

# 2021 Annual Report to The School Community



**School Name: Penders Grove Primary School (3806)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 30 March 2022 at 10:29 AM by Douglas Lunt (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 04 April 2022 at 01:53 PM by Scott Gangell (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, 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.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for 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.

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### 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)

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### 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.

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### 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.

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### 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

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### School context

School context:

In 2022 the school's population, of 185 students, represents a diverse range of socio-economic, cultural and language backgrounds reflecting the wider community of the City of Darebin. Fifteen teachers provide comprehensive programs in all areas of the Victorian Curriculum with an emphasis on English, Mathematics and Inquiry. Specialist programs in Languages (Italian), Phys. Ed., Music and Visual Arts are provided for all students on a weekly basis. Student learning and wellbeing are enhanced by additional programs including intervention, camping, swimming, interschool sport and targeted social skills programs. The school also provides transition programs from Kindergarten to Foundation as well as from Year 6 to 7. Ten Education Support Staff members undertake a range of support services including administration, integration/classroom support & library technician. Additional teaching or aide support facilitates the development of positive student teacher relationships, differentiation of learning programs and the Tutor Program. Out of School Hours & Holiday Care is provided by Team Kids. The school is currently in the final year of the Strategic Plan.

The school's goals are:

- To maximise learning outcomes and learning growth in numeracy for all students F-6.
- To maximise learning outcomes and learning growth in literacy for all students F-6.
- To deepen and strengthen students' sense of engagement, wellbeing, and connectedness to school and peers.

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### Framework for Improving Student Outcomes (FISO)

FISO:

Key Improvement Strategy 1.a

Curriculum planning and assessment: Learning, catch-up and extension priority

Key Improvement Strategy 1.b

Health and wellbeing: Happy, active and healthy kids priority

Key Improvement Strategy 1.c

Building communities: Connected schools priority

Progress & Highlights:

- Organisation and administration of the school's remote and flexible learning program several times across the year was again successful and terrific feedback was gained from parents anecdotally and via online surveys. The school modified its approach a number of times based on this feedback.
- The Schoolwide Positive Behaviour Program introduced at the end of 2019 and disrupted due to remote learning in 2020 was a major focus as the school during time on site and will be a major focus again in 2022.
- Staff were again able to adjust to allow for planning, teaching, assessment and teamwork as part of the school's remote learning program.
- A major focus again in Term 4 was the return to onsite learning including student "catchup" and student and staff wellbeing.
- The student tutoring program was implemented all year both on site and during remote learning and will continue in 2022.
- Taking into account the pandemic health requirements a number of curriculum and extra curricular school programs were still able to occur even if in a reduced or modified form eg. Year 3 sleepover, 5/6 camp, swimming program, cross country, interschool sport, school assemblies, end of year movie night, working bees, information night, instrumental program
- Overall survey scores for parent satisfaction and school climate (staff survey) were again high and considerably above the state averages.
- No major disruption occurred due to local COVID19 outbreaks within the school community.

- Staff professional development was able to occur in the area of Maths teaching and some collegiate classroom visits were able to be completed during periods on site.
- Two graduate staff were chosen to participate in the DET First Year of Teaching trial where additional support, time release and professional development is prioritised.
- The school achieved an extremely high rating on the DET's 5 year OH&S assessment and successfully completed a DET financial audit.
- As COVID19 health restrictions eased towards the end of the year and students returned to on site learning the school was able to again welcome parents on site and encourage community involvement and input into school activities and programs. This will continue to be a focus in 2022.

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## Achievement

The 2021 School Comparison measures for NAPLAN show that our students achieved results that are below what DET would estimate given the background characteristics of our students on NAPLAN Reading and Numeracy in both Years 3 and 5. Both results for the Year 3 cohort have improved however since the most previous NAPLAN in 2019 with Numeracy showing considerable growth. Our 4 year average in all areas is the same or higher as in 2019 and our 4 year average for Year 5 Numeracy was similar to the state average for all Primary schools. When considering Learning Gain (Year 3 in 2019 to Year 5 in 2021), the school has a higher percentage of students making high growth than similar schools in all areas except for writing which will continue to be a focus in 2022. High learning gain in Grammar and Punctuation improved substantially between 2019 (9%) and 2021 (30%).

According to teacher judgements against the Victorian Curriculum, student learning outcomes F-2 were slightly lower in Maths, and English, when compared to other schools on state comparison measures. The school's expectation is that every student deemed capable will make at least one year's progress each year regardless of their level of achievement. A number of students who made progress that was different than expected and/or disengaged from learning due to remote learning in 2021 will be catered for via differentiated classroom learning in 2022 or in the DET tutoring program.

The effective use of assessment data, particularly at the diagnostic level, continued to be used to differentiate the curriculum to meet individual student's learning needs. Assessment data continued to be used to provide feedback to individual students to enable them to set their own learning goals. The early identification of factors that may affect students learning and the provision of appropriate interventions continued to be a high priority. Additional staff have continued to be employed to provide programs that assist the learning and welfare of groups and individual students. Arrangements were made to allow for a team approach as often as possible to plan for student learning. Time was allocated to allow release of teachers to undertake observations and class visits and to work with others on improvements to their teaching.

The school has a significant number of students (10%) on the Program for Students with Disabilities (PSD) and a number with a split enrolment with an alternative setting. All students on the PSD program have individualised ILPs and Student Support Group meetings each term to discuss progress against goals and make adjustments where necessary. A number of other students in the school for whom teachers make adjustments, also have an established SSG, ILPs or scheduled meetings during the year.

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## Engagement

Remote Learning due to COVID19 again caused major disruption to student learning and engagement in 2021. The staff and community are to be commended for their flexibility and resilience during this period. School staff in addition to teaching and learning were able to play a major role in the support of students and their families during this period and later in the year when we returned to on site learning. In addition, staff that worked on site, including administration, provided high levels of support to students (either at risk or as the children of essential workers) physically attending the school and to parents and carers requiring support, reassurance or assistance in person or over the phone.

More generally, a consistent approach to student management that is clearly understood by all staff, students and parents and the promotion of positive relationships ensures an orderly learning environment. This will be further enhanced in 2022 by continuing embedding the Schoolwide Positive Behaviour and Respectful Relationships programs.

According to data derived from attendance levels across all year levels during 2021, the area of Engagement is one where the school achieved higher results than those in other similar schools and the state average on school comparison measures. The school continues however to strive towards consistently achieving or improving on the state median to reduce our 4 year average which still presents higher than the state. Ongoing work enhancing the school's Inquiry Learning programs also aims to enhance student engagement in, and motivation towards, learning.

The Buddies/Cross Age program between Year 6 & Foundation students, Year 1/2 & Year 4 students and Year 5 & Year 3 students, continued to be highly successful but was sometimes disrupted due to health requirements. In 2022 the buddies program will continue to operate across all areas as a timetabled whole session each fortnight. 'Student Voice' continues to be a focus with a well embedded Junior School Council in operation at the school, classroom responsibilities for 3- 6 classes, student leadership of weekly whole school assemblies as well as a classroom focus on goal setting and feedback.

The school's expectation is that 90% of students will have 95%+ attendance and the school continues to work toward the state median for student absent days. The attendance of a small number of students continues to be a concern and we will continue to work with these families and seek the support of other agencies where appropriate. Of particular focus in 2022 will be students in Year 1 and 2. Overall attendance has shown a slight rise when compared with 2020 data with the average overall attendance rate rising from 91.8% (in 2020) to 92.5 (in 2021). The dedicated Student Welfare Officer role (0.8) allows for a significant amount of time to be dedicated to follow up re. attendance, meeting with families and agencies and 1:1 work with students to assist with regular school attendance.

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## Wellbeing

As previously noted, Remote Learning due to COVID19 again caused major disruption in 2021. As a result of this some students and families disengaged from learning and their connection with the school. Please see above (Engagement) for details on how this was managed and the community supported.

Our strong links with the local secondary school and kindergartens together with the orientation programs continue to support students' successful transitions to and from primary school and also continues to make a positive impact on Foundation enrolments. Over the last few years strong links have developed with a number of local kindergartens and childcare centres and this will continue to be a focus in 2022 especially as Foundation enrolments are lower in 2022.

To further support students' transitions within the school we ensure teachers are provided with background information about students entering their new class that may affect the student's learning and/or wellbeing and that students know which class they will be in and, where practicably possible, who their teacher will be before the end of each school year. Students visit their new teacher and grade during the last week of Term Four. The purchase of new class creation software greatly streamlined and improved the processes and consultation during end of year formation of grades for the following year.

According to data derived from the Attitudes to School survey completed annually by Victorian government school students in Years 4 to 12, student outcomes for our Year 4-6 students were higher than similar schools on school comparison measures for Connectedness to School and are higher than both similar schools and the state on a 4 year average. This is however lower than 2020 measures and focus will be on improving this result again in 2022. Measures for Attitudes to Bullying were lower than other schools on school comparison measures in 2021 when they have previously been at or above. This will also be explored in 2022 with the aim of improving this score. The 4 year average for this measure continues to be higher than similar school and similar to the state average.

The school's well embedded Wellbeing and Buddies programs teaching resilience and Social Skills are taught across all grades from Prep-6 and will continue to be a major focus in 2022. The school has maintained a vertical staff team

focussing on Student Wellbeing and Engagement and a Leading Teacher continues to be employed with Student Wellbeing and Welfare as a focus. Time allocated to this role will continue in 2022. A continued focus and area for review will be the Schoolwide Positive Behaviour and Respectful Relationships Programs that the school began to implement and prepare for in late 2019 but was disrupted due to COVID19 in 2020-21.

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### Finance performance and position

In 2021 the school continued to make improvements in the areas of general maintenance eg. new fencing, tree removal/replacement, playground maintenance, re-carpeting, path repair, outdoor painting, establishment of a board/meeting room. The school also continued to establish dedicated makers' spaces for all classrooms. The school was again successful in its application for a Shade Sail Grant and the creation of a new undercover area in front of the hall is expected in early 2022. The installation of a solar power system was completed early in 2021 and the community is to be commended for its efforts in fundraising for this project. Ongoing maintenance projects such as repairing and sealing the heritage windows on the south side of the main building and resurfacing of the hall floor were completed during the year. The school successfully completed the tender process for the Out of School Care program and the successful vendor, Team Kids, took over management of the program at the start of 2022.

The school expended Equity monies on additional teaching and support staff to support the school's teacher release (including leadership release), literacy intervention, student support and leadership programs (in line with the school's FISO foci). DET's allocation of Student Welfare funding allowed the school to continue to allocate a teaching staff member to this role (0.8). This focus on student wellbeing was of major assistance to staff and the community during the periods of remote learning.

The school continues to maintain a sound financial position with monies invested in preparation for future building and grounds improvements and/or additional student support resourcing if required.

**For more detailed information regarding our school please visit our website at  
[www.pendersgroveps.vic.edu.au](http://www.pendersgroveps.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 187 students were enrolled at this school in 2021, 88 female and 99 male.

13 percent of students had English as an additional language and 12 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).

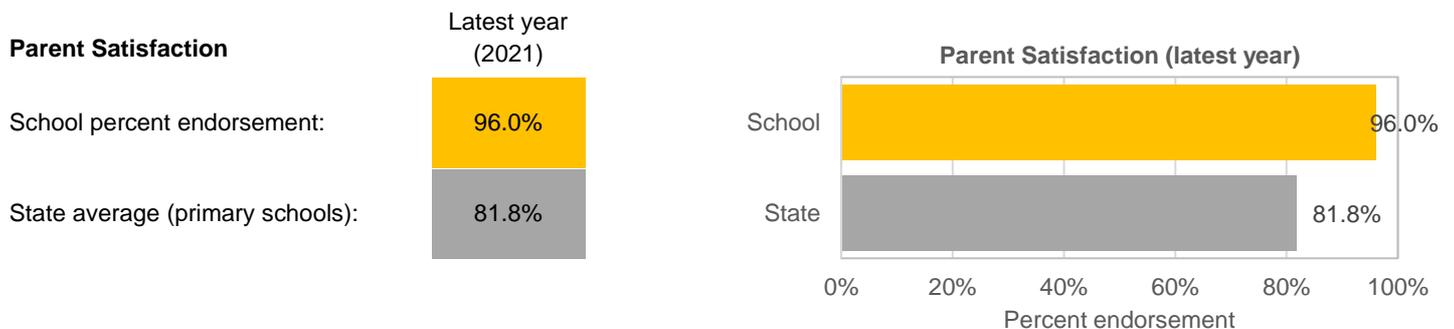
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

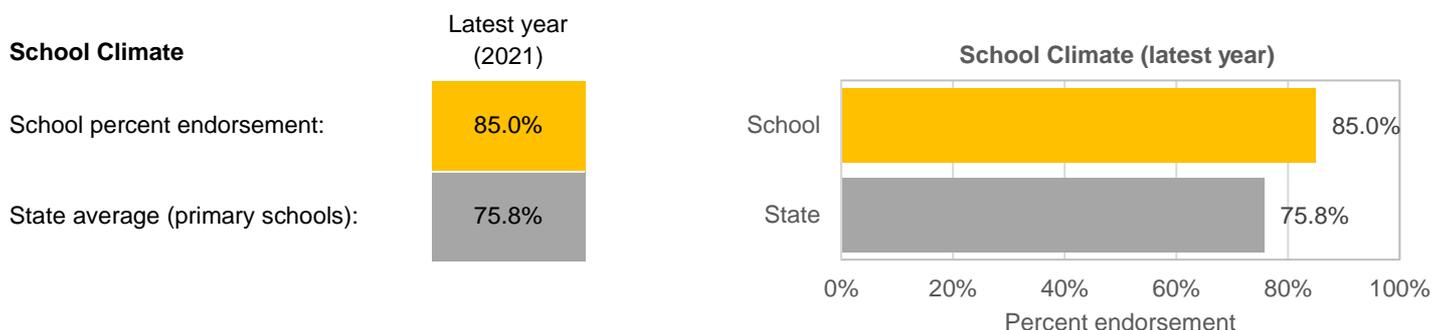


### School Staff Survey

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:

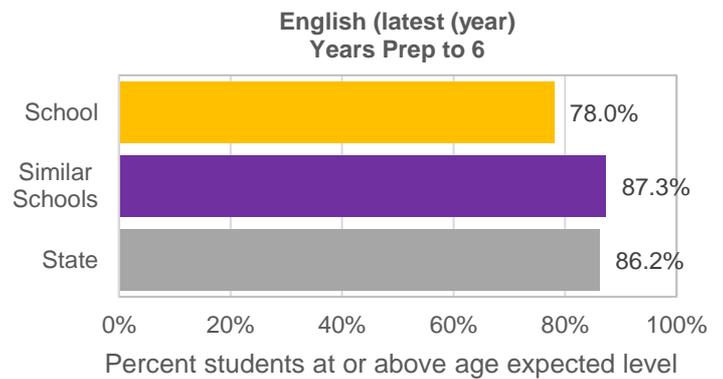
78.0%

Similar Schools average:

87.3%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

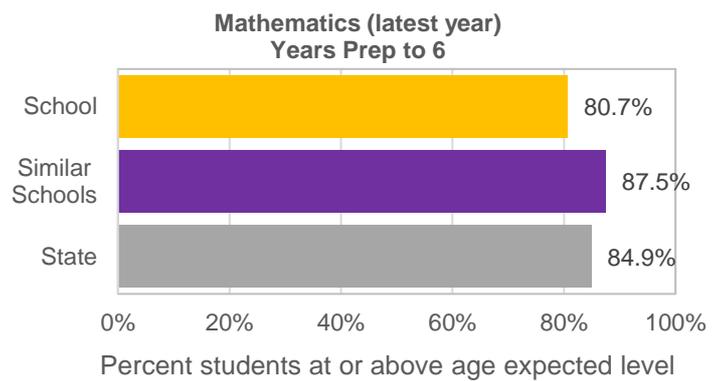
80.7%

Similar Schools average:

87.5%

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.

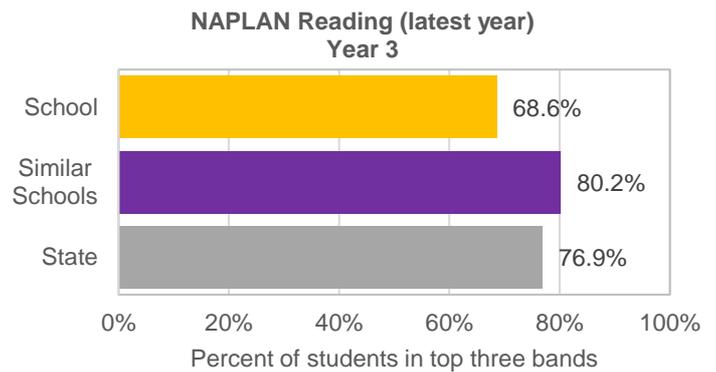
**NAPLAN**

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.

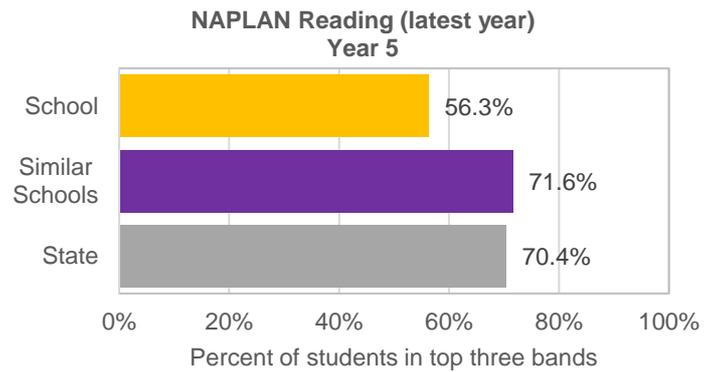
**Reading Year 3**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 68.6%              | 68.1%          |
| Similar Schools average:                       | 80.2%              | 79.0%          |
| State average:                                 | 76.9%              | 76.5%          |



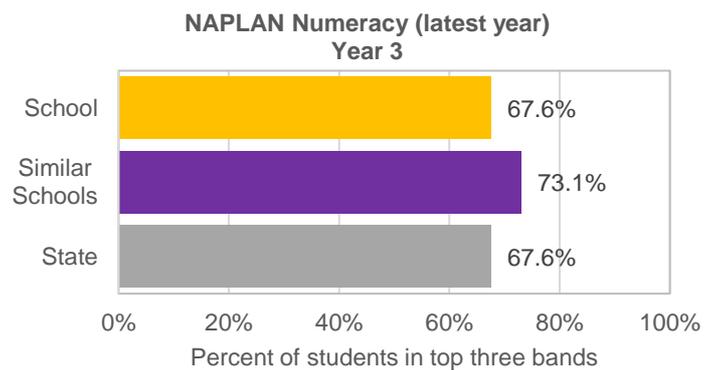
**Reading Year 5**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 56.3%              | 60.2%          |
| Similar Schools average:                       | 71.6%              | 69.0%          |
| State average:                                 | 70.4%              | 67.7%          |



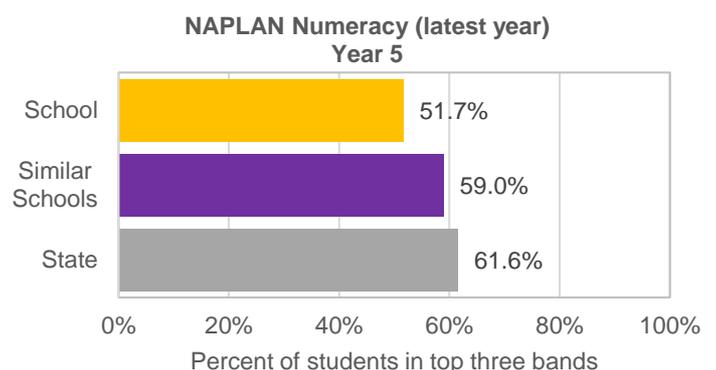
**Numeracy Year 3**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 67.6%              | 57.3%          |
| Similar Schools average:                       | 73.1%              | 72.8%          |
| State average:                                 | 67.6%              | 69.1%          |



**Numeracy Year 5**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 51.7%              | 56.5%          |
| Similar Schools average:                       | 59.0%              | 58.9%          |
| State average:                                 | 61.6%              | 60.0%          |



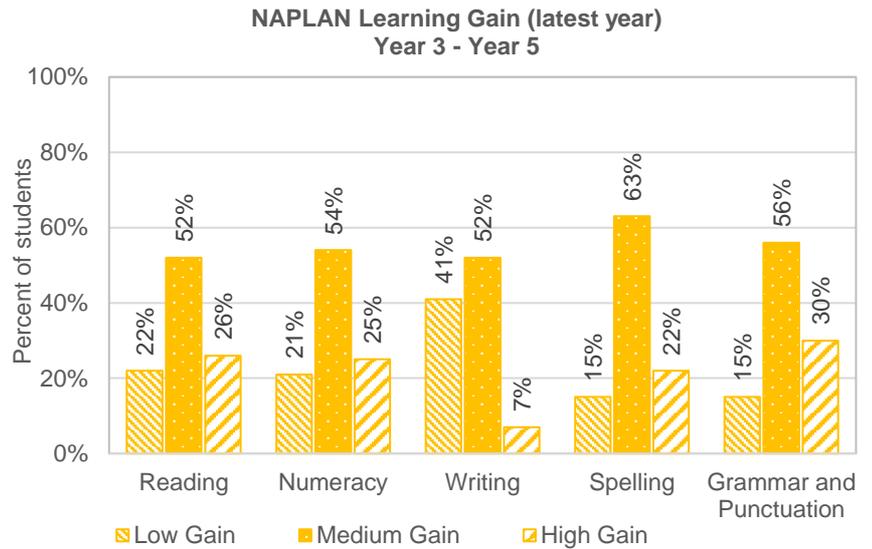
## ACHIEVEMENT (continued)

### 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:                 | 22%      | 52%         | 26%       | 22%                         |
| Numeracy:                | 21%      | 54%         | 25%       | 19%                         |
| Writing:                 | 41%      | 52%         | 7%        | 20%                         |
| Spelling:                | 15%      | 63%         | 22%       | 22%                         |
| Grammar and Punctuation: | 15%      | 56%         | 30%       | 20%                         |



## ENGAGEMENT

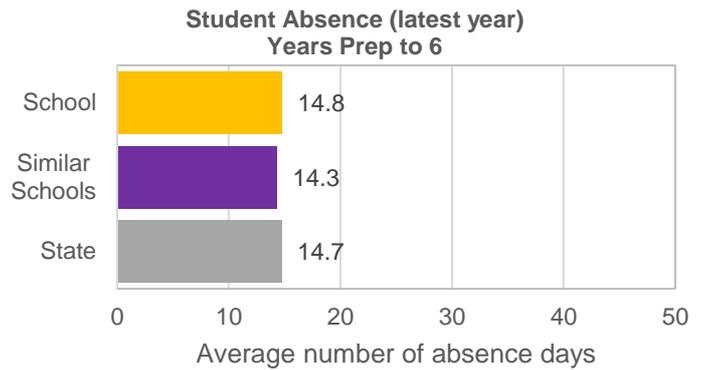
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 14.8               | 16.1           |
| Similar Schools average:               | 14.3               | 14.7           |
| 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): | 89%  | 93%    | 93%    | 95%    | 93%    | 92%    | 93%    |

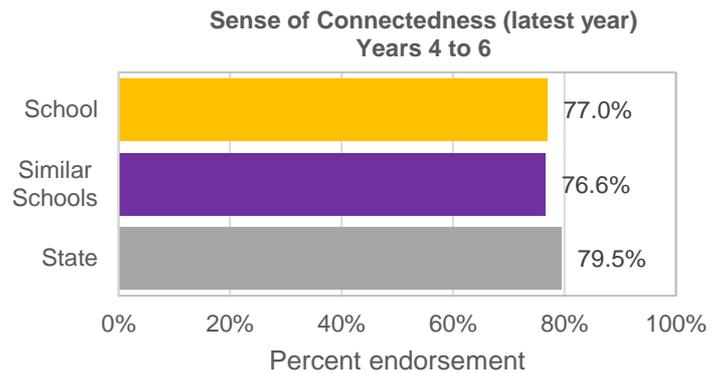
## WELLBEING

**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:         | 77.0%              | 82.7%          |
| Similar Schools average:            | 76.6%              | 78.5%          |
| State average:                      | 79.5%              | 80.4%          |

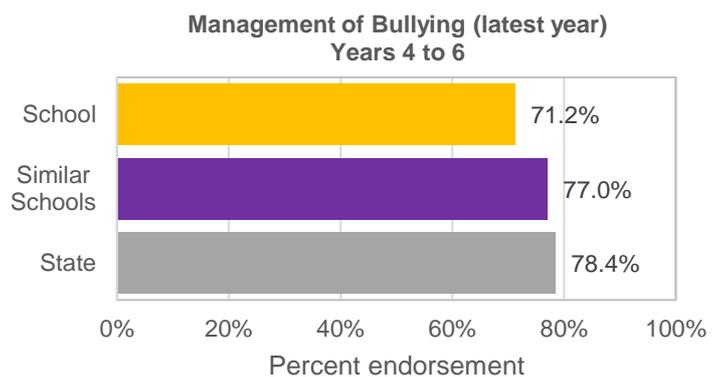


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:         | 71.2%              | 79.4%          |
| Similar Schools average:            | 77.0%              | 78.9%          |
| State average:                      | 78.4%              | 79.7%          |



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

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$2,100,435        |
| Government Provided DET Grants | \$229,477          |
| Government Grants Commonwealth | \$65,956           |
| Government Grants State        | \$2,200            |
| Revenue Other                  | \$1,651            |
| Locally Raised Funds           | \$99,565           |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$2,499,284</b> |

| Equity <sup>1</sup>                                 | Actual          |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$42,544        |
| Equity (Catch Up)                                   | \$0             |
| Transition Funding                                  | \$0             |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$42,544</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$2,053,310        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$2,243            |
| Camps/Excursions/Activities           | \$22,700           |
| Communication Costs                   | \$4,323            |
| Consumables                           | \$37,705           |
| Miscellaneous Expense <sup>3</sup>    | \$9,544            |
| Professional Development              | \$3,750            |
| Equipment/Maintenance/Hire            | \$46,347           |
| Property Services                     | \$59,484           |
| Salaries & Allowances <sup>4</sup>    | \$81,815           |
| Support Services                      | \$10,356           |
| Trading & Fundraising                 | \$23,590           |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$18,650           |
| <b>Total Operating Expenditure</b>    | <b>\$2,373,817</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$125,467</b>   |
| <b>Asset Acquisitions</b>             | <b>\$20,050</b>    |

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$279,621        |
| Official Account              | \$17,138         |
| Other Accounts                | \$0              |
| <b>Total Funds Available</b>  | <b>\$296,759</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>   |
|---|-----------------|
| Operating Reserve                           | \$44,856        |
| Other Recurrent Expenditure                 | \$9,700         |
| Provision Accounts                          | \$0             |
| Funds Received in Advance                   | \$12,098        |
| 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     | \$0             |
| Capital - Buildings/Grounds < 12 months     | \$0             |
| Maintenance - Buildings/Grounds < 12 months | \$11,737        |
| Asset/Equipment Replacement > 12 months     | \$0             |
| Capital - Buildings/Grounds > 12 months     | \$0             |
| Maintenance - Buildings/Grounds > 12 months | \$0             |
| <b>Total Financial Commitments</b>          | <b>\$78,391</b> |

*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.*