

2021 Annual Report to The School Community



School Name: Wattle Park Primary School (3841)



- 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 24 March 2022 at 05:01 PM by Steven Donohue (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 14 April 2022 at 05:17 PM by Angus Mackinnon (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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

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

The 'Statement of Values and Philosophy' outlines the values of our school community and explains the vision, mission and objectives of our school.

To guide us in our thinking the school researched and adopted the 9 guiding beliefs and principles by Mr. John B. Mahaffie (Leading Futurist LLC). These are based on the beliefs that:

- Our lives and work lives will be swept by regular waves of change
- More work will involve international connections and citizenship will gain a more global focus
- More work will be multidisciplinary, involving new kinds of collaboration
- Far more jobs will mean working intimately with digital machines and intelligent systems
- More elements of work and life will use visual communication
- The world will be battling sustainability issues in ways that will affect most workers
- Citizenship responsibilities will only grow more complicated as societies confront new issues

The 9 principles that we endeavour to instill in our students as they progress through the school:

- 1 Love of Learning
- 2 People sense
- 3 Comfort with complexity
- 4 Skill at learning
- 5 Communication
- 6 Goal setting
- 7 Self-knowledge
- 8 Worldliness
- 9 Open minds

Additionally we have our school values of Respect, Encourage, Value, Care, Challenge and to be Responsible.

All of our 16 classes are age appropriate with 18 classroom teachers, 7 specialist teachers and 5 Learning Assistants. Student enrolment is 341 with two students being of Aboriginal descent.

The school is located on the edge of Whitehorse City Council.

The school grounds are extensive with a natural grass oval and grass and asphalt playing spaces.

For those students who need additional language support we have an EAL teacher who is employed one day per week.

Framework for Improving Student Outcomes (FISO)

To give context to our Strategic Goals it is acknowledged our 2016 - 2020 School Review was delayed due to COVID 19 until mid 2021. It was performed as a hybrid of online and 'in real life' events over a period of several days from mid term 2, 2021 encompassing weeks 5,6,7 and 8. Collectively we spent over 15 school weeks in lockdown and consequently, remote learning. This equates to nearly half a school year in lockdowns that were often called at 24 hours notice and extended with no end date. The final Lockdown of 2021 was Lockdown 6.0. This concluded with a two week staggered return to school involving different year levels returning on a series of specified days.

During all of this time we had the students of emergency service workers and those students who were considered vulnerable on site and employed a series of classroom replacement teachers to implement the onsite learning program. The use of CRTs transitioned into the use of a rotating timetable of Wattle Park Primary's Specialist teachers who delivered the online learning program onsite.

As such our Strategic Goal continued, as outlined in our 2020 (2021) Annual Implementation Plan of 'Improving the instructional capability of the leadership team and the collective endeavour of all staff to effectively support student learning' was achieved via the platform of remote learning. This involved a change in the way teachers were able to collect data to assess their teaching so they could analyse and respond to needs of their students individual learning

needs.

The responsibility of the team leaders to ensure that the quality of their teaching and learning program was maintained during this time was paramount. In an acknowledgment of their skill and commitment, teams were able to view and discuss each others curriculum content and the ways in which they were able to best present it in an engaging manner.

Upon returning to school, teachers' efforts were focussed on the health and wellbeing of themselves and their students. Specialist support staff worked closely with classroom teachers in developing online activities and communicating with parents weekly to support any learning issues.

In response to our review in mid 2021 one of our three goals was identified as to 'Improve student learning outcomes in literacy and numeracy'. This goal focusses on achievement in the selected areas of Literacy and Numeracy. Key Improvement Strategies was clarified as being to 'Embed the agreed instructional model. Please note as NAPLAN 2020 was cancelled due to COVID 19 comparative growth is not available between the years of 2020 and 2021. Targets for this goal include:

- * To increase the % of students achieving in the top bands in Year 3 Reading from 65% in 2019 to 75% by 2024 an increase and in Year 3 Numeracy from 59% by 2019 to 65% by 2024 and
- * Increase the % of students achieving high benchmark growth in Numeracy from 15% in 2019 to 25% by 2024

Given the delayed start of our review we look forward to engaging and providing students with opportunities to participate in curriculum tasks to enhance their understanding of the above academic pursuits. To achieve the above we are currently implementing the following strategies as clarified in our School Strategic Plan:

- * Embedding the agreed instructional model vertically and horizontally across the school
- * Building staff capacity to deliver high quality Teaching and Learning Programs utilising the PLC approach
- * Build teacher capability to utilise data and assessment strategies to teach to every student's point of need

To further support learning at point of need the Tutor Learning Program began in 2021. This initiative endeavours to recognise, evaluate and implement strategies to assist students who may have been educationally challenged during our extended period of remote learning.

Achievement

During remote learning in 2021, staff sourced, critically evaluated and implemented appropriately a range of online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. Some of our students coped well in the remote and flexible learning environment, others have maintained their learning progress, and some have fallen behind (despite their best efforts and those of their families and teachers).

To provide support to the students who did not academically thrive in Remote Learning, 2021 saw the implementation of the Tutor Learning Program, in addition to ongoing classroom support, to further support learning at point of need. This initiative endeavoured to recognise, evaluate and implement strategies to assist students who may have been educationally challenged during our extended period of remote learning.

For those students who thrived during remote learning, teachers have continued to use a hybrid style of learning to acknowledge the suitability of this style of learning for some students and continue their positive trajectory.

Additionally, those students whose mental health and attendance to school were most affected were individually supported by leadership staff.

A range of processes were implemented to adapt to the unique learning environment that was created by COVID 19. These included:

- * Work shops run for teachers prior to the commencement of remote learning to provide them with skills to develop online learning environments

- * Provision of effectively evaluated learning platforms best suited to remote learning
- * Creation of google sites for each class vertically and horizontally aligned with the school values, student digital citizenship and child safety engagement policies
- * Monitoring of student engagement in these platforms via agreed upon class and year level wide involvement strategies
- * Evolution of a variety of these platforms in response to the feedback given by all stakeholders including parents and students
- * Regularly updated procedures allowing teachers to make individual contact with their students via twice weekly phone calls, group WebEx sessions, videos and comprehensive lessons on-line.

Those students who are on the PSD program were either accommodated at school with extra individual assistance from Learning Assistants or individual booklets were produced with modified curriculum activities to complete. These booklets were most successful and valued by students and parents.

In response to our review in mid 2021 one of our three goals was identified as 'To maximise student learning growth across all learning areas'. In response to remote learning this was modified to 'To maximise student engagement in learning across all learning areas / To enhance student engagement in all learning areas'. This goal focusses on the area of Engagement. Targets for this goal include:

- * increasing the positive endorsement for Professional Learning through Peer Observation in the Teaching and Learning – Practice Improvement module from 62 per cent in 2019 to 80% in 2024.

We look forward to teachers being able to learn more about successful 'high yield' strategies they can implement in their classrooms in the near future to improve student learning outcomes.

Engagement

Although all of our school camps were cancelled in 2021, (Coonawarra for yr 5/6 students and Phillip Island for yr 3/4, both in August) teachers were very creative in engaging student online including online 'Excursions' to various places including the state Museum of Victoria and those in other countries. Our school absence rate, even during remote learning, remained below the state average. Our Compass online attendance monitoring system, implemented in 2019, where parents are contacted by phone regarding students' attendance has proven beneficial in reducing unexplained absences by facilitating the development of a culture where the parents and carers have a growing understanding of how important it is to have students engaged - be it online or onsite.

During the periods where students were expected to transition back to onsite learning it became evident very quickly that some students had forgotten how to play. In response to this dilemma year levels created mini version of our Start Up program. The Start Up Program is usually only implemented at the beginning of each year and aims to engage each of our students in understanding our school norms of Respect, Encourage, Value, Care, Challenge and to be Responsible. These programs variously addressed how important it was to remember how to play fairly, take turns, be aware that everyone knows what the rules are and to give everyone a chance.

Although the WPPS School Fete on Saturday the 27.11 was also cancelled we were able to return gradually to onsite learning in term 4 from late October onwards. This was a staged return to school and required a very well coordinated timetable to cater for all guidelines outlined in the Operations Guide that was current at the time.

The introduction of remote learning daily teaching plans included an attendance question per day to ensure that students were at least tuning in to classes. Most students were engaged in their learning tasks but some were not. A mode of communication tools were utilised to maintain contact and support with students and families; twice weekly telephone calls, WebEx class sessions and emails. Teacher feedback on set tasks was maintained as per classroom activities.

Koorie students were provided with their own personalised Ipad to encourage participation and connection with their class.

A number of initiatives were introduced to maintain connections; individual cards were sent to all students Foundation to Year 6 from the principal, seed packs were sent to all students during spring with a note from the school, a leadership and office staff video was posted on the school website to welcome students back to school.

The school was decorated with welcome back signs and balloons at each entry. A welcome back barbecue lunch was provided to all students cooked by our specialist class teachers. That was a huge success!

The Parent and Friend's Association organised a free on line disco for the students as well as a veggie box and mango drive. Families in need were given a box of each; vegetables and mangoes.

This was a particularly trying time for not only parents and carers but also the students and staff who working throughout this period. It a great comment on their resilience and tenacity that they were able to promulgate a sense of normality and regularity for all concerned in an effort to provide both stability via familiarity.

Wellbeing

Wattle Park Primary School has very strong processes in place to ensure the health and well-being of our students. The Assistant Principal schedules Student Support Group meetings every term for our funded and vulnerable students. Individual Education Plans are developed for Students on the PSD program and those students requiring extra assistance or enhanced learning as well as Out of Home Care students and Koorie students. Prior to COVID 19, further assistance is provided by adult Education Support Students from various institutions including RMIT, Homes Glen College of TAFE and Melbourne University. These students are timetabled to assist students who do not qualify for PSD funding but require individualised programs to allow them access to the curriculum.

The school collaborated closely with regional personnel; speech therapist, health and wellbeing key contact; Steph Ryan, SEIL; Erika Bienert and ETTY Rosenbaum Manager of Health and Well Being student services. The team of Learning Assistants are highly skilled to support students in need and have strong relationships with the students with whom they are assigned. This was abundantly evident during remote learning our Learning Assistants, like teaching staff, were timetabled on to assist in the onsite learning so vulnerable and PSD funded students had a familiar face to guide them in their online learning. Respectful Relationships are embedded in the schools program and the school is a member of Be You utilising resources including webinars for student mental health and wellbeing. Meditation sessions are conducted for students on a needs basis.

The Program for Students with a disabilities was severely affected by COVID 19 restrictions in 2021. Applications which required allied health professional to perform assessments of students onsite were delayed until students returned onsite and a back log of assessments had to be addressed when this finally occurred. As a result the due dates for application to be submitted were either pushed back significantly and/or the requirements for various applications were able to draw upon previously completed assessments.

As the guidelines around COVID 19 protocols evolved we established our school website as a 'go to' for all information, not only in regards to online learning but also a source of assistance for parents and carers who are looking for agencies to support them in various ways. Our website traffic increased dramatically during this time and as we have returned to onsite learning, we have kept up both our school website and year level websites to further a sense of engagement and well being in our by having a digital window to look into classrooms while restrictions prevent this currently occurring in person.

Finance performance and position

Wattle Park Primary School completed another interrupted 2021 with a surplus of \$48,013.

The school's revenue for 2021 was \$546,714 which included State and Commonwealth government funding of

\$308,208 which also includes \$33,229 for overseas student fees.

The balance of income came from parents' voluntary contributions and levies, fundraising, donations to Building and Library Funds, contributions towards Grounds/Maintenance, interest and trading operations, and hire of the school facilities.

The hire of the Gymnasium provides a source of income which is used to maintain the facility in good condition for the school community.

Hiring of the school facilities to the after-school care provider is an additional income stream for the school while providing access to the school community to this important service.

Total operating expenditure \$498,702.

Equity funding continued to be used for extra teacher support for those students needing additional assistance; Reading Intervention sessions continued via WebEx while in Lockdown.

**For more detailed information regarding our school please visit our website at
<https://www.wattleparkps.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 363 students were enrolled at this school in 2021, 192 female and 171 male.

22 percent of students had English as an additional language and NDP 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).

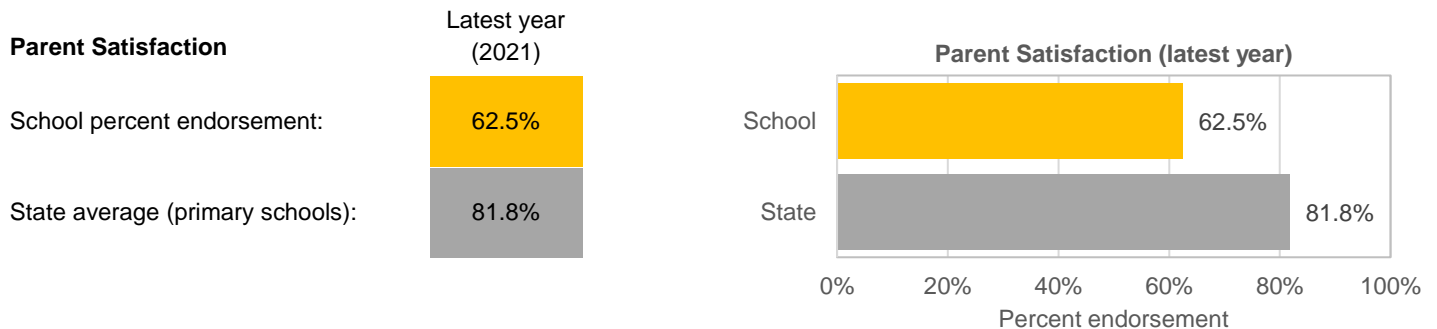
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

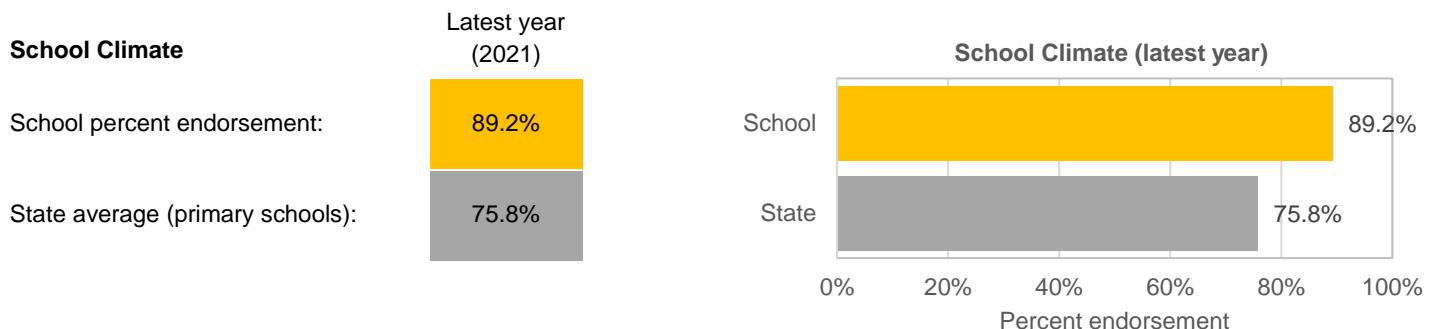


School Staff Survey

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.



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 Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

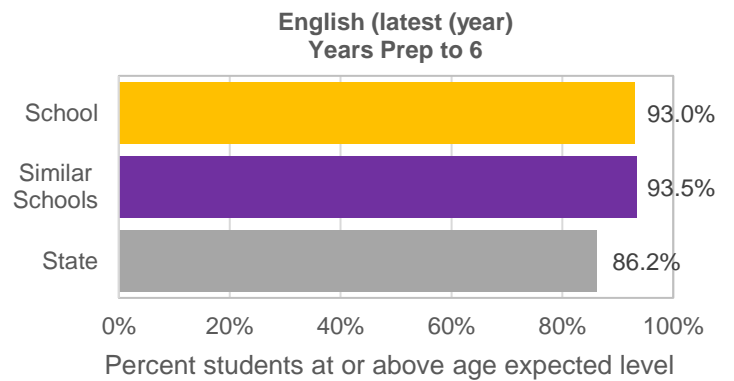
93.0%

Similar Schools average:

93.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

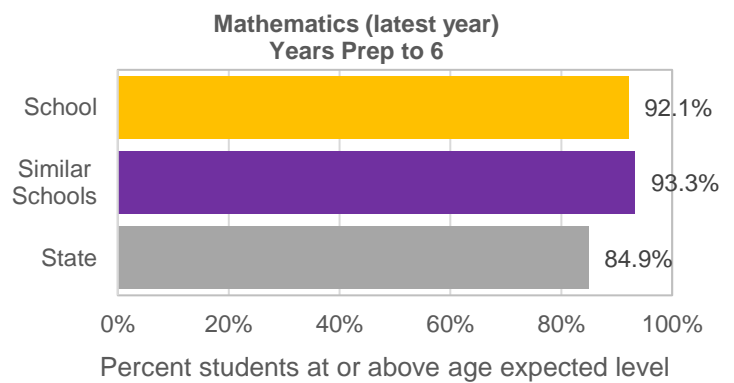
92.1%

Similar Schools average:

93.3%

State average:

84.9%



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.

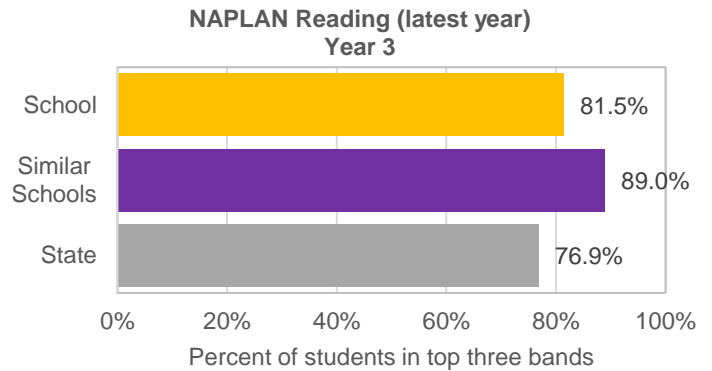
NAPLAN

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.

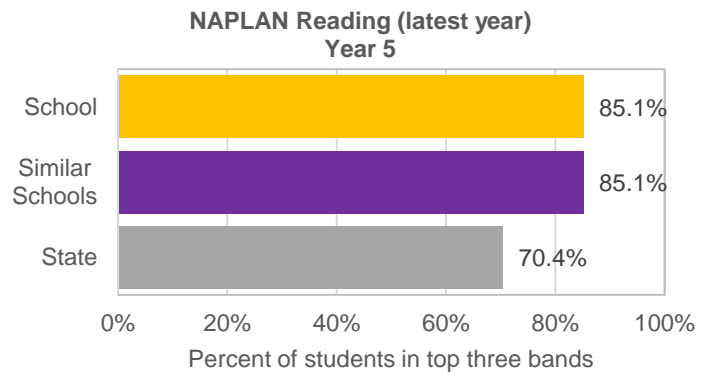
**Reading
Year 3**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 81.5% | 84.1% |
| Similar Schools average: | 89.0% | 88.2% |
| State average: | 76.9% | 76.5% |



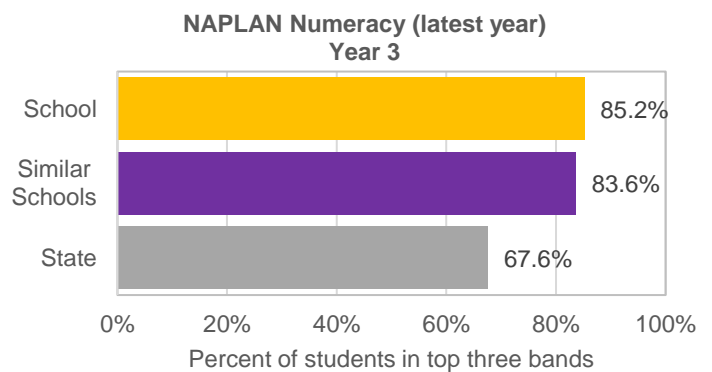
**Reading
Year 5**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 85.1% | 85.4% |
| Similar Schools average: | 85.1% | 83.0% |
| State average: | 70.4% | 67.7% |



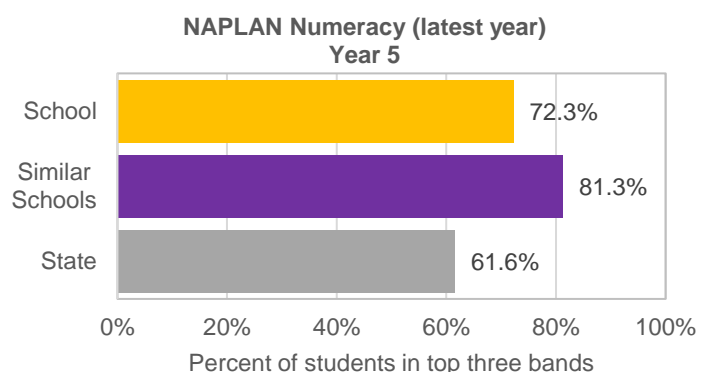
**Numeracy
Year 3**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 85.2% | 84.1% |
| Similar Schools average: | 83.6% | 84.8% |
| State average: | 67.6% | 69.1% |



**Numeracy
Year 5**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 72.3% | 75.0% |
| Similar Schools average: | 81.3% | 79.5% |
| State average: | 61.6% | 60.0% |



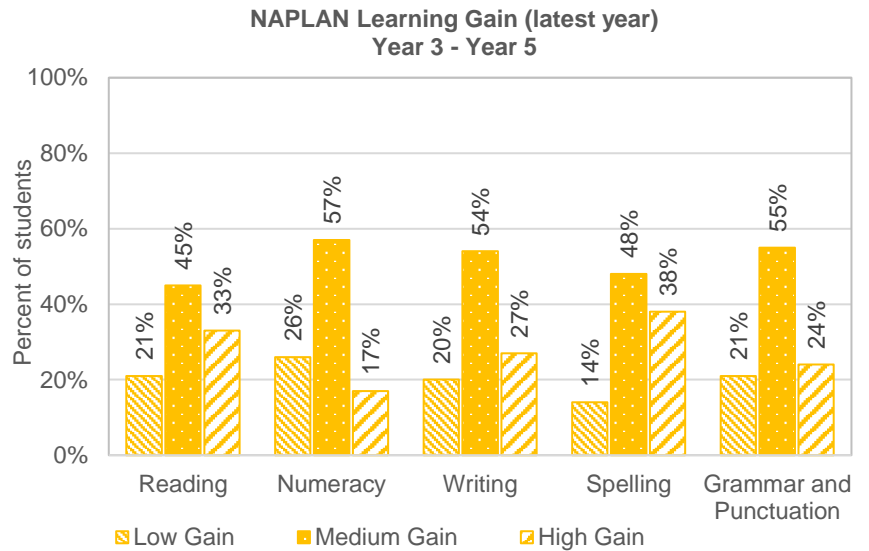
ACHIEVEMENT (continued)

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 3 (2019) to Year 5 (2021)**

| | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading: | 21% | 45% | 33% | 32% |
| Numeracy: | 26% | 57% | 17% | 34% |
| Writing: | 20% | 54% | 27% | 31% |
| Spelling: | 14% | 48% | 38% | 30% |
| Grammar and Punctuation: | 21% | 55% | 24% | 33% |



ENGAGEMENT

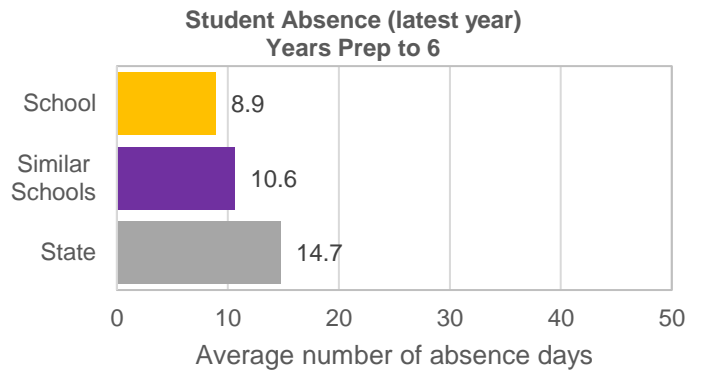
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 COVID-19.

Student Absence Years Prep to 6

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 8.9 | 12.3 |
| Similar Schools average: | 10.6 | 12.1 |
| State average: | 14.7 | 15.0 |



Attendance Rate (latest year)

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2021): | 97% | 95% | 95% | 96% | 96% | 97% | 94% |

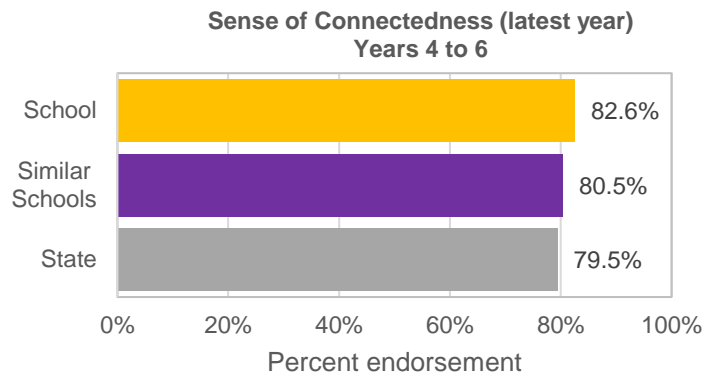
WELLBEING

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 4 to 6 | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent endorsement: | 82.6% | 84.4% |
| Similar Schools average: | 80.5% | 80.2% |
| State average: | 79.5% | 80.4% |

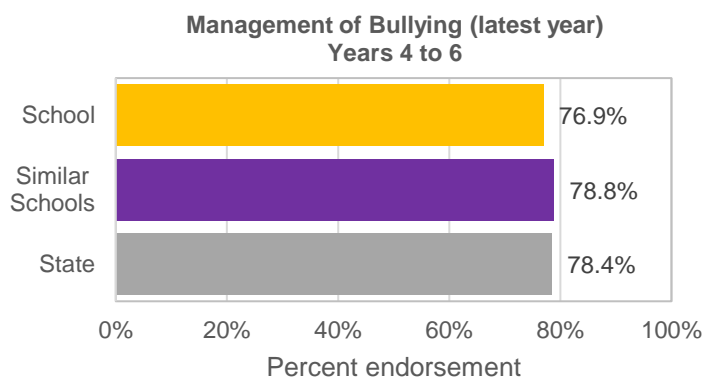


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 4 to 6 | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent endorsement: | 76.9% | 82.9% |
| Similar Schools average: | 78.8% | 78.5% |
| State average: | 78.4% | 79.7% |



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 | \$2,978,399 |
| Government Provided DET Grants | \$302,208 |
| Government Grants Commonwealth | \$6,000 |
| Government Grants State | \$0 |
| Revenue Other | \$7,982 |
| Locally Raised Funds | \$230,525 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$3,525,114 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$10,067 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$10,067 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,935,565 |
| Adjustments | \$0 |
| Books & Publications | \$996 |
| Camps/Excursions/Activities | \$36,992 |
| Communication Costs | \$4,915 |
| Consumables | \$89,637 |
| Miscellaneous Expense ³ | \$13,093 |
| Professional Development | \$11,619 |
| Equipment/Maintenance/Hire | \$72,268 |
| Property Services | \$75,495 |
| Salaries & Allowances ⁴ | \$136,493 |
| Support Services | \$21,877 |
| Trading & Fundraising | \$13,454 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$21,863 |
| Total Operating Expenditure | \$3,434,267 |
| Net Operating Surplus/-Deficit | \$90,847 |
| Asset Acquisitions | \$32 |

- (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 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 | \$653,965 |
| Official Account | \$34,596 |
| Other Accounts | \$232,518 |
| Total Funds Available | \$921,080 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$72,778 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$4,304 |
| Funds Received in Advance | \$84,829 |
| School Based Programs | \$377,617 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$100,000 |
| Asset/Equipment Replacement < 12 months | \$44,000 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$310,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$993,528 |

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.