

2022 Annual Report to the School Community

School Name: Trafalgar High School (8395)



- 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 09 May 2023 at 01:00 PM by Brett Pedlow (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 offline by School Council President and processed by Elizabeth Spence (SPOT Admin) on 12 May 2023 at 04:09 PM

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

Trafalgar High School is located in the regional township of Trafalgar (pop 8,368[i]) in the Baw Baw Shire, a Local Government Area (LGA) in West Gippsland. Trafalgar High School is a school of choice in the region, reflected by the 2022 enrolment numbers of 749 students. Of the 749 students, 3 percent of students listed English as a second language and 3 percent identified as Aboriginal or Torres Strait Islander. Trafalgar High School sees on average 35 Primary Schools feed in from across the region every year, which means a focus on student transition and wellbeing in Year 7 is a priority. Students travel to Trafalgar High School from well beyond the geographical boundaries of the township and many students access school using the public transport system including V/Line and local bus services. The school operates with a Junior (Year 7 and Years 8&9) and Senior (Years 10-12) sub-school structure. Trafalgar High School is dedicated in providing a valuable education that aims for excellence through creating opportunity for every student in its community. The programs offered at the school are comprehensive including a strong academic curriculum that is well balanced across the Key Learning Domains and a variety and range of extra-curricular activities that enhance learning opportunities for all students. The school has a Select Entry Accelerated Learning (SEAL) program and is a member of The Academy of Accredited SEAL Schools (TAASS) within Victoria. In 2022, a range of programs were on offer; a broad range of VCE subjects where students in Years 10 and 11 are encouraged to take an early access VCE subject; VCAL at foundation (Year 10), intermediate (Year 11) and senior (Year 12) level. In line with Department of Education (DET) changes, in 2023, Trafalgar High School is transitioning to one Senior Certificate, the VCE, with a Vocational Major (VM) stream. At Year 9 students are involved in the Rubicon Leadership Program or the Trade Training Pathways Program. Programs include Music, Sporting activities, Science, Mathematics and ICT, competitions, camps and bi-annual international educational tours to Indonesia, Fiji and Italy (postponed during 2020 - 2022 due to COVID restrictions and constantly reviewing for reinstatement). Academically Trafalgar High School provides for a wide range of students with the school having an accredited SEAL Program that caters for high achieving students, a supportive literacy program that provides assistance to students, tutoring programs offered specifically for VCE students, point of entry learning for Mathematics and English programs, successive high achievement in VCE results and excellent On Track data. Striving to meet the needs of all students whereby they can experience success through their efforts is undertaken in a learning environment where high aspiration and effort is encouraged. The school's socio-economic value based on the Student Family Occupation and Education Index is at medium. In 2022 the school had 74 teaching staff (57.2 effective full time), 27 non-teaching staff (16.8 effective full-time), Youth Mental Health Practitioner (full-time), a school Chaplain (.5), a school nurse (.2) an AFL sports trainee (full-time) and a Kitchen Operations trainee (full-time). At the end of term 2, long standing Principal Jane Mersey retired and Brett Pedlow was appointed in an acting capacity. Brett was appointed as the substantive Principal at the end of 2022. The school has an effective and active School Council, which is inclusive of 2 community members. The Council helps provide important viewpoints and valuable skills to help shape the direction of the school.

The vision of Trafalgar High School is to provide a caring, supportive and challenging learning environment where all students have the opportunity to achieve and develop as lifelong learners who actively participate in their community.

The school values of Aspiration, Excellence, Collaboration and Integrity inform the overall approach of providing a comprehensive program to enhance learning for all students. A culture of best practice whilst supported in a caring environment is the platform for all relationships and interactions. Trafalgar High School is a Resilience Rights and Respectful Relationship lead school. It also incorporates Positive Education and Positive Psychology with best practice teaching to encourage and support individuals, schools and communities to flourish. These are explicitly taught in the school's Growth for Learning (G4L) period. Throughout 2022, all staff at Trafalgar High School began the Berry Street Education Model training. Students are supported throughout their education in a safe and caring learning environment where the tenets of positive education, mindfulness and restorative practice form the basis of the engagement and wellbeing approaches. The school is a registered 'Safe School'. The growth in the regional "Head Start" program to support senior students with a joint school and work-based program has supported successful pathways and outcomes for students through our senior pathways program.

The student leadership program provides several leadership developmental opportunities; this is inclusive of students from years 7 through to 12.

A balanced approach to the development of the whole child is also of paramount importance and fundamental in the education philosophy of the school. An ongoing focus on pedagogical practices has involved the continuing development of the school's instructional model. A strong sense of community is also important at Trafalgar High School which involves partnerships with community and community organisations. These are vital in building and strengthening a sense of connectedness and are evident through our partnerships with Trafalgar Youth Resource Centre, which is instrumental in the very successful mentoring program. The Broadening Horizons Program provides the conduit for inquiry and project-based activities in partnership with the Country Fire Authority (CFA), both local and regional, service clubs and community organisations, business partners and the involvement and

real input through student voice with student leaders. Our partnership with the Trafalgar Medical Centre has been invaluable in the provision of a doctor in residence in the school 1 morning every week. This is an arrangement through an MOU with the Medical Centre.

[i] Viewed 08/05/2023 - <https://www.abs.gov.au/census/find-census-data/quickstats/2021/205011078>

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2022 Framework for Improving Student Outcomes (FISO), Learning priority, for Trafalgar high School as set by the DET was:

- Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy

With the key action being:

- The implementation of the Tutor Learning Initiative (TLI) and Middle Years Literacy & Numeracy Support (MYLNS).

Strategic Plan Goals for Trafalgar High School were:

- Improve student learning outcomes with a focus on Years 9 and 10.
- Improve Victorian Certificate of Education (VCE) outcomes for all students.
- To improve students' agency in their learning.

With a sample of key strategies being:

- Strengthen and embed Professional Learning Communities (PLC) processes to ensure that teaching reflects school-wide approaches to pedagogy, curriculum and assessment.
- Improve the capacity of teachers to rigorously and effectively use VCE assessment data to promote high performance outcomes
- Develop staff capacity to support and empower students in managing and monitoring their own learning in order to foster student agency

There was no NAPLAN growth data available in 2022 due to NAPLAN not occurring, however our own internal assessment data such as PAT (Progressive Achievement Test) shows strong growth for all cohorts and highlights individual students that were supported by MYLNS and TLI.

The number students achieving NAPLAN scores in the top three bands continues to be positive. Our incoming Year 7 cohort being consistent and strong for Reading and our Year 9 cohort staying relatively consistent in comparison to past years. This is testament to the work achieved by our students both during and on return from remote learning. The percentage of students achieving scores in the top three bands for Numeracy were outstanding, with 53.5% of students in Year 7 being over 8% higher than 2021. Our Year 9 results were similarly outstanding with 49.1% achieving in the top three bands, 9% higher than 2021 and 4% higher than the state average.

Our VCE results in 2022 were also extremely pleasing considering the difficulties this cohort had to overcome throughout their VCE journey. We had 10% of our students record ATAR's of 90 or above and 34% score 80 or above. This is up from 6.8% and 18.2% respectively in 2021. One of our Annual Implementation Plan (AIP) goals was to achieve 7% of students achieving study scores of 37+ and 10% of our students achieved this this year. Our overall mean study score was 28.2, up 1 point from 27.2 in 2021.

Satisfactory completion data was increased in 2022, with VCE completion increasing 2% to 97% and VCAL completion increasing 3% to 94%.

Wellbeing

The 2022 FISO Wellbeing priority for Trafalgar high School as set by the DET was:

- Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

With a sample of key actions being:

- Implementation of Growth 4 Learning Program, RRRR, Berry Street Education Model
- Implementation of Individual Education Plan's (IEP's) leading into Disability Inclusion transition

The above DET priority complimented and mirrored the Trafalgar High School key improvement strategies and priorities.

Returning from remote learning and COVID restrictions clearly had a profound impact on young people across the country and Trafalgar High School was no different, seeing an increase in wellbeing and mental health related concerns. Throughout the year, the school Leadership team reviewed and restructured many areas of our wellbeing delivery to enable greater support to students, staff and families. This work is ongoing and is the main professional learning priority in 2023.

The drop in Sense of Connectedness and Management of Bullying in the Student Attitudes to School Survey is reflected statewide, Trafalgar High School has unpacked this data with individual cohorts to better understand what our local context is and how we can best respond. The introduction of STYMIE (<https://about.stymie.com.au/>) is being used by students and actioned with the lead from Assistant Principals and Wellbeing team in conjunction with the Year Level teams. Staff continue to use the 'THS response to bullying' model to comprehensively explain response approaches to students and their families. In 2023 we have multiple plans to increase school connectedness with the introduction of leadership mentors across all sub-schools. This is designed to have student-led school pride building activities.

Engagement

Student absence data at Trafalgar High School decreased at a rate reflective of all similar schools and state averages in 2022. The school average student absence number increased from 16 days in 2021 to 22 days in 2022. This was reflected at a similar rate to comparative data, with similar schools increasing from 27.6 days in 2021 to 33.3 days in 2022. The state average also increased from 21 days in 2021 to 27.7 days in 2022.

A key positive for Trafalgar High School was the other key engagement data sets increased significantly in 2022. Student retention data increased 15% from 66.7% in 2021 to 81% in 2022, whilst positive student exit data increased from 85% in 2021 to 96% in 2022. These results have seen Trafalgar High School highlighted as an exemplar school in regard to school leavers in 2023.

Growth for Learning (G4L) teachers worked effectively and collaboratively to develop lesson plans and curriculum, building rapport with students thus creating a more distributive approach to student wellbeing. G4L continues to evolve and respond to the growing and developing needs of our students which are different at all year levels.

The culture of student goal setting continued to be a focus throughout 2022 with a major shift to whole school reporting being developed and launched in 2023. This shift has been designed across all Key Learning Domain's, (KLD's) to include student voice and utilised key Student Attitude to School data sets which will lead to increased engagement measures.

Financial performance

The school ended the year with a net operating surplus of \$342,602. This surplus is committed for building and grounds projects which will acquit all these funds.

The Finance Committee within the school ensures funds received by Trafalgar High School through the student Resource Package are expended to provide programs for students in the current year of funding. Prudent budgeting and resource management ensure funds are spent accordingly and within budget.

Locally raised funds included camps and excursions but were limited due to COVID restrictions.

The school received additional funds through State and Commonwealth Grants, including the National School Chaplaincy Program and the Advance program (<https://www.youthcentral.vic.gov.au/get-involved/advance>)

Equity funding was utilised to provide support in the identified areas of the AIP targeting improvement in VCE, and in providing additional literacy and numeracy support for students operating at below the national minimal standard. Examples of the use of these funds included the continuation of tutors for Year 12 students, the employment of pre-service teachers and other university students for literacy and numeracy support and specific VCE subject support. Funds were also utilised to provide additional welfare support by employing the school chaplain for an additional .5 per week.

For more detailed information regarding our school please visit our website at
<https://trafalgarhs.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 749 students were enrolled at this school in 2022, 360 female and 389 male.

3 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

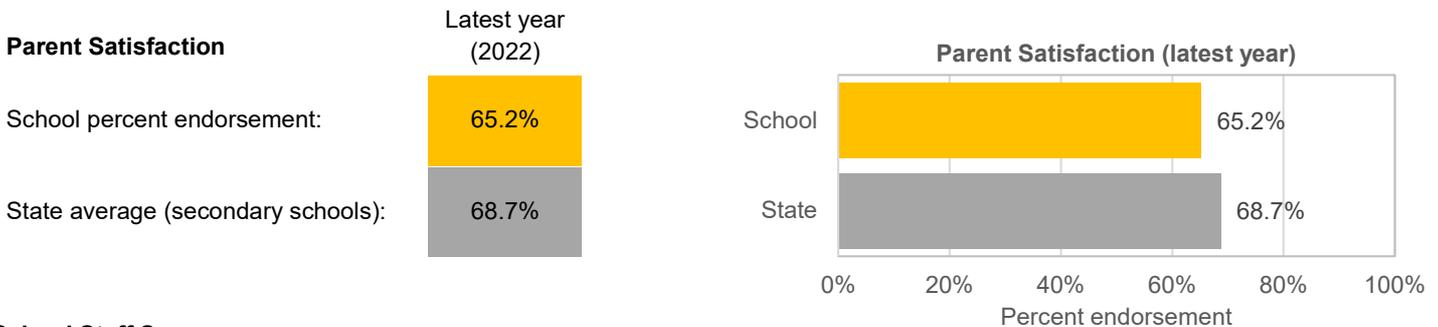
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

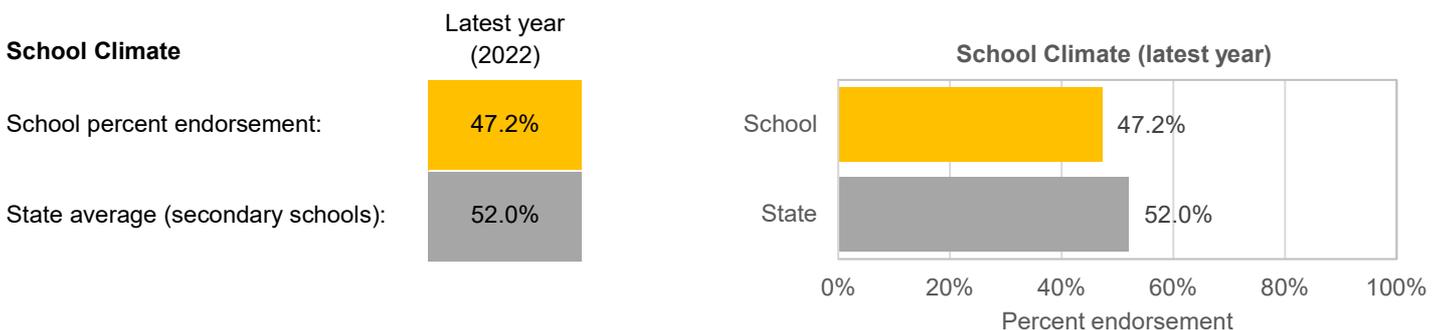


School Staff Survey

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

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

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



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:

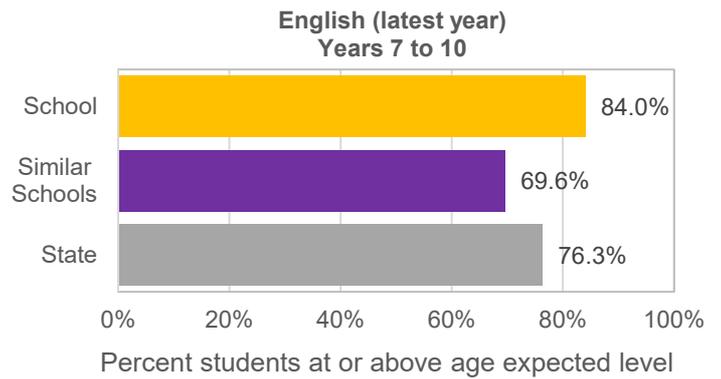
84.0%

Similar Schools average:

69.6%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

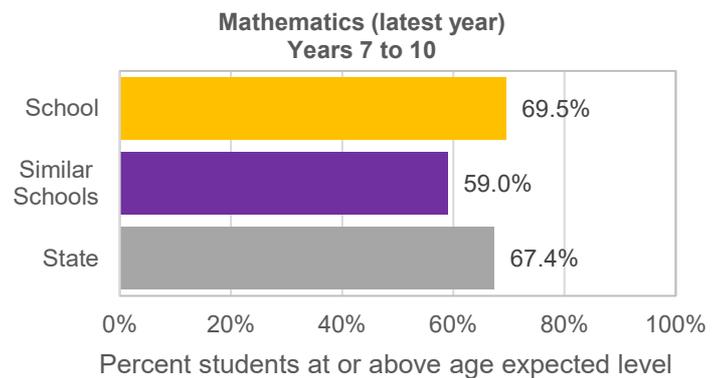
69.5%

Similar Schools average:

59.0%

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.

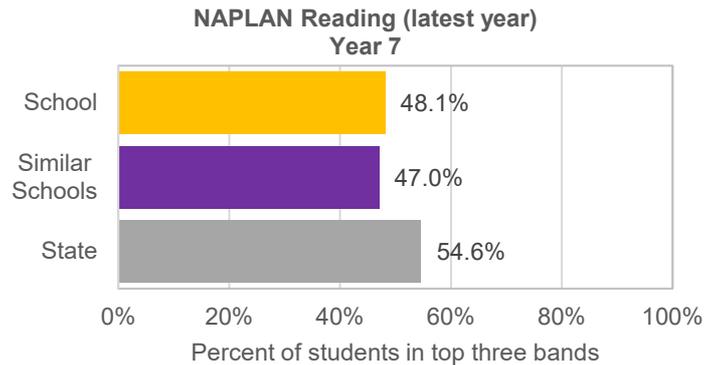
NAPLAN

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.

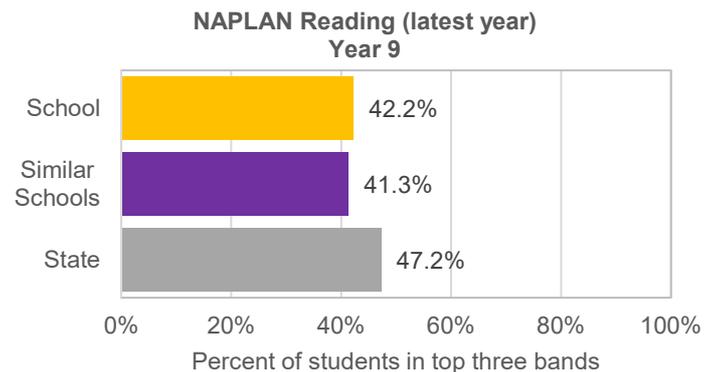
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.1%	53.6%
Similar Schools average:	47.0%	48.5%
State average:	54.6%	55.3%



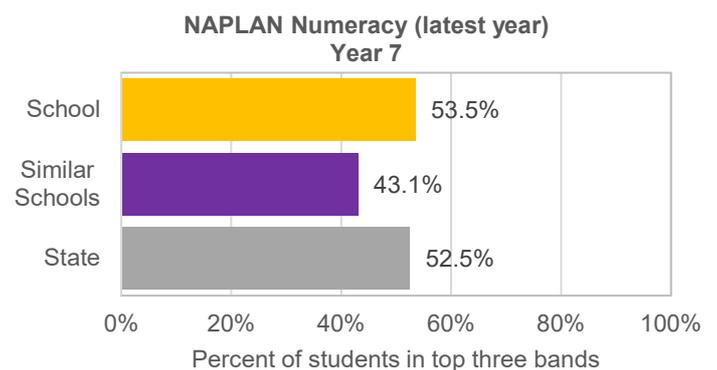
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.2%	42.7%
Similar Schools average:	41.3%	39.6%
State average:	47.2%	46.0%



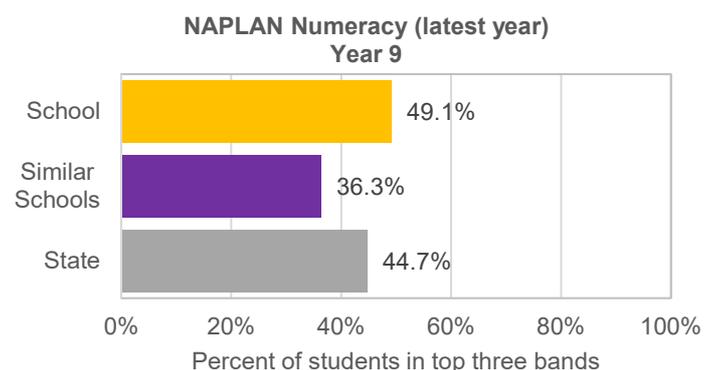
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.5%	51.9%
Similar Schools average:	43.1%	46.7%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.1%	45.8%
Similar Schools average:	36.3%	36.9%
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.

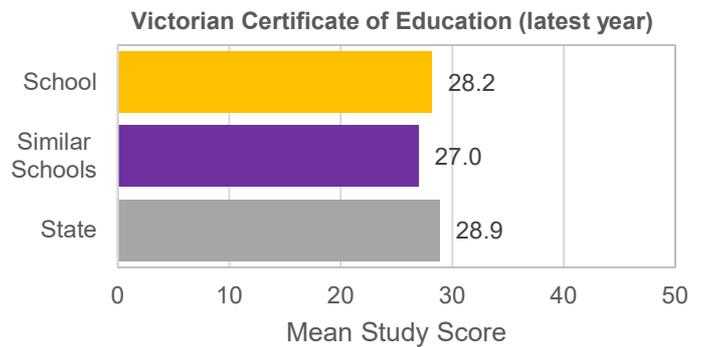
Victorian Certificate of Education (VCE)

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	28.2	27.2
Similar Schools average:	27.0	26.8
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:

19%

VET units of competence satisfactorily completed in 2022:

94%

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

94%

WELLBEING

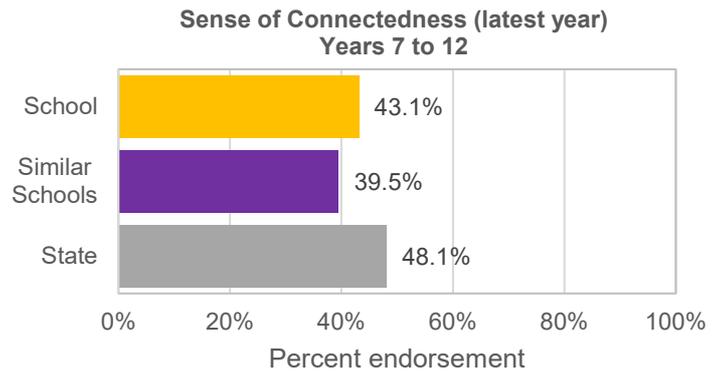
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	43.1%	48.1%
Similar Schools average:	39.5%	45.7%
State average:	48.1%	52.5%

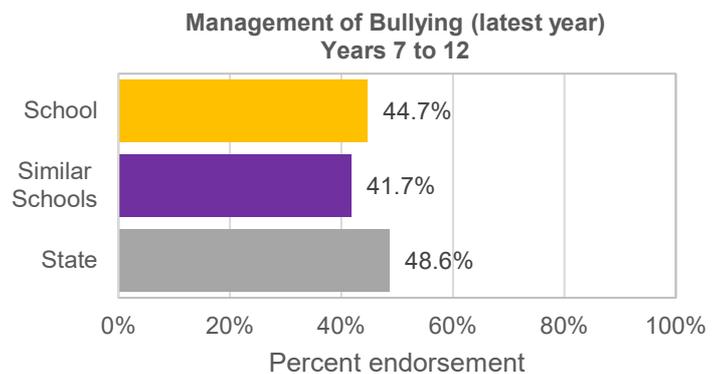


Student Attitudes to School – Management of Bullying

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:	44.7%	50.3%
Similar Schools average:	41.7%	48.2%
State average:	48.6%	54.0%



ENGAGEMENT

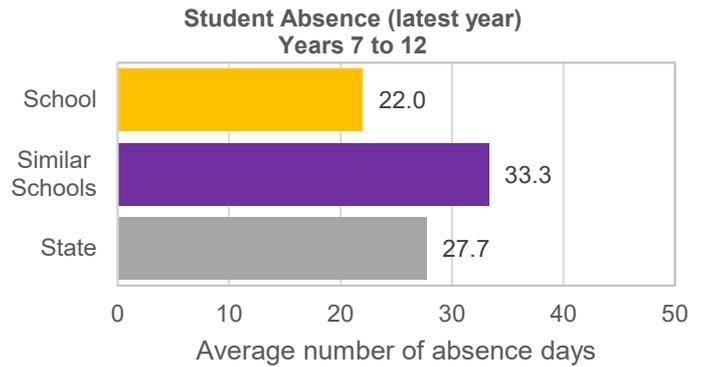
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.0	17.0
Similar Schools average:	33.3	27.2
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.

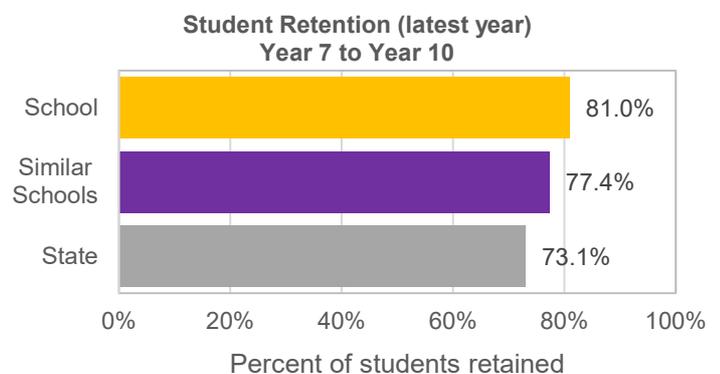
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	88%	87%	89%	92%	92%

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:	81.0%	74.8%
Similar Schools average:	77.4%	77.7%
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.

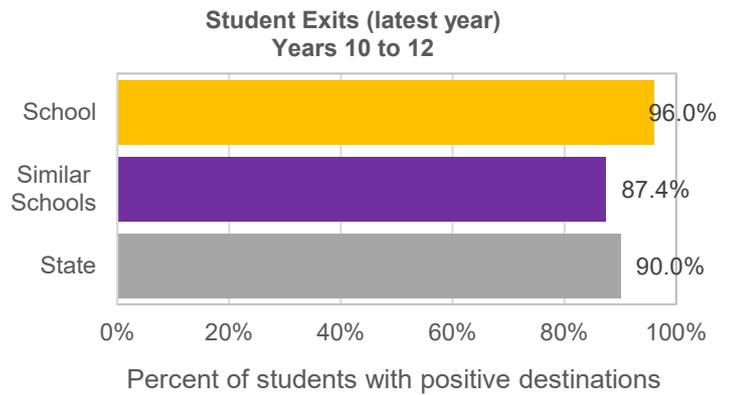
Students exiting to further studies or full-time employment

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:	96.0%	87.6%
Similar Schools average:	87.4%	86.0%
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	\$8,569,658
Government Provided DET Grants	\$1,244,077
Government Grants Commonwealth	\$7,500
Government Grants State	\$0
Revenue Other	\$28,542
Locally Raised Funds	\$587,664
Capital Grants	\$0
Total Operating Revenue	\$10,437,441

Equity ¹	Actual
Equity (Social Disadvantage)	\$225,621
Equity (Catch Up)	\$48,180
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$273,801

Expenditure	Actual
Student Resource Package ²	\$8,469,933
Adjustments	\$0
Books & Publications	\$2,981
Camps/Excursions/Activities	\$207,879
Communication Costs	\$35,767
Consumables	\$312,216
Miscellaneous Expense ³	\$132,355
Professional Development	\$204,338
Equipment/Maintenance/Hire	\$204,158
Property Services	\$166,226
Salaries & Allowances ⁴	\$516,897
Support Services	\$0
Trading & Fundraising	\$144,308
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$84
Utilities	\$84,818
Total Operating Expenditure	\$10,481,961
Net Operating Surplus/-Deficit	(\$44,520)
Asset Acquisitions	\$23,090

- (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 24 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	\$319,889
Official Account	\$22,713
Other Accounts	\$0
Total Funds Available	\$342,602

Financial Commitments	Actual
Operating Reserve	\$330,979
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$36,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$366,979

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.