

# 2023 Annual Report to the School Community

School Name: Foster Secondary College (7845)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 29 April 2024 at 12:12 PM by Dean Duursma (Principal)

- This 2023 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 06 May 2024 at 05:49 PM by Lisa Barham-Lomax (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)
- Senior Secondary completions and mean study score

### 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

### Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

# About Our School

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## School context

Foster Secondary College (Foster SC) is situated in Foster and is part of the Corner Inlet Community of South Gippsland. Dairy Farming and agriculture are key industries in the area, along with retail, health, construction and tourism. There is a vibrant cafe culture and we are lucky to have skilled artisans throughout the community. Foster is approximately 175km from the centre of Melbourne. Our College motto is 'Nihil Sine Labore' which means nothing without hard work. In 2023 Foster SC had approximately 260 students ranging from Year 7 - 12. Our Primary feeder Schools are Foster PS, Fish Creek PS, Toora PS and Welshpool PS. We employed around 40 staff, including teachers, teacher aides, education support, maintenance and office staff. The staff are very cohesive and united in the aim to develop a strong college community where every individual student is provided with a positive and encouraging environment in which to succeed. Foster SC, through individualised career pathway counselling and skills education, aims to prepare students for a successful life after school. Our school celebrates student achievement but also student productivity. In 2022, Foster SC achieved the best VCE results for Government Schools in Gippsland. While we are a small school, we offer a broad range of VCE subjects to suit most students, and make Year 10 a Pre-VCE year in which we raise the level of expectation for students, preparing them for the processes and programs they will encounter in Year 11 & 12. We are the lead school of the South Gippsland Trade Skills Alliance, a very successful VET program that dramatically broadens the career opportunities for current and future students. Foster SC has collaborated extensively with our area's Primary Schools to develop a highly regarded Transition Program from Grade 6 into Year 7 to ensure students are nurtured and prepared for secondary school.

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

### Learning

At FSC, during this strategic plan, we established the DataWise Inquiry Cycle as the vehicle for driving improvement in student outcomes. We have completed cycles with a focus on: (1) Reading comprehension, embedding excellent practice in teaching command terms and the use of subject specific language from Y7-Y12; (2) Feedback, embedding excellent practice in providing targeted, individualised and timely written feedback to students on learning tasks for all students from Y7-Y12; and (3) Differentiation, embedding excellent teaching practice in providing scaffolded learning and skills appropriate common assessment tasks to every learner according to their ability with a special focus on extending high ability learners for all students from Y7-Y10. We have also embedded the use of PIVOT to survey students and used the results to identify areas for improvement in teaching and learning. The strategies employed also involve the use of peer observation to improve teaching practice. Teachers document their goals using the PDP process and embed the improvements in their teaching practice in each year of the strategic plan. These strategies have resulted in excellent outcomes for students with Goal 1 Improve Literacy Growth for all students, target 1.1 Improve the percentage of Y9 students achieving in the top 2 bands on NAPLAN will increase in Reading from 12 to 22% and in Writing from 9 to 13% met, as well as, Goal 3 Improve transitions and pathways for students through and beyond the years of schooling, target 3.1 Increase the percentage of students achieving a mean study score for English from 27.3 to 30.0 partially met (English study score 29.1 for this strategic plan). It should also be celebrated that the all studies mean average from the previous strategic plan of 26.8 (2016-2019) rose to 29.8 (2020-2023) during this strategic plan.

### Wellbeing

In 2023, FSC continued to mobilise available resources effectively to support students' wellbeing and mental health, especially the most vulnerable using the weekly Wellbeing for Learning Surveys (data provided by PIVOT). The Live4Life Mental Health First Aid for Teenagers Program was delivered to over half the staff of FSC. These staff members can now recognise the signs that teenagers are battling with wellbeing and mental health issues. Students were educated to become familiar with wellbeing language and were able to articulate their issues with greater accuracy. All students successfully completed a Resilience, Rights and Respectful Relationships (RRRR) program. Our Wellbeing team recorded a reduction in students presenting with relationship issues. Coordinators/Wellbeing were better able to identify students in need due to increased training. Students are more comfortable and able to access Wellbeing support through internal and external support groups (Wellbeing Team, Youth Assist Clinic, Mental Health Plans, Headspace). Senior students have participated in courses detailing how to control stress levels in VCE and being able to talk to a school advocate if there are any wellbeing issues they face. Careers and pathways education was expanded to include Year 9 students and their choices in Year 10. The Foster Youth Clinic was adapted to better suit the needs of

the individuals attending and the staffing. Students from Years 10 & 11 experienced the highly regarded PARTY Program about trauma and youth. This program had an enormous impact on the students and will assist them in their life decision making.

## Engagement

Our student enrolment has remained consistent for 2023.

Our student engagement is showcased across year levels with attendance improving from 2022 figures.

Our VCEVM program has increased in size and scope. The 2023 completion rates for our VET / VCE VM are above the South Gippsland and Inner Gippsland rates. Foster SC's careers and transition program continued to improve academic and pathways outcomes for students. AtoSS shows that students and staff believe our Years 7-9 transition is highly valued, while our 10-12 transitions are an improving area to continue development. Our VCE VM students partake in the upkeep, running and inventory control of a Coffee Van. This immerses our students in the local community. Attending weekend sporting events and other local community activities. Students run the van and staff are supervisors. This has increased the popularity and attendance figures of our VCEVM program, with an increasing number of students electing to follow a vocational pathway.

Our school runs weekly Wellbeing surveys. This is aimed at giving our students "voice" throughout the year. The data collected by year level co-ordinators and the FSC Wellbeing team allows class time to be utilised more efficiently and student uptake in voluntary wellbeing services outside of school to be driven by students and not just parents or FSC wellbeing teams. Student participation in these surveys is over 65% on a weekly basis. This process has also allowed our Wellbeing team to manage the use and efficiency of our students accessing the outside partners. Minimising the disruptions to the time spent in class. This is done by students nominating for support and not having to leave the classroom when under duress. This process is improving the classroom environment for students requiring support.

Foster SC's Music Program continued to evolve and serves as the greatest example of community involvement and engagement.

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## Other highlights from the school year

Student Pathways: Establishing an experienced school leader in the Pathways role has greatly increased our career-oriented focus. Increased percentage of students from school going on to University / TAFE with a corresponding increase in Destination Data.

Inclusive School and Wellbeing: School commitment to support and accommodate student differences and individuality. Everybody belongs at Foster SC and can grow to their potential in a safe a caring environment. Wellbeing is always central to decisions. Very strong policies to support students (eg Anti bullying), YAC etc.

Music program with vertical structure (Includes students from Year 7 to Year 12) to support student growth and connectedness.

Year 9 Community Program - Tailored programs to suit the Foster community. Experiential learning through challenging physical and emotional limits, moving outside the classroom, contributing to community.

Data Informed Teaching and Learning: Datawise program use of evidence to guide teaching and learning programs and goals. Effective use of data to support students and track development - academic, social and emotional

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## Financial performance

Foster Secondary College maintained a very sound financial position throughout 2023. The 2023 surplus was a slight increase from the previous year and was influenced by higher than anticipated student enrolment numbers. Our School Strategic Plan along with our Annual Implementation Plan continued to provide the framework for allocation of funds to support school programs and priorities.

We received funding under targeted initiatives of Career Education, MYLNS Improvement Teachers, Student Excellence Program, VCE Revision Lectures, Tutor Learning Initiative, Jobs, Skills and Pathways Coordination, Schools Mental Health Fund and VET. Our major expenditure areas were property services, maintenance, and casual relief staffing.

The school will be in a financial position in 2024 to carry out reinstatement works after having mould removed throughout the school buildings. Maintenance work such as painting and new carpet will take place during the holiday period in our G block wing.

Foster Secondary College will apply for the Sporting School grants throughout the year for the delivery of sport-based programs. The outlook for 2024 is looking very positive.



For more detailed information regarding our school please visit our website at <https://fsc.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 283 students were enrolled at this school in 2023, 134 female and 149 male.

3 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

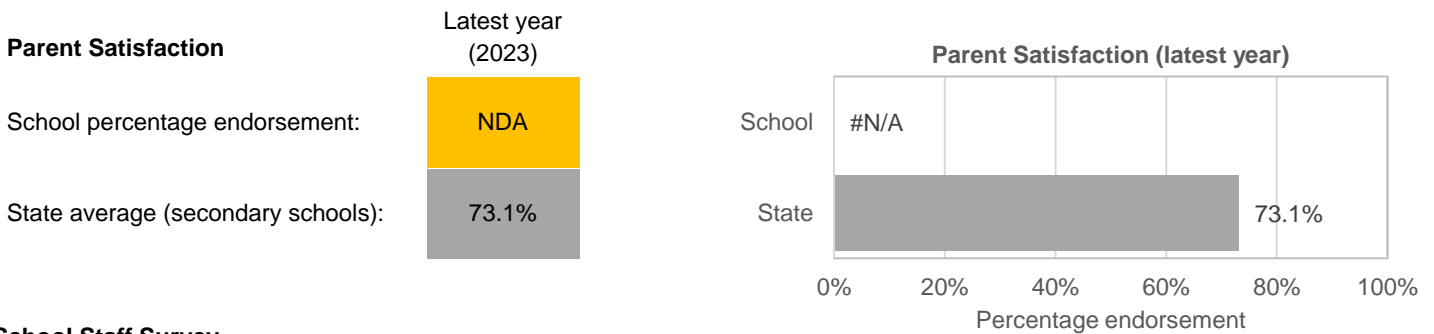
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

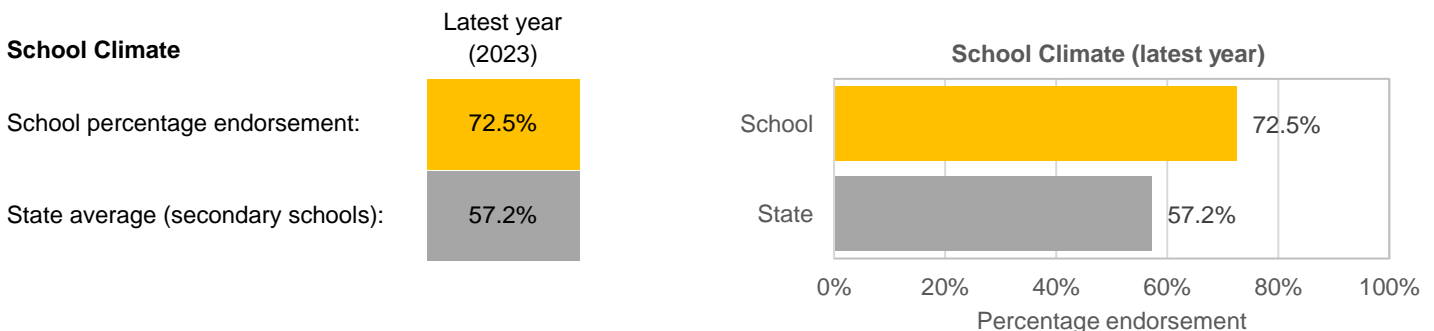


### School Staff Survey

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

Percentage 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 against the Victorian Curriculum

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

#### English Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

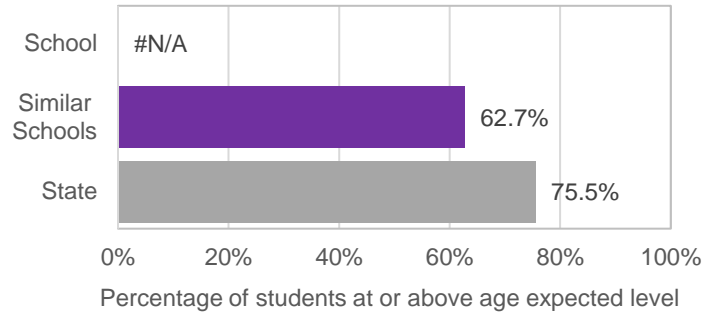
Latest year  
(2023)

NDA

62.7%

75.5%

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



#### Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

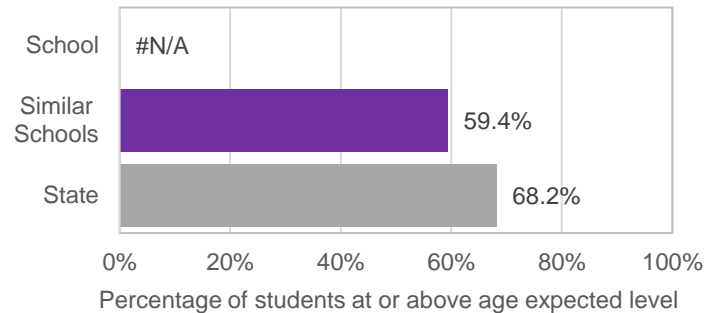
Latest year  
(2023)

NDA

59.4%

68.2%

#### 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading  
Year 7**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

85.7%

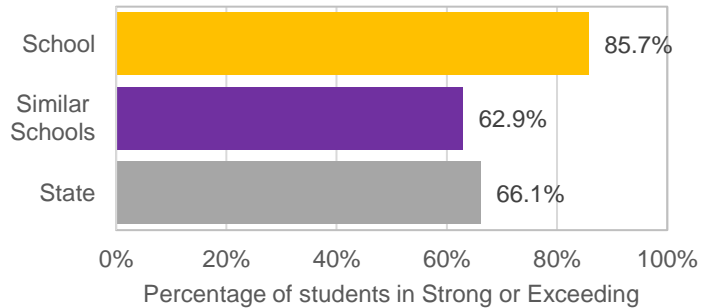
Similar Schools average:

62.9%

State average:

66.1%

**NAPLAN Reading (latest year)  
Year 7**



**Reading  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

83.3%

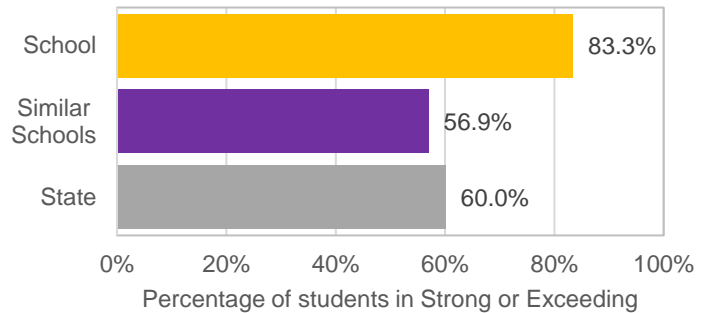
Similar Schools average:

56.9%

State average:

60.0%

**NAPLAN Reading (latest year)  
Year 9**



**Numeracy  
Year 7**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

79.6%

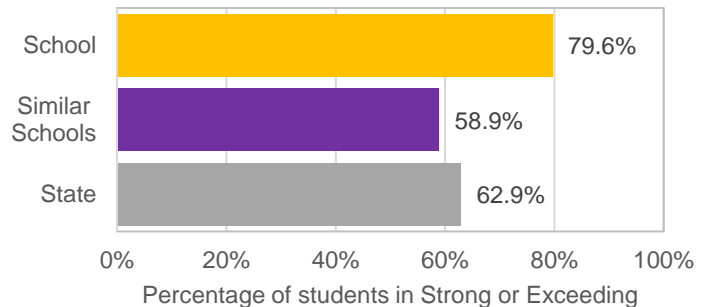
Similar Schools average:

58.9%

State average:

62.9%

**NAPLAN Numeracy (latest year)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

74.4%

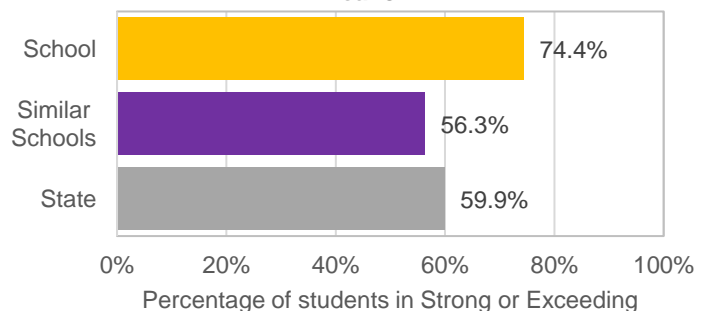
Similar Schools average:

56.3%

State average:

59.9%

**NAPLAN Numeracy (latest year)  
Year 9**



**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: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

52.0%

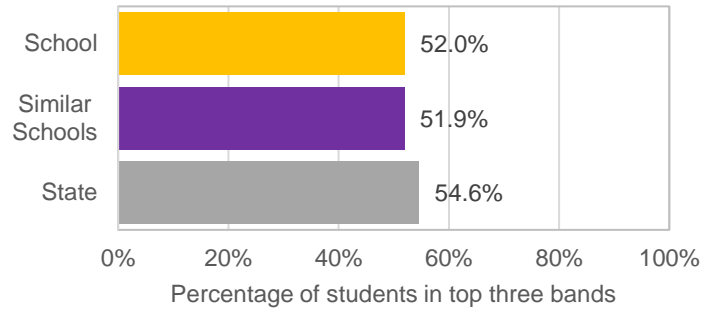
Similar Schools average:

51.9%

State average:

54.6%

**NAPLAN Reading (2022)  
Year 7**



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

37.0%

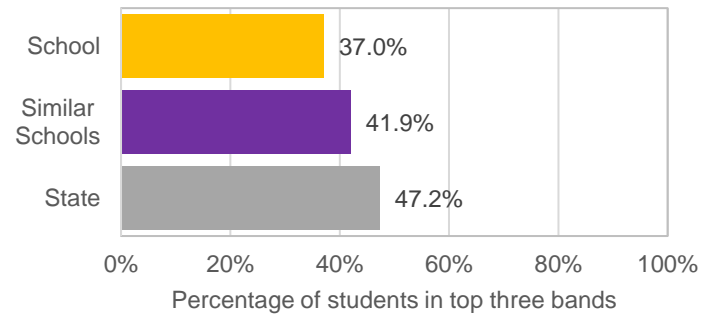
Similar Schools average:

41.9%

State average:

47.2%

**NAPLAN Reading (2022)  
Year 9**



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

38.0%

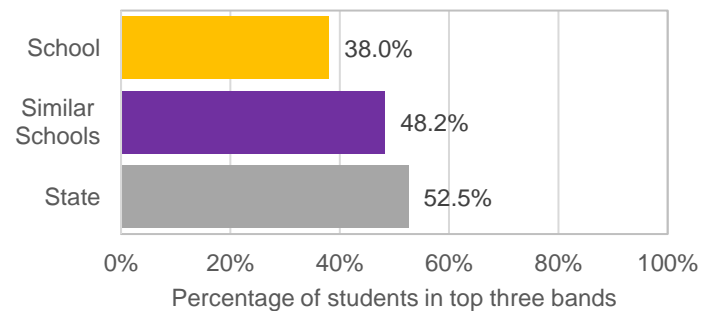
Similar Schools average:

48.2%

State average:

52.5%

**NAPLAN Numeracy (2022)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

33.3%

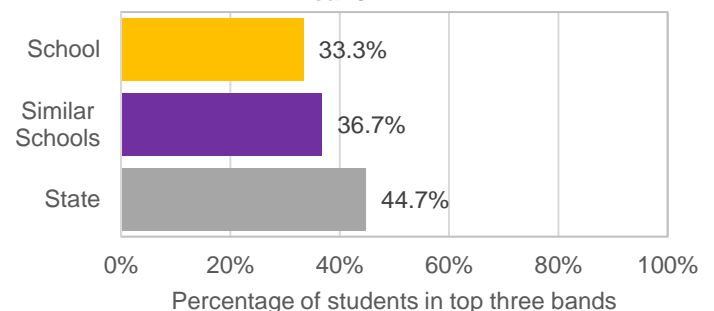
Similar Schools average:

36.7%

State average:

44.7%

**NAPLAN Numeracy (2022)  
Year 9**



## 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 Senior Secondary Certificate

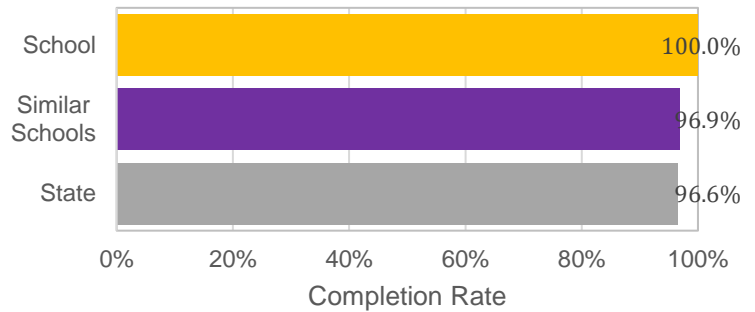
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

#### Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	100.0%	97.8%
Similar Schools completion rate:	96.9%	96.9%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

29.0

Number of students awarded the VCE Vocational Major

4

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

12%

Percentage VET units of competence satisfactorily completed in 2023:

61%

## WELLBEING

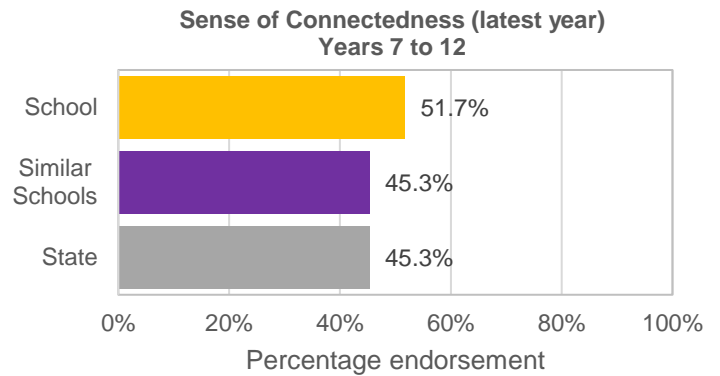
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	51.7%	54.5%
Similar Schools average:	45.3%	48.6%
State average:	45.3%	49.9%

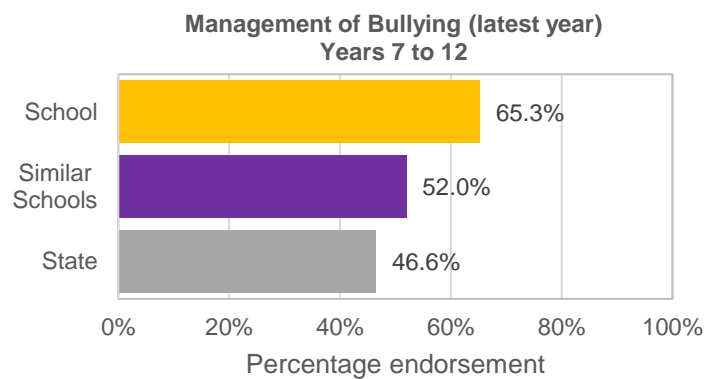


### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	65.3%	67.9%
Similar Schools average:	52.0%	54.1%
State average:	46.6%	51.0%



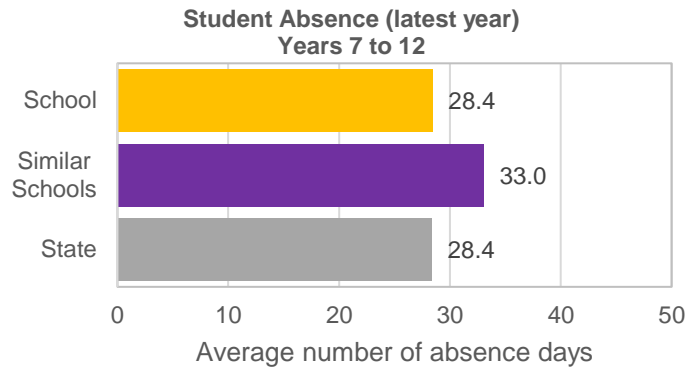
## ENGAGEMENT

**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 (2023)	4-year average
School average number of absence days:	28.4	22.3
Similar Schools average:	33.0	28.3
State average:	28.4	23.8



### Attendance Rate (latest year)

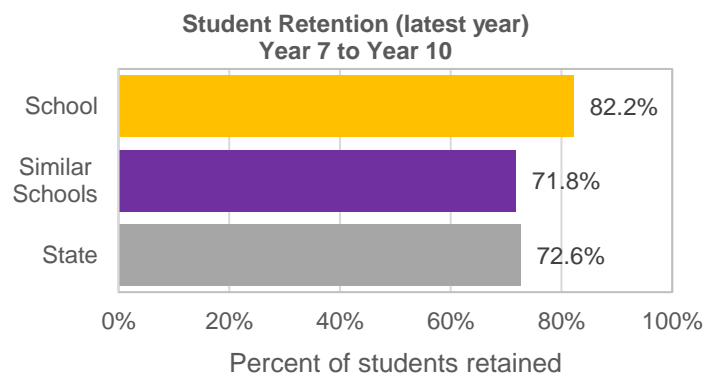
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	88%	84%	86%	84%	84%	90%

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10	Latest year (2023)	4-year average
School percent of students retained:	82.2%	77.8%
Similar Schools average:	71.8%	71.4%
State average:	72.6%	73.8%



## 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.

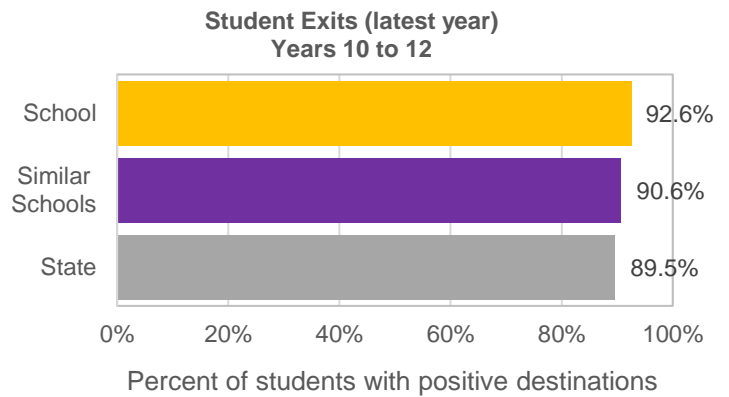
### Students exiting to further studies or full-time employment

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 (2022)	4-year average
School percent of students to further studies or full-time employment:	92.6%	87.4%
Similar Schools average:	90.6%	87.4%
State average:	89.5%	89.5%



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$4,393,540
Government Provided DET Grants	\$722,828
Government Grants Commonwealth	\$71,301
Government Grants State	\$6,825
Revenue Other	\$44,205
Locally Raised Funds	\$297,585
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,536,285</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$73,578
Equity (Catch Up)	\$16,914
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$90,491</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,156,123
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$75,215
Communication Costs	\$8,546
Consumables	\$138,313
Miscellaneous Expense <sup>3</sup>	\$51,335
Professional Development	\$10,407
Equipment/Maintenance/Hire	\$24,769
Property Services	\$173,622
Salaries & Allowances <sup>4</sup>	\$95,366
Support Services	\$44,438
Trading & Fundraising	\$61,294
Motor Vehicle Expenses	(\$3,002)
Travel & Subsistence	\$0
Utilities	\$68,212
<b>Total Operating Expenditure</b>	<b>\$4,904,639</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$631,646</b>
<b>Asset Acquisitions</b>	<b>\$0</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 19 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$594,426
Official Account	\$61,331
Other Accounts	\$9,694
<b>Total Funds Available</b>	<b>\$665,450</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$108,784
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$8,169
Beneficiary/Memorial Accounts	\$19,400
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$97,705
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$234,057</b>

*All funds received from the Department of Education, 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.*