

2022 Annual Report to the School Community

School Name: Kurnai College (8716)



- 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 05 May 2023 at 02:02 PM by Anthony Rodaughan (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 05 May 2023 at 03:41 PM by Stephen Van Rooy (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

Kurnai College is a multi campus secondary college in the Latrobe Valley in the Inner Gippsland network of the department's South Eastern Region. We have 2 x 7-10 campuses located at Morwell and Churchill, a senior campus located on the grounds of Federation University in Churchill and a Flexible Learning Campus in Morwell that also hosts our college's Kurnai Young Parents Program (KYPPs). Currently the college has 1148 students enrolled and has a high SFOE index of .5968 The college defines itself as a learning community where:

- Learning is our focus
- We all accept responsibility for increasing our own learning
- We all accept responsibility for helping others in their learning

At Kurnai College we work to grow/develop our students to be the best learners and individuals they can be. We strive to develop their foundation skills to enable them to build their learning skills and capabilities along their individual learning pathway. We strive also to develop their resilience, and character through our college pillars of Engagement, Work Ethic, Relationships and Excellence to be contributing and confident members of our college community and looking forward, in their own wider communities. We work with our students to support their pathway and assist them to achieve their goals and ambitions. We seek to provide them with a wide range of learning and growth opportunities that builds their cultural understanding and informs their global perspective. Kurnai College is driven by the core values of ENGAGEMENT, EXCELLENCE, WORK ETHIC and RELATIONSHIPS. The College's stated purpose is "To build a learning community where staff, students and families connect through resilient and rigorous learning, respectful relationships and the celebration of achievement ". The College has established programs in Advanced Learning, Mentoring, English as a Second Language, International Education, Peer Support and Student Leadership, Community Engagement, Transition, Careers and Pathways and Music. Prompted by the Covid pandemic, the college has established a Blended Learning Program to provide a temporary learning program for students whose physical and/or mental circumstances prevent them from attending school in person. Teamwork is a central element in shaping and promoting improvement in the College with year level teams in years 7 to 10, and combined curriculum teams operate in years 11 and 12. Kurnai College continues to make Koorie inclusivity and intercultural learning a focus and an area for continued attention. Considerable emphasis and resources have been devoted to targeted professional learning for all staff. This has involved a suite of professional development activities with a focus on implementing the Kurnai Learning Architecture. SWPBS has continued to be a focus for developing practice across the College. Instructional Leadership has been a focus for the leadership team and in particular the ongoing work of the Learning Specialists who are an engine room for developing practice across the college. The Kurnai College workforce in 2021 was made up of a total of 171.5 staff. Of these, 99.5 were teaching staff and 72.1 were education support staff. There are 3 members of our staff team who are Aboriginal or Torres Strait Islander. The college runs an international program which has shrunk dramatically since the pandemic and the worsening geo political situation with China. There are currently 14 international students enrolled at the college with most coming from China and Vietnam. There are promising signs that the program will pick up in the second half of the year with enquiries and pre enrollment applications approaching double figures. The college faces a number of key challenges and barriers to overcome. The period of isolation due to the Covid pandemic has resulted in a significant percentage of students becoming disengaged from learning. For some 2020 and 2021 were lost years of learning. Since resuming 'normal' learning, students have continued to show signs of trauma and other negative impacts due to the isolation period. This situation continues to take a significant period of time to address. Staff too, have endured much during this time which has taken a toll on the entire Kurnai Learning Community. The college has set up a staff wellbeing team and engaged mental health supports or staff. The college has recently employed 2 mental health workers as part of the mental health reform initiative and these professionals are extremely busy supporting our students. Community culture around school attendance is a significant challenge. Student absence with family acceptance is a complex problem to overcome. Chronic absenteeism connected to family disintegration, mental illness and substance abuse is a significant cause of lack of student growth. The entire college team has begun trauma informed practice in the form of the Berry Street Educational Model and this learning will continue throughout the year. It is hoped that this learning will better equip our staff to deal with the ongoing affects of isolation and other trauma. Building teacher capacity in, and understanding/confidence of the Learning Architecture framework is progressing well across the college. This complex work is a 'slow-burn' improvement strategy and requires constant attention and induction of new staff and at times progress has been hampered by our staffs' capacity to take on professional learning in the current climate. Low levels of literacy and numeracy is another challenge that impacts on student growth. Less than 30% of year 7s entering the college are at the expected level in literacy and numeracy. The college leadership team will also work to develop coherence and clarity to harness the power of our strong middle leadership team. Kurnai Leadership Team (KLT) has become the engine room for school improvement. KLT will begin by redefining our college vision and developing a series of improvement plans focused around different elements of the Strategic Plan as we move to develop a new strategic plan in 2023.

Progress towards strategic goals, student outcomes and student engagement

Learning

The College had fewer Year 9 students in the bottom 2 bands for Reading with 3% less as compared to 2021. Both Year 7 and Year 9 had less students in the bottom 2 bands for writing with the band decreasing by 12% and 7% respectfully to the 2021 results. The Numeracy results for both Year 7 and 9 showed that there are more students in the bottom 2 bands and that our top 2 bands are below similar schools, highlighting a need to continue to prioritise numeracy learning and interventions in the future.

Over the last 2 years there has been a focus on completing Common Assessments Tasks and Learning Tasks in all subjects. These tasks provide students and parents with regular feedback about what level students are at and what are their next steps. These tasks are done with supports in place for students to achieve their best. This practice has supported students to achieve results at or above expected standards on internal assessment. In English, 62% were at expected level which was close to the similar schools of 65% and in Mathematics, 61% were at expected level which was above similar schools of 53%.

Outcomes in both VCE and VCAL continued to be strong in 2022. In VCE 99% of students successfully completed the certificate.

The mean study score was maintained from 28.8 in 2021 to 28.6 for 2022. There were 6.1 % of VCE study scores were 40 or above and 12.1% of study scores were 37+. There were 44 students who applied for an Australian Tertiary Admissions Rank (ATAR). Of these, 38 students received first round university offers and two additional students received a later offer.

Of the students who applied for an ATAR, 15% scored 90 or above. Of the highest achievers four students in 2022 achieved ATARs that were above 95.0 which had been the highest score in 2021. Two students scored perfect 50 study scores in 2022.

In Year 12 VCAL 95% of students completed their certificate in 2022. Of this group 92.3% have moved into apprenticeships/traineeships, ongoing employment or further studies at TAFE in 2023.

Wellbeing

Health and wellbeing of students and staff continue to be a priority, with ongoing efforts to ensure the best possible reengagement of students post-pandemic. Nearly all students have returned to full time schooling, however, the effects of two years of lockdown are still prevalent. The school has connected with a number of agencies to support the wellbeing of students, including Centre for Multicultural Youth, Headspace, Youth Space and others. Additional resources were placed into wellbeing staffing with increased student advocacy, indigenous support and mental health resources across all sites. Strengths in wellbeing include the increased support of transition, returning 67% positive response in Attitudes to School at Grade 6 to Year 7, and 62% positive endorsement for Year 10 to Year 11, both returning above state, network and like-school averages. Students also report a strong sense of connectedness (above state average) and teacher concern (also above state average), whilst maintaining high expectations. Training began in the Berry Street Education Model, promoting trauma-informed practice for staff. Strategies promoting knowing students and how they learn, and ready-to-learn plans students promote positive engagement and wellbeing. Increased staff learning has resulted in practice change and ultimately improved student and staff wellbeing outcomes. Staff survey results indicate strong resilience, returning 62% positive endorsement - well above state. Staff support for physical safety returned significantly positive data at 85% positive endorsement. The school continued to promote a relationship with Doctors in Secondary Schools.

Engagement

The College continues to focus on absence days and seeking ways to improve attendance. Although 2022 was not interrupted by remote learning, for a large of percentage of students the impact continued through 2022. The average number of absence days compared to the four-year average, rose to 36.6% from 30% and some of this can be attributed to illness due to Covid and the Flu, and mental health related issues because of Covid 19. The College continues to improve and strengthen processes for communicating absences to families and carers. 77 % of parents positively endorse school communication. Improved communication in turn strengthens the partnership between the school, family and student to improve overall outcomes for students.

The College continued a range of reengagement programs such as the Blended Learning Program, Oz Child intensive case management along with the Berry Street Education Model.

The Blended Learning Program aims to reengage students by assigning a mentor to help monitor learning both when the student is onsite and working from home. Whilst the Berry Street Education Model is primarily a wellbeing, whole school approach to teaching and learning that is in its infancy at Kurnai College, we are beginning to see the potential for a positive impact on student engagement. Kurnai College remains committed to Latrobe Valley Flexible Learning Option (LVFLO) and the Kurnai Young Parent Programs. As a founder of both programs we see the value in engaging targeted students in these programs. LVFLO caters for the

needs of students who find engagement with mainstream difficult and are at risk of dropping out. Attendance at LVFLO ensures that students remain positively connected to education and keeps the door open for reengagement with mainstream.

Attitudes to attendance in 2022 had a 73% positive endorsement which is 5% greater than similar schools and schools in the network. Interestingly whilst students have a positive attitude to attendance, attempts to catch up on the work they have missed does not have the same priority.

The social engagement domain of the Attitudes to School Survey shows that 76% of students positively endorse a sense of inclusion. The College has worked hard throughout 2022 to improve inclusion and are we currently leaders in Disability Inclusion as evidenced in our investment in Disability Inclusion specialists and leaders.

Other highlights from the school year

The college continued to provide positive experiences and opportunities for all students in 2022. Year level camps ranging from a rural experience on the Gippsland Lakes and the Snowy River to urban experiences in the City and interstate were well attended. As a multi campus college we are proud of the times we can come together to celebrate our students. The annual athletics carnival, the college awards ceremony, and a day out at Gumbuya World are some of the many highlights on our calendar.

The college is committed to student voice and agency. Student Representative Councils and other focus groups provide important and valuable feedback. From our indigenous students sharing their experiences of racism, the 'Stop, Rewind, Play' film was born. This film will be shared with the wider community and will be used to shape anti racism lessons.

The introduction of the Kurnai Positive Acknowledgement system within our PBS framework has enhanced student and family engagement.

The college is a lighthouse school for its continued work in Disability Inclusion. In addition our staff training in the Berry Street Model of Education, supports staff with the tools to ensure all students can experience success at Kurnai College.

Financial performance

In 2022 we were able to complete a number of projects that had been delayed by COVID in the previous two years.

During 2022 the College undertook some key infrastructure projects, with IT servers being replaced across all four campuses and laptops upgraded across the college.

Additional funds were allocated to maintenance projects in 2022, with a number of projects to maintain and improve our school buildings. The final stage of the Morwell rebuild project commenced in 2022 with completion expected by early 2023. School funds were allocated to deliver additional infrastructure as part of this building project.

The 2022 budget once again included substantial resources allocated to the Targeted Reading at Kurnai (TR@K) program. This program will continue to run in 2023. Additional funds were also allocated to student wellbeing initiatives with additional staff employed to provide wellbeing support to students.

The College gratefully acknowledges the equity funding provided by DET. The additional resource has been crucial to the academic and welfare improvement agenda set by the College.

For more detailed information regarding our school please visit our website at www.kurnai.co

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 1119 students were enrolled at this school in 2022, 553 female and 566 male.

5 percent of students had English as an additional language and 10 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

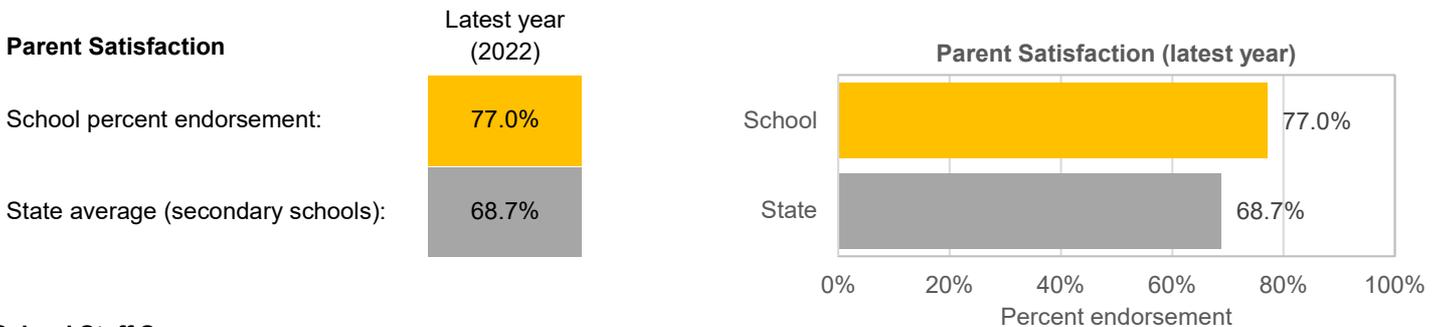
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

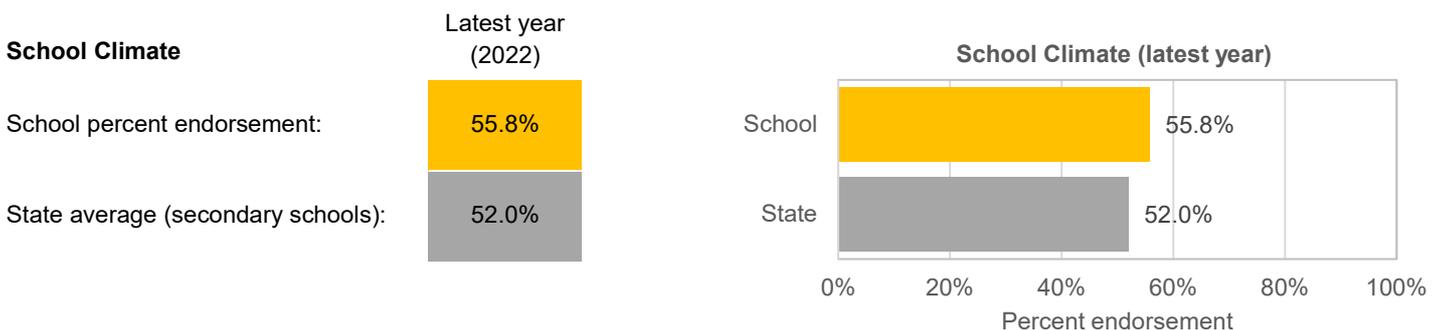


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

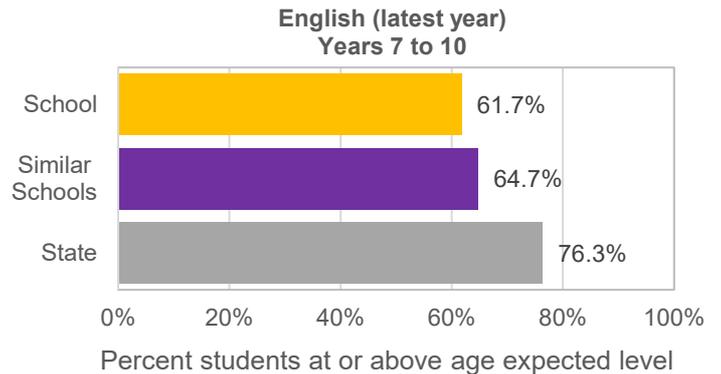
61.7%

Similar Schools average:

64.7%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

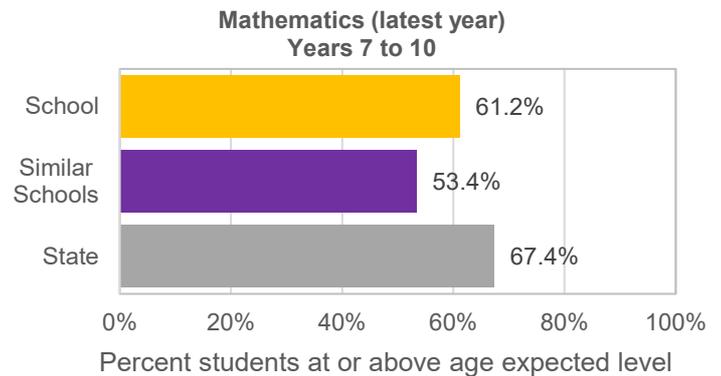
61.2%

Similar Schools average:

53.4%

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.

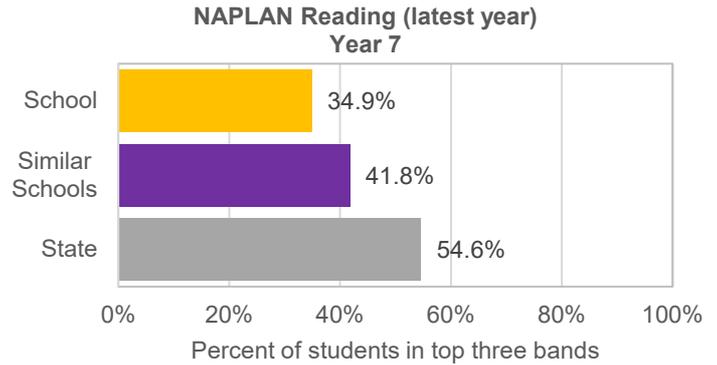
NAPLAN

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.

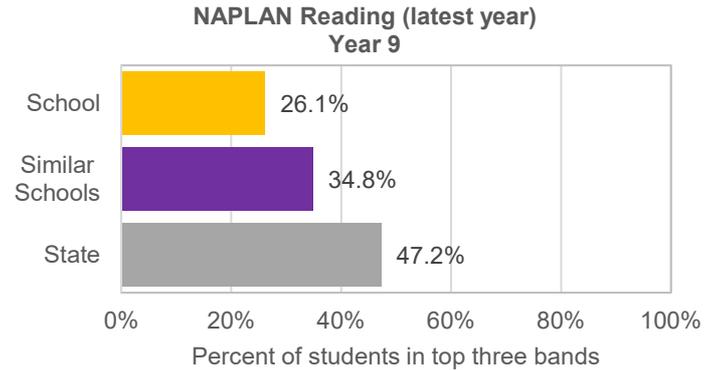
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	34.9%	37.1%
Similar Schools average:	41.8%	43.6%
State average:	54.6%	55.3%



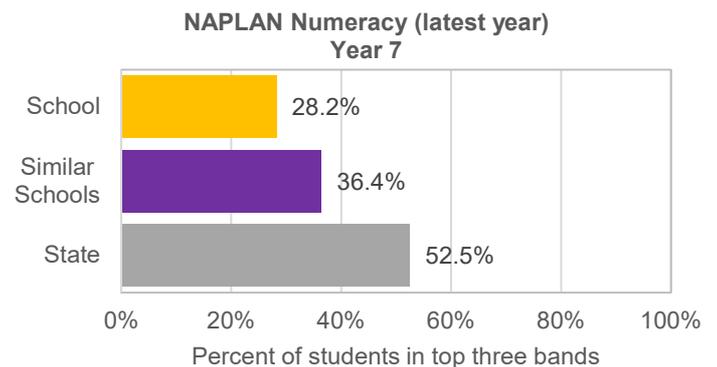
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	26.1%	31.7%
Similar Schools average:	34.8%	34.6%
State average:	47.2%	46.0%



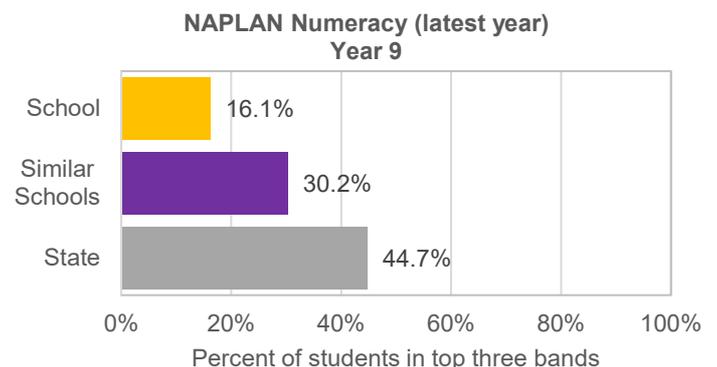
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	28.2%	31.9%
Similar Schools average:	36.4%	40.9%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	16.1%	23.1%
Similar Schools average:	30.2%	31.9%
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.*

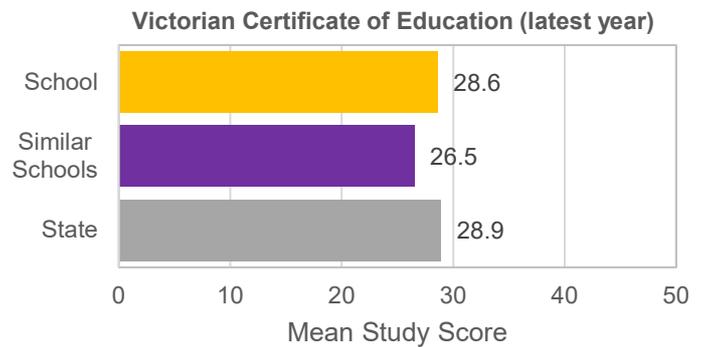
Victorian Certificate of Education (VCE)

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	28.6	28.0
Similar Schools average:	26.5	26.6
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

99%

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

49%

VET units of competence satisfactorily completed in 2022:

69%

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

95%

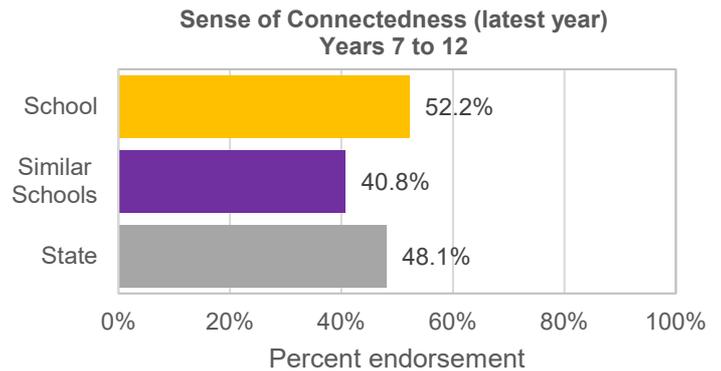
WELLBEING

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).

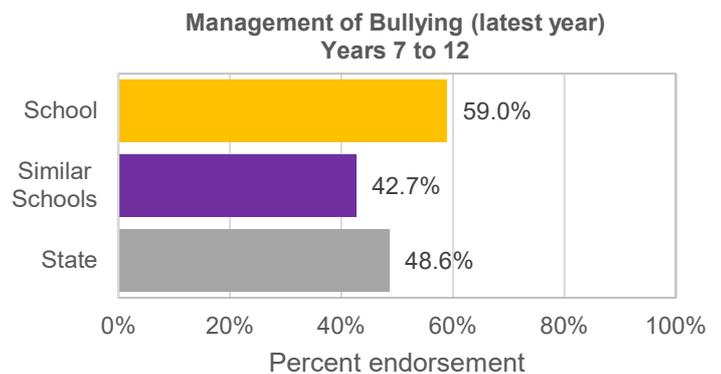
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	52.2%	54.4%
Similar Schools average:	40.8%	45.2%
State average:	48.1%	52.5%



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:	59.0%	61.4%
Similar Schools average:	42.7%	47.4%
State average:	48.6%	54.0%



ENGAGEMENT

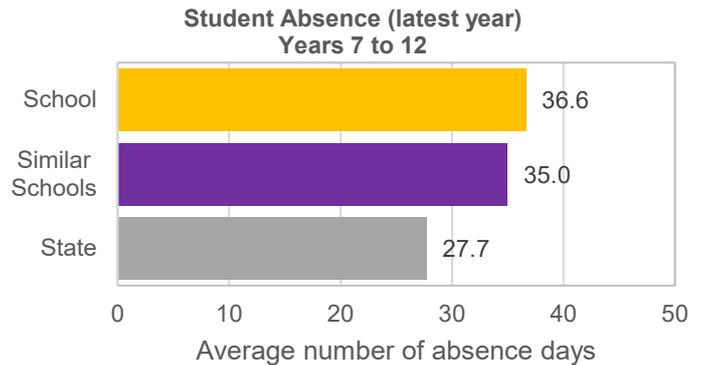
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	36.6	30.0
Similar Schools average:	35.0	27.7
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.

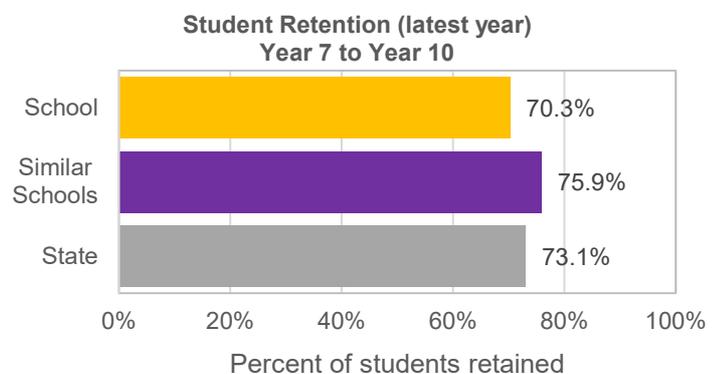
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	82%	80%	77%	77%	86%	90%

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:	70.3%	70.7%
Similar Schools average:	75.9%	75.3%
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.

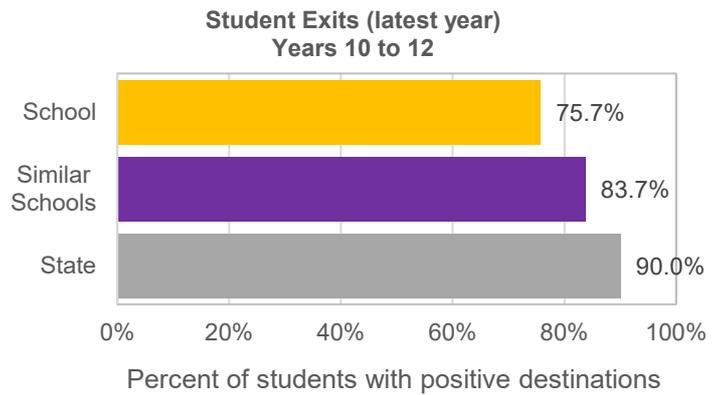
Students exiting to further studies or full-time employment

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:	75.7%	72.4%
Similar Schools average:	83.7%	82.7%
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	\$17,411,528
Government Provided DET Grants	\$3,731,760
Government Grants Commonwealth	\$8,951
Government Grants State	\$9,800
Revenue Other	\$176,598
Locally Raised Funds	\$454,486
Capital Grants	\$0
Total Operating Revenue	\$21,793,123

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,221,236
Equity (Catch Up)	\$205,090
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$2,426,326

Expenditure	Actual
Student Resource Package ²	\$18,057,085
Adjustments	\$0
Books & Publications	\$14,512
Camps/Excursions/Activities	\$464,064
Communication Costs	\$57,397
Consumables	\$585,694
Miscellaneous Expense ³	\$99,098
Professional Development	\$107,093
Equipment/Maintenance/Hire	\$339,537
Property Services	\$813,171
Salaries & Allowances ⁴	\$978,169
Support Services	\$524,058
Trading & Fundraising	\$172,493
Motor Vehicle Expenses	\$47,096
Travel & Subsistence	\$9,096
Utilities	\$206,173
Total Operating Expenditure	\$22,474,737
Net Operating Surplus/-Deficit	(\$681,614)
Asset Acquisitions	\$326,242

- (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	\$2,856,777
Official Account	\$127,170
Other Accounts	\$37,220
Total Funds Available	\$3,021,167

Financial Commitments	Actual
Operating Reserve	\$677,408
Other Recurrent Expenditure	\$26,682
Provision Accounts	\$0
Funds Received in Advance	\$436,005
School Based Programs	\$873,442
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$265,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$252,069
Asset/Equipment Replacement > 12 months	\$630,000
Capital - Buildings/Grounds > 12 months	\$520,000
Maintenance - Buildings/Grounds > 12 months	\$37,200
Total Financial Commitments	\$3,717,806

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.