

# 2022 Annual Report to the School Community

School Name: Hume Central Secondary College (8862)



**HUME CENTRAL**  
Secondary College

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

**Attested on 28 April 2023 at 04:48 PM by Jeffrey Mulcahy (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 29 April 2023 at 11:23 PM by Robert Hodge (School Council President)**

## How to read the Annual Report

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### 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.

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### 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)

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### 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.

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### 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.

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### 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 TEXT

Hume Central Secondary College is a three-campus co-educational secondary College that was established in 2008 and is a culturally rich and diverse learning community that is committed to educational excellence.

*The College has three Campuses:*

**Dimboola Road Campus - Years 7-9**

**Blair Street Campus - Years 7-9**

**Town Park Campus - Years 10-12**

In 2022 we worked with a range of school community stakeholders, including staff, students and families to create a new vision statement. The statement was endorsed by College Council and states:

***At Hume Central Secondary College, we aim high and strive to discover our unique talents, to chase our dreams and create a successful future.***

We believe that meaningful student involvement is vital for our school to continue to develop and improve. One of our motto's "**Responsible, Respectful Learners**" emphasises the focus on preparing students for lifelong learning.

Our guiding principles are reflected in the College Logo:

### **Diversity**

Recognising the diverse backgrounds, cultures, talents and aspirations of our students and providing rich learning opportunities for all.

### **Achievement**

Supporting all our students to achieve their personal best.

### **Success**

Developing the knowledge, skills and personal attributes that will enable our students to lead successful lives beyond school.

The College has 181.39 EFT Staff, 8 Principal Class, 102.2, Teachers and 6.39 Tutors, 1.2 Paraprofessionals & 63.6 Education Support Class staff.

The academic success of our students is ensured via a guaranteed and viable curriculum at all year levels which has been developed through the collaboration of our dedicated teachers and support staff to achieve our goal of providing engaging learning for our students and creating an environment where every student feels safe and respected.

Our focus is on keeping all students engaged in their learning pathway so that they remain committed to learning and aim to successfully complete Year 12 and prepare for an appropriate post-school pathway. Our success in developing VCE, VET and VCAL programs is made possible through the effective partnership that exists between our students and staff. Providing opportunities for staff to collaborate and contribute within Professional Learning Community teams is a College priority. We aim to ensure that all of our students are prepared for a successful transition to a sustainable post-school destination.

The class of 2022 achieved the best VCE results in the history of our College. The median VCE study score was 27 for the second consecutive year and the percentage of study scores above 40 was 1.8%. Exam data showed significant growth with 30 students achieving an exam result of A/A+. 65% of our VCE students achieved an ATAR above 50, and the mean ATAR score was 59. Approximately 75% of graduating students received a tertiary offer (University or TAFE course or an apprenticeship program). A further 10% engaged in full-time employment and the remainder of students engaged in part-time employment, seeking employment or pursuing overseas travel.

Following disruptions to onsite learning in 2020 and 2021, the College's approach to learning throughout 2022 sustained positive student engagement in learning and maintained a strong connection between the school and its community. Families were contacted regularly by staff and significant support was provided to ensure that students had access to appropriate technologies to use in class. This process assisted in developing partnerships between parents/carers and school staff and enhanced the school climate as demonstrated by positive endorsement in the areas of parent and community involvement and trust in students and parents. Progress towards strategic goals, student outcomes, and student engagement.

Our self-assessment against the FISO Continua of Practice for School Improvement and the Professional Learning Community (PLC) maturity matrix indicates that Hume Central Secondary College has many strengths:

- A strong, established culture of collaboration amongst staff
- A collective focus on student achievement via the implementation of a guaranteed and viable curriculum which is clearly documented including common assessment tasks and analytic rubrics
- Moderation practices occurring across all subject areas and a consistent use of informative feedback to students to form improvements in their learning
- The use of an Explicit Instructional Model in place and peer coaching and observation practices embedded
- A positive school climate with a focus on staff and student wellbeing.



## Refining the focus from our School Strategic Plan (2022- 2025) for 2022:

### ***In relation to goal 1:***

“Maximise students’ learning growth in literacy and numeracy to increase their achievement in all learning areas”, we aimed to continuously improve by concentrating our efforts on learning growth/progress, supporting teacher teams to engage in data-informed practice and point-of-need teaching. This included diagnosing student learning needs through the use of common formative assessments and well-designed developmental continuums. Building the capacity of teacher teams to engage in evaluative practice, in particular the use of evidence, including student feedback and student perception survey data, as the basis for rigorous, improvement-focused collaboration. The use of a common inquiry cycle model continues to guide the manner in which staff utilise their shared knowledge and collective expertise to continuously develop student learning programs.

### ***In relation to goal 2:***

“Maximise students’ wellbeing and their engagement with the school” our focus was to build staff capacity to improve student engagement and connectedness to the College, to strengthen connections and partnerships with parents/carers and the community and to activate students’ agency and voice in learning. This was achieved via the development of a College wide understanding of how positive engagement strategies can be implemented to support positive relationships. Leaders also delivered professional development on RRRR, SWPBS, BSEM to support staff in understanding the benefits of engagement strategies.

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

### LEARNING

Hume Central is proud of the achievements of our students. 2022 NAPLAN data indicates that the percentage of students in the top three bands for reading in Years 7 has increased to 29.8% which is above the 4-year average of 26%. Similarly, the percentage of students in the top three bands for reading in Years 9 has increased to 18.7% which is above the 4-year average of 17.5%.

Numeracy data indicates that the percentage of students in the top three bands in Years 7 has decreased slightly to 21.6% which is below the 4-year average of 22.9%. Similarly, the percentage of students in the top three bands for numeracy in Year 9 has decreased to 14.2%, which is below the 4-year average of 15%.

The 2022 mean VCE study score of 27.4 is above our four year average of 26.8 and the similar schools average of 26.6.

It is pleasing to see that 89% of students satisfactorily completed their VCE whilst 87% of VCAL units were also successfully credited.

### WELLBEING

Our student survey opinion data on school connectedness with 55.7% positive endorsement is well above the similar schools average of 49.4% and the state average of 48.1%. Furthermore, data on management of bullying (Years 7 to 12) shows 57.3% positive endorsement, which is also well above the similar schools average of 49.9% and the state average of 48.6%. Our College is focused on improving the social and emotional skills of our students in recognition of the fact that these are essential for success in learning and life. This is being achieved through a sustained, College-wide focus on further improving and enriching relationships between teachers and students; amongst students and between parents and our College and the implementation of the Respectful Relationships curriculum at years 7-10. The College-wide implementation of the School-wide Positive Behaviour Program since 2015 highlights the behaviour we value in our students and the College climate we seek to develop for our College. All staff have been trained in the use of the Berry Street Education Model and its implementation has commenced in all classrooms. Student engagement and wellbeing will be further supported through the following actions:

- Strategies to further improve and build positive staff/student relationships
- Employment of Community Liaison Officers to work with specific cohorts/communities
- Expected behaviours explicitly taught across all classes
- Recognition, reward and encouragement of positive student behaviours and learning strategies
- Recognition and encouragement of student leadership and student voice and agency
- Promoting regular attendance to a target of 100% for all students with increased student and family engagement in the process
- Student academic & attendance progress reports every 3/4 weeks throughout the year.

### ENGAGEMENT

Our student attendance data reflects improvement in relation to ‘like schools’ in Victorian government school data. The average attendance rate for students in Years 11 of 90% and Year 12 of 91% is positive and is clearly related to the positive learning data for the class of 2022. Student retention data from Year 7-10 of 74.9% is above our four-year average of 65.5% and also above the state average of 73.1%. Hume Central Secondary College is committed to maximising student participation with a clear focus on achieving positive attendance rates across all year levels.

The College is equally committed to achieving outstanding learning completion rates. The number of students exiting to further studies and full time employment match results for similar schools. Continued development of the VCAL/VET programs and growing links with TAFE programs has helped increase retention and has facilitated positive pathway outcomes for many students.

Student Pathways & Transition will be further supported through the following actions:

- Providing students from all year levels with opportunities to participate in a range of careers and pathway programs to increase aspirations
- Participation in the Head Start program to prepare students for expectations of employers and to enhance transition to employment
- Challenging and engaging curriculum to develop skills and study habits
- Further development of VCE, Vocational Major and VET options to engage students in learning in senior secondary years
- Increased opportunities for student agency through goal setting
- Implementation of STEAM and Applied Learning across years 7-12
- Comprehensive use of CAP's for all Year 9, 10, 11 and 12 students.

## FINANCIAL PERFORMANCE

During 2022 Hume Central Secondary College continued to use a range of available resources to support improvements in teaching and learning. The annual budget was designed to meet the learning needs of all of our students as addressed in the 2022 AIP and the School Strategic Plan (2022-2025). The 2022 budget was allocated to include further upgrades and enhancements to facilities. The upgrades demonstrate to the wider Community the value and commitment placed by the College to provide facilities that not only meet good standards but are in addition, aesthetically pleasing and enhance comfort and school pride for our community.

Significant investment has been made in this area, enhancing the comfort, wellbeing and OH&S requirement of our learning community including increasing learning spaces, completion of air conditioning installations in learning spaces, and further enhancement of sporting grounds and facilities that students can use during lunch breaks. Classrooms were also upgraded, with new furniture being purchased and many spaces across each Campus being freshly painted.

The School Council continues to subsidise the Year 7 to 12 Personal Learning Device Program, that enables students access to 24/7 learning. School Council continues to subsidise the cost of camps and excursions, along with the sporting Program. The Instrumental music program has been maintained, highlighting the talents of students, and providing an opportunity to appreciate the Arts, enhance academic achievement and promote personal development in and beyond the classroom.

School Council continues to endorse strategies to facilitate parent contributions for essential service fees, where affordable. The College will continue to support families experiencing hardship. School Council has continued to support the investment of resources into the School Wide Positive Behaviour Program, which continues to engage students and reduce interruptions to learning. The investment of Equity Funding continues to support the varying individual needs of students and ensuring that all opportunities for 'catch up' is provided.

The workforce plan has seen the employment of more Youth Workers; a Speech Pathologist and additional MEA's across all areas of learning and wellbeing to support individual students. The Doctors in School initiative has proven to be extremely successful. The College has invested in the implementation of a Flexible Learning Outcomes (FLO) setting to support students in Year 9 with low levels of engagement.

For more detailed information regarding our school please visit our website at <http://www.humecentralsc.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 1166 students were enrolled at this school in 2022, 492 female and 674 male.

72 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

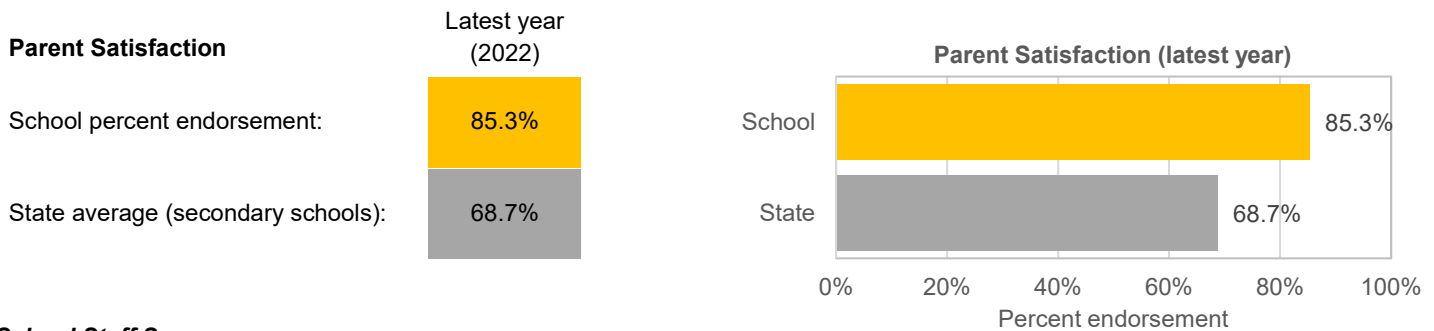
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percentage 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.

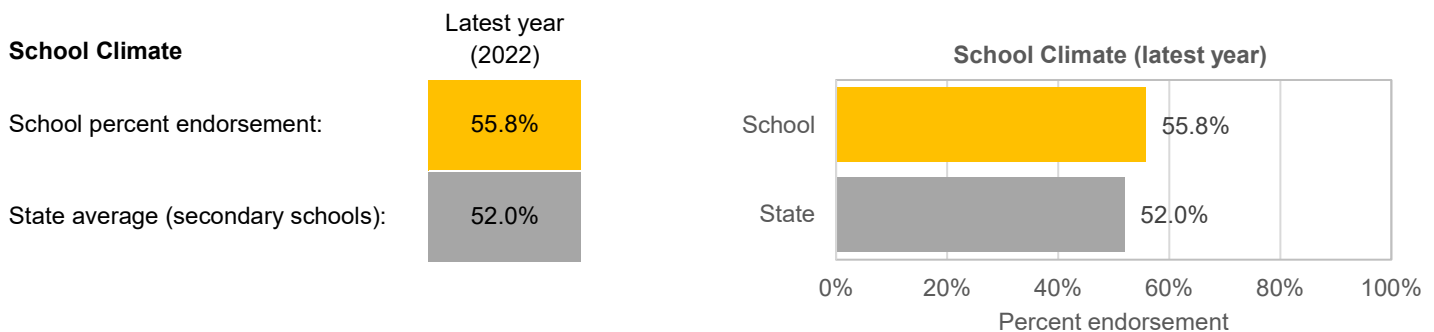


### School Staff Survey

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.

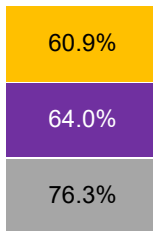
#### English Years 7 to 10

School percent of students at or above age expected standards:

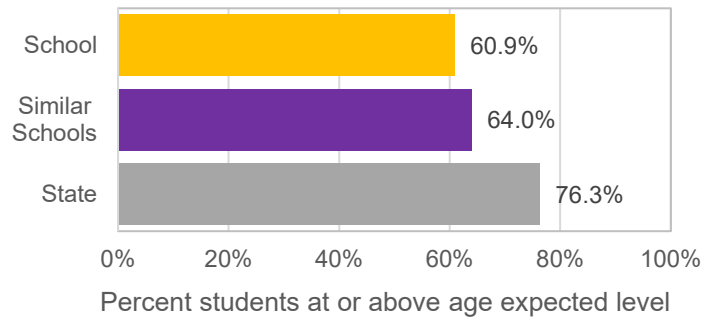
Similar Schools average:

State average:

Latest year  
(2022)



#### English (latest year) Years 7 to 10



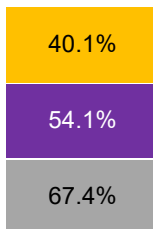
#### Mathematics Years 7 to 10

School percent of students at or above age expected standards:

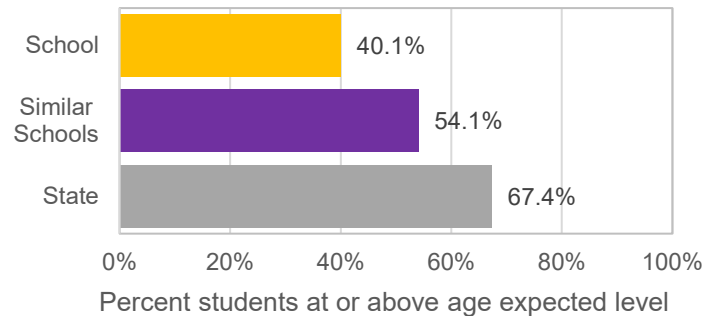
Similar Schools average:

State average:

Latest year  
(2022)



#### Mathematics (latest year) Years 7 to 10





## 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.

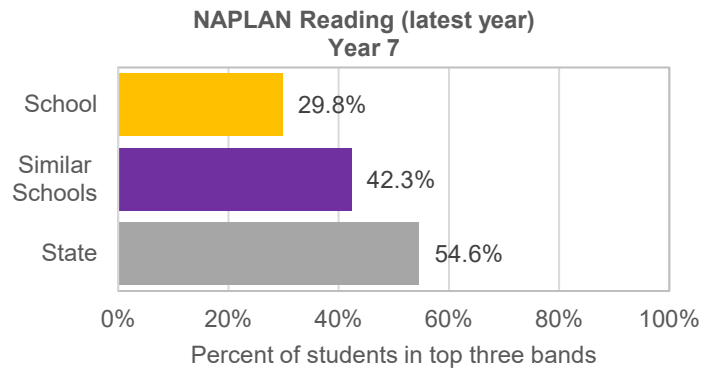
### NAPLAN

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.

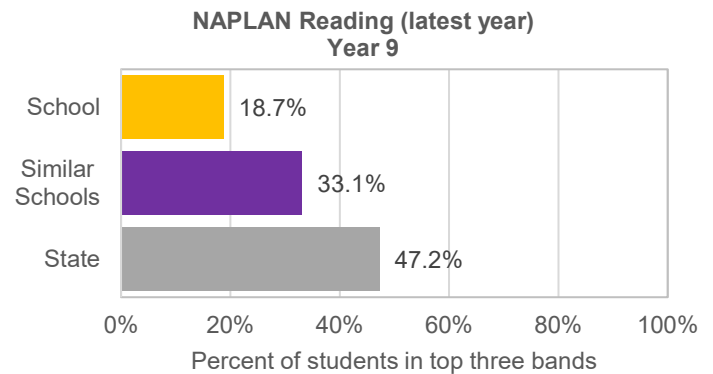
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	29.8%	26.0%
Similar Schools average:	42.3%	41.9%
State average:	54.6%	55.3%



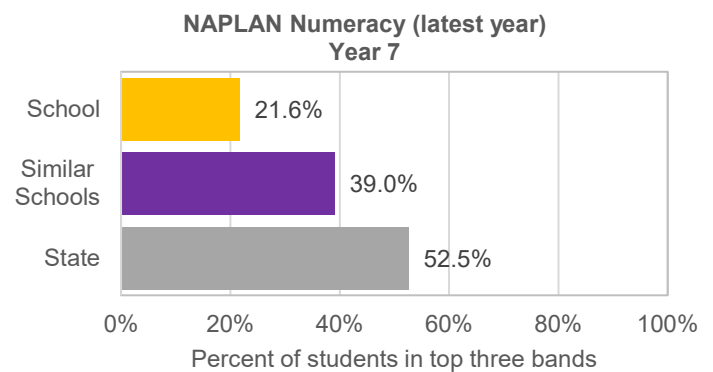
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	18.7%	17.5%
Similar Schools average:	33.1%	32.5%
State average:	47.2%	46.0%



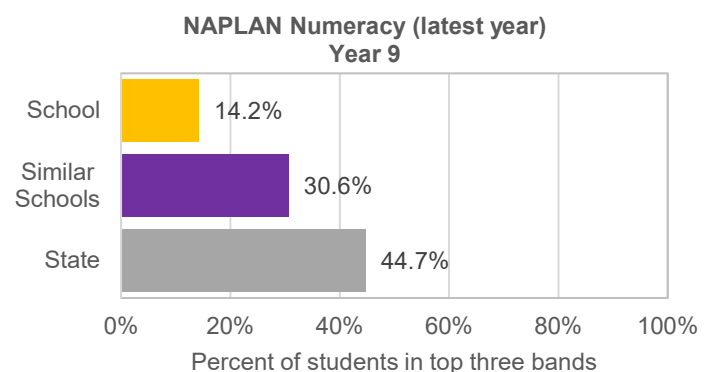
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	21.6%	22.9%
Similar Schools average:	39.0%	41.0%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	14.2%	15.0%
Similar Schools average:	30.6%	31.0%
State average:	44.7%	45.6%



## LEARNING (continued)

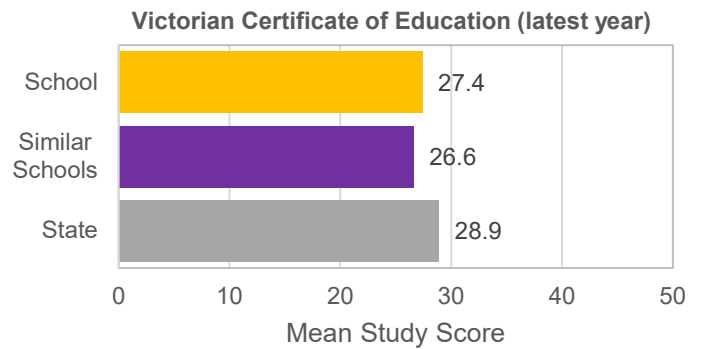
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Victorian Certificate of Education (VCE)

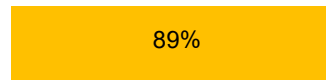
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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

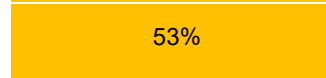
Victorian Certificate of Education	Latest year (2022)	4-year average
School mean study score	27.4	26.8
Similar Schools average:	26.6	26.7
State average:	28.9	28.9



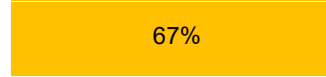
Students in 2022 who satisfactorily completed their VCE:



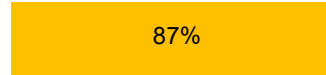
Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2022:



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



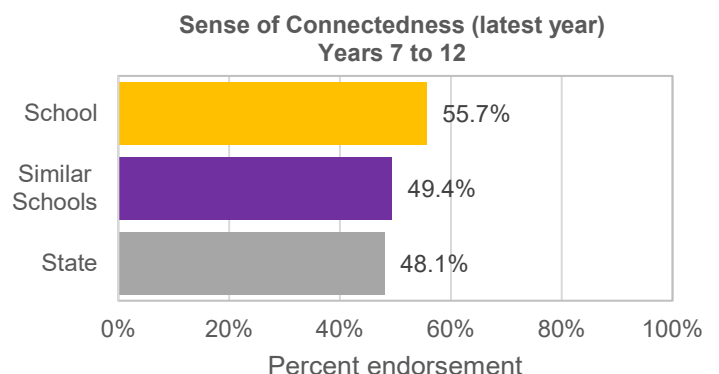
## WELLBEING

**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).

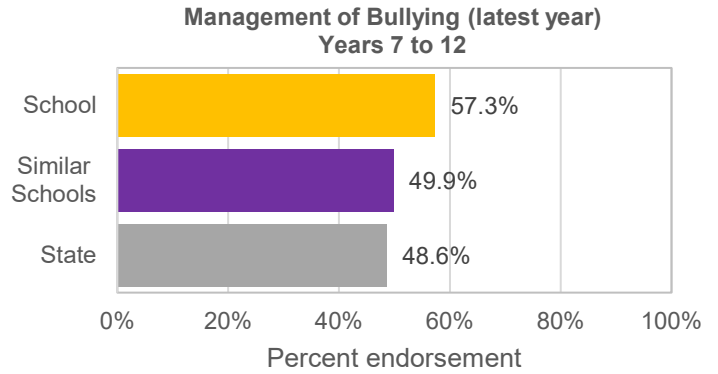
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	55.7%	60.0%
Similar Schools average:	49.4%	53.7%
State average:	48.1%	52.5%



**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:	57.3%	63.2%
Similar Schools average:	49.9%	54.5%
State average:	48.6%	54.0%



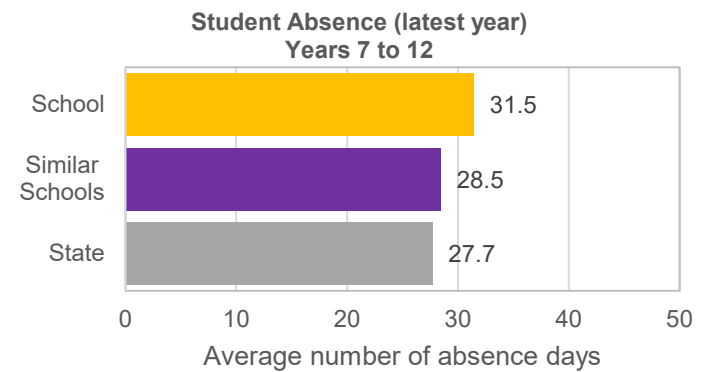
**ENGAGEMENT**

**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:	31.5	27.3
Similar Schools average:	28.5	22.9
State average:	27.7	21.8



**Attendance Rate (latest year)**

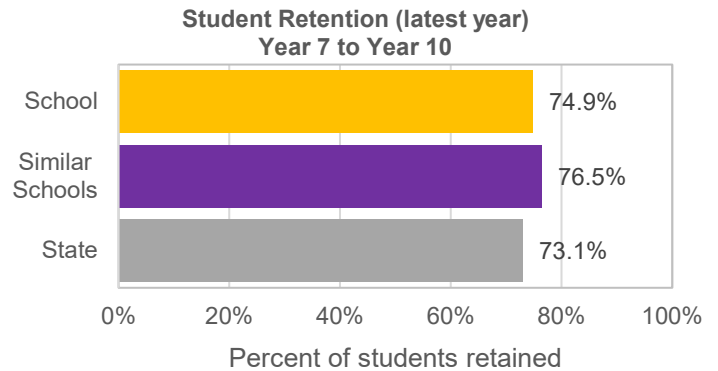
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	84%	80%	80%	86%	90%	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:	74.9%	65.5%
Similar Schools average:	76.5%	74.4%
State average:	73.1%	73.0%



**ENGAGEMENT (continued)**

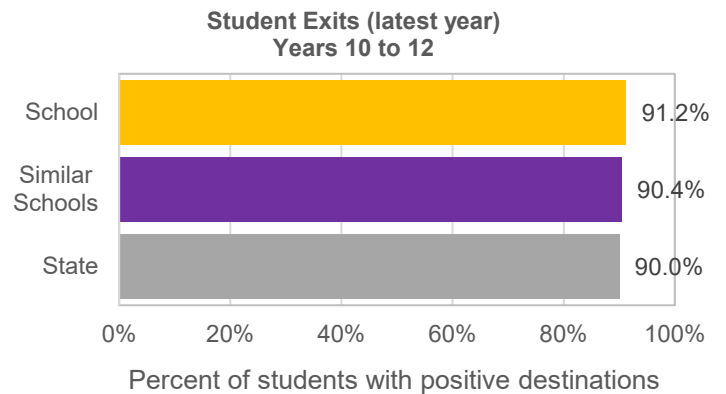
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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:	91.2%	92.0%
Similar Schools average:	90.4%	90.4%
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	\$18,600,344
Government Provided DET Grants	\$2,936,576
Government Grants Commonwealth	\$16,096
Government Grants State	\$175,904
Revenue Other	\$140,516
Locally Raised Funds	\$416,780
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$22,286,216</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$3,526,532
Equity (Catch Up)	\$176,582
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$3,703,114</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$19,833,074
Adjustments	(\$25,925)
Books & Publications	\$12,319
Camps/Excursions/Activities	\$362,434
Communication Costs	\$65,234
Consumables	\$487,493
Miscellaneous Expense <sup>3</sup>	\$71,992
Professional Development	\$99,920
Equipment/Maintenance/Hire	\$388,002
Property Services	\$516,263
Salaries & Allowances <sup>4</sup>	\$481,773
Support Services	\$602,832
Trading & Fundraising	\$74,182
Motor Vehicle Expenses	\$6,236
Travel & Subsistence	\$289
Utilities	\$291,446
<b>Total Operating Expenditure</b>	<b>\$23,267,563</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$981,347)</b>
<b>Asset Acquisitions</b>	<b>\$246,848</b>

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refer to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$2,864,723
Official Account	\$119,005
Other Accounts	\$14,287
<b>Total Funds Available</b>	<b>\$2,998,015</b>

Financial Commitments	Actual
Operating Reserve	\$504,426
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$772,749
School Based Programs	\$1,841,751
Beneficiary/Memorial Accounts	\$14,287
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$79,869
Capital - Buildings/Grounds < 12 months	\$136,687
Maintenance - Buildings/Grounds < 12 months	\$62,673
Asset/Equipment Replacement > 12 months	\$50,000
Capital - Buildings/Grounds > 12 months	\$20,000
Maintenance - Buildings/Grounds > 12 months	\$20,000
<b>Total Financial Commitments</b>	<b>\$3,502,441</b>

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

