

2022 Annual Report to the School Community

School Name: Werribee Secondary College (8465)



WERRIBEE SECONDARY COLLEGE

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 03 April 2023 at 03:59 PM by Amanda Mullins (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 04 May 2023 at 03:55 PM by Damian Marinaro (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
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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

Werribee Secondary College is in the South Western Victoria Region and part of the Wyndham Network of schools, servicing the suburb of Werribee and adjacent communities. We currently have approximately 1500 local students and 50 International Students and 140 staff. During 2022, the College has gone through a thorough process that involved collaboration with students, staff and parents to determine school values that relate to the current school community. Respect and Responsibility are the values agreed upon by all stakeholders. We respect and are responsible for our learning, our identity and our community. The school is accredited by the Council of International Schools (CIS) and the International Baccalaureate Organisation (IBO). The International Baccalaureate Organization (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. These programs encourage students across the world to become active, compassionate and life-long learners who understand that other people, with their differences, can also be right. The college consists of both permanent and portable classrooms. There is a gymnasium and auditorium which contains food technology rooms, two health classrooms, a canteen and music centre. The buildings include an art and technology wing, school library, staff resource centre and administration. There is a language centre and science centre with science classrooms, science preparation room, LOTE rooms and offices. There is a Recital Centre completed in 2018 used for school music performances. The college has access to two ovals the College Oval and Soldier's Reserve, used for sporting purposes including interschool cricket, Australian rules football, rugby and soccer. The college's gymnasium is used for basketball, netball and volleyball. Basketball courts are located adjacent to the College Oval.

Werribee Secondary College has experienced high demand for admissions at all year levels; an enrolment zone is in place to limit the student population to the College's capacity. The school employed 140.8 FTE staff – 5.0 Principal Class Officers, 95 teachers and 30 Education Support staff with 9 leading teachers and 6 learning specialists. The curriculum structure embeds the Victorian Curriculum. An elective program operates in the Middle School with Year 10 students able to study a VCE or VET subject. In 2022, the College operates four programs in the Senior School: • Victorian Certificate of Education (VCE) • International Baccalaureate Diploma Program (IBDP) – the College offers IBDP as an alternative to VCE. • Vocational Education and Training (VET) units – these units are offered to students by the College and across a cluster of local schools. • Victorian Certificate of Applied Learning (VCAL) is in its final year and we have done the necessary work to implement the VCE Vocational Major in 2023. At Werribee Secondary College we strive for success in students' chosen endeavours. The College community provides a safe and caring environment where each student is valued. We celebrate achievements, success and growth for all students. Our programme equip students with the skills, knowledge and attitudes needed for the dynamic world after secondary education. College leaders, teachers and support staff adopt evidence-based best practice to generate a progressive 21st century educational setting. We enhance learning and develop digital literacy through the purposeful use of emerging technology. With a focus on realising optimal outcomes for learners, staff commit to continuous improvement through ongoing targeted professional development, peer collaboration and reflection. Students develop a strong sense of personal identity and global citizenship, enabling different cultural groups to interact, learn from each other and grow together.

Progress towards strategic goals, student outcomes and student engagement

Learning

Werribee Secondary College partially met the KIS across 2022 as we continued to support students to return to learning after COVID.

Goal 1 involved the Tutor Learning Initiative and MYLNS program, a department mandated goal was met. We successfully implemented a tutoring program to support student needs. We put measures into place to ensure the wellbeing of staff and students were being supported.

- 283 students enrolled in Year 12 in either VCE, VCAL or IB. 194 students went onto university, 32 enrolled in TAFE and 27 went onto full-time employment while 16 began an apprenticeship.
- 52 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.
- We continue to maintain above state average and above like school average in both Literacy and Numeracy at Year 7 and 9 in relation to NAPLAN data.

Goal 2: To improve the individual learning growth of all students.

KIS 2a. Implement a whole school guaranteed and viable curriculum

This allows students to consistently:

- understand the Learning Intention and Success Criteria for each lesson
- independently identify and understand the content and skills that make up their learning
- access lesson plans from the overview provided on Compass Lesson Plan
- apply learned strategies within their work.
- understand the assessment, how and what is being measured.

KIS 2b. Improve consistent school wide effective teaching practice

PLCs in 2022 was all about embedding and consolidating our understanding of the PLC inquiry cycle to support the improvement of effective teaching practice. Given the disruptions of the 2020/21 school years, the Learning Specialist team took a slow and methodical approach to ensure the cycle was properly understood before groups worked independently. This meant in Term 1 all PLC sessions began with carefully scaffolded introductory sessions relating to each stage of the inquiry cycle. This was supported by a workbook of guided questions and pre-set templates that groups worked through cycle to cycle. Once it was felt that there was a level of comfort regarding the inquiry cycle (determined via survey data), the intense scaffolding was eased and groups were given more autonomy to choose their crumbs and make their own way through the various stages. Learning Specialists were then freed up to provide support on an as-needed basis. All work was completed via Microsoft Teams, where there was the ability to ensure everything was documented and could be monitored by various PLC members and leaders. PLCs were given priority within meeting schedules, which has enabled the cycle to be well ingrained across staff and has set us up for 2023 to continue to refine how we use PLCs to focus on whole-school needs.

Wellbeing

Goal 4: To improve student wellbeing and connectedness to the school

Werribee Secondary College's Student Wellbeing & Inclusion's focus is on the development of the capabilities of *all* students, so that they can thrive and respond positively to challenges and opportunities of everyday life. Throughout 2022 we continued to adapt to FISO 2.0 which focuses on not only the **learning** of each student but equally their **wellbeing**.

2022 saw the roll out of DET's new Disability Inclusion framework throughout the Southwest Victoria Region. Werribee Secondary College has now introduced a *tiered funding and services model* approach for students with additional or wellbeing needs, so that they can access education on the same basis as their peers.

The Student Wellbeing & Inclusion team are key to supporting student mental health, wellbeing & inclusion across all three tiers. We have the *Tier 1 Universal Supports* in place which using our ATOSS data helps to create a positive, inclusive and supportive school climate. Our *Tier 2 early interventions* provide additional support to certain cohorts of students that have specific needs or vulnerabilities. This includes students requiring an Individual Education Plan (IEPs) and holding regular Student Support Group Meetings (SSGs) which are run by all our sub school teams with the assistance of the student wellbeing coordinators. All our students with a disability, are in out of home care, or identify as indigenous are able to access these tier 2 supports. We also provide *Tier 3 Targeted intensive interventions* for individuals who require that intensive level or tailored, individualised support. Each of our student wellbeing & inclusion staff are trained in specific areas to provide targeted interventions to improve student outcomes. All our student wellbeing staff hold qualifications in the areas of student wellbeing, social work and/or counselling. Late in 2022 we trained two of our classroom ES staff in Spalding. Here at Werribee Secondary College our Spalding program aims to increase literacy for all; regardless of their initial literacy abilities. In 2022 we also started to develop and implement a School Wide Positive Behaviour Framework to support student wellbeing and connectedness.

Engagement

Goal 3: Students are engaged as learners and empowered global citizens.

KIS 3a. Develop learner agency in students

Student voice and learner agency has had an important place in our learning community for many years, however, these two elements were more clearly defined and delineated in our College in 2022. As part of our CIS accreditation, a working committee defined the terms student voice and learner agency in a lengthy consultation process led by our Learning Specialists, which involved students, teachers and parents. The definitions are as follows:

Student Voice: *Student voice involves students actively participating in the decisions that impact on their experiences and learning. Day-to-day structures and process activate opportunities for advocacy, feedback and participation to affect change.*

Learner Agency: *Learner agency involves students have ownership over their learning and being active participants with regards to curriculum and assessment decisions.*

Students were heavily involved in many aspects of the College community in 2022, which included student leadership, working groups, and school council. Student voice was pivotal in the construction of our new College values of respect and responsibility as they were consulted throughout the entire process. They were also responsible for many of our special College events which returned in 2022, such as Harmony Day. Students also continued to develop their learner agency, and our teaching staff and faculties continue to embed this into our curriculum and assessment; most notably, student voice and learner agency is now a part of our new unit planners, which were adopted at the beginning of 2022.

Student absence is a key indicator of engagement. Werribee Secondary College continues to be well below the number of days absence in comparison to similar schools and the state.

Other highlights from the school year

The production of *Beauty and the Beast* was staged in late 2022 to a full house and was very successful. A school production is very important for student engagement within the arts and attracts many participants.

Harmony Week, organised by students continued to grow. Students sharing customs and culture and the promotion of diversity underpin this enjoyable week.

An Environment Committee was established late in 2022 with interested students and staff coming together to establish a plan for what they would like to be involved in at the college.

Financial performance

Werribee Secondary College continued to operate in a financially prudent manner throughout 2022. The college continued to operate within the budget and avoided any unnecessary expenses.

A number of capital expenditure projects were undertaken, include building refurbishment and purchase of school lockers. The building refurbishment project was aimed at improving the learning environment and enhancing the safety of the students and staff. The purchase of school lockers was to enhance security of students' belongings.

The college continues to operate with a carefully managed staffing deficit as a result of international students.

A reduction in income was experienced through parent payments during 2022. This reduction is attributed to the continued economic effects of the COVID-19 and closer alignment of parent payment practices with Department policy. However, the college has implemented adjustments to ensure that the school continued to operate within budget.

For more detailed information regarding our school please visit our website at

<https://werribeesc.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 1557 students were enrolled at this school in 2022, 784 female and 773 male.

52 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).

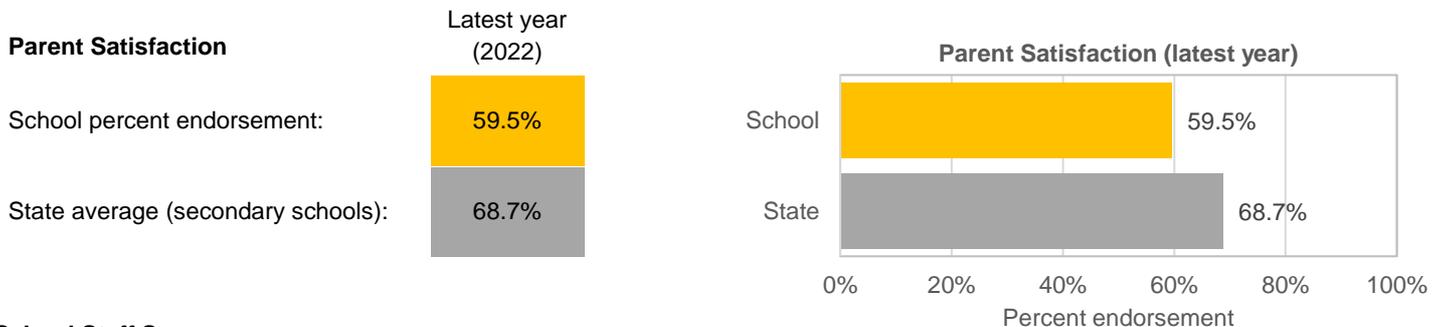
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

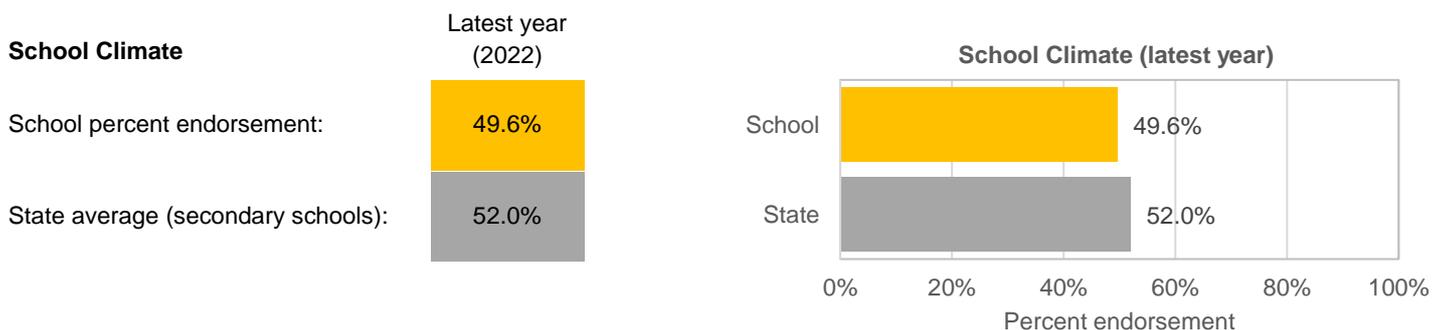


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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:

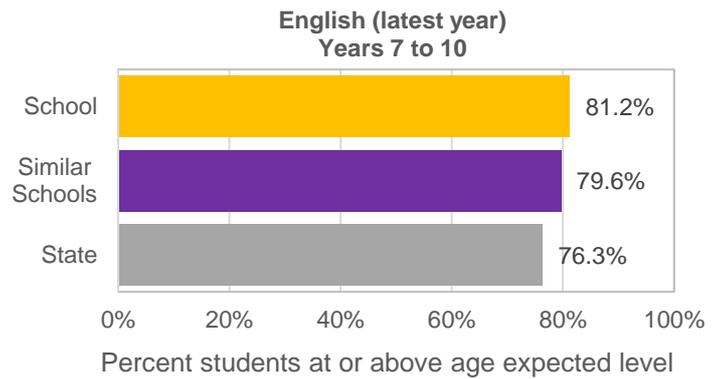
81.2%

Similar Schools average:

79.6%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

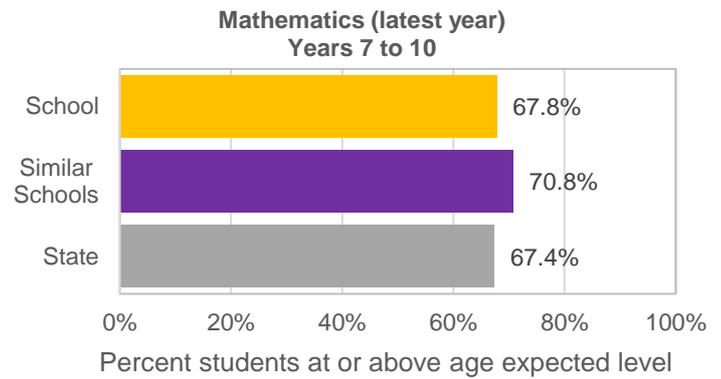
67.8%

Similar Schools average:

70.8%

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.

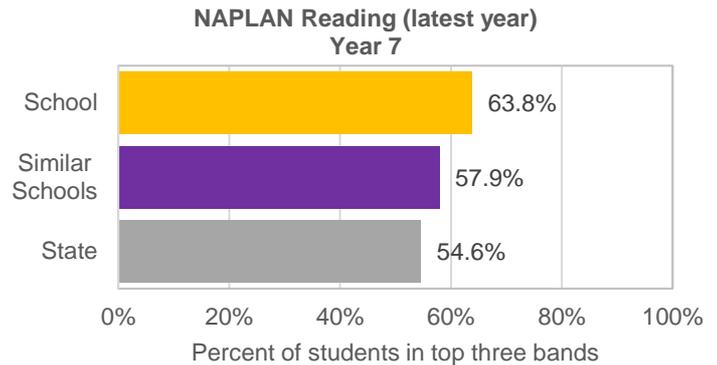
NAPLAN

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.

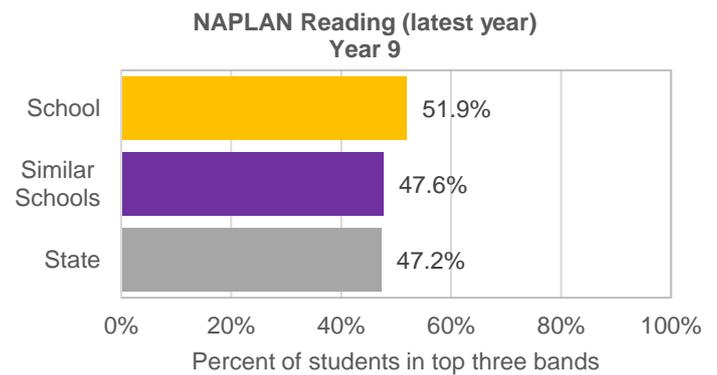
Reading Year 7

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 63.8% | 62.3% |
| Similar Schools average: | 57.9% | 58.8% |
| State average: | 54.6% | 55.3% |



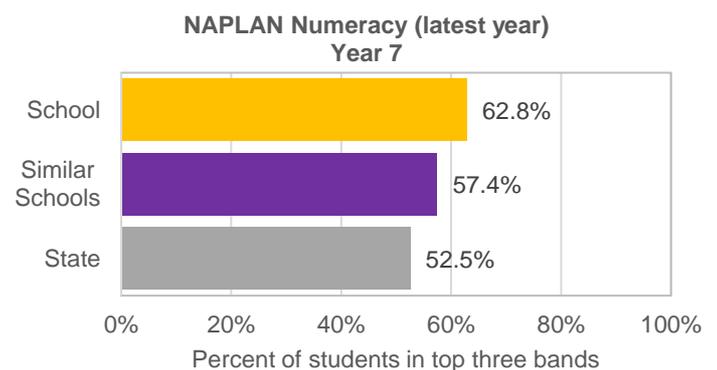
Reading Year 9

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 51.9% | 53.2% |
| Similar Schools average: | 47.6% | 46.5% |
| State average: | 47.2% | 46.0% |



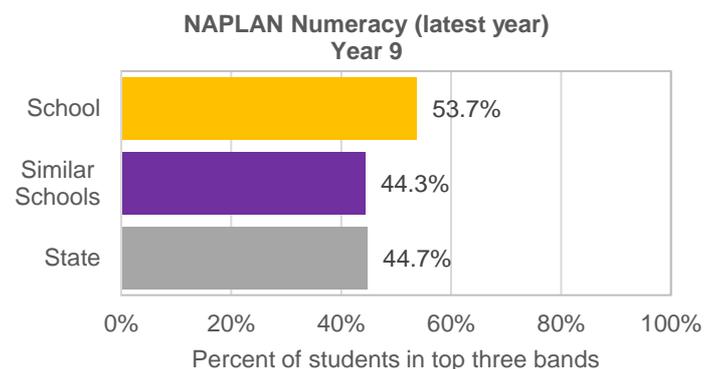
Numeracy Year 7

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 62.8% | 63.8% |
| Similar Schools average: | 57.4% | 59.3% |
| State average: | 52.5% | 54.8% |



Numeracy Year 9

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 53.7% | 57.1% |
| Similar Schools average: | 44.3% | 46.3% |
| 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.*

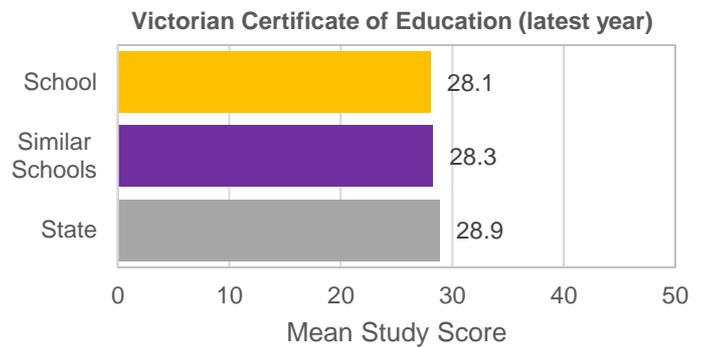
Victorian Certificate of Education (VCE)

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 | 28.1 | 29.4 |
| Similar Schools average: | 28.3 | 28.4 |
| State average: | 28.9 | 28.9 |



Students in 2022 who satisfactorily completed their VCE:

97%

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

27%

VET units of competence satisfactorily completed in 2022:

48%

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

58%

WELLBEING

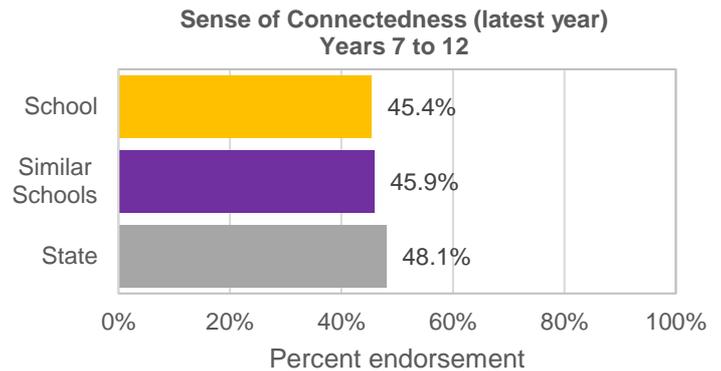
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 45.4% | 49.1% |
| Similar Schools average: | 45.9% | 51.5% |
| State average: | 48.1% | 52.5% |

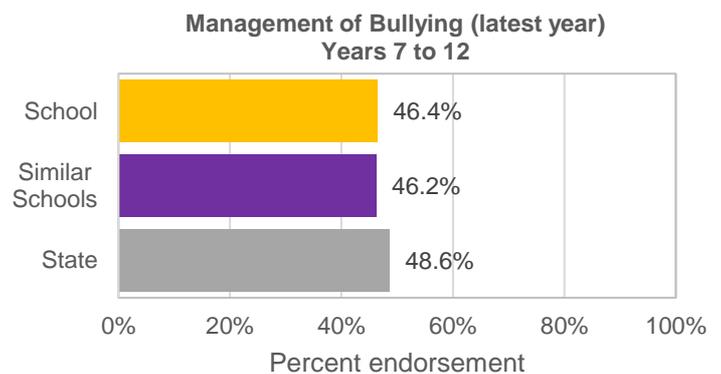


Student Attitudes to School – Management of Bullying

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: | 46.4% | 48.9% |
| Similar Schools average: | 46.2% | 52.8% |
| State average: | 48.6% | 54.0% |



ENGAGEMENT

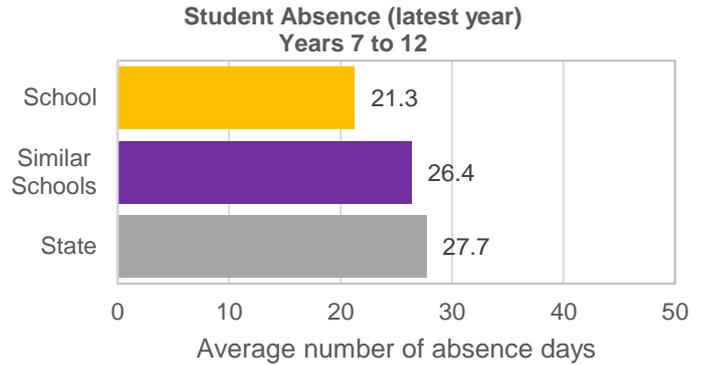
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 21.3 | 15.6 |
| Similar Schools average: | 26.4 | 19.9 |
| 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.

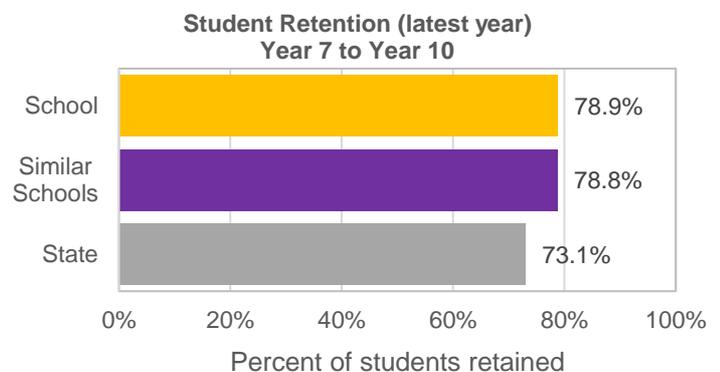
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2021): | 89% | 87% | 88% | 90% | 91% | 91% |

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: | 78.9% | 75.3% |
| Similar Schools average: | 78.8% | 78.3% |
| 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.

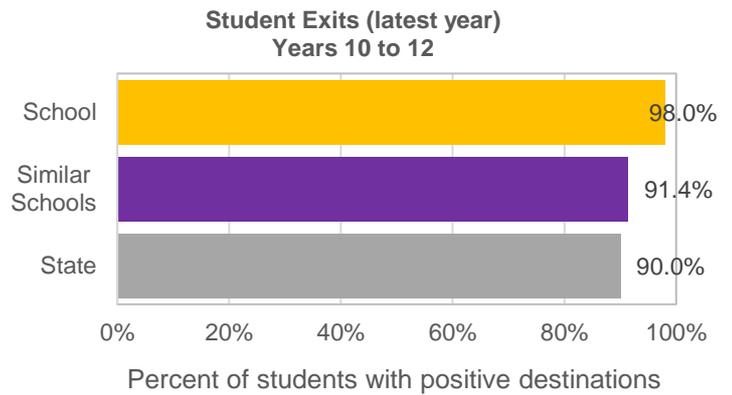
Students exiting to further studies or full-time employment

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: | 98.0% | 98.3% |
| Similar Schools average: | 91.4% | 91.8% |
| 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 | \$15,639,252 |
| Government Provided DET Grants | \$1,977,926 |
| Government Grants Commonwealth | \$0 |
| Government Grants State | \$5,000 |
| Revenue Other | \$404,878 |
| Locally Raised Funds | \$567,915 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$18,594,971 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$339,375 |
| Equity (Catch Up) | \$52,421 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$391,796 |

| Expenditure | Actual |
|---------------------------------------|---------------------|
| Student Resource Package ² | \$16,139,693 |
| Adjustments | \$0 |
| Books & Publications | \$8,933 |
| Camps/Excursions/Activities | \$243,732 |
| Communication Costs | \$36,579 |
| Consumables | \$445,414 |
| Miscellaneous Expense ³ | \$189,361 |
| Professional Development | \$73,339 |
| Equipment/Maintenance/Hire | \$151,051 |
| Property Services | \$168,014 |
| Salaries & Allowances ⁴ | \$838,192 |
| Support Services | \$515,677 |
| Trading & Fundraising | \$95,854 |
| Motor Vehicle Expenses | \$560 |
| Travel & Subsistence | \$548 |
| Utilities | \$161,581 |
| Total Operating Expenditure | \$19,068,527 |
| Net Operating Surplus/-Deficit | (\$473,556) |
| Asset Acquisitions | \$552,202 |

- (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

| Funds available | Actual |
|-------------------------------|--------------------|
| High Yield Investment Account | \$3,308,646 |
| Official Account | \$308,542 |
| Other Accounts | \$835,680 |
| Total Funds Available | \$4,452,869 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$470,727 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$700,000 |
| Beneficiary/Memorial Accounts | \$850,000 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$710,000 |
| Asset/Equipment Replacement < 12 months | \$500,000 |
| Capital - Buildings/Grounds < 12 months | \$300,000 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$200,000 |
| Capital - Buildings/Grounds > 12 months | \$1,190,000 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$4,920,727 |

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.