

2021 Annual Report to The School Community



School Name: Eaglehawk Secondary College (7790)



- 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 25 March 2022 at 04:04 PM by Danielle Derksen (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 March 2022 at 08:11 PM by Paul Epworth (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

Eaglehawk Secondary College is located in the Community of Eaglehawk within the City of Greater Bendigo. The College Vision for Learning is to Develop Aspirant, Resilient Learners who are Empowered Global Citizens'. The mission is to provide a caring environment that connects with students' interests to support their learning so that they can achieve their best and the College Values are Community, Opportunities, Relationships, Expectations and Achievement.

The College has had a renewed focus on student achievement across all curriculum areas, but particularly improvement in literacy outcomes and learning growth and our aim is to build on the positive gains in Numeracy and Literacy (NAPLAN). To achieve this we need to have a consistent implementation of the whole College instructional model which, includes high impact teaching strategies and providing professional learning to build teachers' capabilities to embed these strategies.

Staff have participated in professional learning to build their data literacy skills, particularly improving teachers' capacity to analyse and monitor assessment. Professional Learning Communities (PLC) engage all staff in regular inquiries that identify Literacy or Numeracy needs.

In doing so teachers will be better able to implement differentiated teaching and learning tasks across their classes and increase their capacity to use data to plan for students' learning needs, evaluate teaching practices and point of need teaching.

The school has a broad leadership structure that directly supports student learning and wellbeing, ensures higher levels of consistency, collective accountability and shared responsibility for improving student achievement and learning growth will support teachers to build skills to improve student learning and engagement outcomes.

There will be a continued focus on increasing partnerships between parents, students and teachers, particularly strengthening home-school relationships that support improved learning and reducing unexplained absences.

Approximately 36 students travel by country bus the College from outlying rural areas. The College currently has enrolled 55 PSD students, 17 EAL students and 57 ATSI students. The College is a feeder school for Bendigo Senior Secondary College with high percentage of students' transitions to their senior years of education at the end of Year 10.

The physical layout of the school is organized into four Learning Communities with students from years 7-10 spread across each Community. Communities are divided into a Junior and Senior Neighborhoods with students in year's 7 and 8 in one end of the Community and students in years 9 and 10 in the other. Each Community is staffed with a team of 12-15 interdisciplinary teachers and education support staff. Two Teacher Advisors are assigned to each home group of students referred to as TAs. The role of the Teacher Advisor is significant in the life of a young person at school supporting their wellbeing, learning and engagement. TAs are the first response to parents and carers into the school and maintain open and regular communication with families to support each child in their care. There is a Leading Teacher in each Community who is the Community Instructional Practice Leader supported by a Wellbeing and Engagement Leader, which is an Organisational Duties leadership position held by a teacher class staff member. The Learning Communities are flexible, inclusive learning environments with a combination of open learning spaces and break out rooms. There is a combined Science/Art space in each Community. Outside of the Community buildings, there is a Technology building, Performing Arts, Gymnasium and Food Technology areas. The school operates a re engagement program called Connect, which is located in a refurbished mud brick building as a result of Inclusive Schools Funding obtained in 2017. In addition to this, a newly constructed Innovation Learning Centre has been developed on the site close the Connect building where enhancement programs such as STEAM are taught. The College staffing profile includes 68 teaching staff inclusive of 3 Principal Class, 5 Leading Teachers, 3 Learning Specialist. There are 32 education support staff and 11 casual staff.

The current curriculum programs offer a diverse range of subjects across all curriculum areas. Students in years 7 and 8 complete a curriculum consisting of English, Maths, Health/PE, LOTE, Project Based Learning (PBL), which covers Humanities and Science and Technology. Students participate in a personalised elective program in years 9 and 10. Indonesian and French are studied at years 7 & 8 and taken up as an elective at 9 & 10. Math's and English is compulsory across years 7-10 and students undertake core History and Science.

The Math's curriculum is taught as a stage related program across the school and has achieved successful learning outcomes due to explicit teaching of numeracy being central to the program. Students learn in stage related groups

based on their pre and post assessment results for each unit of work. PAT Math and Reading assessments and NAPLAN is also used to monitor student learning development across the year.

Framework for Improving Student Outcomes (FISO)

Eaglehawk Secondary College delivered on its KIS to provide a literacy across the curriculum plan and building assessment practices across the school however some of the associated AIP actions and professional learning plans were modified to suit remote learning. We did this by reviewing the lesson template on Compass to support explicit literacy teaching in particularly tiered 2 and 3 vocabulary in our Teaching and Learning from Home staff resource guide. We provided professional learning to staff and Learning Area Leader Teams that built upon previous professional learning for understanding Tiered Vocabulary. Assessment rubrics continued to be a focus of the school's remote learning approach due to the importance that students, parents and carers needed to be able to understand their child's learning progression and point of need. Tiered vocabulary was embedded into the rubrics aligned to skills, knowledge and concepts within the Victorian Curriculum.

Achievement

Eaglehawk Secondary College was able to deliver on our KIS to provide Learning, Catch-up and extension as a DET priority with a return to onsite learning. The MYLNS and TLI initiative was able to identify the needs of particular students who were below benchmark achievements and assessment such as Fontas and Pinnell and PAT Reading and Math to benchmark and identify point of need. Curriculum planning was modified to include more hands on learning at home that was reasonable and safe for students to do. Year 7 and 8 students adapted to this well due to the school's Project Based Learning Program for Humanities and Science.

Implementing the PLC inquiry process was disrupted during COVID however staff were able to reengage with FISO inquiries upon return to onsite learning due to the professional learning and support provided by Instructional Practice Leaders. New staff have been able to increase their data literacy and adapt to the PLC model due to the consistent coaching and support from Leaders and Learning Specialists.

Rubrics for formative and summative are now embedded into the Compass semester reporting processes. However a focus now is to use the rubrics to provide greater feedback to students about their learning progression throughout a unit of work.

English teachers have reviewed and implemented a more consistent Independent Reading Program for the first 20 minutes of every English lesson with the support of DSSI coaching and support and we have seen an improvement in Reading.

DSSI coaching is now supporting English teachers to implement student conferencing and feedback about their reading in class.

Learning Walks will be inclusive of student voice and Leadership Walks will be introduced to monitor the implementation of PLCS and the school's Instructional Model.

PIVOT surveys were suspended during remote learning and will be implemented once again to support teacher reflection and feedback.

DSSI coaching will support middle leadership development, particularly Learning Area Leader coaching

Our students with disabilities were supported by integration aids who attended remote learning classes with them as well as attending online homework clubs and individualised teacher support. SSGs were held remotely and each student's IEP was reviewed and monitored throughout remote learning.

Engagement

The Stage Response for responding to student management was reviewed and refined and WARRM conversations were a focus of staff professional learning due to the impact of lockdowns and supporting positive relationships with the return to onsite learning.

Student absences had increased throughout the final period of remote learning and so a focus on reconnecting to school and regular attendance became a priority. We did this by implementing Circle Time more consistently in TA - those Communities that did this consistently had more positive observable interactions with students and higher levels

of connection and engagement.

Positive Classroom Plans were inconsistent among staff and those who have implemented them successfully have had observable success and a reduction in classroom behaviours upon returning to onsite learning.

Student absences increased as remote learning continued and there is now a focus on monitoring attendance, increasing student connection to school through Teacher Advisory and reviewing procedures to ensure unapproved absences are followed up timely.

VCE collaboration resulted in a review of VCE offerings across the network and there are several VCE and VET offerings being taken up by students in 2022.

Some staff continued to attend CoPs however there is insufficient evidence to the outcome of this.

The most observable success came from the combined network focus on assessment rubrics, particularly the efforts of Leaders to collaborate to include rubrics on the Compass assessment and reporting platform, which for ESC has been an ongoing consultation with Compass since 2018.

Wellbeing

The school was unable to undertake the Berry Street Educational Model training due to COVID-19 however this is scheduled to begin in Term 2 2022.

The school's focus on student health and wellbeing during remote learning took into consideration feedback obtained from our school community regarding structure of our Learning from Home Model.

As a result the model was adjusted to provide flexible time in the afternoons, following morning online learning, to support students to work independently, have down time away from their computer, undertake additional physical activity, receive individual wellbeing support or additional learning support from their classroom teachers.

The staff undertook a consultation process to support the implementation of School Wide Positive Behaviours in 2022 and for this to be a key element of the new SSP 2022 to support reconnection and uniting our school community positively as we return to onsite learning.

Finance performance and position

The College finished the 2021 in a positive financial position and has been able to sustain a surplus available to cover any contingencies that may arise for the start of the 2022 school year.

The surplus was attributed to sound financial management in the time following a managed deficit in previous years as well as decreased spending across the year due to COVID-19.

Increased equity funding enabled the College to expand its programs and supports to students a range of initiatives funded through both cash and credit components of the budget. These included the continuation of the Connect Program to support disengaged students throughout remote learning as well as human resources and the continuation of a Literacy Teacher.

Disability Inclusion funding has allowed for further employment opportunities to provide high level supports for students with disabilities.

MYLNS and TLI funding allowed the continuation of resources to support identified students and support learning during remote learning and a return to face-to-face.

The school received Marrung funding to continue an Arts program for ATSI students and provide learning, wellbeing and engagement support.

For more detailed information regarding our school please visit our website at
www.eaglehawksc.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 669 students were enrolled at this school in 2021, 333 female and 336 male.

4 percent of students had English as an additional language and 9 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).

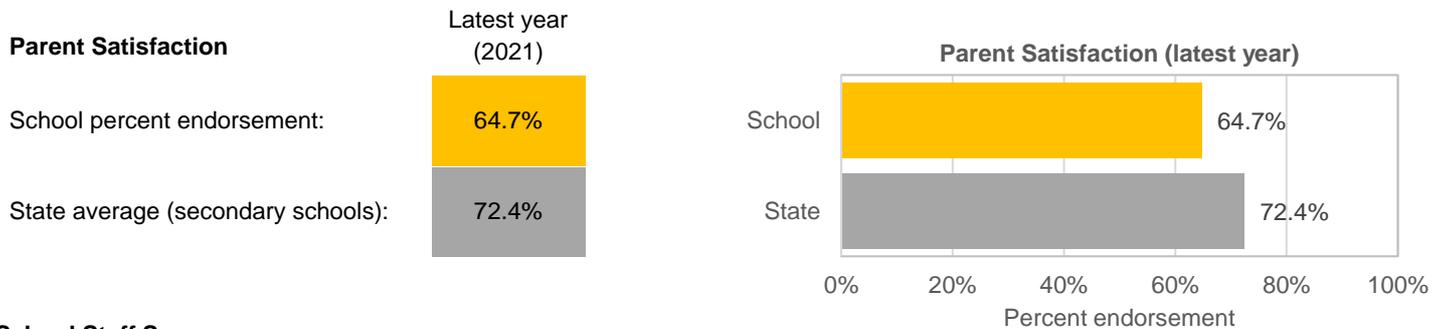
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

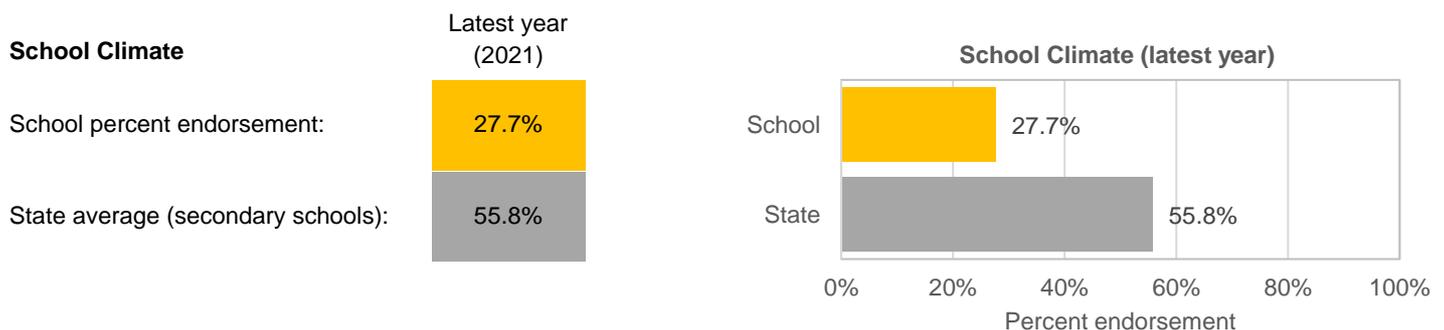


School Staff Survey

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.



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:

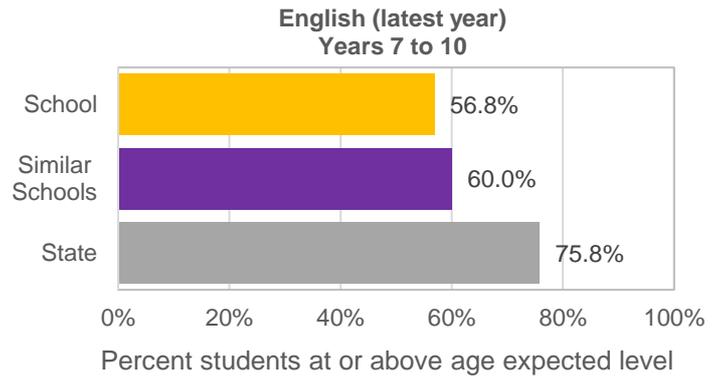
56.8%

Similar Schools average:

60.0%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

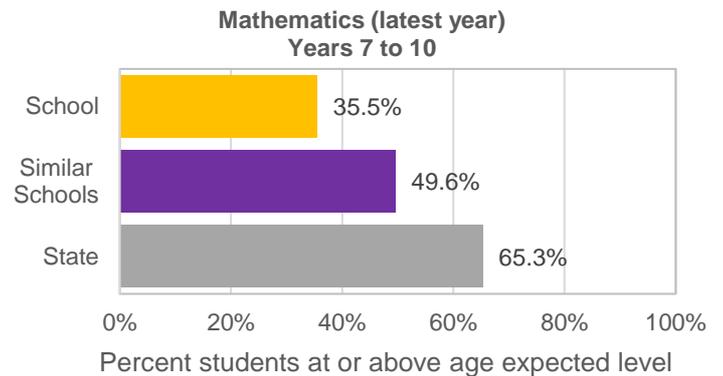
35.5%

Similar Schools average:

49.6%

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.

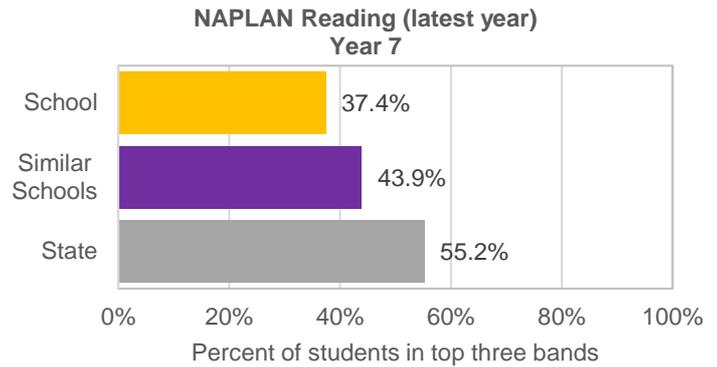
NAPLAN

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.

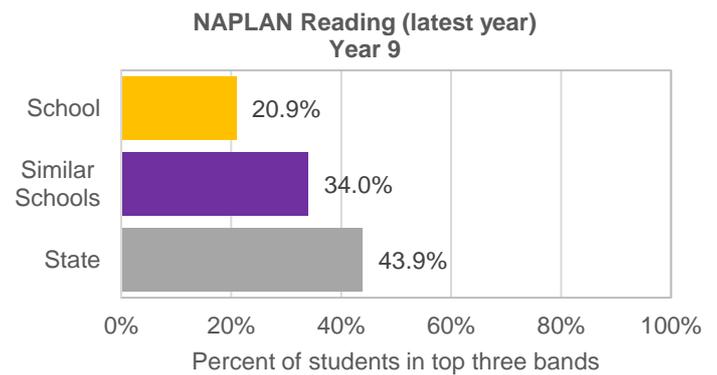
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	37.4%	37.1%
Similar Schools average:	43.9%	45.0%
State average:	55.2%	54.8%



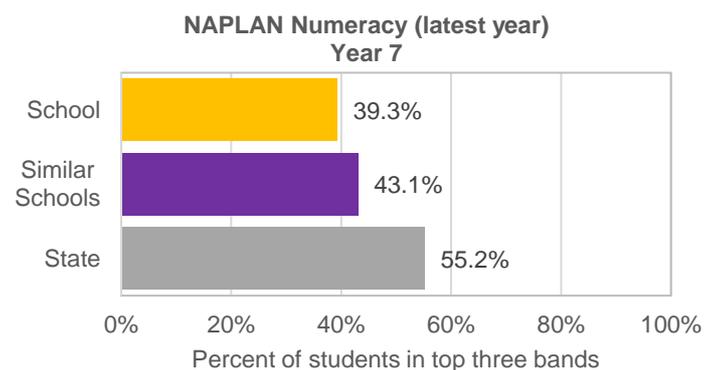
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	20.9%	26.5%
Similar Schools average:	34.0%	35.5%
State average:	43.9%	45.9%



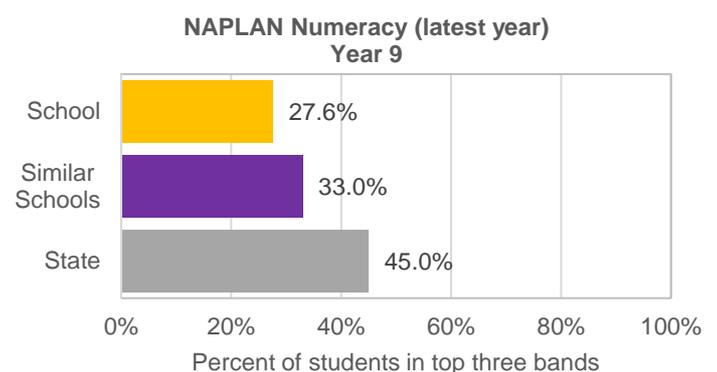
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	39.3%	38.3%
Similar Schools average:	43.1%	43.4%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	27.6%	28.8%
Similar Schools average:	33.0%	33.9%
State average:	45.0%	46.8%



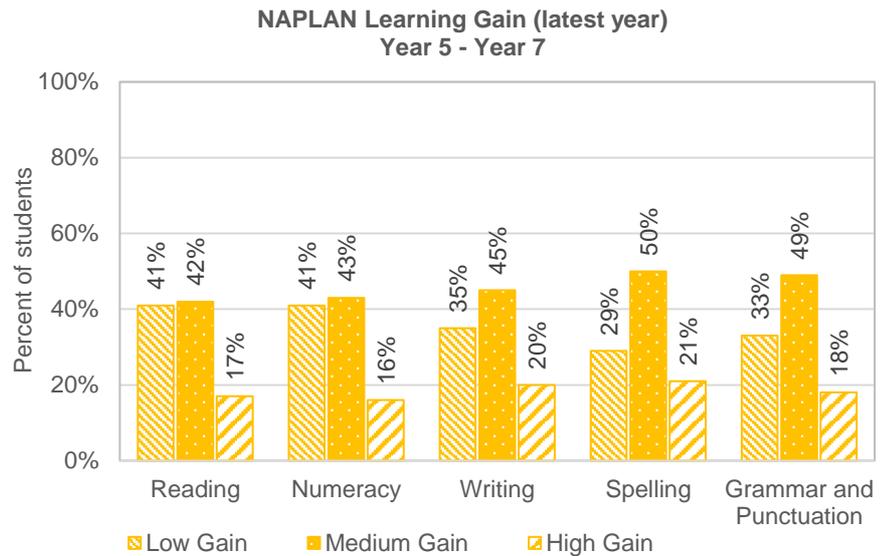
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

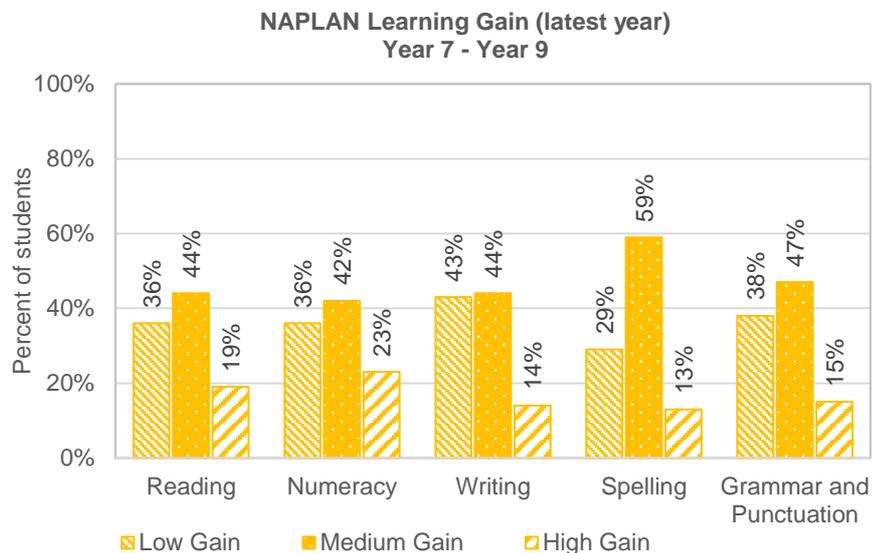
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	41%	42%	17%	17%
Numeracy:	41%	43%	16%	18%
Writing:	35%	45%	20%	15%
Spelling:	29%	50%	21%	20%
Grammar and Punctuation:	33%	49%	18%	17%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	36%	44%	19%	20%
Numeracy:	36%	42%	23%	21%
Writing:	43%	44%	14%	17%
Spelling:	29%	59%	13%	20%
Grammar and Punctuation:	38%	47%	15%	20%



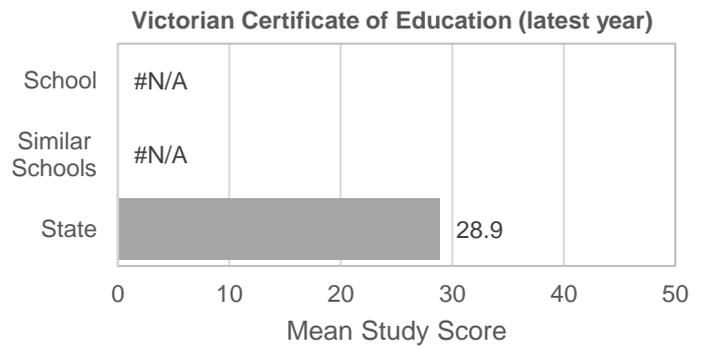
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	NDA	NDA
Similar Schools average:	26.2	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:



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



VET units of competence satisfactorily completed in 2021*:



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



* 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.

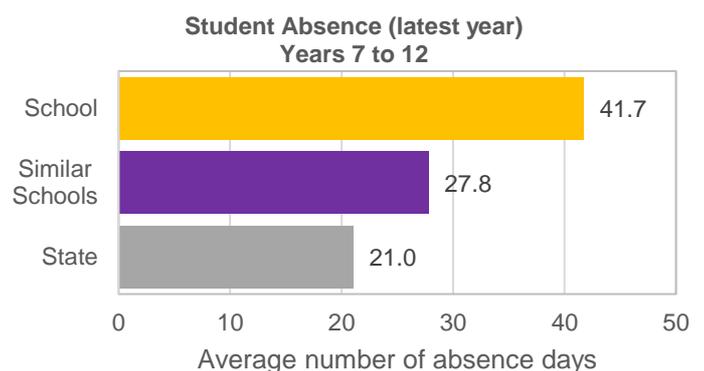
ENGAGEMENT

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:	41.7	31.4
Similar Schools average:	27.8	25.4
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

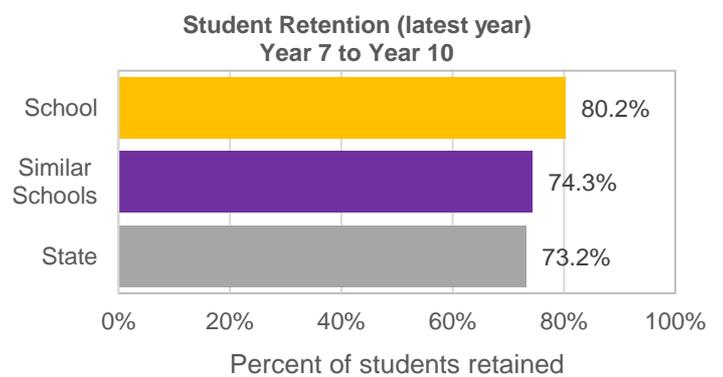
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	82%	78%	77%	79%	NDA	NDA

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:	80.2%	78.3%
Similar Schools average:	74.3%	73.3%
State average:	73.2%	72.9%



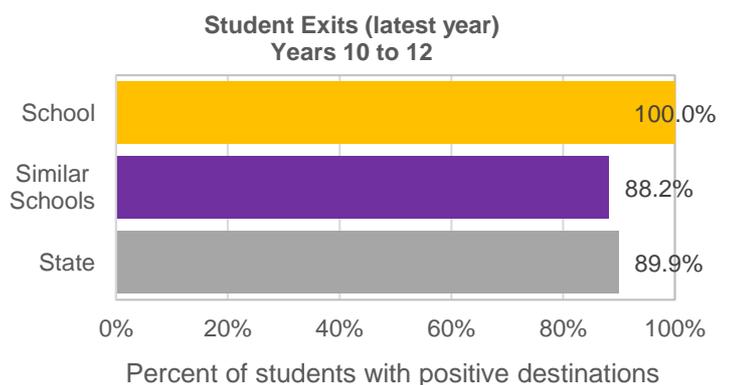
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school. Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	100.0%	98.7%
Similar Schools average:	88.2%	86.6%
State average:	89.9%	89.2%



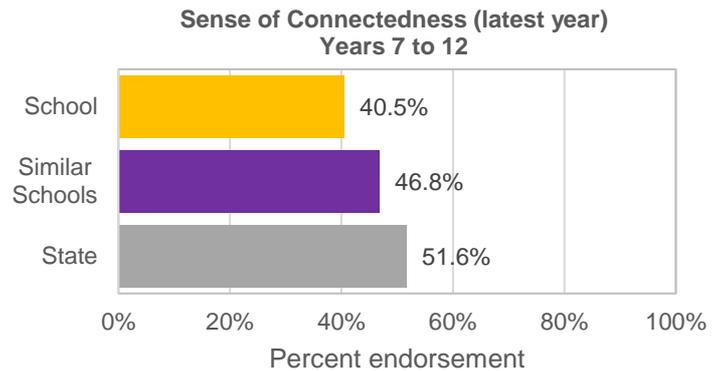
WELLBEING

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:	40.5%	47.6%
Similar Schools average:	46.8%	49.3%
State average:	51.6%	54.5%

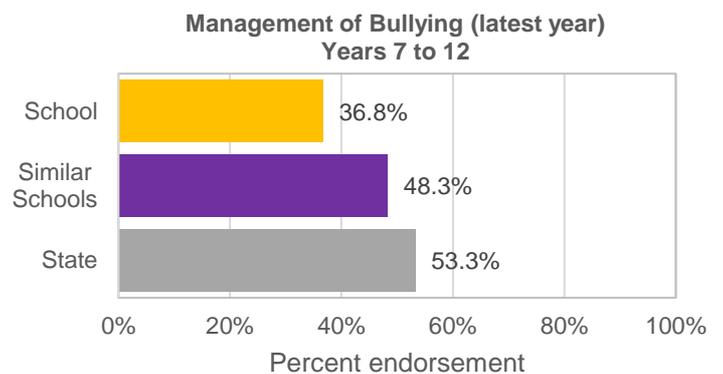


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	36.8%	44.8%
Similar Schools average:	48.3%	51.2%
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	\$9,090,177
Government Provided DET Grants	\$2,032,676
Government Grants Commonwealth	\$20,970
Government Grants State	\$26,936
Revenue Other	\$65,649
Locally Raised Funds	\$329,163
Capital Grants	\$0
Total Operating Revenue	\$11,565,571

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,151,055
Equity (Catch Up)	\$80,047
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,231,101

Expenditure	Actual
Student Resource Package ²	\$8,764,192
Adjustments	\$0
Books & Publications	\$16,449
Camps/Excursions/Activities	\$101,652
Communication Costs	\$21,632
Consumables	\$264,366
Miscellaneous Expense ³	\$79,148
Professional Development	\$40,906
Equipment/Maintenance/Hire	\$361,328
Property Services	\$323,880
Salaries & Allowances ⁴	\$604,425
Support Services	\$94,143
Trading & Fundraising	\$72,550
Motor Vehicle Expenses	\$842
Travel & Subsistence	\$310
Utilities	\$140,476
Total Operating Expenditure	\$10,886,301
Net Operating Surplus/-Deficit	\$679,271
Asset Acquisitions	\$21,049

- (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	\$1,465,838
Official Account	\$1,777
Other Accounts	\$13,574
Total Funds Available	\$1,481,189

Financial Commitments	Actual
Operating Reserve	\$342,950
Other Recurrent Expenditure	\$0
Provision Accounts	\$900
Funds Received in Advance	\$179,503
School Based Programs	\$358,428
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	\$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	\$881,781

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.