

2021 Annual Report to The School Community



School Name: Copperfield College (8799)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 March 2022 at 02:54 PM by Phillipa Griffiths (Principal)

- This 2021 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 30 March 2022 at 02:56 PM by Mandy El Ali (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do '*Similar Schools*' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does '*NDP*' or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the '*Victorian Curriculum*'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Copperfield College is a multi-campus school situated in Melbourne's North-West. The College comprises two junior campuses (Years 7-10) at our Kings Park and Sydenham locations, and a senior campus (Years 11/12) at Delahey. In 2021, Copperfield served a student population of approximately 2200, with 203 teaching staff, 80 Education Support Staff and 7 Principal Class personnel. Our mission is 'to empower every student to aspire and achieve, supported by our values of collaboration, inclusiveness and growth which apply equally to families, staff and students.

Our major focus in student learning is underpinned by the collaboration of our teachers within our Professional Learning Community framework.

Copperfield is a large provider of VET in Schools and a key member of the Brimbank VET Cluster. The Delahey campus maintains a federally funded Technical Trade Centre specialising in Electrotechnology, Hospitality, Automotive Studies and a range of other VETiS. Furthermore, we emphasise the importance of robust co-curricular offerings, including STEM 'maker spaces' on each junior campus, debating, mindfulness, writing club, and student leadership programs.

English as an Addition Language (EAL) is taught at all campuses and we teach two languages other than English (LOTE). Japanese is the LOTE most commonly pursued in post compulsory years which is supported by a 20 year old sister school relationship with Fuji Junior High School in Japan. Furthermore, in 2021, we retained 35 international students across each of the three campuses despite the pandemic.

The SFOE for the College in 2021 was 0.58, in the 'low' school level band, with approximately 40% of our students coming from an English as an Additional Language (EAL) background. Copperfield frequently outperforms expectations associated with our SFOE, and in comparison with like schools. In 2021, the College's mean study score was 28.3, maintaining the improvements made over the last decade. Copperfield places significant importance on literacy and numeracy, directing a substantial portion of its resources to reading and writing.

The staffing profile in 2021 represented a significant level of experience, with approximately 68% of teachers in the Classroom 2 band. In 2021 we introduced a new leadership profile which included 11 leading teachers and 9 Learning Specialists. The Learning Specialists' areas of expertise being in English (2), Maths (2) and Building Practice Excellence (5). Most of these leadership positions are linked to leading change and improvement as detailed in our new strategic plan. The six campus principals are all employed at the same level, with their roles being divided between running their campuses on a day-to-day basis and supporting the realisation of the strategic plan goals.

Framework for Improving Student Outcomes (FISO)

In 2021 the college carried out its review and developed a new School Strategic Plan. Our three new goals are focused the FISO outcomes of learning and wellbeing, leadership, teaching and learning, assessment and engagement.

Our new Building Practice Excellence Learning Specialist team developed strategies and supports to increase responsive teaching which has to be based on data from formative and summative assessments. Much of this work was carried out through their leadership of college wide PLTs, enhanced by whole college professional learning which was provided by both the leadership team and a range of external consultants. This Building Practice Excellence team, along with the relevant Campus Principals also mapped a time bound path towards the achievement of a long standing goal to have a documented Guaranteed and Viable Curriculum.

This documentation as well as our PLT structure was key to our considerable success in adapting and adjusting to remote learning, and back, during 2021. As in 2020, during periods of lockdown, we moved to the use of Webex for at least part of every lesson, maintaining the 'normal' timetable, albeit with shortened period lengths and modified expectations. This provided students and families with some sense of normality and continuity as their timetables were largely unchanged. It also allowed for the continuation of the broad variety of learning across all subjects to allow all students to experience success in their areas of strength and interest. PLT time during lockdowns was dedicated to adapting the curriculum for remote learning and sharing successful elements of pedagogy as they applied to remote teaching and learning. Staff continued to receive support from our eLearning team to enhance their effective use of the google suite and other online tools, many of which have translated into face to face teaching since.

In addition to our emphasis on empowering student to aspire and achieve, the College continued to focus on the wellbeing FISO priority within our strategic and annual implementation plans, working towards our goals that are centred on activating student agency, as well as student wellbeing through the development of student resilience. The college launched a new student leadership process which allowed for a broader range of students to participate. During lockdowns, the student leaders were involved in online meetings with the college principal and a workshop with a local member of parliament. During these sessions students made concrete suggestions to enhance student engagement which were willingly taken up by staff. As in 2020, during remote learning, the college wellbeing team modified the previous series of wellbeing lessons which were then led by classroom teachers and were well received. Our staff also recorded thousands of phone calls home to check on students' and families' wellbeing. When not in lockdown students completed the Youth Resilience Survey which provided insights for our PRSE and thus the new SSP.

Achievement

Despite the disadvantages of 2021 the College has maintained a positive trend with regards to our average VCE study score. In 2021, the school's mean study score was 28.3 slightly above our 4 year average remains, which means we remain above similar schools. Our strategic plan has and will continue to incorporate further VCE Improvement foci including but not limited to increasing the number of students achieving study scores above those predicted by their GAT performance and increasing the percentage of students achieving study scores above 40. 94% of VCE students completed their certificate, while 86% of Year 12 VCAL students achieved VCAL credits.

As far as NAPLAN goes, the college saw a modest improvement in the number of Year 9 students in the top 3 bands in both Reading and Numeracy, compared to our 4 year average, whereas in similar schools and the state, these percentages declined. While we were pleased that the percentages of students showing low gain between Years 7 and 9 in both Reading and Numeracy were less than 25% (19 and 23 respectively), we would have liked to see a greater percentage in the high gain percentiles in reading (19%). Numeracy high gain was a more pleasing 24%.

PAT Reading tests were administered in Terms 1 and 4 and show that the mean scores for students in year 8, 9 and 10 increased markedly, at a higher rate than similar schools and all schools. The mean scores went up by 13, 10 and 16 respectively. Year 7 however showed a decline of 1 whereas like schools and all schools showed very modest increases of 1. This cohort will be the one to nurture carefully during their second year of secondary school. PAT Maths was administered in Terms 1 and 4 in years 7 and 9. Year 7 mean scores remained static while all schools mean increased by 1. Our Year 9 mean score increased by 5 across the year, compared to 2 in like schools and all schools.

The Literacy Team began the revised literacy intervention programs at Years 7 and 8. While it was possible to map considerable success in some areas, particularly the lowest groups, during face to face teaching, students found remote literacy lessons demotivating and participation tended to slip.

Engagement

Most mainstream students engaged well with online learning during 2021, in fact some who can be disruptive in classrooms, excelled. Teachers became more proficient in the use of online teaching and assessment tools and this is being continued in 2022.

Our attendance data, showed a disappointing increase compared to our 4 year average however this was inline with similar schools and across the state as students struggled with the second year of remote learning. Our best attenders remained Years 7 and 12 while Year 10 was the poorest. Attendance was identified as a focus area in our new SSP and work has begun on the key improvement strategies.

Copperfield's retention has been consistently well above state and similar schools for many years. Last year our percentage retention declined to be below that of similar schools but still above state. This connects with student

attendance and in many cases, family issues connected with relocation, the incidence of which has increased as a result of the pandemic.

Pleasingly there was a 9% increase in the incidence of positive post school destinations for those students who exited prior to Year 12 completion. Now we are much closer to state percentages (87.6% vs 89.9%). This is partly attributable to changes in Pathways staff and possibly the labour market.

During 2021 many PSD students struggled to engage with online learning but very few took the option of coming in for supervision. Students' aides were in daily contact with their students. Families gained more of an insight into their child's difficulties when trying to assist them with the work and many sought further modification of tasks where they had been reluctant previously. As the lockdowns progressed, students' wellbeing became more of a priority as the process had become increasingly stressful for the whole family. Most were very glad to return to school and have more positive relationships with their aides. Attendance is an indication of engagement in learning; our PSD students generally have good rates of attendance although there are some familial groups who do not.

Wellbeing

Our students' 'sense of connectedness' reported by them in the Attitudes to School Survey remained static, whereas, cross the state it declined by 4%. Staff worked hard to create a sense of belonging and connectedness throughout the lockdowns with level specific activities and messages and ran activities for students when we returned onsite. It is a focus of our new SSP, specifically promoting self-regulation and goal setting, student agency and a revitalisation of SWPBS.

This pattern was repeated in terms of the Management of Bullying, our figures remained static while the state's decreased. Having said that, the incidence of bullying at the college as reported by students is a very low 7%, compared to the national average of 16%. Nevertheless we will always work to minimise its occurrence through working explicitly on our values (inclusiveness, collaboration, growth) with staff and students.

Finance performance and position

Copperfield College is in a relatively stable financial position. We have continued to allocate our Equity funding to invest in people to support student learning, student wellbeing and student outcomes; whether that be through professional learning or staff on the ground. We have changed our leadership profile to include more Learning Specialists; while we did reduce the number of Leading Teachers, the net number of leadership positions has increased. The continued decline in student numbers at surrounding primary schools has had an impact on our SRP funding, particularly as there is a difference between the numbers predicted and the numbers arriving in Year 7. This is added to by the drop off in international student numbers, albeit not as dramatic as in many schools. The increased percentage of teachers at the top of the pay scale have all raised the potential for a greater credit deficit. We need to seek long term population information from surrounding primary schools and promote the college and its successes and facilities more effectively.

The proportion of families paying for Essential Educational items has declined in the recent past, and while the college is exploring ways to manage the impact of this. In 2021 we also had to forego much of the revenue from hiring facilities which was not covered by the small reduction in operating costs. In addition we continued to pay all our canteen staff across the three campuses while receiving very little income from them. We have since actioned the college council recommendation to outsource the canteens.

For more detailed information regarding our school please visit our website at
<https://copperfieldcollege.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 2162 students were enrolled at this school in 2021, 1034 female and 1128 male.

40 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

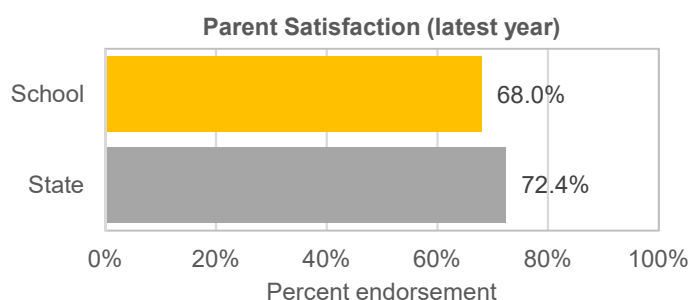
This school's SFOE band value is: High

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.

Parent Satisfaction	Latest year (2021)
School percent endorsement:	68.0%
State average (secondary schools):	72.4%



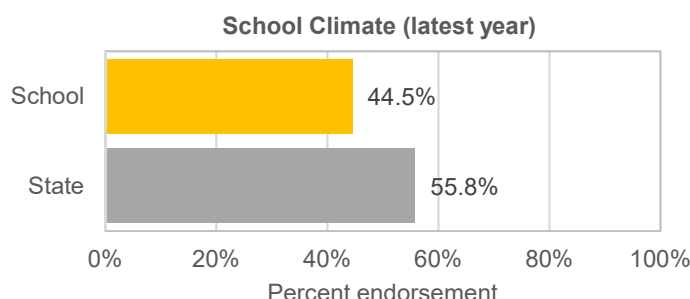
School Staff Survey

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.

School Climate	Latest year (2021)
School percent endorsement:	44.5%
State average (secondary schools):	55.8%



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

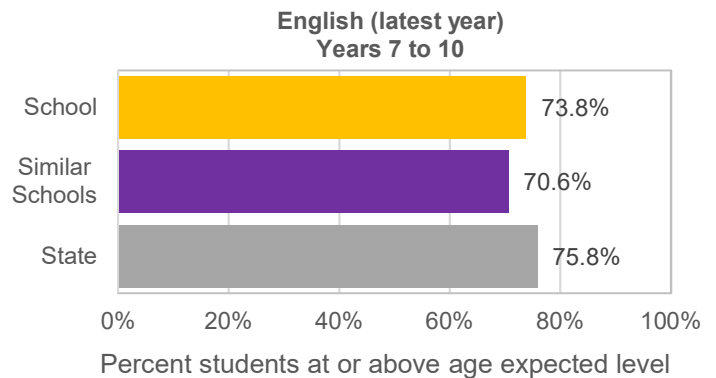
73.8%

Similar Schools average:

70.6%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

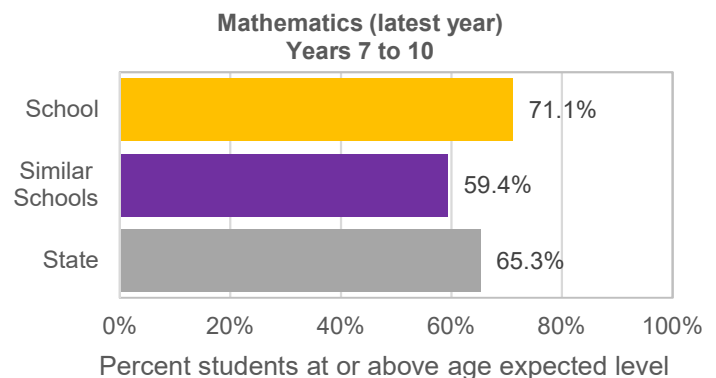
71.1%

Similar Schools average:

59.4%

State average:

65.3%



ACHIEVEMENT (continued)

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

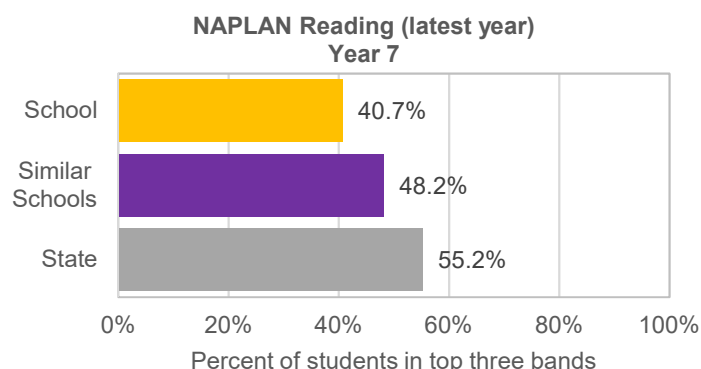
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

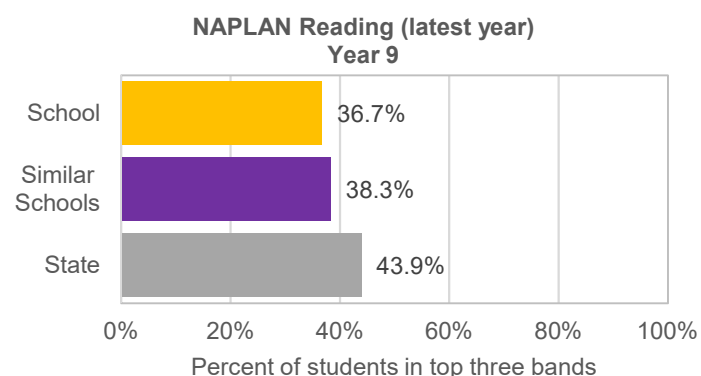
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	40.7%	44.6%
Similar Schools average:	48.2%	49.2%
State average:	55.2%	54.8%



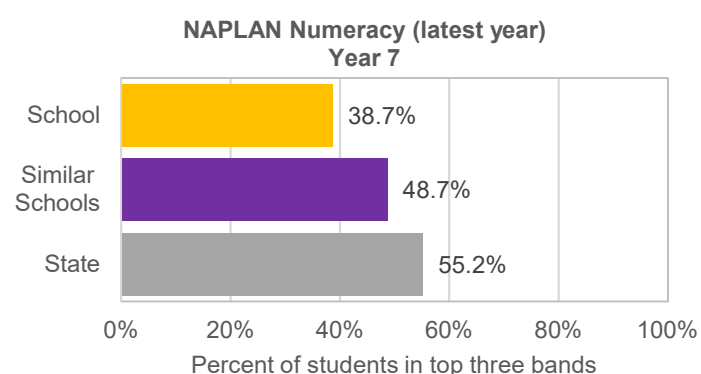
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.7%	35.5%
Similar Schools average:	38.3%	39.7%
State average:	43.9%	45.9%



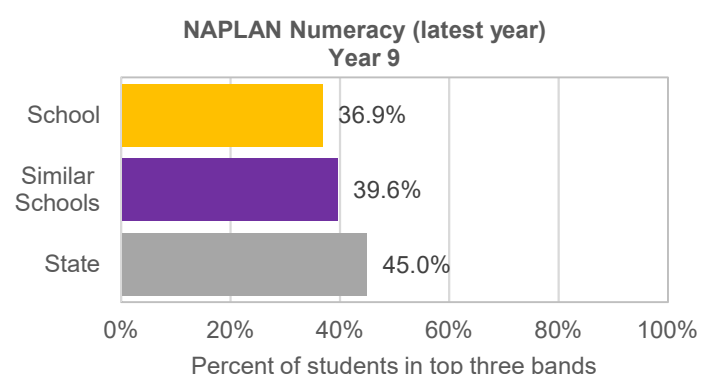
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.7%	44.5%
Similar Schools average:	48.7%	49.9%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.9%	35.2%
Similar Schools average:	39.6%	40.5%
State average:	45.0%	46.8%



ACHIEVEMENT (continued)

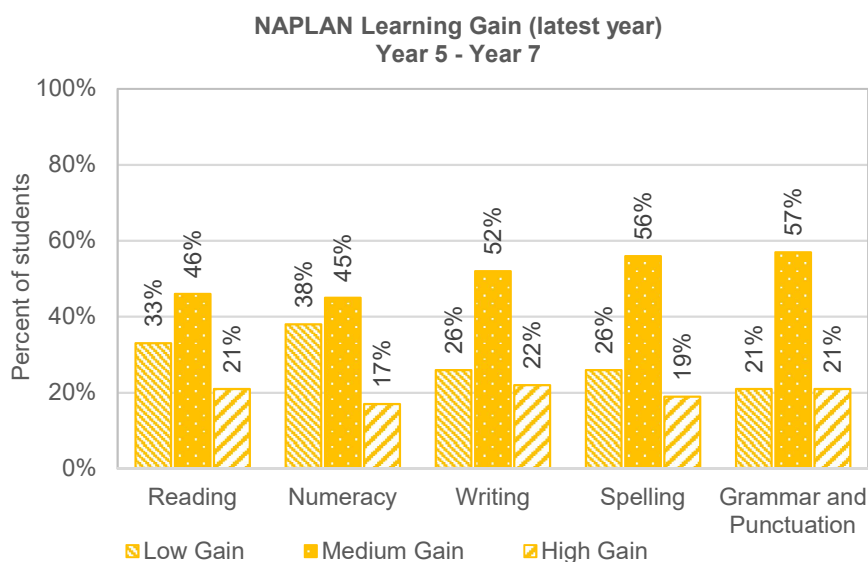
NAPLAN Learning Gain

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

Learning Gain

Year 5 (2019) to Year 7 (2021)

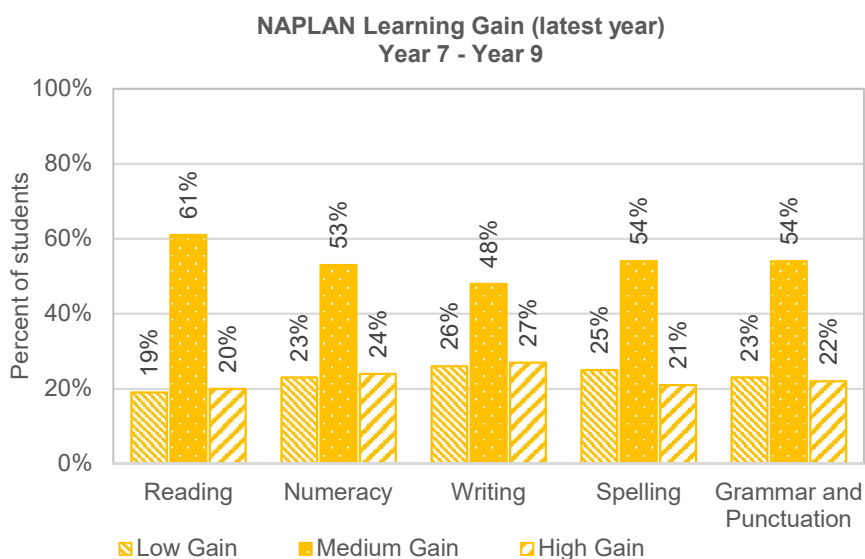
	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	46%	21%	21%
Numeracy:	38%	45%	17%	21%
Writing:	26%	52%	22%	21%
Spelling:	26%	56%	19%	24%
Grammar and Punctuation:	21%	57%	21%	21%



Learning Gain

Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	19%	61%	20%	24%
Numeracy:	23%	53%	24%	23%
Writing:	26%	48%	27%	22%
Spelling:	25%	54%	21%	23%
Grammar and Punctuation:	23%	54%	22%	23%



ACHIEVEMENT (continued)

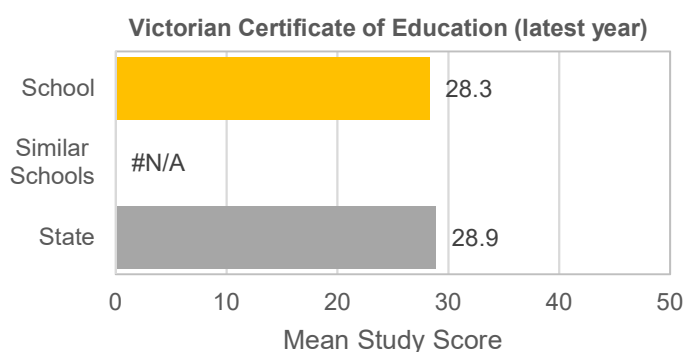
Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education

	Latest year (2021)	4-year average
School mean study score	28.3	28.1
Similar Schools average:	27.7	N/A
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

94%

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

53%

VET units of competence satisfactorily completed in 2021*:

70%

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

86%

* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

ENGAGEMENT

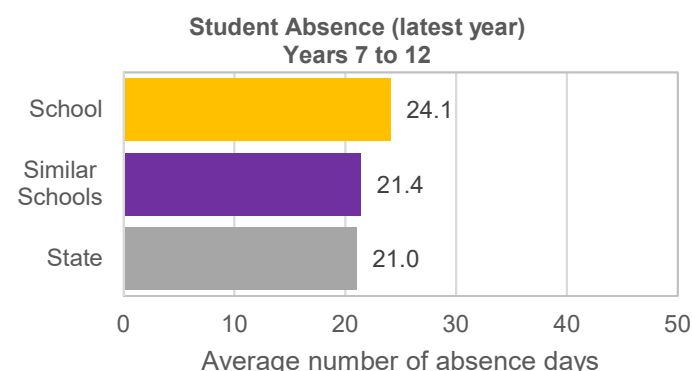
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	24.1	22.8
Similar Schools average:	21.4	19.6
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

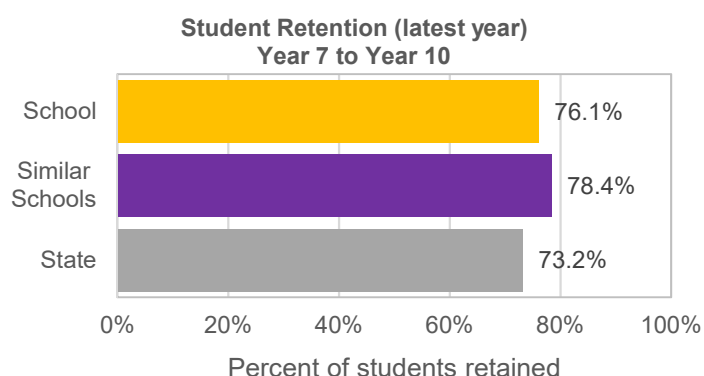
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	90%	87%	85%	86%	89%	92%

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 (2021)	4-year average
School percent of students retained:	76.1%	80.9%
Similar Schools average:	78.4%	76.8%
State average:	73.2%	72.9%



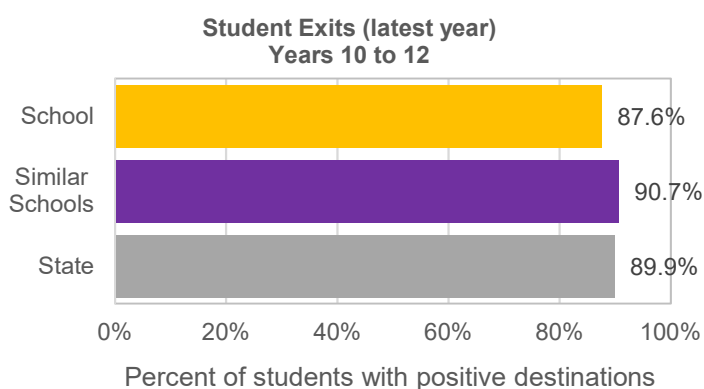
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	87.6%	83.5%
Similar Schools average:	90.7%	90.0%
State average:	89.9%	89.2%



WELLBEING

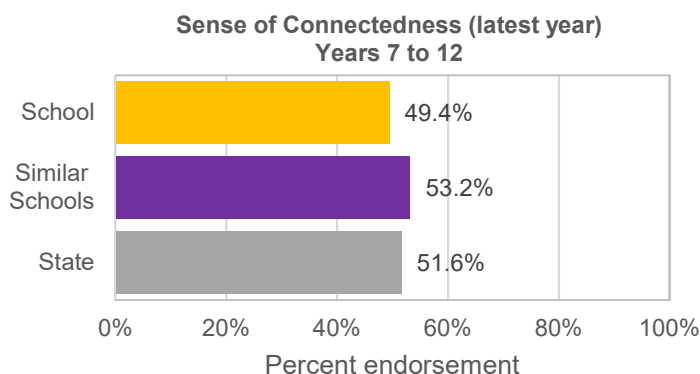
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 7 to 12

	Latest year (2021)	4-year average
School percent endorsement:	49.4%	54.8%
Similar Schools average:	53.2%	55.8%
State average:	51.6%	54.5%



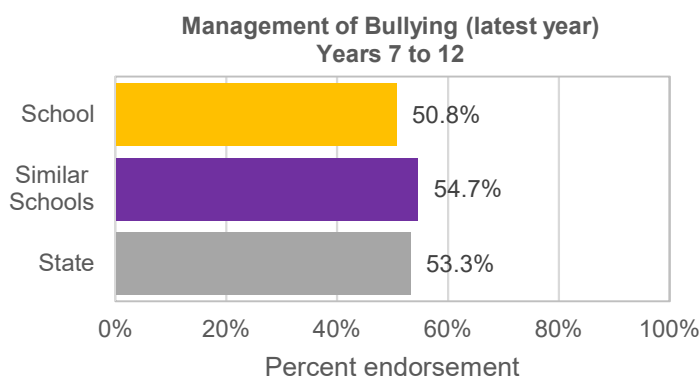
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12

	Latest year (2021)	4-year average
School percent endorsement:	50.8%	55.5%
Similar Schools average:	54.7%	58.1%
State average:	53.3%	56.8%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$25,860,105
Government Provided DET Grants	\$3,744,038
Government Grants Commonwealth	\$35,350
Government Grants State	\$34,213
Revenue Other	\$353,949
Locally Raised Funds	\$1,302,591
Capital Grants	\$0
Total Operating Revenue	\$31,330,244

Equity ¹	Actual
Equity (Social Disadvantage)	\$3,611,574
Equity (Catch Up)	\$239,453
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$3,851,027

Expenditure	Actual
Student Resource Package ²	\$26,082,828
Adjustments	\$0
Books & Publications	\$48,976
Camps/Excursions/Activities	\$277,816
Communication Costs	\$68,364
Consumables	\$603,518
Miscellaneous Expense ³	\$226,155
Professional Development	\$95,067
Equipment/Maintenance/Hire	\$411,661
Property Services	\$474,802
Salaries & Allowances ⁴	\$830,202
Support Services	\$1,182,582
Trading & Fundraising	\$187,261
Motor Vehicle Expenses	\$41,869
Travel & Subsistence	\$1,386
Utilities	\$187,725
Total Operating Expenditure	\$30,720,211
Net Operating Surplus/-Deficit	\$610,033
Asset Acquisitions	\$88,694

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 10 Mar 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$2,291,435
Official Account	\$34,315
Other Accounts	\$0
Total Funds Available	\$2,325,750

Financial Commitments	Actual
Operating Reserve	\$707,186
Other Recurrent Expenditure	\$14,589
Provision Accounts	\$0
Funds Received in Advance	\$45,758
School Based Programs	\$650,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$500,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$391,624
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$600,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,910,658

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.