.

At Westall SC, we have a strong proactive approach to mental health and wellbeing. This is underpinned by our excellent Wellbeing team consisting of a full-time Student Wellbeing Coordinator, Mental Health Practitioner and School Nurse. The team is based in our purpose-built Wellbeing Centre, which not only provides an excellent environment for our wellbeing team but a safe space for students to go to when they need support. Our proactive wellbeing programs include mindfulness, meditation, social skill development groups, sexual health, respectful relationships, LBGTQI+ workshops and groups, hygiene, drugs and alcohol, safe partying, cyber safety and self-care. Our Wellbeing referral process is clear and all staff members are aware of their role in deploying our Notice and Inquire approach, adopted from the Safe Minds framework. All staff, ES and teachers alike, record observations of student behaviour on Compass Chronicle and Year Level Coordinators make referrals for students based on this information. Students at WSC can self-refer for wellbeing support as needed.

We offer a wide range of programs and initiatives which have an impact on student wellbeing. These include, but are not limited to:

### Differentiated Curriculum

- Aim High Program
- iCreate Program
- Literacy Intervention
- EAL Program
- VCE, VCAL and VET

### Engagement and Wellbeing Programs

- Student Leadership opportunities
- Homework Club
- Breakfast Club
- Health Expo Day
- Mental Health Week
- Student Support Services programs, strengthened by the school investing in a School Nurse, DET Mental Health Practitioner and Full-time Student Wellbeing role

### A popular House Program

- Swimming
- Cross Country
- Athletics Carnivals
- Inter-House Challenges

We have a strong Interschool sports program with outstanding results in Volleyball, Touch Football, Rugby League and Rugby Union.

The school also boasts an excellent Music Program (Instrumental) and committed and effective community partnerships (eg. Monash University and Kingston Youth Services). Students participate in targeted proactive and preventative activities that aim to inform and instil positive social and resilience skills for lifelong learning.

Westall continues to implement a Student Leadership Program, which encompasses several teams. These teams have role descriptions and diligent expectations of membership and responsibilities. They focus on increasing student involvement in decision-making which aims to create a shared vision and approach to learning.

Student Voice and Agency is a focus across the school and we have presented to other schools at a network level about our unique iCreate program.

## Engagement

Westall Secondary College students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement and social capacity. In 2022, Westall Secondary College continued to work with families to ensure students were at school, in regular attendance and re-establishing routines and structures. The College continued to send SMS messages to parents, requesting them to notify the school of any absences and made phone calls after extended periods of absences. The Sub School leaders work closely with the well-being team to support chronic absences and return to school processes.

The school has a comprehensive marketing strategy to build enrolment numbers and improve the perception and reputation of Westall SC in the local and broader community. We have had significant success in this space. Total school numbers have risen from 410 in 2015 to a peak pre COVID of 613 in 2020. Despite a dip in enrolments due to the impact of COVID-19, numbers should again grow significantly further in the coming years with plans for a complete rebuild and redevelopment.

The school has been successful in continuing to offer a relatively broad range of programs including both streams of senior certification along with onsite VET and SBAT programs.

The English Language Centre operates with rolling enrolments, a standard timeline for students being 6 months in the program. This means throughout the year there are a number of students transitioning into the “mainstream” program and ensuring they are supported and engaged is critical.

A range of partnerships exists between the school and the broader community and this has been a real focus at Westall to have a presence with community organisations. The Kingston Council Westall Community Hub is one example. The School is also partnered with a range of organisations including St Kilda Football Club, Monash University and VIP Volleyball, creating connections and pathways for our students.

Our College prides itself on forming successful three-way partnerships between the school, the student and the family. It was pleasing to see again in 2022, strong Parent and Student Opinion data post the COVID situation. Parent satisfaction at Westall was 83% with the State Average 68.7%. Student overall positive endorsement was 65% with the State Average at 56%. Looking at this data in more detail, Student Attitude to School survey data shows our positive endorsement for Sense of Connectedness at 59.5% compared to a State Average of 48.1%, Management of Bullying at 62.1% compared to State at 48.6%.

In 2022, our average attendance across years 7-12 was 87.5%. This is a drop for Westall having been 90% plus for many years. The issue was felt across the State post COVID and we will aim to be back above 90% in 2023. Our average number of days absent per student in 2022 was 25 days compared to a state average of 27 days absent per student. 94.8% of students were confirmed to have moved into further studies or employment on completion of their schooling at Westall compared to a State average of 90%.

The College’s Careers and pathways education program enables all students to access current information and develop their decision-making skills. It enables them to make informed choices regarding their transition from secondary schooling.

## Financial performance

The school retains a strong financial position but has significantly increased spending toward resources, programs and facilities across the school. Equity funding was spent on Literacy and EAL coaching, classroom support staff in literacy and numeracy and smaller class sizes in the EAL and Literacy intervention areas. The surplus/funds available are tagged against our ongoing SRP deficit linked to our separately funded International Student Program, annual increases in teaching and learning support and longer term facility upgrades not funded through SRP/future site redevelopment. An example of this is the new outdoor roofing structure-Arena, seating and lighting for our outdoor basketball courts. This opened in early 2022. This multi purpose facility will be able to be shared with community clubs on weeknights and weekends. With a department funded learning centre in design phase in 2022 the school is committed to funding areas and resources necessary.

For more detailed information regarding our school please visit our website at  
<https://westallsc.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 546 students were enrolled at this school in 2022, 267 female and 279 male.

60 percent of students had English as an additional language and 1 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).

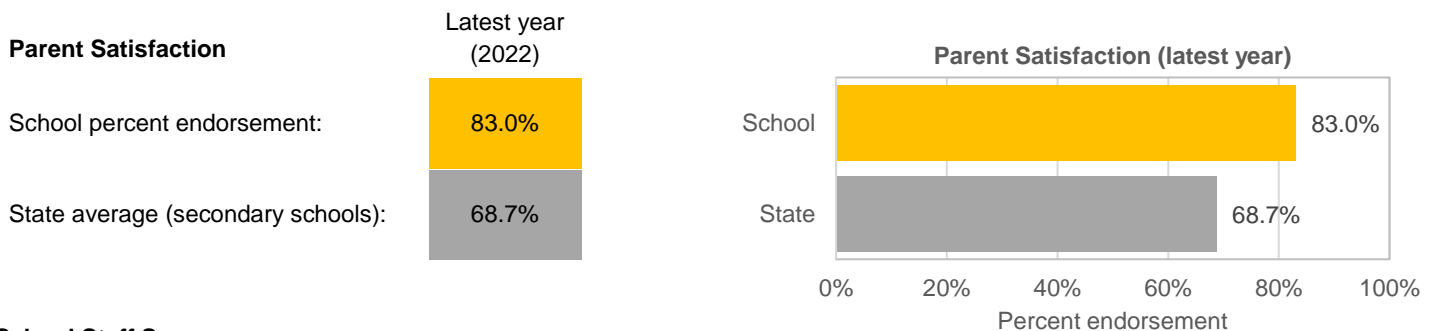
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

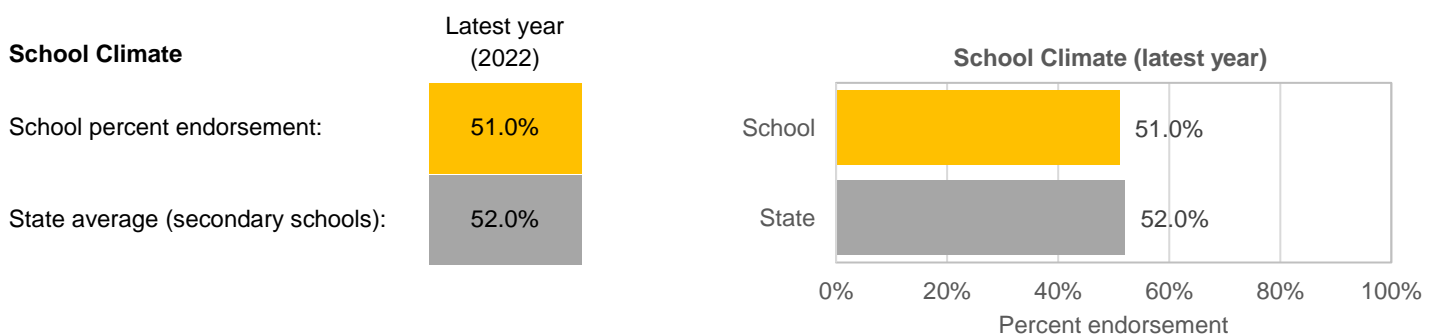


### School Staff Survey

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:

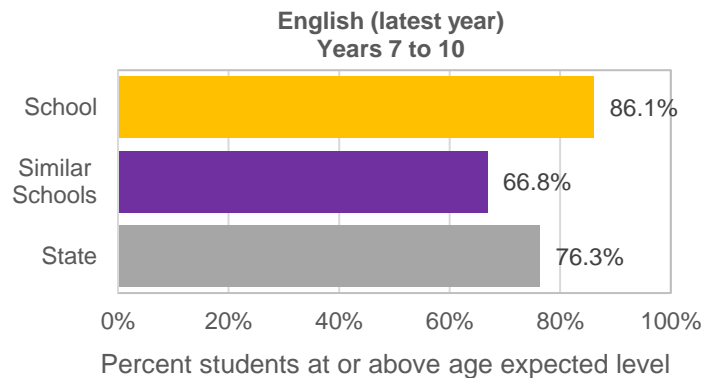
86.1%

Similar Schools average:

66.8%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

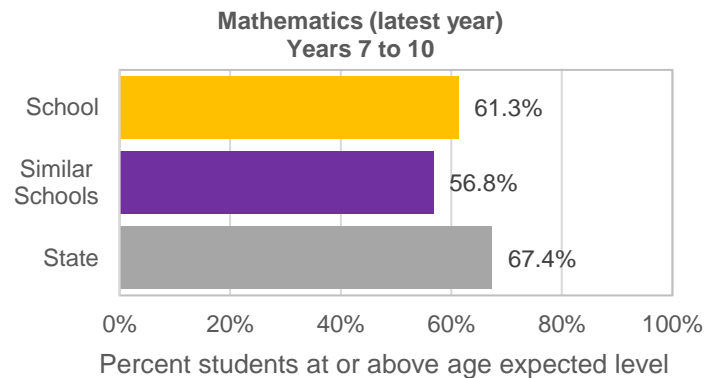
61.3%

Similar Schools average:

56.8%

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.

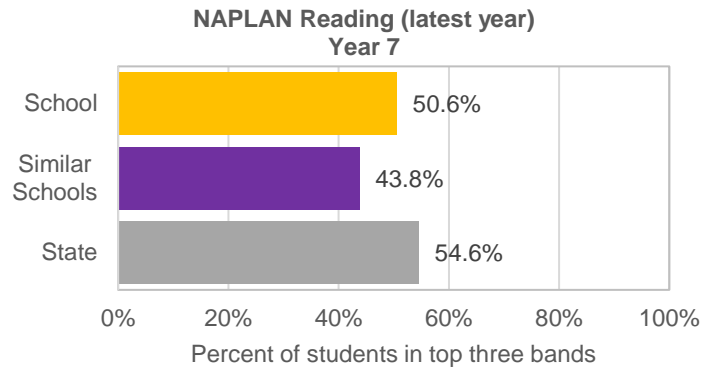
### NAPLAN

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.

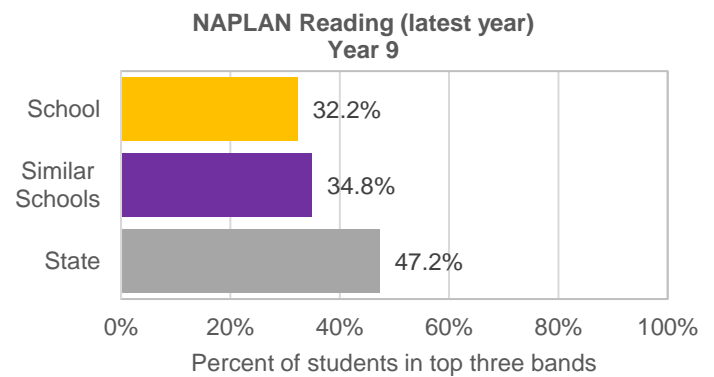
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.6%	44.1%
Similar Schools average:	43.8%	43.4%
State average:	54.6%	55.3%



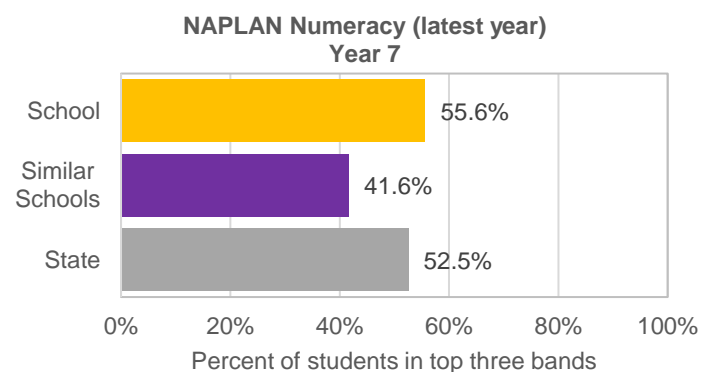
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	32.2%	28.6%
Similar Schools average:	34.8%	33.7%
State average:	47.2%	46.0%



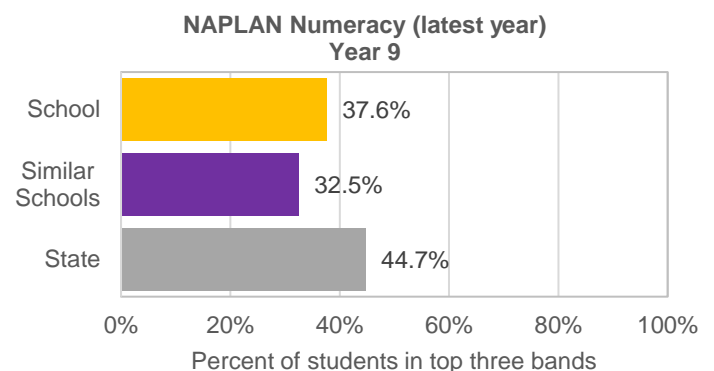
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.6%	54.2%
Similar Schools average:	41.6%	43.1%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	37.6%	39.0%
Similar Schools average:	32.5%	32.5%
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.*

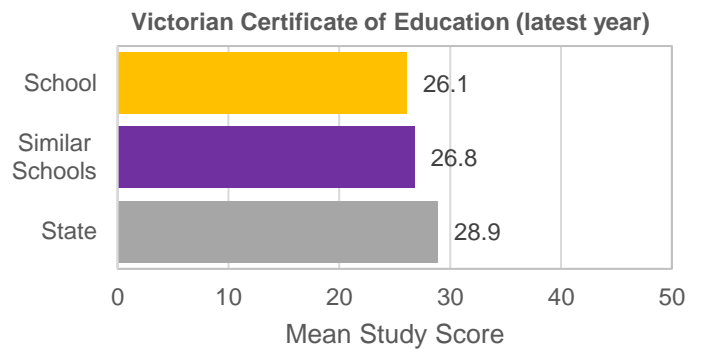
### Victorian Certificate of Education (VCE)

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	26.1	26.8
Similar Schools average:	26.8	27.0
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

95%

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

36%

VET units of competence satisfactorily completed in 2022:

70%

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

78%

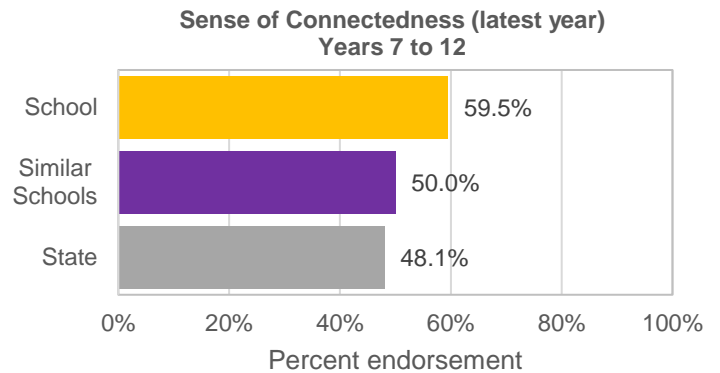
## WELLBEING

**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).

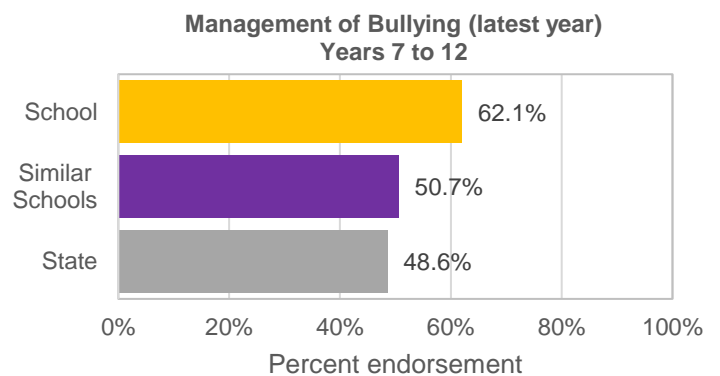
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	59.5%	61.0%
Similar Schools average:	50.0%	54.5%
State average:	48.1%	52.5%



### 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:	62.1%	64.6%
Similar Schools average:	50.7%	55.6%
State average:	48.6%	54.0%



## ENGAGEMENT

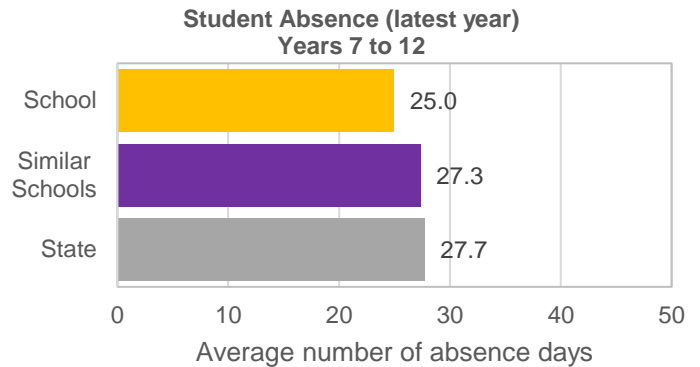
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	25.0	19.5
Similar Schools average:	27.3	21.8
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.

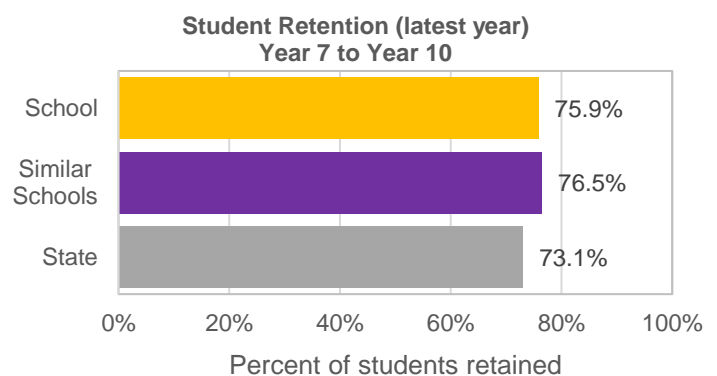
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	85%	84%	88%	88%	91%

### 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:	75.9%	70.5%
Similar Schools average:	76.5%	74.3%
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.

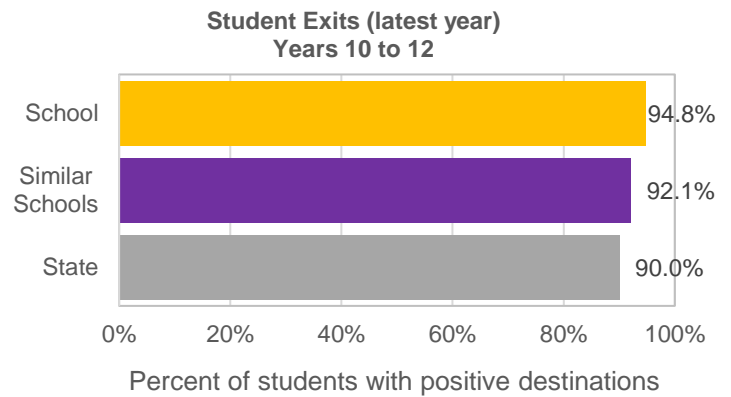
### Students exiting to further studies or full-time employment

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:	94.8%	94.8%
Similar Schools average:	92.1%	91.1%
State average:	90.0%	89.3%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,117,185
Government Provided DET Grants	\$1,176,891
Government Grants Commonwealth	\$14,933
Government Grants State	\$10,213
Revenue Other	\$113,443
Locally Raised Funds	\$239,350
Capital Grants	\$20,000
<b>Total Operating Revenue</b>	<b>\$8,692,016</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$686,218
Equity (Catch Up)	\$41,701
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$727,919</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,692,000
Adjustments	\$0
Books & Publications	\$2,332
Camps/Excursions/Activities	\$180,922
Communication Costs	\$10,278
Consumables	\$175,177
Miscellaneous Expense <sup>3</sup>	\$390,728
Professional Development	\$20,377
Equipment/Maintenance/Hire	\$223,818
Property Services	\$101,976
Salaries & Allowances <sup>4</sup>	\$206,246
Support Services	\$251,808
Trading & Fundraising	\$16,378
Motor Vehicle Expenses	\$3,453
Travel & Subsistence	\$15,227
Utilities	\$84,098
<b>Total Operating Expenditure</b>	<b>\$9,374,818</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$702,803)</b>
<b>Asset Acquisitions</b>	<b>\$437,359</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$3,627,042
Official Account	\$29,953
Other Accounts	\$5,071
<b>Total Funds Available</b>	<b>\$3,662,066</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$266,359
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$51,250
School Based Programs	\$1,025,429
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$5,080
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$1,889,334
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$43,446
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$3,280,898</b>

*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.*