

2021 Annual Report to The School Community



School Name: Plenty Parklands Primary School (1915)



- 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 06 April 2022 at 01:51 PM by Julie Nixon (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 28 April 2022 at 04:38 PM by Fiona Taylor (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

Working together as a school community brings strong and sustainable outcomes for our students and builds quality relationships.

Our school, located in the northern suburbs of Melbourne, is a place of learning and our PURPOSE is to educate children as lifelong learners to thrive in our rapidly changing and increasingly connected world.

Our Purpose and Vision statements and our Values, truly reflect our community, giving us a clear future direction and forming the basis for all decision making.

Everyone in the community had input into a recent revision of these and so there is a shared expectation that everyone will live by them.

Our strong, all pervasive VALUES underpin the actions of all 743 students, 62 staff, parents and community members: A FAIR GO FOR ALL – I live by Australia's tradition of democracy and freedom. I live in harmony and am open minded to diversity.

HONESTY – I tell the truth, even when it is difficult.

RESPECT – I treat others, as I would like to be treated, with kindness and courtesy.

TRUST – I am responsible and do the right thing.

CARE – I am kind to others and am considerate of their feelings.

PERSONAL ACHIEVEMENT – I put in my best effort by being persistent, resilient and responsible for my learning and behaviour.

Our VISION is:

1. Our students, staff and community learn and are cared for in an environment that reflects our school values and Quality Principles.
2. Our students are creative and discerning thinkers with the skills, knowledge and personal attributes to contribute as global citizens.
3. Our school promotes and fosters individual and team excellence.
4. Value is added to each child's life through our interdependent partnership between parents, staff, students and the community.

Our Principal, Claire McInerney has retired after 13 years at PPPS. The recruitment of a new principal, will be a priority for school council and the Department of Education in term 1 of 2022. With the shift to home learning and work during the Pandemic, a number of families from outside the school zone, have decided to enrol their children in a school closer to their home. This has meant an overall drop of approximately 25-30 students.

We ended the year with 1.6 Principal class officers, 3.2 Leading Teachers and 3 Learning Specialists. All staff who work in the school are expected to be fully vaccinated against COVID-19 and parent volunteers (including those going on camp), are also expected to be fully vaccinated.

The focus for our whole school puts the child at the centre of all decision making. Firmly in our minds and everyday actions, is the academic, social and emotional well being of all our students. We are particularly aware of the need to care for their emotional wellbeing after living through the distresses of the global Pandemic.

What skills and qualities do our young people need today so that they can contribute to and thrive in their future? The answer to that question drives our focus on improvement and planning.

We provide an excellent range of high quality curriculum and extra curricula programs. Our eLearning program and range of equipment, including either an interactive whiteboard or large screen television in every class, netbooks, coding robots, a green screen, desk top computers, cameras and iPads, provide many opportunities for our students to engage with technology as a tool for their learning.

We offer a range of specialist programs; Physical Education, eLearning, Languages, which for us is Indonesian, and The Arts; Music, Visual and Performing Arts.

We also provide an extensive range of co-curricular activities when possible due to the Pandemic restrictions, including the biennial concert and family dance, choir, Tournament of Minds, community projects, chess club, camping program and numerous sporting activities.

Our grounds are extensive, with three age appropriate playgrounds; Prep and year 1; year 2 and 3; years 4, 5 and 6.

There is a large undercover sand pit for all ages to use.

We also have a dedicated space for children to use for quiet reflection/quiet lunch time or recess activities in our recently constructed amphitheatre and decking adjacent to the Ruang (drama room).

The school's courtyard has dedicated bat tennis courts; indoor and outdoor basketball/netball courts; synthetic turf sports ground for ball play games such as soccer or football; an undercover half basketball court; two cricket pitches; a large number of outdoor seating/tables and an innovative Maths garden, which staff use during Maths lessons.

The roofs on three of our permanent buildings have been replaced this year. We are excited too, to be undertaking a 5.4 million facilities upgrade during 2022 and 2023. This will give our school a new, larger library and art room, an extra science teaching space, two new permanent classrooms added to an existing block, a larger first aid room and an upgrade to facilities for staff.

Strong relationships and clearly documented processes are keys to the smooth operation of our school, offering consistency of approach in programs, student well being and engagement and strong accountability to our community and the Department of Education and Training.

Framework for Improving Student Outcomes (FISO)

PPPS focused within the FISO dimensions of Excellence in Teaching and Learning - Curriculum Planning and Assessment, Positive Climate for Learning - Setting expectations and promoting inclusion, as well as Community Engagement in Learning - Building Communities.

During 2021, PPPS was able to address the KIS - 'Learning Catch up and Extension Priority', however some actions and activities were modified due to Remote and Flexible Learning. Fortunately, we were able to continue the genuine engagement of staff to gain a deeper understanding of the process of the Professional Learning Community (PLC) inquiry cycle. This continued despite the disruptions that Remote and Flexible Learning brought with it. This work was supported by DET PLC coaches. The outcome of this work enabled all PLCs to trial an inquiry cycle of learning using accurate maths data. The work with PLCs will continue to be a focus for 2022, supported by DET PLC coaches, to enable staff to become confident in analysing data across all curriculum areas and plan evidence based learning programs that target the individual learning needs of all students. Our work with Deb Sukarna continued to remain a key aspect of staff professional learning throughout 2021, with a focus on refining teacher practices in writing.

The Tutor Learning Initiative was implemented across the school to support students who were impacted by Remote and Flexible Learning. This was done through small group focus lessons. The tutoring initiative was refined and regularly reviewed to ensure students with the highest needs were prioritised and supported.

With COVID-19 continuing to impact students and their families, and the death of a well respected staff member, wellbeing was at the forefront of all we did. Regional supports were utilised to support students and staff as needed. Some of our actions and activities developed to address the KIS - 'Happy, active and healthy kids priority' were modified due to the interruptions throughout the year.

PPPS continued to implement the RRRR framework and will continue to refine our practices surrounding our whole school approach to wellbeing through the 2022 AIP.

Achievement

During 2021 PPPS worked towards our strategic plan goal in the Learning catch up and Extension priority which was to improve literacy and numeracy outcomes of all students.

Teachers pivoted between onsite and remote and flexible learning and continued to engage in planned professional learning and PLC Inquiry cycles with a focus on Mathematics. This required PLC teams to meet and continue to focus on improving their data literacy and plan for purposeful sequences of learning based on evidence. The Tutor Learning Initiative continued with a focus on supporting students who were impacted by remote and flexible learning. This was done through small group targeted intervention.

Our students continued to perform at a high level according to teacher judgement. The data sets indicated that 94% of students were working at or above age expected standard in English which was above the state average of 86.2%. The data showed that 96% of students were working at or above the age expected standard in Mathematics which was also above the state average of 84.9%.

NAPLAN Reading data shows 83.3% of Year 3 students working in the top 3 bands and 62.9% of Year 5 students working in the top 3 bands.

NAPLAN Numeracy data shows 82.3% of Year 3 students working in the top 3 bands and 61.7% of Year 5 students working in the top 3 bands.

NAPLAN Learning Gain Years 3-5 indicates that 66% of students made Medium to High gains in Reading, 80% of students in Writing.

The partnership between home and school continued to strengthen throughout 2021 with family support during remote and flexible learning. This partnership was greatly valued by staff, students and families. We will continue to foster these relationships to maintain optimal learning growth for all students.

Engagement

Throughout 2021, PPS continued to focus on students' social and emotional wellbeing and engagement, especially through Remote and Flexible Learning. Students and their families were familiar with the online platforms used during remote learning and these platforms allowed parents an insight into their child's daily learning tasks. There was more direct connections with parents to support them to ensure their children were engaged in their learning and connected with their peers and teachers. Some families found remote learning particularly challenging. Every effort was made by classroom teachers, specialist teachers and ES staff to provide strategic support. Many students, where families were finding online learning difficult, were offered an opportunity to attend onsite and receive small group or individual support with their learning. Many families took advantage of this and appreciated the support.

Teachers continued to design engaging curriculum that supported student's independent work habits and their ability to take responsibility for their own learning. Teachers continued to provide timely feedback to students and encouraged students to take risks with their learning, especially whilst learning online.

Regular Resilience, Rights and Respectful Relationship (RRRR) lessons continued based on the student's wellbeing needs. When returning to onsite learning, a focus on social skills and resilience was required to ensure a smooth transition back to face to face learning for all students. Students who found it difficult to transition back to onsite learning were further supported by the Inclusions coordinator.

Staff were proactive in tracking student absences and acknowledging good attendance, while also working closely with those families for whom attendance is an issue. When necessary we worked with the Regional Office staff and the DFFH to improve attendance for particular families. Common reasons for non attendance included illness and extended family holidays.

Our four year average student absence data dropped to 12.3 (state average 14.7) and for 2021 the school average number of days absent for prep to year 6 students, was up slightly to 12.3 (state average 14.7). These figures have been impacted by remote learning and families' hesitation around COVID-19.

Attendance rates for 2021: Prep 93%; Year 1 93%; Year 2 95%; Year 3 94%; Year 4 94%; Year 5 94%; Year 6 94%.

A broad range of student enrichment programs are traditionally facilitated such as ICAS assessments and Creative Minds. These were limited in 2021 due to home learning, however they will be continued in 2022. Our Interschool sports, PE and camping programs offered considerable positive social and personal growth for students and allowed an opportunity for them to feel more connected to the school and the community. Unfortunately, these programs have not been able to run in their full capacity during 2021, but we are hopeful that they will return in full in 2022. Throughout the year, some students in Year 5 and 6 were selected to participate in the Victorian High Ability Program in both English and Mathematics. These students engaged in weekly Webex sessions with students from a range of different primary schools in the area and completed tasks that stimulated their critical thinking, problem solving and creativity – enriching their understanding of English or Mathematics.

The Junior School Council representatives continued to plan whole school events, however these were heavily impacted by COVID-19. The annual Fun Day was a success and enjoyed by all and throughout remote learning, each team created their own days of fancy dress, PJ days, virtual excursions and fun Fridays.

Prep Transition sessions were able to occur towards the end of 2021, however families were invited to participate in online information sessions and the Ready, Set, Prep website to allow children to feel a sense of belonging with PPPS prior to being able to attend onsite. This proved to be successful with a large uptake of families participating.

A variety of opportunities both formal and informal are offered to parents throughout the year to engage in the school community and with their child's learning. These range from parent helpers to engaging with their own child's three way conference and sharing in their learning goals. The opportunity to come onsite was heavily restricted in 2021, however we look forward to welcoming parents back onsite in 2022 and not only maintaining but expanding our partnership with the students and their families.

Wellbeing

In 2021 PPPS continued to work on the wellbeing and resilience of our staff and students. With another interrupted year due to COVID-19 it was crucial that we carried on using the Resilience, Rights and Respectful Relationship program to promote positive mental wellbeing. The RRRR learning materials covered eight topics of Social and Emotional Learning, from prep to year 6. Social and emotional skills help students develop the resilience to deal with change, challenges and unpredictability.

The following data was obtained from the Attitude to School Survey.

Student confidence increased by 7% to 80%. This was a positive result as it moved us above state, similar schools and network schools.

71% of students recorded a positive result when discussing perseverance. This is a 9% decrease from 2019. Some of this we believe can be contributed to the global pandemic.

Only 7% of students believed they had high levels of resilience. Below state, network and similar schools by roughly 2%. Additionally 33% of students identified as having low levels of resilience. These results triggered conversations for our plans in 2022 which eventuated in partnering with The Resilience Project.

There was no change in student connectedness from 2020 to 2021, 74%. However, this was below state, network and similar schools by roughly 6%.

From 2020 to 2021, students remained in the same home group with the same students to promote a sense of connectedness. This idea was met with overwhelming support from our community and teaching staff. We believe it resulted in a smoother start to the year, especially for our younger students who may not have established friendships across the entire cohort.

During remote learning, leadership met online regularly to discuss wellbeing within their teams, for both staff and students. We constantly adjusted our programs, content, and delivery to respond to the emerging needs of all. Students identified as vulnerable were invited to participate in their learning program on site, rather than remotely. Not

all families took up this offer. We had on average, 70 students on site in total over any given week.

Students who were on the Program for Students with Disabilities continued to receive the appropriate support both onsite and throughout the remote learning period. Identified students participated in a Life Skills program which consisted of working with small groups of students and Education Support staff to develop students skills, with a focus on cooking. Students and families continue to have the support for the school's inclusion coordinator, as required.

We continually improve our 'hand over' protocols from year to year and are increasing the number of transition opportunities as our students move from one level to another within the school. Additional meetings are timetabled for handover involving students on the Program for Disabilities as well as students who present challenging behaviours.

Finance performance and position

Plenty Parklands Primary School ended the 2021 calendar year with a Net Operating Surplus of \$409,996. \$164,931 being Funds Received in Advance (2022). We received \$8,900 in 2021 for Sporting School Grants which was used to purchase equipment for student use, tennis equipment, lawn bowls sets, portable goals, indoor felt bowls and frisbees. Fundraising income was considerably reduced due to being unable to run our usual Family Fun Night, Father's Day Stall and Family concert events. Fundraising profit for the year was \$15,110 – Junior School Council Fun Day was responsible for \$12,147 of this figure.

Our hire of school facilities income from eight hirers was reduced to \$34,588. Uniform shop revenue and expenditure were consistent with slightly reduced buying because of remote learning.

Plenty Parklands Primary School were directed by DET to donate 95 notebooks / ipads to students who used school IT equipment in 2021. PPPS spent \$120,000 in 2021 to replace this IT equipment for student use, at school. DET reimbursed PPPS \$14,165 for this equipment.

For more detailed information regarding our school please visit our website at
www.plenty.parklands-ps.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 743 students were enrolled at this school in 2021, 348 female and 395 male.

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

Overall Socio-Economic Profile

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

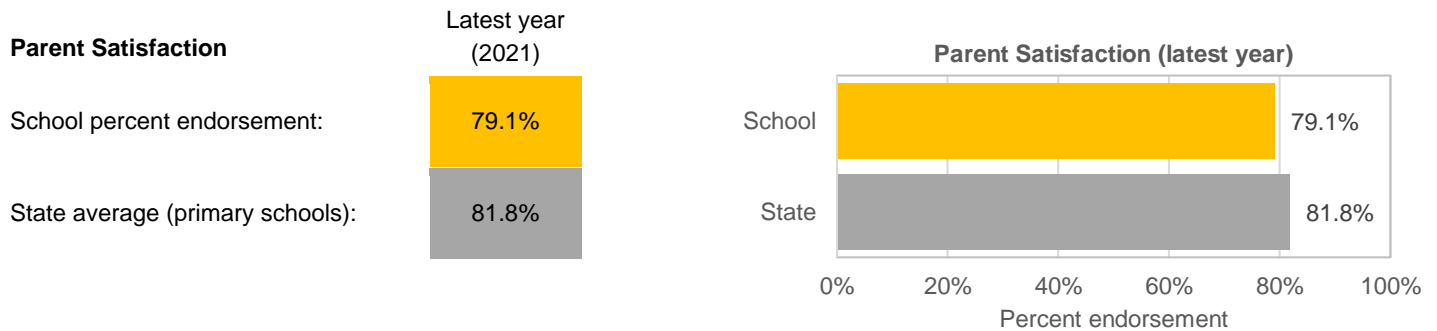
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

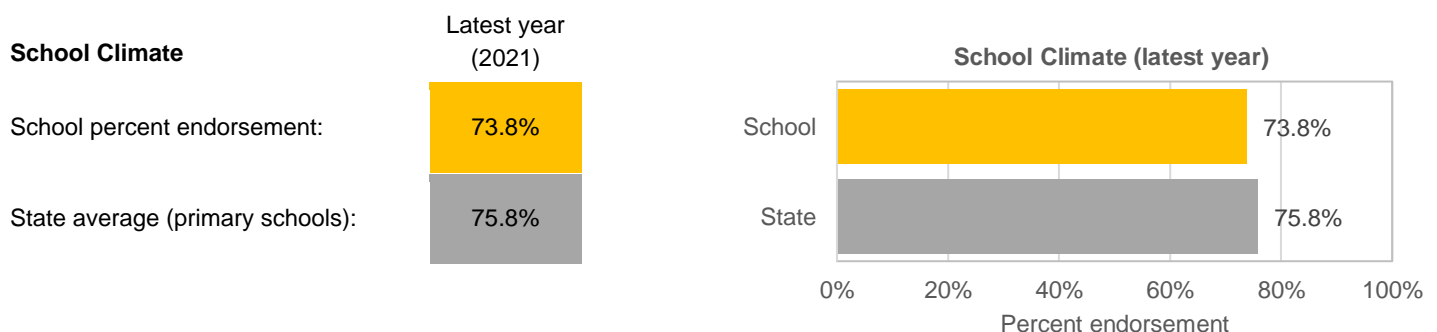


School Staff Survey

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:

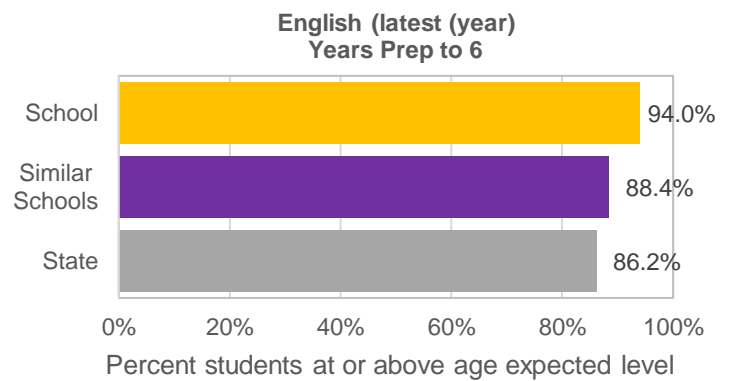
94.0%

Similar Schools average:

88.4%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

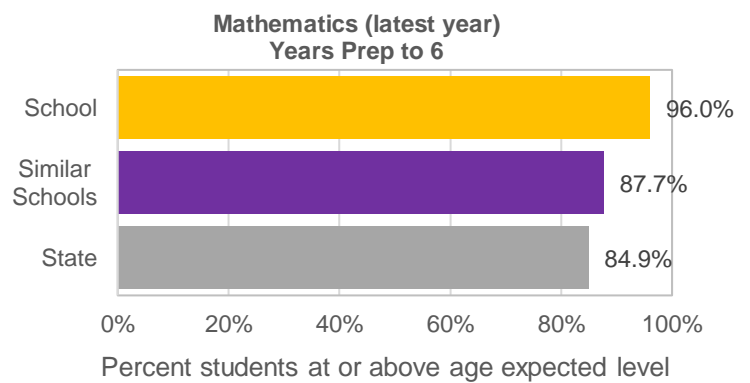
96.0%

Similar Schools average:

87.7%

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.

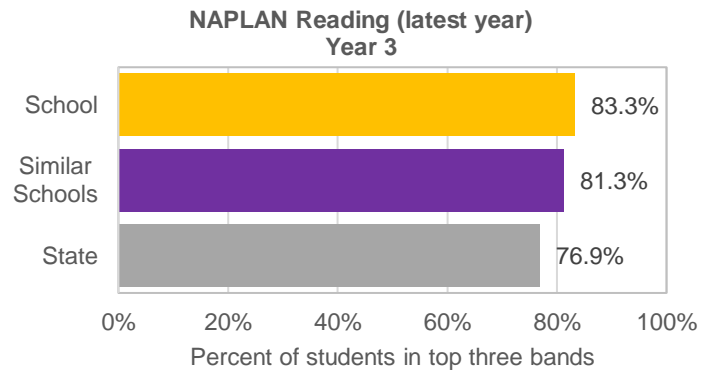
NAPLAN

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.

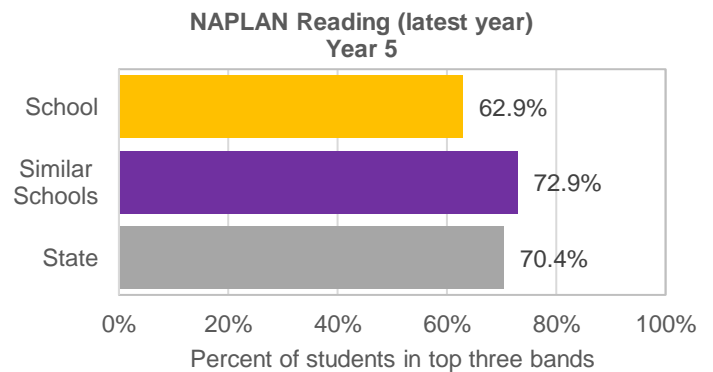
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.3%	81.1%
Similar Schools average:	81.3%	79.7%
State average:	76.9%	76.5%



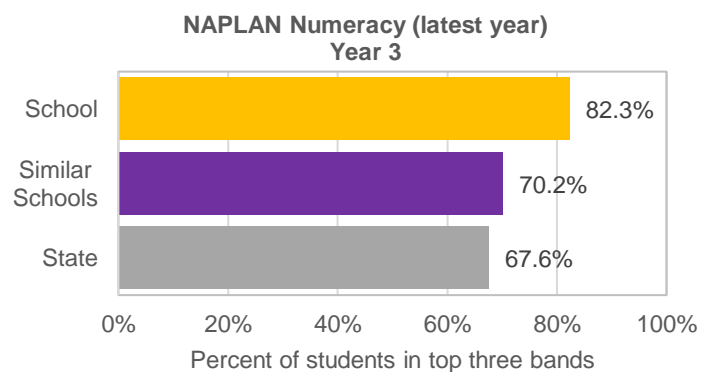
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.9%	65.1%
Similar Schools average:	72.9%	69.0%
State average:	70.4%	67.7%



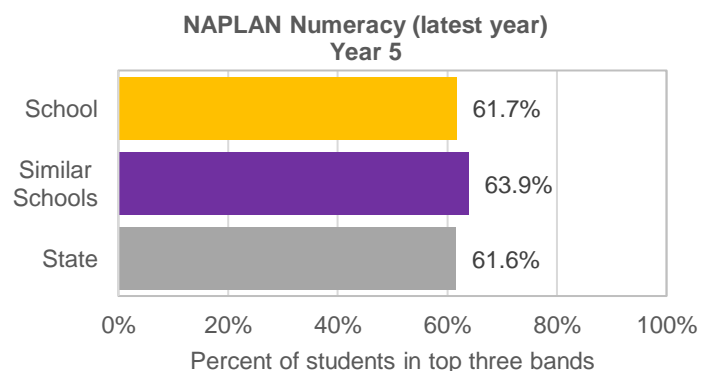
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.3%	78.2%
Similar Schools average:	70.2%	70.6%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.7%	58.4%
Similar Schools average:	63.9%	61.7%
State average:	61.6%	60.0%



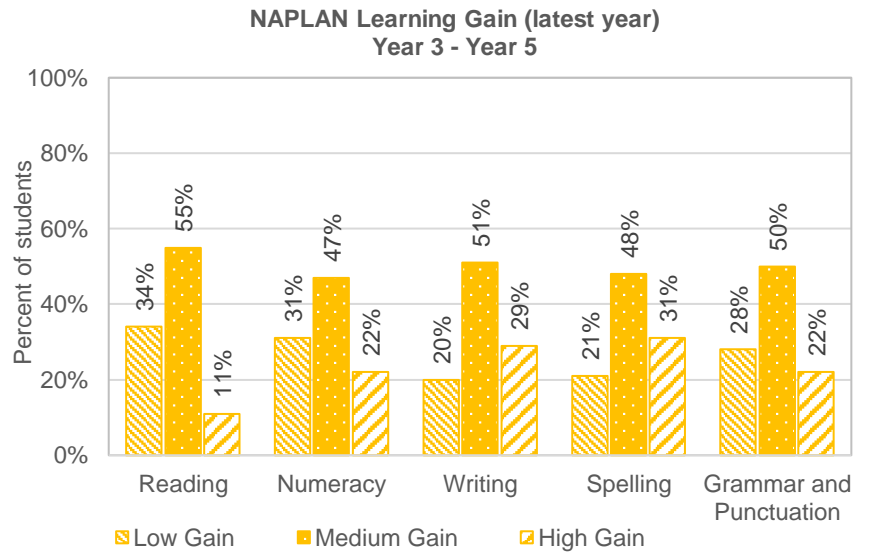
ACHIEVEMENT (continued)

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:	34%	55%	11%	25%
Numeracy:	31%	47%	22%	27%
Writing:	20%	51%	29%	28%
Spelling:	21%	48%	31%	25%
Grammar and Punctuation:	28%	50%	22%	28%



ENGAGEMENT

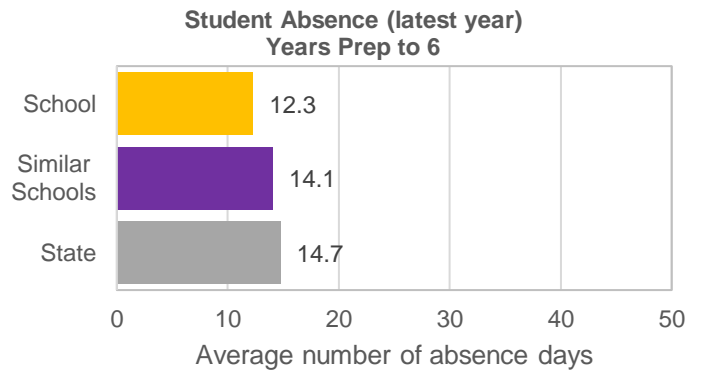
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	13.9
Similar Schools average:	14.1	14.6
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):	93%	93%	95%	94%	94%	94%	94%

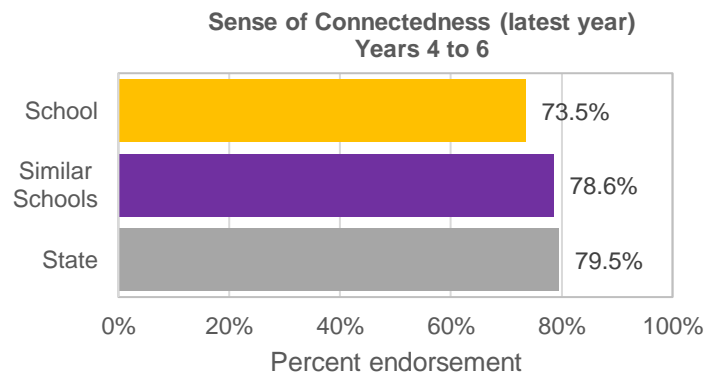
WELLBEING

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%	74.2%
Similar Schools average:	78.6%	79.3%
State average:	79.5%	80.4%

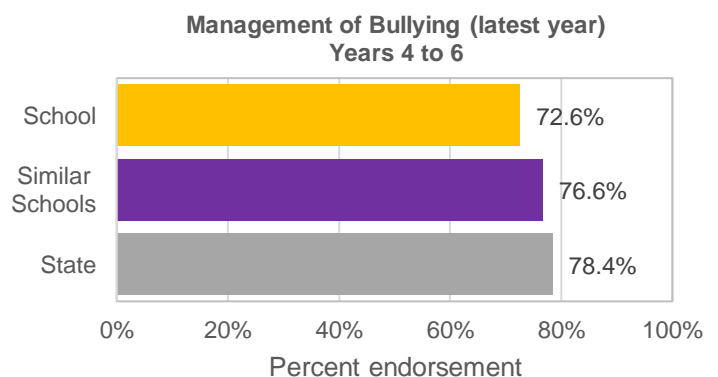


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	72.6%	76.3%
Similar Schools average:	76.6%	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	\$6,283,605
Government Provided DET Grants	\$581,539
Government Grants Commonwealth	\$18,899
Government Grants State	\$0
Revenue Other	\$12,413
Locally Raised Funds	\$463,604
Capital Grants	\$0
Total Operating Revenue	\$7,360,059

Equity ¹	Actual
Equity (Social Disadvantage)	\$73,616
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$73,616

Expenditure	Actual
Student Resource Package ²	\$5,892,758
Adjustments	\$0
Books & Publications	\$9,823
Camps/Excursions/Activities	\$149,929
Communication Costs	\$9,808
Consumables	\$121,911
Miscellaneous Expense ³	\$14,503
Professional Development	\$53,214
Equipment/Maintenance/Hire	\$176,866
Property Services	\$106,820
Salaries & Allowances ⁴	\$251,239
Support Services	\$24,562
Trading & Fundraising	\$85,669
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$52,961
Total Operating Expenditure	\$6,950,063
Net Operating Surplus/-Deficit	\$409,996
Asset Acquisitions	\$32,584

- (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	\$473,467
Official Account	\$53,888
Other Accounts	\$0
Total Funds Available	\$527,355

Financial Commitments	Actual
Operating Reserve	\$162,938
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$164,931
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	\$100,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$427,869

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.