

2021 Annual Report to The School Community



School Name: Whittlesea Primary School (2090)



- 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 08 May 2022 at 02:11 PM by Ty Hoggins (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 09 May 2022 at 06:44 PM by Josh Parks (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

Whittlesea Primary School is led by an established and defined vision statement.

At Whittlesea Primary School the student is at the centre of everything we do. Our vision is to be an inclusive community where learning is highly valued. We strive to develop and support the emotional, social and physical wellbeing of the whole child. We create a positive climate for learning that encourages all children to become collaborative and innovative members of local and global communities.

Established in 1878, Whittlesea Primary School has a long history in the local community. The township lies on the outskirts of Melbourne and Whittlesea Primary is the most northern school of the Whittlesea Schools Network. Positioned centrally in Whittlesea, the school is in a prominent position along Plenty Road, the main thoroughfare through the town towards Kinglake, Flowerdale, and Yea. To the south, urban sprawl is growing ever closer to the area with Laurimar (Doreen), Mernda and South Morang all developing at a fast pace. New developments are also growing rapidly to the west with Donnybrook, Beveridge, Mickleham, and Wollert expanding quickly. Our school zone has been reduced slightly each year since 2019 with the introduction of new schools in these areas. Housing is diverse in Whittlesea with a mixture of medium density residential, semi-rural and rural properties within close proximity to the school. Culturally, there is a strong sense of history and connection to Whittlesea's identity as a 'township', although this is shifting over time with more new residents to the area and a slowly increasing diversity. It is noteworthy how low the school's EAL percentages are, with only a handful of students meeting this criterion. Only .7% of students are eligible for funding Under EAL (English as an additional language). Twenty-one students or 5% identify as Aboriginal or Torres Strait Islander. At present Whittlesea Primary School does not provide a program for overseas students.

Over the term of the current strategic period enrolments have remained relatively stable, peaking at 438 in 2019. The enrolment for 2021 as of February census was 405.6. At the commencement of the strategic period the school was arranged in straight year level groupings, consisting of 20 classes. This increased to 21 classes during 2019 to 2020, then reduced to 19 classes in 2021. Also in 2021, composite structures were introduced for Years 3/4 and 5/6. The junior primary classes remain a straight class structure.

The staff profile of Whittlesea Primary School has evolved over the strategic period. In 2021 the leadership team consists of Principal, Assistant Principal (Curriculum, Operations, and shared responsibility for school-wide priorities), Leading Teacher (Wellbeing and 3/4 leader) and two Learning Specialists. The two Learning Specialist roles involve a .4ETF classroom component, with .6ETF to leadership responsibilities. One leads our junior school and literacy development, while the other leads the upper primary years and numeracy. As a team of five, this group form the 'leadership team' and collaborate closely on all aspect of school direction. The school improvement team consists of the leaders forementioned and the Professional Learning Community (PLC) leaders for Foundation, Years 1, 2, 3/4 and 5/6. The team also includes a specialist leader and the Business Manager. The 2021 teaching staff profile included 13.4 ETF Classroom Teacher Range 2 and 8.2 Classroom Teacher Range 1, with 2.89 ETF Learning Tutor. At present Whittlesea Primary School does not have a staff member who identifies as Aboriginal or Torres Strait Islander.

Whittlesea Primary School has a talented and well organised education support team who perform a vital role in the school. The administration team of Business Manager and administration officer / daily organiser attend to our office with professionalism, efficiency and a community focused approach. The Business Manager leads the broader team including Integration aides (including integration leader), maintenance, first aid and student mentor. In 2021 our non-teaching team consisted of 11.5 ETF Education Support staff.

Our school engaged with Dan Petro (Behavioural specialist) in 2017 and commenced the School-wide Positive Behaviour Supports training through North West Victoria Region in 2018. The school has fully completed this training. The school expectations of 'Respect Your School', 'Do Your Best' and 'Help Others Succeed' are well engrained throughout the school, as are the key components of SWPBS including behaviour matrix, flowchart, universal reinforcement programs (Golden Tickets) and group / individual supports.

In 2021, Whittlesea Primary School completed a school review as part of the normal strategic improvement cycle. This was earlier scheduled for 2020 but delayed due to COVID interruptions. As an outcome of this review a new strategic plan was endorsed that included the school's new strategic goals: -

- 1 - Maximise learning growth for all students.
 - 2 - Strengthen student agency and engagement in learning
 - 3 - Maximise the resilience and confidence of all students.
-

Framework for Improving Student Outcomes (FISO)

In 2021 Whittlesea Primary School adopted the common 'Key Improvement Strategies' for our Annual Improvement Plan. The priorities, as communicated by the Department of Education and Training were 'Learning, catch-up and extension', 'Happy, active and healthy kids' and 'Connected schools'. The school also underwent a review in semester one which led to the endorsement of a new strategic plan. As a result of adapting to extended periods of remote learning and the transition between strategic plans, the focus and scope of work throughout the year evolved to meet ever changing needs. A strong focus on learning catch up and extension, community connection and student wellbeing led to numerous achievements and improvements.

The full implementation of the PLC approach has led to an enhanced culture of collaborative and continuous learning which is shared across the staff. Throughout second semester a celebration event was held where each PLC shared through a Pecha Kucha presentation their learning relating to engagement in writing. While each team identified different 'crumbs' to drive their inquiry, there was a consistency in theme which led to rich learning being shared across the staff. The PLC approach has also led to a greater confidence and empowerment across the staff who see themselves responsible for driving the improvement of instructional practice to meet a cohort's needs. While the number of inquiry cycles completed by learning teams was impacted upon by COVID interruptions, the school utilised online conferencing, collaborative spaces and innovative technologies to both research and present professional learning achieved through the PLC approach.

Whittlesea Primary achieved growth in the core element of 'Engagement' through various onsite and remote initiatives. Our school house program continued to grow with a new token system implemented. Throughout remote learning the house initiative transferred into the virtual space and students were engaged in challenges and competitions aligned with their house. This was a success in maintaining a connectedness and pride within the school population. Throughout remote learning we initiated a 'Sunflower Project', where families were provided with the materials to establish a sunflower garden at home. Through online connection we were able to share the growth of these sunflowers which led to positive engagement between families and the school. We also successfully hosted a school graduation at an offsite venue, accommodating over 300 guests. This was well received by our community who expressed an abundance of gratitude. Towards the end of the year we implemented a COVID safe approach which allowed parents into school grounds as we prioritised the need our community has for connection and involvement. Christmas Assemblies were conducted for vaccinated guests in open, outdoor settings.

Achievement

The 2021 year presented as an opportunity to review, adapt and improve on remote learning approaches commenced in 2020. Our school's use of Microsoft Office 365 and specifically Teams, evolved with adapted pedagogical models for explicit instruction, feedback and learning tasks. Students responded well to changes which were designed based on feedback and evidence of learning.

Despite intermittent periods of remote and onsite learning our students achieved growth in key academic measures. NAPLAN results indicated high achievement than the 4 year average for all measures. This can be attributed to a strong focus on literacy and numeracy curriculum planning and an ongoing priority towards developing teacher practice.

In literacy, staff collaborated on the development of a new instructional model for writing. This model complements the newly reviewed reading model and forms the basis for consistency in practice. Leadership also went through a

process of learning more about various supportive approaches to developing writers. Through this inquiry the school will introduce '7 Steps' from 2022 with all staff to be trained at the beginning of the year. The 7 Steps approach will complement the school's curriculum and pedagogy in improving writing outcomes - an area of importance as identified through data reviews.

A notable initiative was the implementation of the Fountas and Pinnell Benchmark Assessment System (F&PBAS). Thorough and ongoing professional development and coaching for classroom teachers on the implementation of the F&PBAS led to improved analysis of reading achievement data. Further to this, moderation amongst teaching staff of this data also occurred and the F&PBAS data was used in conjunction with the Fountas and Pinnell English Continuum to set student learning goals and plan for future learning. Two Fountas and Pinnell guided reading kits were also purchased for Years three to six to provide high quality literature to support the practice of guided reading in the classroom.

In numeracy, teachers are delivering sequenced and rich mathematics units through the development of a new school wide approach. This includes a new planning structure and sequence of learning; Scope of Learning Documents, Numeracy Proficiencies and Learning Progressions. In 2021 curriculum leaders formalised pre and post assessment practices to ensure a clearer and more diagnostic approach to measuring student growth within a unit.

Students funded through the program for students with disabilities (PSD) were supported through our education support team with a system in place for regular check-ins through web or phone. Staff were allocated into virtual teams to work with particular children and learning support plans were developed and maintained. Student Support Group meetings were also conducted through online conferencing to gauge engagement and achievement. Our wellbeing leading teacher coordinates the differentiated learning programs for this cohort and tracks personal achievement. A large proportion of PSD funded students attended onsite during periods of remote learning due to their vulnerability.

Engagement

Teachers maintained records of student engagement during periods of remote learning, and as with the previous year, great variability was observed. Some students were highly engaged in the remote learning environment, present for all class meetings and submitting learning for feedback on a daily basis. Others, while present at times (particularly morning conferences), became less engaged throughout the day with not all learning tasks attempted or submitted. Despite regular contact via Teams and phone calls, some students engaged in learning infrequently. Some families opted to complete learning offline using a resource pack of learning provided by the school. To address student disengagement a variety of strategies were employed.

- Throughout 2021 an increasing number of students were identified as vulnerable, and arrangements were made for them to attend onsite. Education support staff worked in collaboration with teaching staff to adapt and personalise learning programs to encourage greater engagement.
- Specialist programs were adapted throughout remote learning periods to embrace student voice and agency. Choice was incorporated through a matrix of activities and innovative connection times were planned including 'mystery doors' where students logged into various connection activities.
- Existing whole school events transitioned online such as 'Footy Day', which was adapted to include competitions and activities in the virtual space.
- While camps had to be cancelled due to COVID, virtual camp experiences were planned and led by our dedicated teachers. Virtual campfires, tours and rich learning projects were implemented to engage students in experiences vital to their connection to school.

When returning from remote learning the school adopted a key focus on engagement and wellbeing, leveraging existing processes and structures from the school wide positive behaviour approach. There was an emphasis on increased reinforcement of positive behaviours and engagement in learning. The underlying principle in returning from periods of remote learning was on a return to normal operation as soon as possible. The school prioritised the access to school grounds for parents, school assemblies and end of year celebrations as soon as health and safety guidelines would allow. This return to community engagement led to improved student engagement with the school and their learning.

Wellbeing

The health and wellbeing of our students, families and staff were a priority throughout 2020 and 2021. Our school's School-wide Positive behaviour Supports (SWPBS) framework remained the cornerstone of our approach in both virtual and onsite environments - reinforcing our expectations of 'Respect Your School', 'Do Your Best' and 'Help Others Succeed'.

In unprecedented times, our school implemented a range of successful activities to support the community during extended periods of remote learning. Whole school initiatives such as Harmony Day, RUOK? Day and the Sunflower Program aimed to connect our community with positive wellbeing messages and promote school strategic goals of confidence and resilience. These proved successful with families as evidenced by some submitting images of their home sunflower garden. Whittlesea Primary School also targeted specific learning outcomes in wellbeing through the engagement of external providers who presented engaging performances relating to social and emotional learning. The school house program continued to grow in 2021 with both onsite and virtual challenges and engagement activities. A greater sense of connectedness and pride was achieved through the emphasis on accumulating new 'house tokens' and the visual prominence of whole school leader boards and online tallies. The 'Race to Sydney' challenge promoted student physical wellbeing through periods of lockdown. This challenge encouraged students to walk or ride in their local area and log this activity through an online portal. A video summary of each team's progress embraced multiple learning outcomes with students learning more about Australian communities while also developing mathematical and literacy skills.

The wellbeing of staff was identified as a priority and leadership implemented an ongoing and thorough approach. A staff 'Mindfulness Space' was established in the school to enable teachers and support staff to employ mindfulness practices while at school. This space will become a feature of the school's staff wellbeing approach into the future. Care packages, acknowledgements and regular positive engagements ensured staff felt cared for and valued which has been reflected in opinion data collections.

Finance performance and position

2021 presented similar to 2020, with the COVID-19 pandemic still in the community sending students and teachers in and out of lockdown and remote learning. The pandemic resulted in the school spending additional unplanned funds on cleaning and sanitising supplies, although with the absence of student's onsite, program leaders were not able to complete programs as planned and allocated budgeted funds were not spent in entirety.

Whittlesea Primary School was able to complete a marginal amount of fundraising planned for the year making a profit to be spent at a later date improving the middle toilet facilities. Our school was successful in obtaining several grants in 2021 with works to be completed in 2022 and beyond. These grants include an inclusive play space to be located at the top end of the school, a shade sail/outdoor learning space to be constructed over the middle amphitheatre, and an upgrade of all student toilet facilities within the school.

Various maintenance improvements were completed over the 2021 period with the internal painting of the heritage building and the gymnasium, giving these spaces a brighter more welcoming feel for students and visitors alike. Equity funding continues to support several school initiatives including staff appointments to ensure the success of strategic priorities relating to positive climates for learning. We were able to carry forward a cash surplus from 2020, and build upon this in 2021, progressing towards a major capital improvement within the school. Overall due to thorough financial management of school remains in a healthy financial position moving into 2022.

For more detailed information regarding our school please visit our website at
<https://whittleseaps.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 406 students were enrolled at this school in 2021, 187 female and 219 male.

2 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

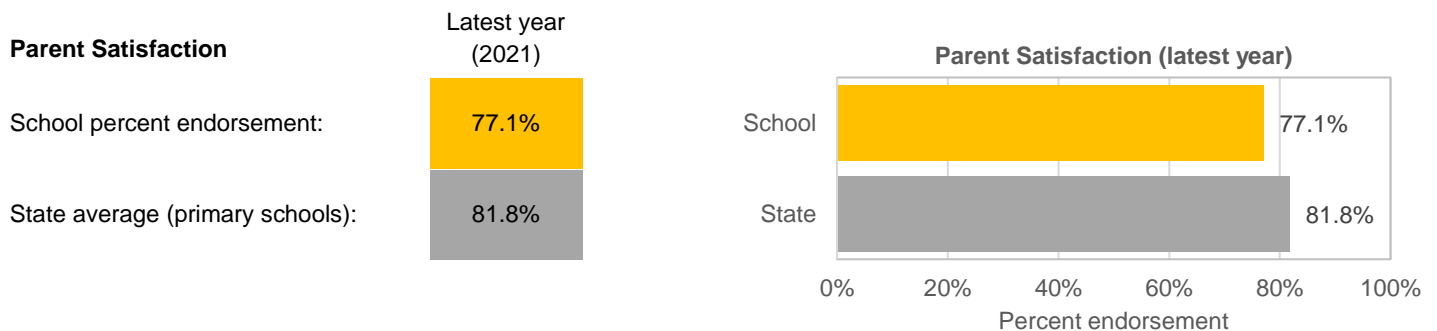
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

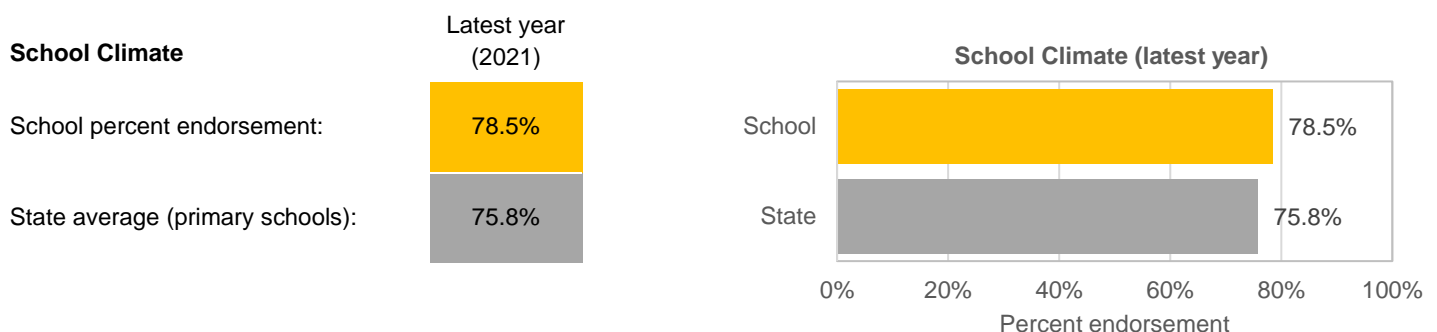


School Staff Survey

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

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

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



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:

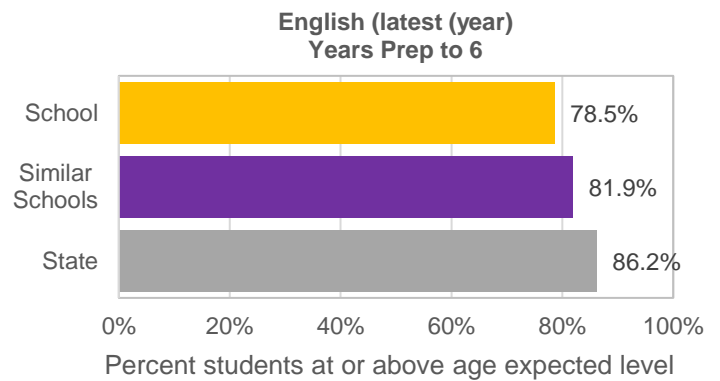
78.5%

Similar Schools average:

81.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

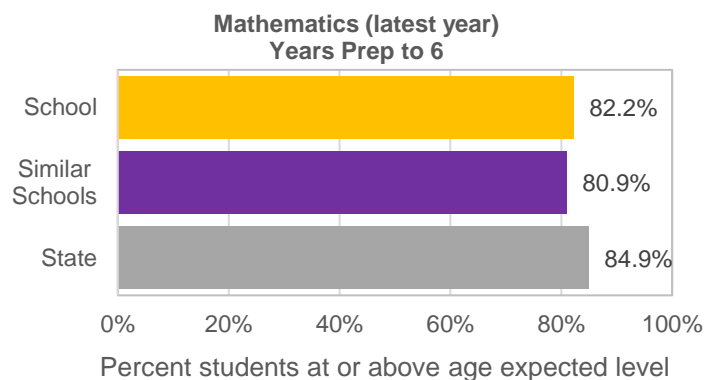
82.2%

Similar Schools average:

80.9%

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.

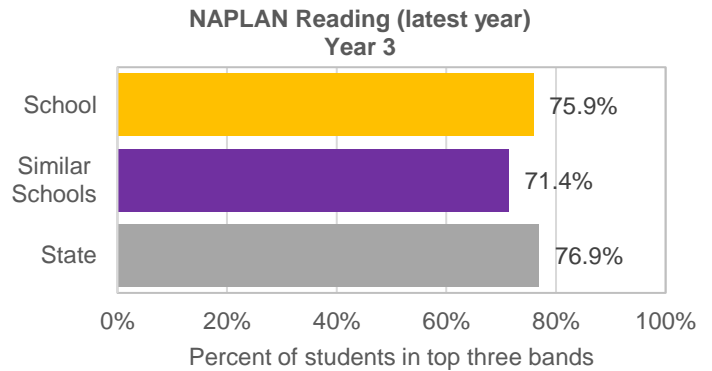
NAPLAN

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.

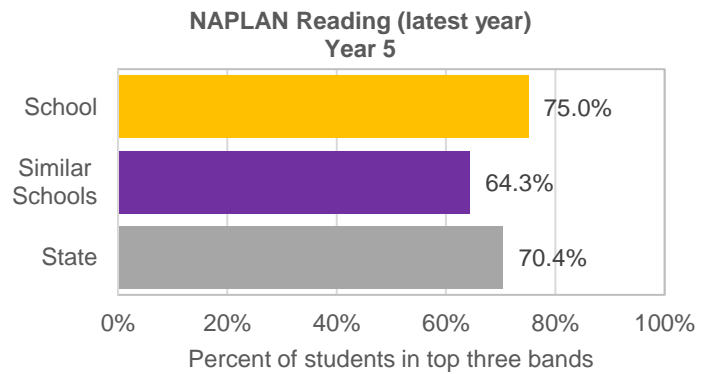
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.9%	75.0%
Similar Schools average:	71.4%	70.8%
State average:	76.9%	76.5%



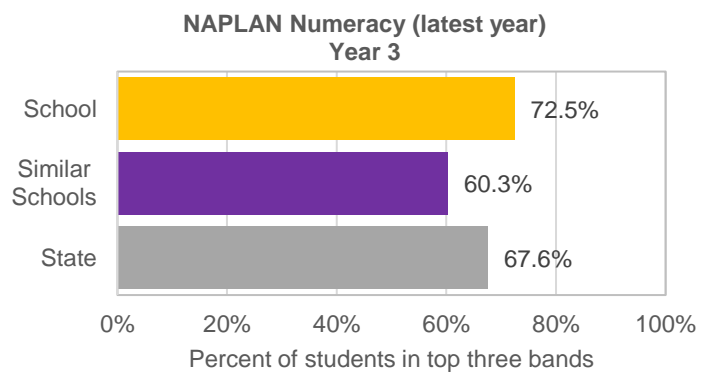
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	59.6%
Similar Schools average:	64.3%	62.6%
State average:	70.4%	67.7%



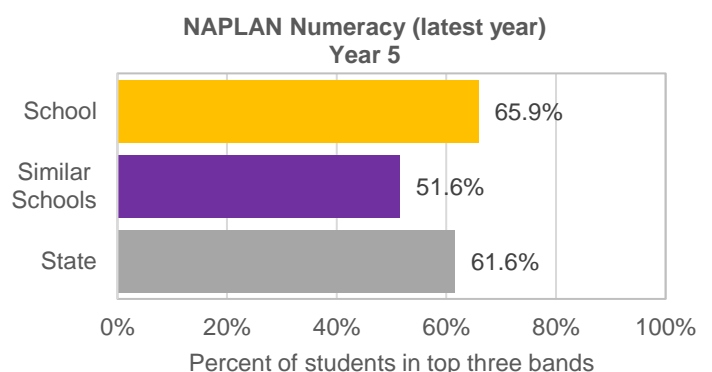
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.5%	68.1%
Similar Schools average:	60.3%	62.0%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.9%	54.8%
Similar Schools average:	51.6%	50.8%
State average:	61.6%	60.0%



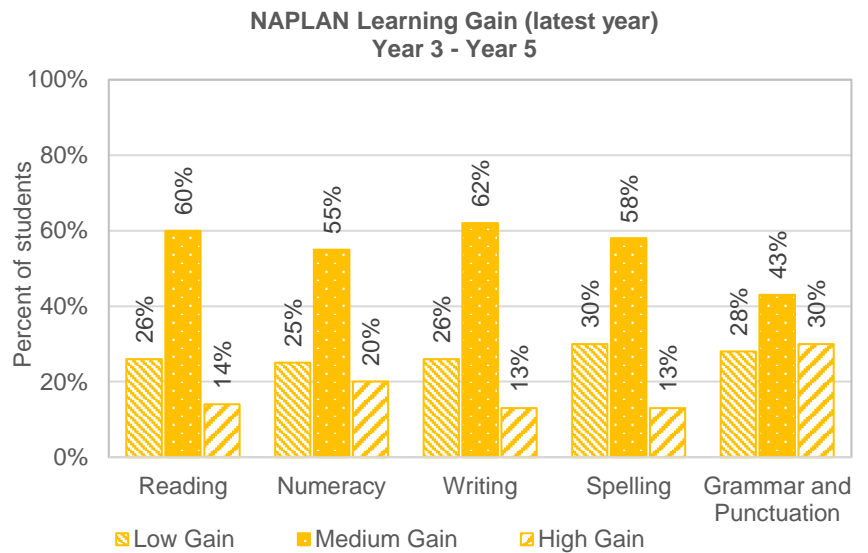
ACHIEVEMENT (continued)

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:	26%	60%	14%	20%
Numeracy:	25%	55%	20%	20%
Writing:	26%	62%	13%	18%
Spelling:	30%	58%	13%	18%
Grammar and Punctuation:	28%	43%	30%	18%



ENGAGEMENT

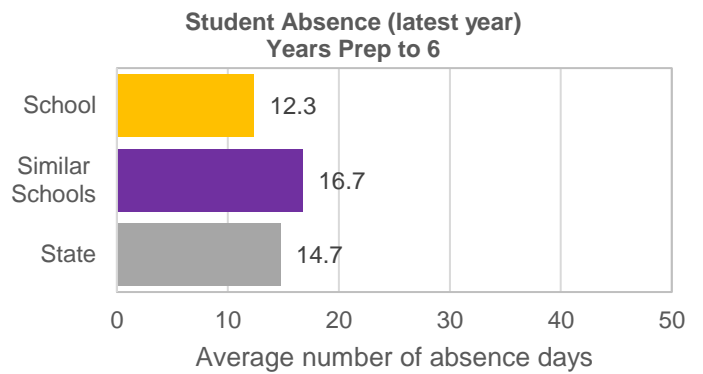
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	12.3	15.2
Similar Schools average:	16.7	16.0
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):	95%	94%	94%	94%	94%	93%	94%

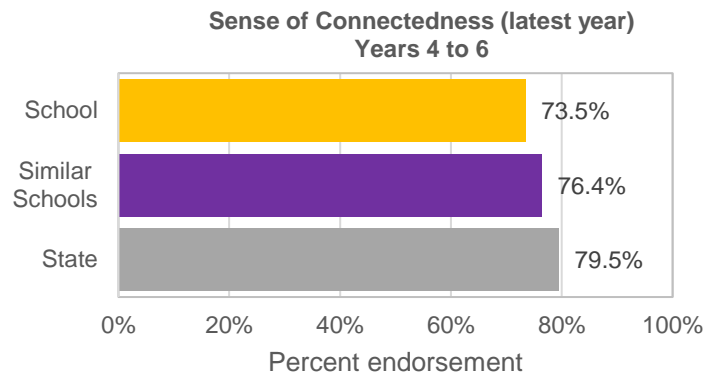
WELLBEING

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:	73.5%	74.9%
Similar Schools average:	76.4%	78.4%
State average:	79.5%	80.4%

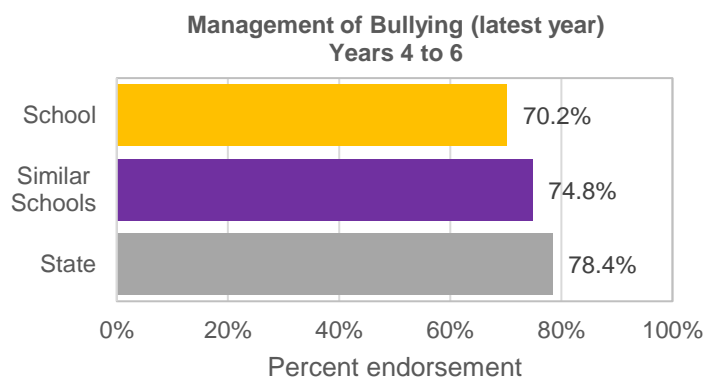


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	70.2%	76.1%
Similar Schools average:	74.8%	78.1%
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	\$3,857,996
Government Provided DET Grants	\$457,528
Government Grants Commonwealth	\$0
Government Grants State	\$10,000
Revenue Other	\$42,298
Locally Raised Funds	\$221,849
Capital Grants	\$0
Total Operating Revenue	\$4,589,672

Equity ¹	Actual
Equity (Social Disadvantage)	\$206,732
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$206,732

Expenditure	Actual
Student Resource Package ²	\$3,871,385
Adjustments	\$0
Books & Publications	\$26,785
Camps/Excursions/Activities	\$63,426
Communication Costs	\$4,695
Consumables	\$99,376
Miscellaneous Expense ³	\$11,221
Professional Development	\$19,045
Equipment/Maintenance/Hire	\$90,517
Property Services	\$109,130
Salaries & Allowances ⁴	\$54,308
Support Services	\$51,346
Trading & Fundraising	\$27,945
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,306
Total Operating Expenditure	\$4,459,485
Net Operating Surplus/-Deficit	\$130,187
Asset Acquisitions	\$0

- (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	\$433,343
Official Account	\$32,033
Other Accounts	\$2,126
Total Funds Available	\$467,502

Financial Commitments	Actual
Operating Reserve	\$83,938
Other Recurrent Expenditure	\$42,200
Provision Accounts	\$0
Funds Received in Advance	\$65,575
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$120,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$200,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$541,714

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.