

2021 Annual Report to The School Community



School Name: Woodville Primary School (5049)



- 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 12 May 2022 at 04:05 PM by Sharni Wallace (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 18 May 2022 at 09:13 AM by Emma Prespanoski (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

Woodville Primary School was established in Hoppers Crossing in the city of Wyndham in 1973. The school enrolment in February 2021 on Census Day was 433 students, with 38% being EAL and 4% ATSI. Our workforce composition in 2021 comprised of 2.7 principal class (one of these full time spent the majority of the year on personal leave), 31.8 FTE teaching staff and 11.9 Education Support staff. The school's socioeconomic band is rated as high with an SFOE of 0.5345 with 48% of students considered disadvantaged. 19% of students have a recognised disability requiring some level of additional support and/or curriculum modification. Throughout 2021, 11 ATSI students and two Out-of-Home Care students were enrolled at Woodville.

Woodville Primary School's vision and values help to guide the decisions and behaviours for all members of our school community each and every day. The Woodville Community proudly adheres to the school values of Respect, Resilience, Responsibility and Inclusion. Our vision of 'Success for every one, in everything, every day' empowers us as an inclusive learning community that recognises both effort and achievement made. 2021 tested us all but as we reflect on what was achieved in very difficult circumstances for many of our families, we can proudly acknowledge that the vast majority of our students didn't just survive, but thrived throughout the year. This success is attributed to our staff who worked tirelessly, and to our parents and carers who supported their children despite difficulties encountered. Students rose to the challenges thrown at them and did the best they could.

The 2021 school year began like any other with student enrolments remaining high at 433 students on Census Day. The school's SFOE reduced slightly in 2021, Equity and EAL funding continued to be made available to support students at a high level throughout remote learning and 'catch-up' instruction was a priority. The demographic profile consisted of 23 different cultural identities with the three largest groups being Indian, Pacific Islanders and Myanmar. Support for Non-English speaking families became a priority during 2021, particularly during Lockdowns with our MEA and EAL teacher working with families on a weekly basis either via phone or on Google Classroom. This ensured vulnerable families received both support from the school and outside agencies if required. The school was led by two Acting Co-Principals as the substantive Principal was on leave for most of the year and therefore the two Assistant Principals were translated to Acting Principals for the year. They were well supported by a team of leaders comprising of two Leading Teachers and two Learning Specialists. An additional 31.8 teachers undertook either classroom or Specialist roles – Visual Art, LOTE (Japanese), Physical Education, Music and EAL. Our 11.9 Educational Support Officers support students in the classroom with learning and also intervention programs such as Levelled Literacy, Phonological Awareness and GRIN (Getting Ready in Numeracy). Woodville primary school hosted one international student in 2021.

Grounds are expansive and provide a variety of active spaces including a large oval, a gaga pit, two playgrounds and spaces for collaborative construction. For those who prefer quieter pursuits there are a number of seating areas spread throughout the grounds and supervised indoor areas at lunchtime (Library and Wellbeing Centre open at second lunch).

Camp Australia provides before and after school care onsite from 6.30am each morning until 6pm in the evening.

Framework for Improving Student Outcomes (FISO)

Woodville Primary School's AIP focused on the implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of building practice excellence, curriculum planning and assessment, and building leadership teams. The implementation of these KIS involved:

- the introduction of coaching between PLC leaders and Literacy/Numeracy Coach continued to be highly successful.
- all teaching and ES staff participated in professional reading/compiled chapter reflections and shared learning through fortnightly book discussions (via Google Classroom) - A Framework for Understanding Poverty by Ruby Payne.
- after completing professional reading, all staff participated in the Understanding Poverty professional learning -

changes made in mindset and classroom were significant.

Accountability and practices for planning & assessment are monitored, and areas for improvement identified in targeted PLC meetings including leaders, Learning Specialists and Principal Class. This has aided a whole school approach in embedding data knowledge of pre and post assessments. PLCs support teacher collaboration and reflection to strengthen teaching with a strong focus on differentiation and frequent formative assessment reflecting student growth.

Our students generally enrol with low English language skills, disrupted schooling and learning gaps that require informed and high quality teaching to address and quickly rectify. Teachers new to the school need professional learning programs that are able to accelerate both their knowledge and skills to ensure all students receive consistently high quality instruction. This was supported by our graduate teachers meeting weekly with both Leading Teachers and mentors.

Despite changing between onsite and remote and flexible learning, student/teacher goal setting conferences continued to be a major focus of 2021. This enabled authentic student voice and agency and gave students the opportunities to collaborate, co-conference and make decisions around their learning. Students in years Prep to year six were involved in establishing SMARTS goals in Reading, Writing and Numeracy. Students would refer to their learning goals throughout each day (read them prior to each lesson), chart their learning growth on the Visible Learning Wall in the classroom, and share and celebrate their learning goals and growth with their families. Staff and students are confident with the continual and fluid setting of SMARTS goals. Students are able to articulate their goals and the strategies needed to be successful in order to reach them.

Implementation of the tutoring program supports both those who were required to catch up and those who needed to be extended in their learning. Teacher Judgements indicated that every child has achieved at least 12 months growth in literacy. Individual Education plans are provided for students requiring catch up or extension, and for those with additional learning needs.

Achievement

In 2021 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

During remote learning, staff were able to utilise online resources for content-delivery and assessment via a variety of platforms catering for differentiated lessons for student. Parent teacher interviews were conducted via phone conversations and Webex.

Naplan data summaries below include the comparison to similar schools and the state.

Naplan data – Top 2 Bands Year 3

Area	Woodville	Similar School	State
Reading	44%	44%	60%
Writing	29%	42%	55%
Spelling	41%	44%	50%
Numeracy	33%	25%	41%
G & P	51%	46%	60%

Naplan data – Top 2 Bands Year 5

Area	Woodville	Similar School	State
Reading	32%	29%	43%
Writing	10%	14%	20%
Spelling	34%	33%	37%
Numeracy	31%	20%	33%
G & P	34%	25%	35%

Students above benchmark growth in 2021

Area	Woodville	Similar School	State	
Reading & Viewing	35%	23%		27%
Writing	11%		18%	21%
Spelling	17%		24%	22%
Numeracy	22%		19%	22%
G&P	26%		20%	23%

A range of additional literacy support in the classroom and withdrawal groups have operated via our literacy tutoring support provided by 2 trained teachers as well as phonological awareness for select prep students and LLI for students in year one and two .

Opportunity has been available to identified students undertaking extension activities engaging in the High Ability Program.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. These achievements were celebrated via student support group meetings

Key Directions:

- Continually strengthen data literacy/analysis knowledge of teachers via PLCs and the support of Leading Teachers and Learning Specialists.
- Build teacher capacity, knowledge and understandings in the area of Literacy and Numeracy conducting a focused School Strategic Plan Team.

Engagement

In 2021, Woodville Primary School continued to work with families ensuring students were at school and learning during onsite instruction. Parents/carers received an SMS message requesting notification of any absences to be recorded on CASES 21. Classroom teachers, wellbeing and office staff check in with families who have consecutive 3 days of absence. Woodville has engaged with the DET Health and Wellbeing Support Officer officer to support chronic absences (absent 20+ days in the school year) currently at 1% of students. Student absence data for 2021 was at 13.83 days per full time equivalent from prep to year 6.

During remote and flexible learning, some students and families did experience difficulty connecting to the internet either through a lack of knowledge or unaware of how to access the data provided on the dongles. However, these difficulties were overcome through the extensive assistance of translators, phone calls to homes, adding more data for device connections or bringing students on-site. So, while children were attending, some were engaged more fully in the online platform of the Google Classroom than others. Increased creativity and effort from all staff to ensure learning remotely from home included an explicit daily schedule and a variety of stimulating learning tasks to encourage students to log on at 9 o'clock and remain engaged throughout the day's learning program. Maintaining some students' engagement and attendance became a challenge for parents also, particularly when they had more than one child to supervise or had to work from home.

Upon the return of onsite learning, students who experienced separation anxiety and/or other mental health and wellbeing issues, students and families were referred to the Acting Principals and the Mental Health and Wellbeing Coordinator to follow up and offer support where needed.

Our whole school communication approach has been strengthened with parent/carers via the school website, SMS, newsletter, email and facebook. This has enabled us to build the capacity of daily interactions and acknowledgement engaging student successes with their families.

Wellbeing

Woodville Primary School prioritised the wellbeing of students, staff and families. Understanding circumstantial pressures isolation, financial or employment and the need for increased liaisons with DFFH and the Orange Door as a result of family violence.

We continued to embed School Wide Positive Behaviours and Respectful Relationships in the area of Student Engagement and Wellbeing. Our Social Skills Program, Woodville Kids Are Friendly Kids continued despite the lockdowns. Staff recognised students for their effort, either in the work pack or in the online classroom. We continued to award students with the fortnightly Woodville Kid Award, reflecting the fortnightly focus. These awards were posted to the students in the mail.

Woodville Primary School has positively progressed in student wellbeing over the past two years, and this is reflected specifically in our Attitudes to School (ATTS) survey results.

ATTS Area	School	Similar	Network	State
Effective Teaching practice for cognitive engagement	98%	88%	89%	86%
Emotional & relational engagement	92%		74%	76%
Individual social & emotional wellbeing	73%			
Sense of connectedness - social engagement	90%	72%	74%	

We are consolidating the School Wide Positive Behaviour system (SWPBS) effectively at a whole school level. Documents in relation to SWPBS are predominantly visible across the school. Positive interactions are reinforced in one hour weekly lessons - 'Learning for Life' where every class participated in lessons from the programs Respectful Relationships and SWPBS.

Parent/carer satisfaction, according to the Parent Opinion Survey (POS), indicated pleasing results, performing above similar schools, network and state schools.

POS Area	School	Similar	Network	State
Parent Community Engagement	79%	77%	78%	78 %
Connection and Progression	87 %	85 %	86%	86%
Safety	85 %	82%	83%	83%
School ethos & environment	82 %	79 %	80 %	80 %
Student cognitive engagement	85 %	80%	80%	80%
Student Development	85%	81%	82%	81%

Woodville Primary School responded magnificently to the challenges of long periods of remote learning and managed to achieve acceptable learning outcomes from students under trying circumstances. We were able to deliver significant professional development opportunities for our staff and continued to be a strong support for our students and wider community.

Key Directions:

- School Wide Positive Behaviour Program continued and refined.

- To increase participation rate of families in the Parent Opinion Survey.

Finance performance and position

Woodville Primary School maintained a very sound financial position throughout 2021. The 2018 – 2022 Strategic Plan, along with the 2021 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus of \$221,322.

The SRP provided the majority of the financial surplus due to the high number of Graduate and Classroom 1 teachers employed at lower salary rates. In addition to the Core Funding Allocation the school received significant additional funding to address the EAL needs of our students. This allocation provides one full-time Intensive Withdrawal EAL teacher and one part time Multicultural Aides. The Program for Students with Disabilities also provided an additional targeted revenue source. DET Targeted Initiatives for the Primary Welfare, Refugee and Asylum Wellbeing Supplement provided additional revenue in the SRP. The surplus provided in the 2021 SRP was impacted by COVID19 in reducing the number of Casual relief Teachers employed because there were very few teachers on-site who needed replacing.

The school was in receipt of \$683,743.39 of Equity Funding which was largely spent on teachers and some support staff delivering intervention programs designed to offset disadvantage or to enable educational adjustments required to match the learning needs of our students.

Other specialised intervention and extension programs involved one staff member working from home but still receiving a full-time Learning Specialist salary. Specifically, the Equity funding supported additional programs such as the Wellbeing/PSD Team, Levelled Literacy Intervention program comprised of two experienced Teacher Aides and up to 11 Education Support staff, Literacy and Numeracy extension and intervention programs were also funded through the Equity allocation. Not all cash funds spend but will be carried across to our 2022 cash budget.

Utilities, curriculum expenses, ICT consumables and connectivity expenses were generally reduced as a consequence of the COVID impact - even though there were increased costs. The 2021 budget funded major ICT equipment upgrades and device stock expansions and maintenance. Funds were spent on repairing and replacing broken/lost/stolen devices that were lent out to families during remote learning from home. All monies were allocated appropriately and according to the DET guidelines for specific programs and resources. Fundraising was not a priority as many families in our community continued to struggled due to the COVID pandemic.

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at woodville.ps@education.vic.gov.au](mailto:woodville.ps@education.vic.gov.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 433 students were enrolled at this school in 2021, 207 female and 226 male.

38 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).

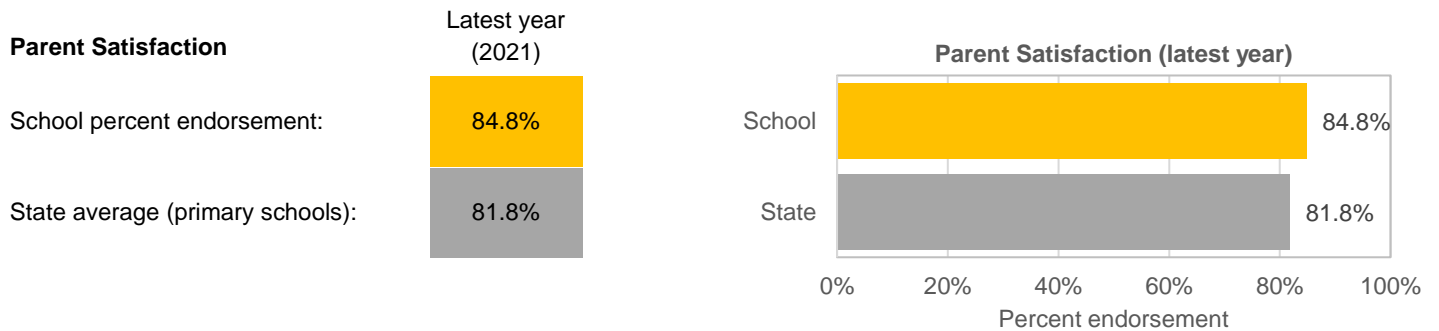
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

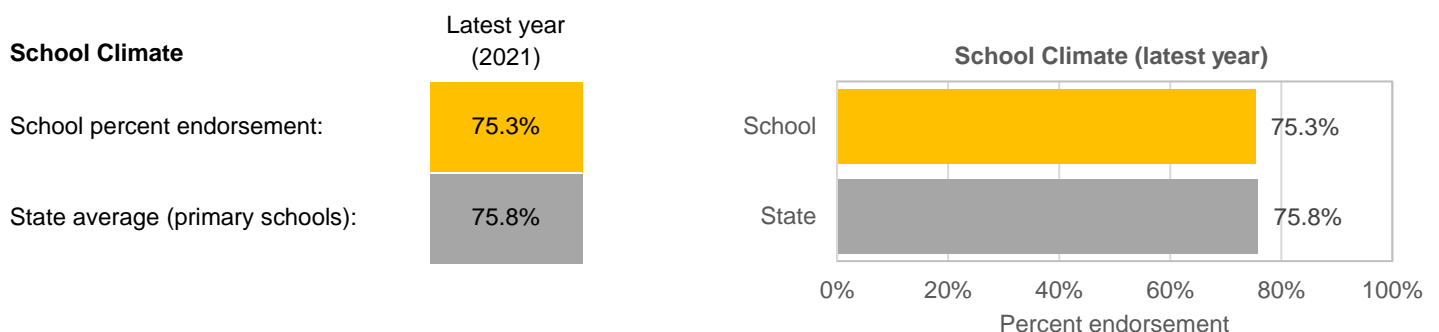


School Staff Survey

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:

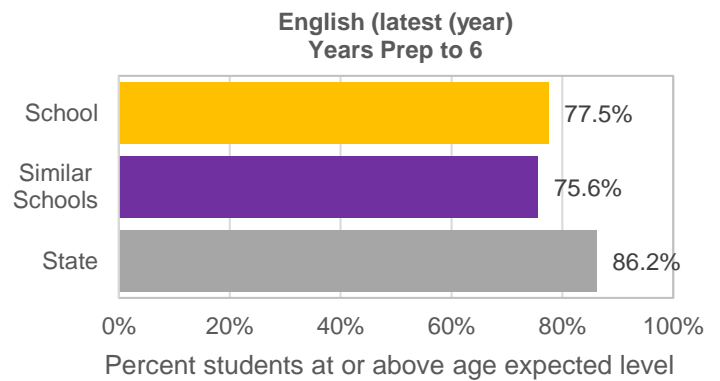
77.5%

Similar Schools average:

75.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

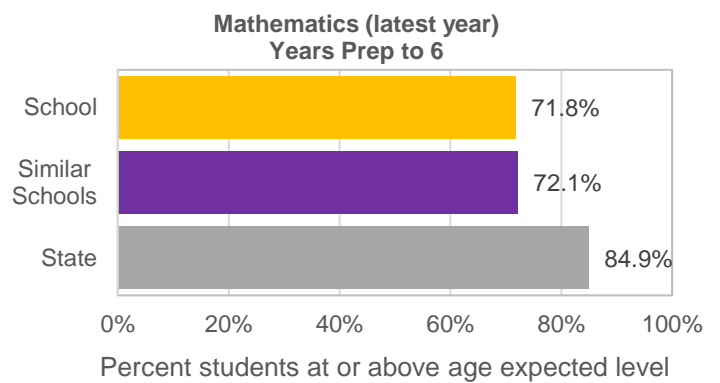
71.8%

Similar Schools average:

72.1%

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.

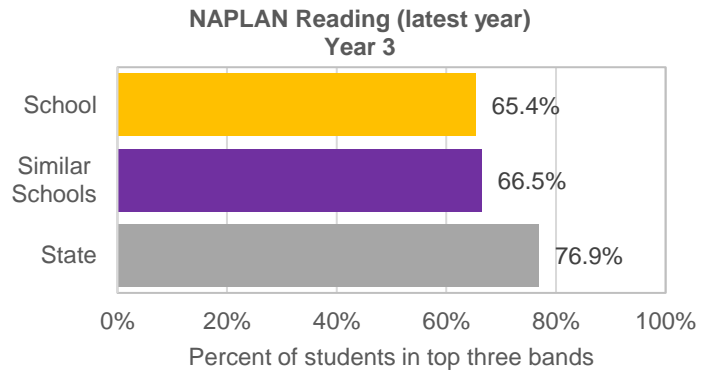
NAPLAN

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.

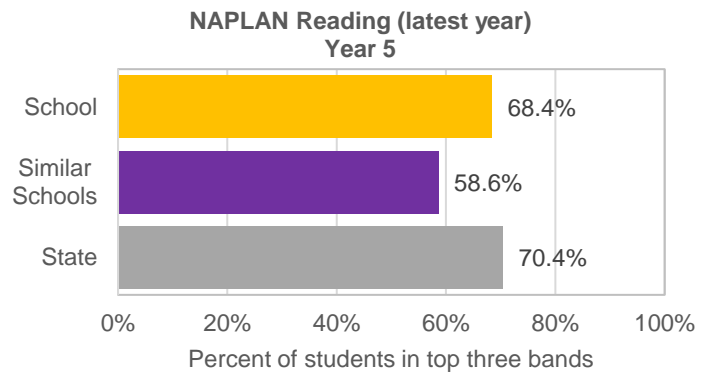
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.4%	72.7%
Similar Schools average:	66.5%	66.4%
State average:	76.9%	76.5%



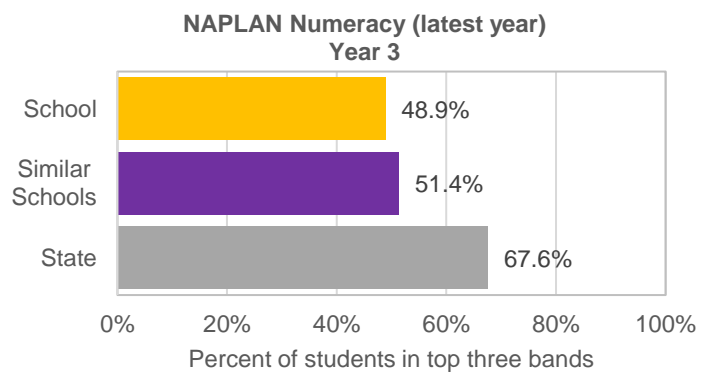
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.4%	58.5%
Similar Schools average:	58.6%	54.8%
State average:	70.4%	67.7%



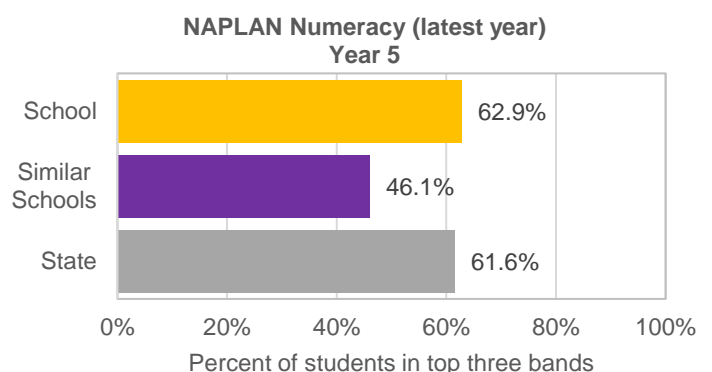
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	48.9%	62.5%
Similar Schools average:	51.4%	54.4%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.9%	51.2%
Similar Schools average:	46.1%	45.1%
State average:	61.6%	60.0%



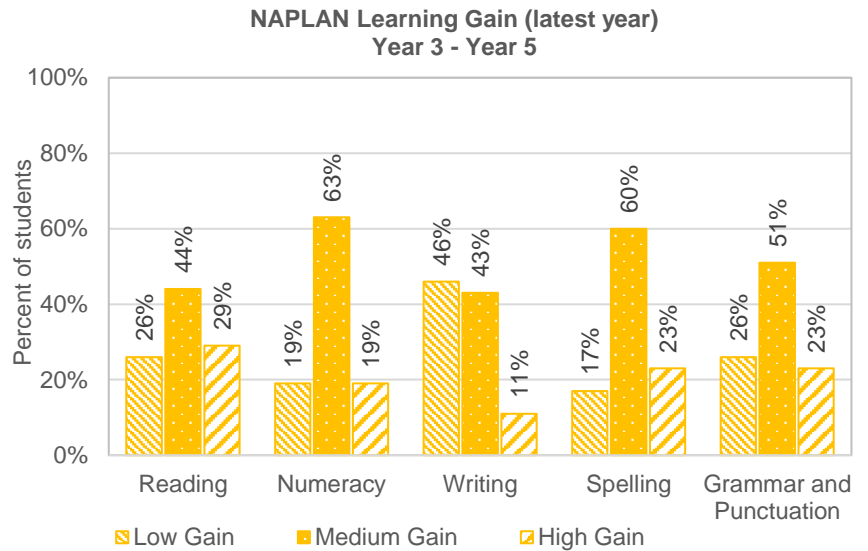
ACHIEVEMENT (continued)

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%	44%	29%	20%
Numeracy:	19%	63%	19%	21%
Writing:	46%	43%	11%	22%
Spelling:	17%	60%	23%	26%
Grammar and Punctuation:	26%	51%	23%	21%



ENGAGEMENT

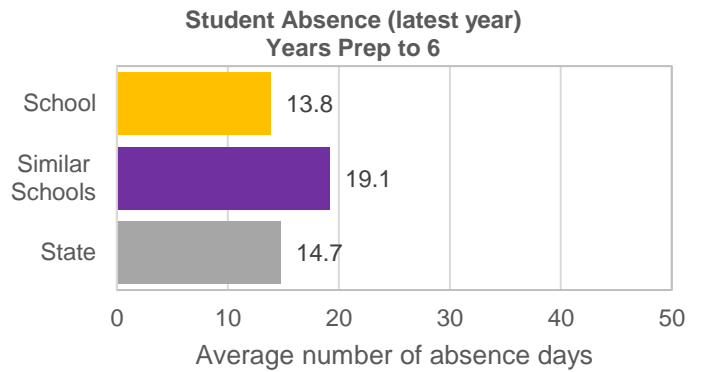
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.8	15.4
Similar Schools average:	19.1	18.7
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):	94%	94%	93%	93%	92%	96%	90%

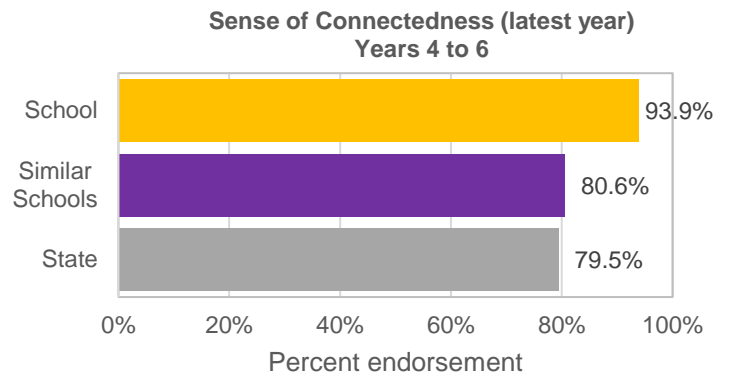
WELLBEING

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:	93.9%	94.4%
Similar Schools average:	80.6%	81.2%
State average:	79.5%	80.4%

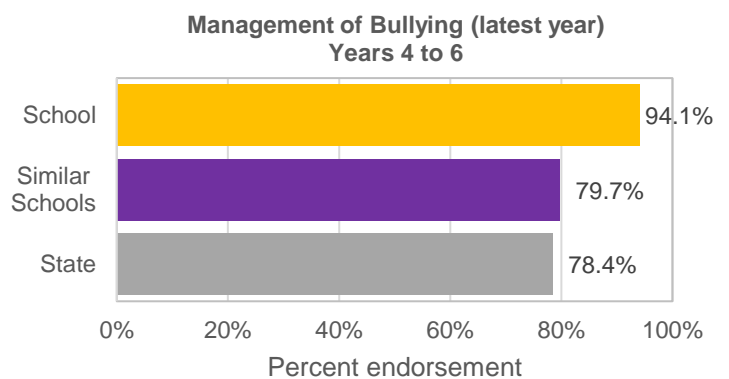


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	94.1%	94.4%
Similar Schools average:	79.7%	80.6%
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	\$4,588,820
Government Provided DET Grants	\$776,253
Government Grants Commonwealth	\$7,735
Government Grants State	\$0
Revenue Other	\$9,157
Locally Raised Funds	\$171,713
Capital Grants	\$0
Total Operating Revenue	\$5,553,678

Equity ¹	Actual
Equity (Social Disadvantage)	\$683,743
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$683,743

Expenditure	Actual
Student Resource Package ²	\$4,382,159
Adjustments	\$0
Books & Publications	\$9,683
Camps/Excursions/Activities	\$32,988
Communication Costs	\$6,746
Consumables	\$119,532
Miscellaneous Expense ³	\$12,129
Professional Development	\$7,393
Equipment/Maintenance/Hire	\$148,450
Property Services	\$44,976
Salaries & Allowances ⁴	\$91,074
Support Services	\$156,898
Trading & Fundraising	\$27,882
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,482
Total Operating Expenditure	\$5,074,392
Net Operating Surplus/-Deficit	\$479,286
Asset Acquisitions	\$28,344

- (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	\$695,174
Official Account	\$23,644
Other Accounts	\$0
Total Funds Available	\$718,818

Financial Commitments	Actual
Operating Reserve	\$110,981
Other Recurrent Expenditure	\$1,290
Provision Accounts	\$472
Funds Received in Advance	\$82,668
School Based Programs	\$186,025
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$60,000
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$561,437

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.