

2021 Annual Report to The School Community



School Name: Geelong High School (7855)



- 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 29 April 2022 at 04:53 PM by Glenn Davey (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 05:02 PM by Fiona Chipperfield (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

The Geelong High School vision and values are as follows:

Geelong High School is a positive and creative learning community that embraces its history and prepares students for life.

We are committed to:

- Developing caring and respectful relationships;
- Empowering people to realize their potential through effort, responsibility and teamwork; and
- Building healthy, resilient and productive global citizens

Our Values

Our values are summarized by the acronym and core value of RESPECT

They are:

Responsibility Effort Service Positivity Excellence Creativity Teamwork

Student numbers in 2021 sit at 960 with 74.03 teaching and 36 ES staff (21.42EFT). There are no staff members that identify as aboriginal or Torres Strait Islander. Forty two students identify as indigenous.

With 111 years of history, Geelong High School is the oldest government secondary school in the provincial city of Geelong.

Geelong is a community transitioning from a traditional manufacturing based economy to a more diverse technology and service based community. The largest industry sector remains the health and community services sector.

Geelong High School enrolls students from up to 40 primary schools across the city and surrounding area. Enrolment is consistently above 950 students (max. 975). Demographically and socio-economically the school population is diverse. The SFO is .4906 and SFOE of .4356 indicating the community is in the moderately low socio-economic quadrant.

2021 has seen a continuation of the impact of the covid-19 virus with a further five periods of remote learning throughout the year leading to a rather disjointed educational experience for students and staff. It was necessary to again prioritize supporting students who have been impacted significantly by the disruption to their learning, whether that be achievement and/or engagement. The school implemented the government Tutor Learning Initiative (TLI) as its key priority in combatting the impact of covid on student learning with very worthwhile benefits evident for students in the program whether that be improvement in literacy and/or numeracy or engagement. Attendance remains a priority particularly given that students spent approximately 8 weeks in remote learning across the school year. This will be reflected in the school's 2022 AIP.

In terms of organisational structure we have made some adjustments to the leadership structure in preparation for 2022; appointing four learning specialists to lead key learning areas and also disability inclusion. We have made the switch to Google drive; given our assessment and reporting a facelift and put in place our GHS Instructional Model. Programs to support specific at risk cohorts of students such as Koorie, EAL and OOHC (out of home care) have commenced operation though the disruptions caused by remote learning have meant that efforts have been disjointed. These programs will continue to be a focus in the 2022 AIP. In the context of our aboriginal and Torres Strait Islander students the Marrung Aboriginal Education Plan needs to be given increased attention (as recommended by the Review). As an initial step an audit of current action and links to the curriculum needs to occur and attention given to opportunities for making links to indigenous culture in all learning areas. The capabilities (critical and creative thinking, ethical, intercultural and personal and social) need to be audited and an investigation conducted of how these capabilities are being addressed and how they might be better addressed in the school's curriculum.

Geelong HS rarely has overseas students in attendance other than through our partner school arrangements in Japan and exchange program with Germany. All of these programs remained on hold in 2021. Given that German will be discontinued in 2022 we will sadly have seen the last of our German exchange experiences.

With only minor issues remaining to be resolved in terms of the rebuild, the school can now settle into the new surroundings confident in the knowledge that we have first-class facilities to complement the first-class pedagogy occurring in every classroom.

Framework for Improving Student Outcomes (FISO)

Geelong High School fell just short of the expected targets in reading, writing and numeracy in 2021. Much of this can be attributed to experiencing five bouts of remote learning amounting to a total of eight weeks of disruption to learning caused by the covid pandemic. It is worth noting that while reading slipped backwards slightly, and numeracy significantly, writing levels were maintained at the 2019 level which is a credit to students and teachers. Writing will nevertheless remain a focus for 2022 as we attempt to redress significant shortfalls in this area in recent years. During remote-learning teachers adopted a range of on-line strategies consistent with the High Impact teaching Strategies (HITS) including the use of video-conferencing platforms and email to remain in contact with students and their parents while the schools management system - Compass was widely utilized for providing access to curriculum and for students to upload their work. The use of self-directed and project-based learning, while ideal for some students, was not practical for others, meaning that teachers needed to remain in close contact with some students, though this was not always possible. Many of these students will become the target of the TLI program in 2022. The MYLNS program has also proved invaluable for those students already identified as being at risk, and the support provided has been hugely beneficial for these targeted students.

It was our intention to complete the curriculum mapping work in 2021 with a particular focus on completing the learning sequences (schema of learning). While worthwhile progress has been made in several learning areas a more pressing need was the development of an agreed Geelong High School Instructional model. Pleasingly this work has been completed and the instructional model is now visible in classrooms around the school and, more importantly, is the basis for teacher planning, reflection and PLC conversations. The completion of learning sequences remains on our agenda. A peer-observation model will be a key element of giving and receiving feedback which will be shared and analysed through the PLCs.

Achievement

Having experienced two significant bouts of remote learning in 2020, staff were able to adapt and adjust their practice more readily in 2021. As a result the majority of students and staff were able to transition quickly into and out of remote learning. What is evolving through the PLCs and through the progressive implementation of the Disability Inclusion initiative is a stronger and deeper awareness of the need to differentiate teaching and learning to meet the needs of all students in the classroom. Staff will be supported in this journey through the provision of data/evidence as to where students are at academically (and/or socially). Staff will receive professional development in how to collect and use this data/evidence to differentiate learning that targets each student's point of need. This will be critical in 2022 when the school is submitting applications for funding of students through the Disability Inclusion process. Achievement targets for NAPLAN in 2022 will be retained at the previous (2020) levels given the disruption caused by covid and the absence of NAPLAN testing in 2020. Targets will be set around the percentage of students in the top 2 and middle 2 bands for reading, writing and numeracy. To achieve this movement needs to occur from the bottom two bands to the middle and top bands while stopping a pattern of regression from the top two bands. We are optimistic that the TLI will assist in addressing this issue. Specific strategies for writing for example, include a focus on paragraphing, sentence structure and writing for purpose. In numeracy there will be a focus on girls numeracy attainment.

There was little movement in the VCE study score mean and the VCE English study score is proving difficult to shift. A number of key strategies will be implemented in our campaign to achieve this improvement. While this is an on-going process work has also commenced around the implementation of the Senior Secondary Reforms which will see VCAL integrated into the VCE by 2023.

Engagement

While some students struggled with the transition into and out of remote and flexible learning, pleasingly some students, already disconnected from school, actually reconnected as a result of the TLI initiative and the re-engagement support provided.

School attendance has become a particular point of focus as we attempt to get students re-engaged and re-connected

with school. As we finish the 2021 school year the numbers of students and staff being impacted by covid and having to quarantine has begun to rise. We anticipate a similar pattern in 2022 that will present challenges for student engagement. An increased emphasis on "school spirit" and doing projects that benefit the school and wider community will be a strategy going forward to rebuild this engagement and connectedness that has fallen by the wayside in recent years. The school has continued its work in the area of student voice and agency through involvement in an area CoP. The CoP has focused on girls voice and agency (Be Bold, Be Heard) and the impact in terms of engagement for the broad cross-section of students participating has been impressive to the point where this will continue to operate in 2022 as a distinct cross-school initiative.

Plans have been put in place through the "school spirit" initiative, for all houses in 2022 to offer a range of activities that build engagement and school connectedness,

Wellbeing

2020 has seen the school maintain a strong focus around student wellbeing in light of the impact of the covid pandemic. In keeping with our strategic plan for a whole school approach to wellbeing the school is maintaining its commitment to the implementation of Positive Education which links well with the DET initiatives of Respectful Relationships and SWPB. Coordinators have been appointed at the junior, middle and senior levels to work with the house offices and classroom teachers to build understanding of pos. Ed. and apply it in the school and induct junior students into the culture of the school. In addition we are investigating having all staff complete the Berry street training in 2022/23 and this year had staff trained in leading a restorative conversation as we look to creating a restorative school. We have engaged additional support in the wellbeing area and strengthened the team in the process in the absence of the Mental Health Practitioner, who accepted a position in a different setting.

Finance performance and position

Summary

The 2021 school year saw a continuation of the impacts related to the COVID pandemic; however, the financial impacts were somewhat mitigated by the ability for schools to operate camps, excursions, and activities once again.

Given the circumstances of the year, with the impact of a global pandemic, our overall surplus position of \$79,067 is a very pleasing outcome.

SRP Credit funding

Despite the school generating another SRP credit funding deficit, we significantly reduced the deficit reliance to \$206,710 which is the lowest deficit level since 2014. This was achieved through a combination of additional funding streams coming to fruition, namely the Disability Inclusion program, and the Tutoring program; and consolidation of some subject choices, thereby removing costly to run classes with low student numbers.

The school will continue to face pressure to balance our SRP credit funding, as our staffing profile holds a very high percentage of teachers at the top-end of salary progression due to age and experience. Despite this, the school will continue to strive for further consolidation in 2022 and beyond.

The increased costs associated with Workcover continue to be contributing factors necessitating a very tight staffing of the curriculum for 2022.

Cash funding & Locally Raised funds

The cash budget was tightened significantly in an endeavor to generate a surplus equivalent to the 2020 SRP deficit of \$372,225 which is recovered from 2021 cash funding. Despite this surplus not being achieved, the cash surplus of \$285,777 was a very good achievement, especially considering the write-off of approx. \$180,000 of previously unpaid and outstanding parent fees and charges.

This surplus was bolstered somewhat by the receipt of \$127,000 in supplementary government funds to enable additional COVID related cleaning, the provision of personal hygiene and hand sanitizing materials, and facemasks

that were made available for all staff and students throughout the school.

The cash surplus was also improved through an increase in local raised funds, primarily driven by our ability to again hold camps, excursions and extra-curricular activities. Receipts generated from parent payments also increased.

With the significant changes to the DET Parent Payment Policy introduced in late 2021, the future impacts on the ability of the school to raise cash funds will be closely monitored. We anticipate significant reductions will occur over the coming years which will necessitate further budget tightening. This will also see a need for the school to further increase its sources of funding, via other grants and support from external sources, and also a heightened focus on improved fundraising.

For more detailed information regarding our school please visit our website at
<https://www.geelonghigh.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 977 students were enrolled at this school in 2021, 440 female and 537 male.

3 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).

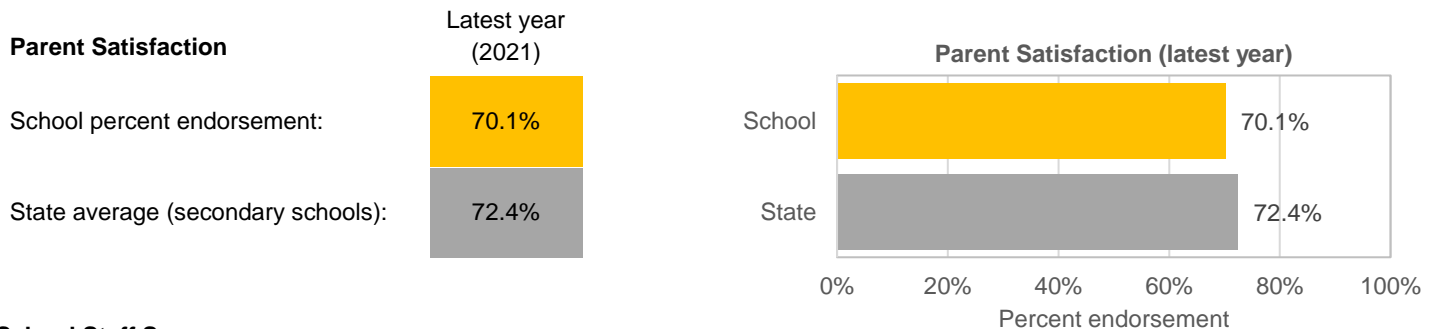
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

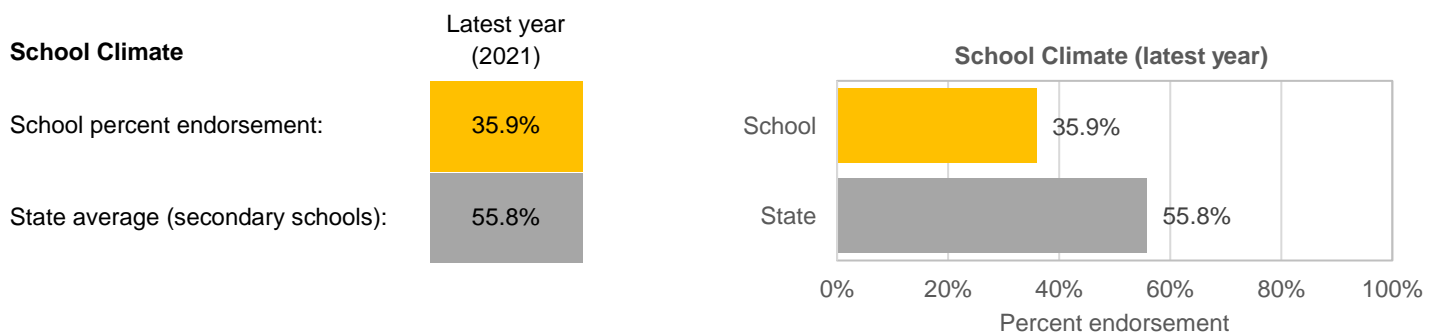


School Staff Survey

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:

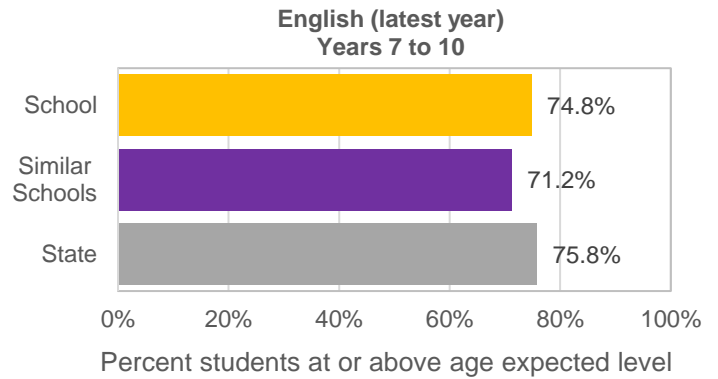
74.8%

Similar Schools average:

71.2%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

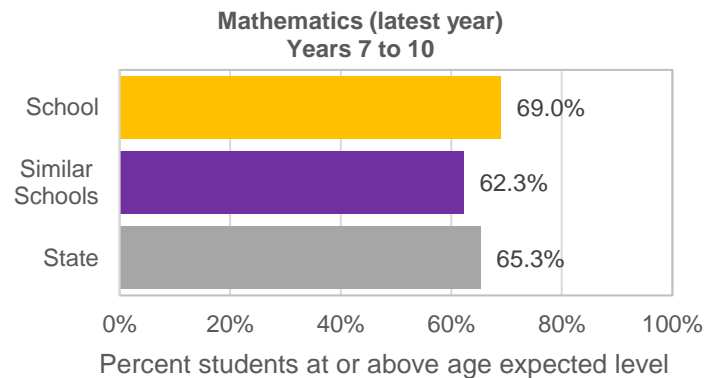
69.0%

Similar Schools average:

62.3%

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.

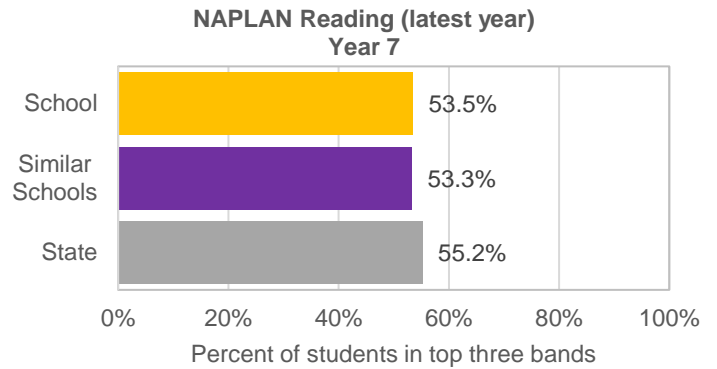
NAPLAN

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.

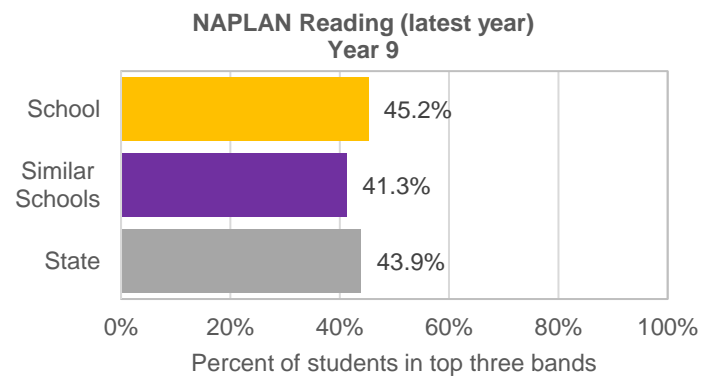
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.5%	55.9%
Similar Schools average:	53.3%	52.5%
State average:	55.2%	54.8%



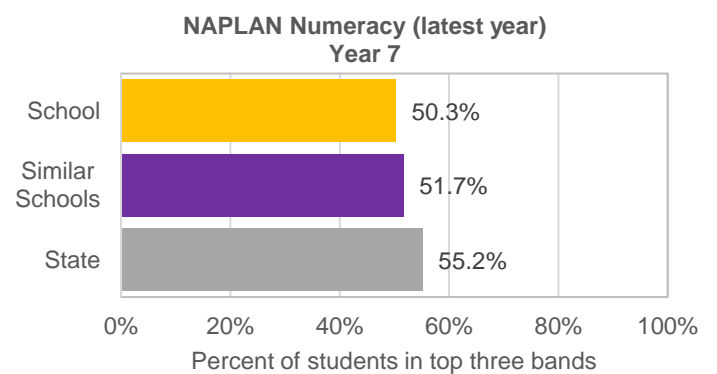
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	45.2%	48.6%
Similar Schools average:	41.3%	42.8%
State average:	43.9%	45.9%



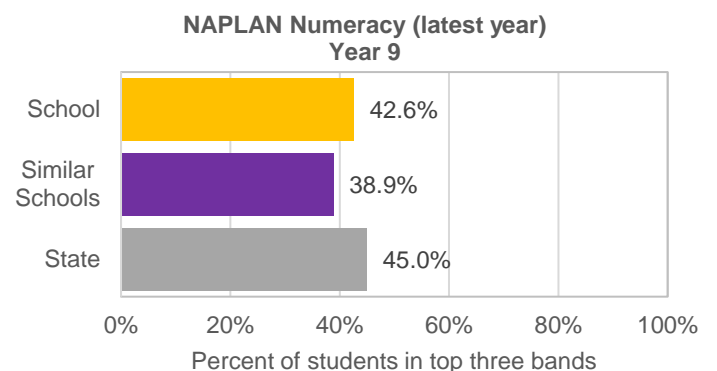
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.3%	54.3%
Similar Schools average:	51.7%	52.2%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.6%	44.7%
Similar Schools average:	38.9%	40.8%
State average:	45.0%	46.8%



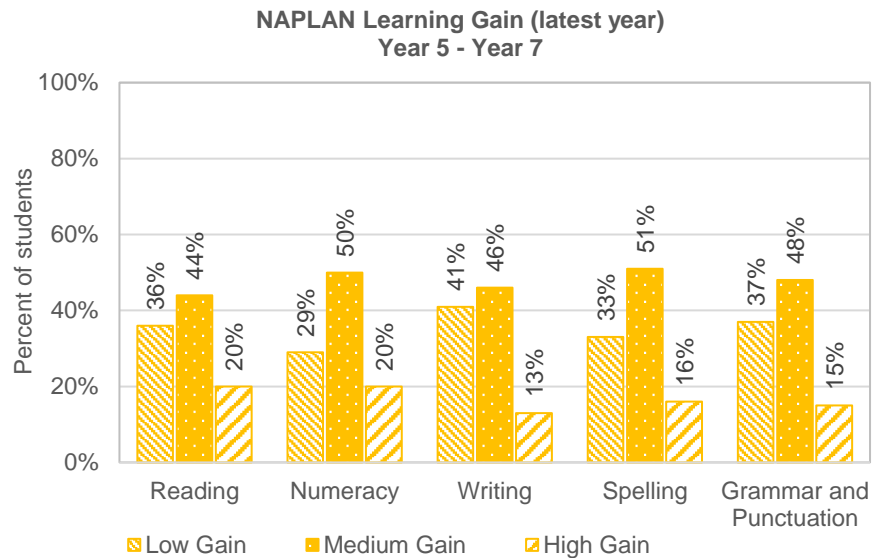
ACHIEVEMENT (continued)

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'.

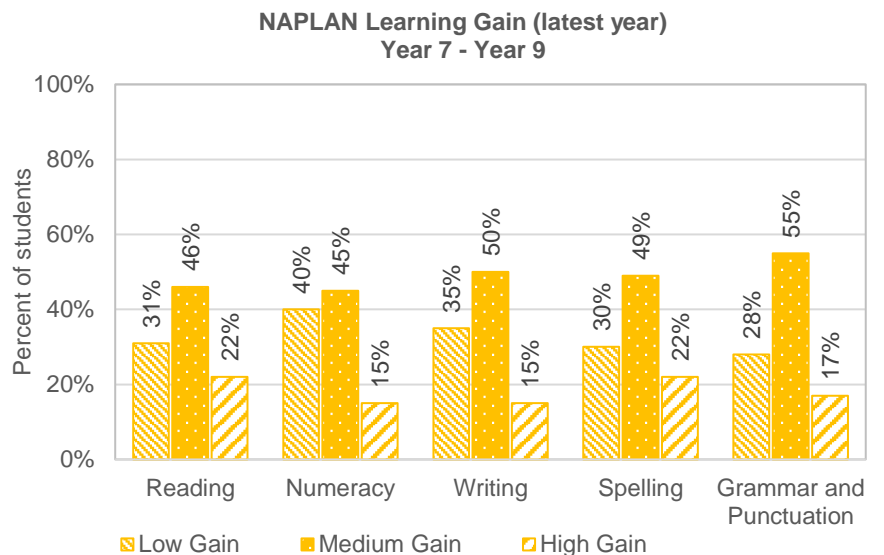
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	36%	44%	20%	18%
Numeracy:	29%	50%	20%	19%
Writing:	41%	46%	13%	19%
Spelling:	33%	51%	16%	20%
Grammar and Punctuation:	37%	48%	15%	19%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	46%	22%	23%
Numeracy:	40%	45%	15%	21%
Writing:	35%	50%	15%	21%
Spelling:	30%	49%	22%	20%
Grammar and Punctuation:	28%	55%	17%	21%



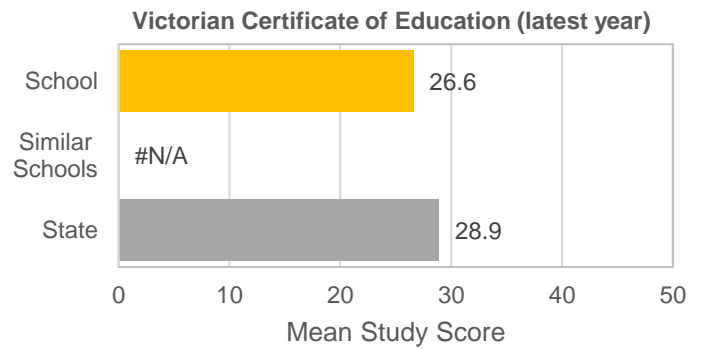
ACHIEVEMENT (continued)

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	26.6	26.6
Similar Schools average:	27.1	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

97%

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

16%

VET units of competence satisfactorily completed in 2021*:

72%

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

65%

* 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.

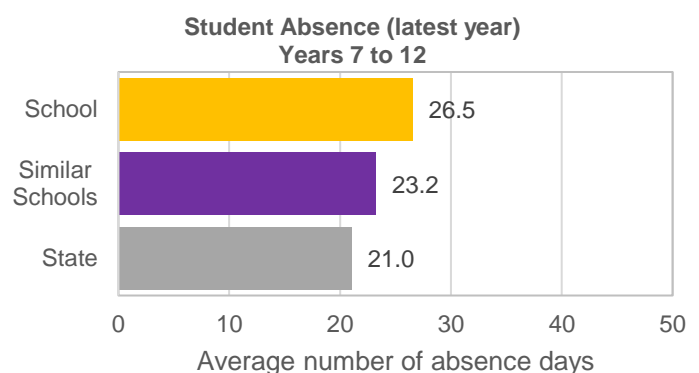
ENGAGEMENT

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:	26.5	22.5
Similar Schools average:	23.2	21.0
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

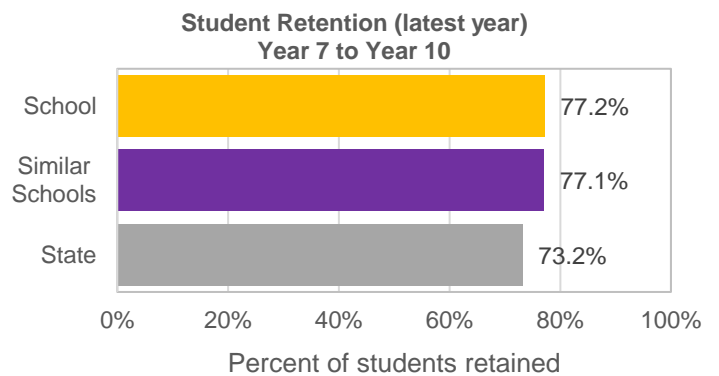
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	89%	85%	81%	84%	91%	93%

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:	77.2%	78.3%
Similar Schools average:	77.1%	76.1%
State average:	73.2%	72.9%



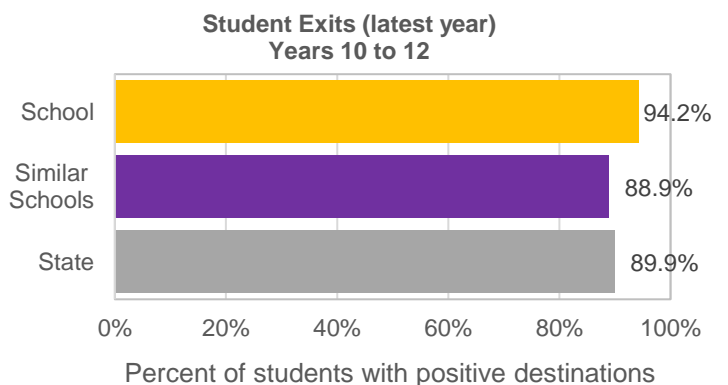
Students exiting to further studies or full-time employment

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:	94.2%	95.9%
Similar Schools average:	88.9%	88.2%
State average:	89.9%	89.2%



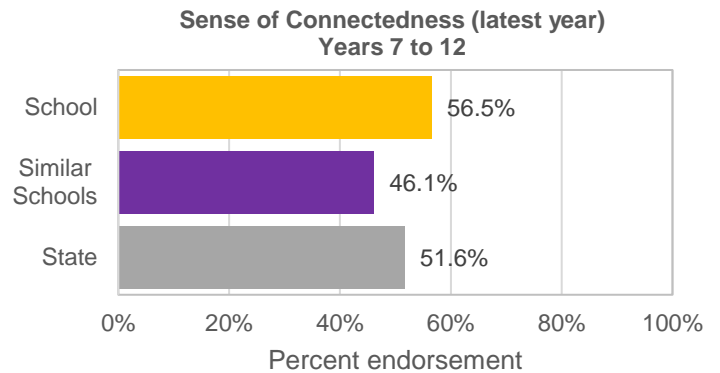
WELLBEING

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:	56.5%	56.2%
Similar Schools average:	46.1%	49.1%
State average:	51.6%	54.5%

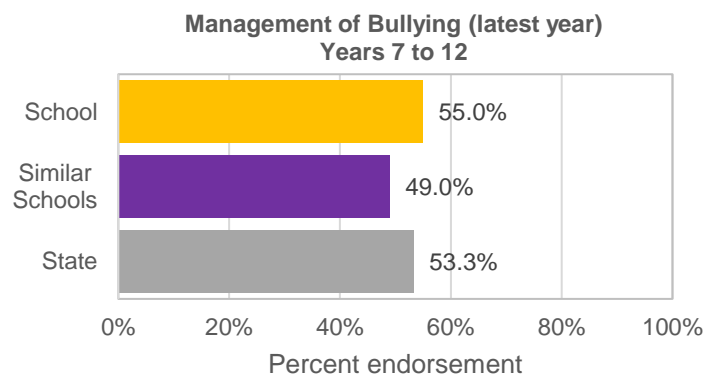


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	55.0%	57.3%
Similar Schools average:	49.0%	52.7%
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	\$10,424,743
Government Provided DET Grants	\$1,400,475
Government Grants Commonwealth	\$20,440
Government Grants State	\$40,243
Revenue Other	\$5,270
Locally Raised Funds	\$820,483
Capital Grants	\$0
Total Operating Revenue	\$12,711,654

Equity ¹	Actual
Equity (Social Disadvantage)	\$384,978
Equity (Catch Up)	\$34,077
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$419,055

Expenditure	Actual
Student Resource Package ²	\$10,631,453
Adjustments	\$0
Books & Publications	\$10,476
Camps/Excursions/Activities	\$210,686
Communication Costs	\$28,909
Consumables	\$273,884
Miscellaneous Expense ³	\$44,590
Professional Development	\$28,343
Equipment/Maintenance/Hire	\$261,046
Property Services	\$340,911
Salaries & Allowances ⁴	\$298,092
Support Services	\$336,598
Trading & Fundraising	\$50,901
Motor Vehicle Expenses	\$55
Travel & Subsistence	\$0
Utilities	\$116,644
Total Operating Expenditure	\$12,632,587
Net Operating Surplus/-Deficit	\$79,067
Asset Acquisitions	\$6,250

- (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	\$797,031
Official Account	\$38,101
Other Accounts	\$41,794
Total Funds Available	\$876,926

Financial Commitments	Actual
Operating Reserve	\$318,619
Other Recurrent Expenditure	\$33,946
Provision Accounts	\$11,460
Funds Received in Advance	\$19,475
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
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	\$41,793
Maintenance - Buildings/Grounds < 12 months	\$36,410
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$461,702

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.