

2021 Annual Report to The School Community



School Name: Park Orchards Primary School (4854)

Park Orchards
Primary School



- 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 28 April 2022 at 04:40 PM by Georgina Daniel (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 07:19 PM by Kynan Yep (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

Park Orchards Primary School was established in 1962 and is set in Melbourne's outer east in an environment surrounded by native vegetation and the remains of a pine plantation. The school is on the BARR (Bushfire at Risk Register). The school community has a high socio-economic profile and over the past four years, the population has become culturally more diverse with families coming from a variety of cultural backgrounds. Students also come to the school from beyond the local Park Orchards area. In 2021, the student population was 370, 12 % were EAL (English as an Additional Language) and 1% ATSI (Aboriginal and Torres Straight Islander) students. In 2021 the school conducted sixteen classes and five specialist and support programs.

The School Council and Parents' Association assist with school operations and provide the basis for a strong community partnership. Parents and carers work in partnership with teachers and support staff to achieve school goals and improve the learning environment for all students.

In 2021 the Victorian Curriculum was referenced when developing all teaching and learning and covered the dimensions of English, Mathematics, Science, Geography, History, The Arts (Visual and Performing), LOTE (Mandarin and Italian) and Health and Physical Education. The teaching and learning programs of the school have a strong emphasis on developing each student's literacy and numeracy skills. The range of specialist and support programs provided enables all students to succeed; educationally and personally. The school has a shared belief that education is a partnership between all members of the community. Teachers, students and parents take responsibility for and work together to achieve the educational and personal development success of everyone.

The school values of Excellence, Respect, Kindness and Integrity are integral to the school ethos and central to how all members of the community interact with each other. A number of specialist programs, including Visual and Performance Arts, Physical Education and LOTE support student engagement. School Wellbeing programs include Resilience, Rights and Respectful Relationships, school-wide Tribes and Zones of Regulation.

In March in 2021 the school conducted a successful school review and a new School Strategic Plan (2021-2024) was developed and accepted.

The school has excellent facilities including a basketball stadium, a large performing and visual arts centre, science room and refurbished classrooms. It is set in a unique and beautiful physical environment with extensive play areas, native gardens, a thriving vegetable garden and hen house, which support active and imaginative play. In 2021, the top oval was resurfaced with natural grass and an irrigation system and a new outdoor shade area was constructed between the ovals. The school is very well resourced and all classrooms have access to laptops, iPads and interactive TVs. The school is a Science Specialist school and has a strong focus on inquiry learning and sustainability. In 2021, the school provided high quality literacy and numeracy programs with an emphasis on differentiation of learning to enable each student to engage with learning and achieve at their highest possible level. In 2021 the school had 26.6 equivalent full-time staff, 2 principal class, 20.2 teachers and 4.4 support staff.

The school provides its students with a nurturing, high quality-learning environment within excellent facilities. The school motto; "The Future Starts Here", encapsulates the ethos and direction of Park Orchards Primary School.

Framework for Improving Student Outcomes (FISO)

In 2021, the school followed the prescribed Department 2021 goals and key improvement strategies of :

Goal 1: 2021 Priorities Goal with the following KIS 1: Learning catch up and extension, KIS 2: Happy, active and healthy students and KIS 3: Connected schools. These prescribed goals were also referenced by the following school goals:

Goal 2- Building practice excellence across the school to maximise learning growth for every student

Goal 3- To create a climate that empowers students to actively engage in their learning

Goal 4- To continue developing positive approaches to support student wellbeing

In 2021 the school also developed the new plan after the school review in term one. Lockdowns and remote learning complicated this process; however the school completed the review successfully, developed the School Strategic Plan (2021-2024) with the following goals: 1. Optimising the literacy and numeracy outcomes for all students; 2. Building student agency to improve their learning growth and 3. For all students to develop a broader understanding of the world in which they live. The plan was developed in late term three.

During remote and flexible learning, the school continued to improve their processes and programs and a high percentage of students, parents/carers and staff were able to effectively adapt to remote and flexible learning. All programs accessed by students onsite, including Tutoring and Literacy Support, Specialist subjects as well as Literacy and Numeracy lessons were accessible to students and parents/carers remotely. We did this by:

- Using the Victorian Teaching and Learning Model to embed the agreed writing and numeracy instructional model using synchronous (Webex mini lessons, Webex small group sessions) and asynchronous (teacher created videos, Loom instructions, annotated work, teacher created learning tasks, Google classroom and supporting resources) lessons
- Planning for differentiation and modification of learning tasks to meet individual learning needs and conducting small group online sessions for tutoring and literacy support sessions
- Continuing our normal professional learning meeting schedule online as much as possible involving our regular teams meeting, staff PL sessions, team planning meetings and weekly staff briefings
- Continuing to develop a collective ownership of whole school data collected remotely using Essential Assessments
- Strengthening and adapting literacy support programs to meet the needs of our most vulnerable cohorts

Key focus areas when students returned to onsite learning were student wellbeing, literacy and numeracy. We were able to re-establish our literacy and numeracy Professional Learning (PLC) teams which enabled teachers to collaboratively focus on our classroom approach to teaching literacy and numeracy to every student's point of need. The Learning Specialists returned to supporting teachers in person, with problems of practice and modelling of best practice in literacy and numeracy. Teachers continued to gather data about student learning progress to plan targeted teaching activities. The timetable was adjusted to ensure that student wellbeing activities were built into the daily program including daily physical activities.

The school has a consistent approach to teaching and learning and a rigorous approach to assessment. The school has a shared leadership model which enables all staff to have collective ownership of school goals and directions. The different teams enable more staff to take on leadership roles and have shared ownership of school goals. The school has staff leading curriculum areas (literacy, numeracy, science and sustainability and design and technology), student wellbeing (Resilience, Rights and Respectful Relationships programs), year level teams (F, 1/2, 3/4, 5/6) and student leadership teams (SRC and Active Travel). The meeting structure enables School Improvement and Action team leaders to communicate and involve all staff in the dissemination of information and provides opportunities for discussion. This meeting structure ultimately leads to a clear purpose and staff collaboration across the school. Professional Learning opportunities are continually sourced and communicated and available to all staff. The school has a whole staff model of professional learning to enable everyone to learn together.

The circumstances over the past two years have meant the school has had to work differently to maintain the already strong relationships and active partnerships with families and other organisations. The strong home/school partnership has been achieved through regular communication with parents/carers through newsletters, classroom posts and individual email and meetings, and communication through School Council and the Parents' Association groups.

Achievement

The school has clear, consistent, and documented policies and processes across the school which support all student wellbeing and inclusion and is known and respected for its focus on wellbeing and inclusivity. The school has a

consistent approach to teaching and learning. Lessons incorporate high impact teaching strategies with a particular focus on differentiated teaching and learning. It is expected that all lessons across the school contain learning intentions, success criteria and follow an independent workshop model. The school uses the gradual release model of responsibility model during lessons. Classroom teachers have a curriculum folder that outlines how the school teaches reading, writing and mathematics. Teachers focus on student data to guide planning for teaching and learning and the differentiation of learning tasks to cater for individual student learning needs.

The school has a consistent and rigorous approach to assessment. There is a school-wide assessment schedule which enables regular collection of data (formative, summative and anecdotal) to inform teaching and learning. Teachers use a range of norm-referenced assessment instruments (PAT and Fountas and Pinnell) and use moderated learning journal tasks, using an agreed rubric based on the Victorian Curriculum to support their judgement about each student's progress. Regular data level meetings with the Assistant Principal are conducted to track student progress and identify students for intervention and extension. Teachers use student data and evidence to address each student's point of learning and facilitate the development of targeted and differentiated teaching and learning activities. Teachers and students engage in regular conferences during class time to set goals and discuss next steps. Students use their learning journals and engage in student-led conversations with teachers and parents/carers about goals and achievements.

In 2021 in both English and Mathematics, the school demonstrates high performance overall. Teacher judgement (P-6) indicates that 92.4% (English) of students are performing at or above expected standards and 95.1% at or above (Mathematics). NAPLAN results (percentage of students in the top three bands) in Reading in both Year 3 and 5 indicate that the school is above state and at level with similar schools. Importantly, this high performance has been maintained over 4 years. NAPLAN results in Numeracy indicate the same high performance in Year 3 but not in Year 5. The four year average in Numeracy is above state and similar schools but the 2021 results for Year 5 are lower than similar schools and will be a focus area in 2022.

NAPLAN learning gain (Year 5 students' performance as compared with their Year 3 performance) indicates high growth in Reading (29%), Writing (29%), Spelling (40%) and Grammar and Punctuation (50%). This growth is above state and the same as similar school's growth, the percentage of high growth in Spelling and Grammar and Punctuation is substantially above similar schools' growth. In Numeracy, the high growth was 17% with 63% with medium growth.

Engagement

To support student engagement teachers, use student data and evidence to address each student's point of learning and facilitate the development of targeted and differentiated teaching and learning activities. Teachers and students engage in regular conferences during class time to set goals and discuss next steps. Students use their learning journals and engage in student-led conversations with teachers and parents/carers about goals and achievements. The extensive specialist programs including STEM, Performing and Visual Arts, Mandarin and Physical Education also support student engagement. There are also opportunities for engagement through extension programs such as VHAP, Wiseones, Gateways and extracurricular activities such as Chess and Minecraft lunchtime clubs. The physical environment of the school encourages active and creative play and also supports engagement with the school.

A number of students and families experienced different challenges during remote and flexible learning. The school prioritised student engagement and remaining connected for students and their families whilst learning remotely. The clear processes and documentation of students and or families experiencing difficulty allowed staff and the Leadership Team to track these students' participation and offer extra support. The Student Health and Wellbeing Team organised communication protocols for class teachers/ education support staff to follow to identify these students and regularly monitored their progress during this period.

To support student engagement during the transition back to onsite learning, the school used a variety of ways for our students and families to remain connected to the school community (eg. regular video conferences and other digital social connection tools such a welcome back videos and return to school social stories). Online assemblies also helped

connect students and families after returning to school.

Park Orchards Primary School's attendance levels remain high with a range of attendance between 94% and 96% which is higher than the state. The school's average number of absence days was 10.8 in 2021, which was below similar schools and the state average of 14.7. The most common reasons for absences was illness and the COVID 19 situation. The school continues to promote and value regular attendance and parents/carers support students attending school regularly.

Wellbeing

The school has clear, consistent, and documented policies and processes across the school which support all student wellbeing and inclusion and is known and respected for its focus on wellbeing and inclusivity. The School Values of Excellence, Respect, Integrity and Kindness are embedded into the daily operation of the school. The Tribes' language and behavioural agreements are also embedded into all interactions with students, staff, and parents/carers. Timetabled weekly Wellbeing sessions across the school focussing on the school scope and sequence for the Resilience, Rights and Respectful Relationships program. In 2022 the school will be involved in The Resilience Project involving all staff, students and parents/carers in the process.

The school has several PSD funded students who are integrated successfully into the school and all students have regular SSG meetings. The Assistant Principal works closely with Regional School Support Services' staff to support students with identified individual needs. Regular Health and Wellbeing meetings with the Assistant Principal enable the school to access support in a timely manner. The school is also connected with a number of external health providers, eg: Occupational Therapists, Speech Pathologists and Psychologists. They also support specific students and enable communication of student needs to teaching and wellbeing staff.

In 2021, the Students' Attitudes to School survey data (students from 4-6) shows that 81% of students positively endorse being connected to the school, this is higher than the state and similar schools. Similarly, 81.5% of students positively endorse the school strategies for managing bullying which is also higher than the both the state and similar schools. These scores are very positive given the last two years with COVID and indicate that the processes in place to support student wellbeing are supportive.

In 2021 the parent survey shows that 92% of parents agree their child is connected to the school and 85% agree their child had positive transitions to new year levels.

Finance performance and position

In 2021, the school funded a rich specialist program LOTE (Mandarin and Italian), Visual and Performing Arts, Science, Physical Education Junior and Senior Literacy Support and class programs of literacy, numeracy, science and humanities. The school added extra funds to expand the Tutoring and Catch Up program. The leadership team, comprising Principal, Assistant Principal and two Learning Specialists focused on maximizing classroom teacher expertise and capability. Professional learning was provided to teachers with a focus on differentiated Literacy and Numeracy teaching, data analysis and student goal setting and staff and staff wellbeing. Grounds projects included turfing the top oval with a sprinkler system and building an undercover structure between the two ovals as well continually maintaining and improving the hectare of grounds and extensive buildings.

The school has sound financial management processes in place to monitor and maximize school funds and parents support the school programs with fundraising. Surplus funds are committed for future expenditure including a school funded building project and specific grounds' projects. Equity funding was used to fund the delivery of a reading support program (Toe by Toe) for senior students with extra literacy needs. The strategic use of available financial resources is necessary to continue to enable the school sustain and extend the extensive classroom and specialist curriculum, high standard of teaching and leadership and facilities and resources provided at Park Orchards Primary

School.

For more detailed information regarding our school please visit our website at www.pops.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 370 students were enrolled at this school in 2021, 170 female and 200 male.

12 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).

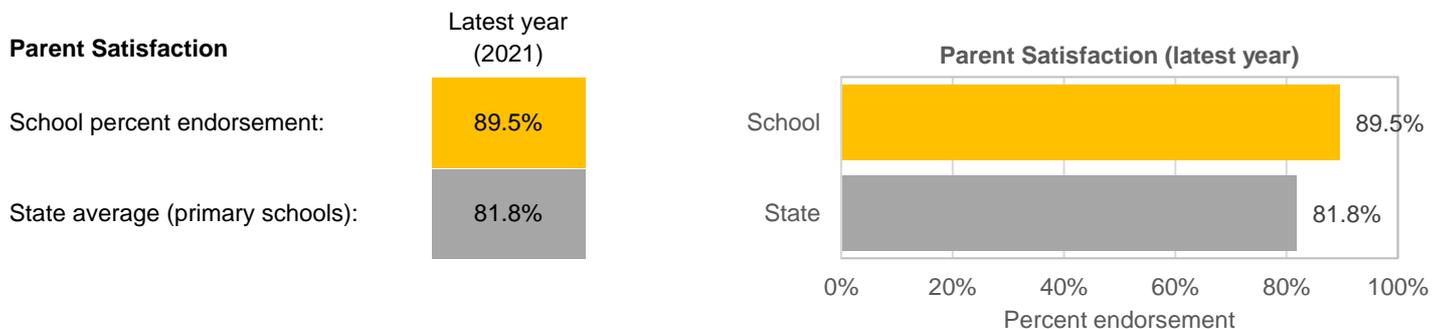
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

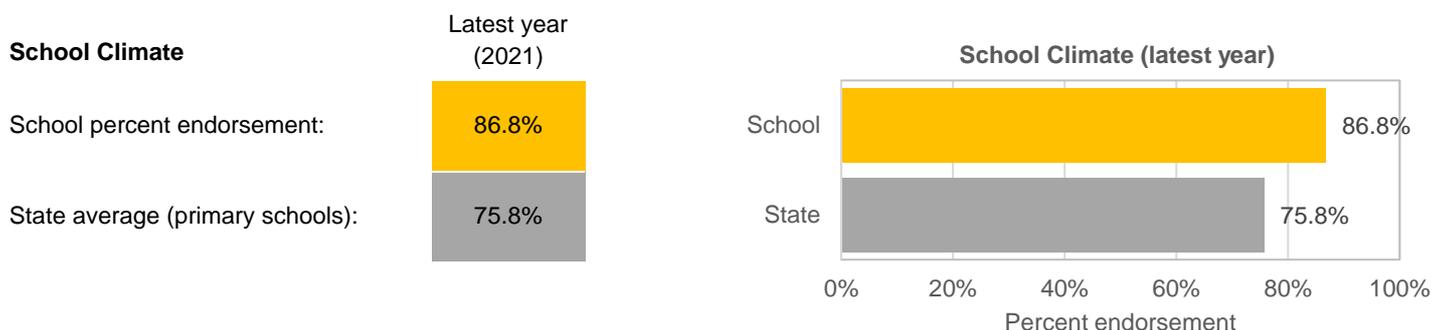


School Staff Survey

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:

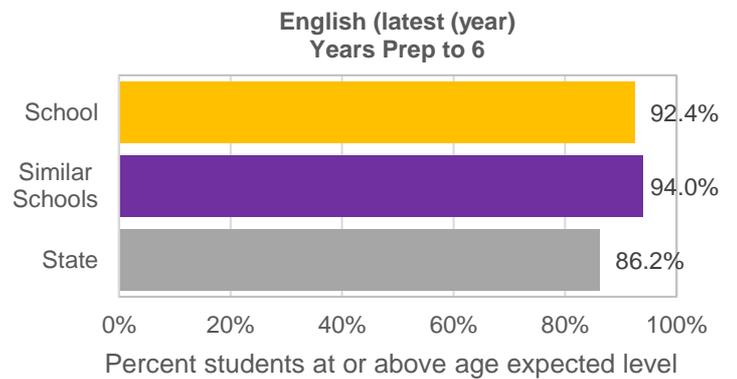
92.4%

Similar Schools average:

94.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

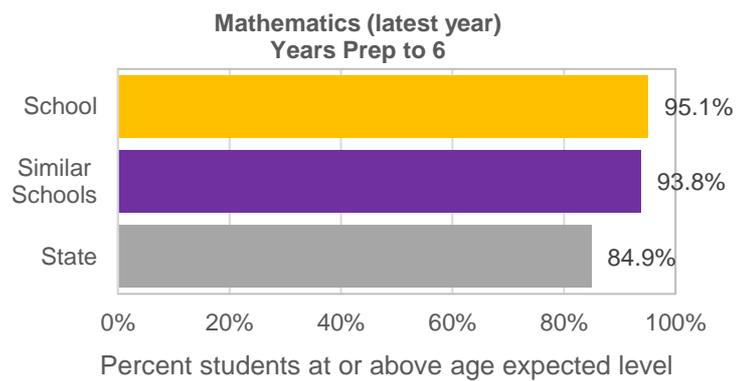
95.1%

Similar Schools average:

93.8%

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.

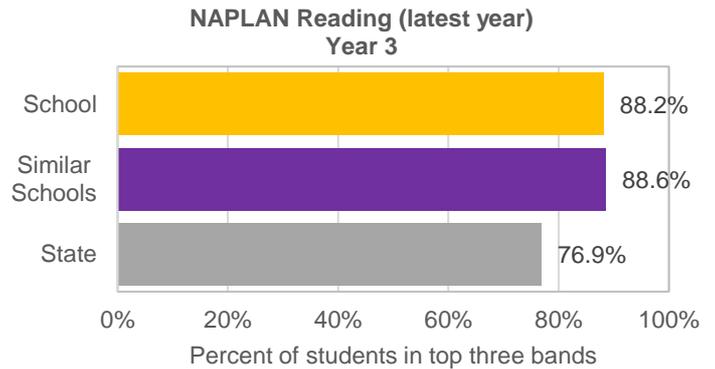
NAPLAN

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.

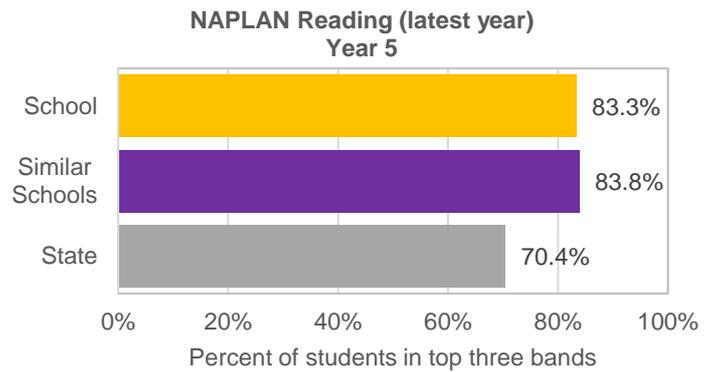
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.2%	89.9%
Similar Schools average:	88.6%	88.1%
State average:	76.9%	76.5%



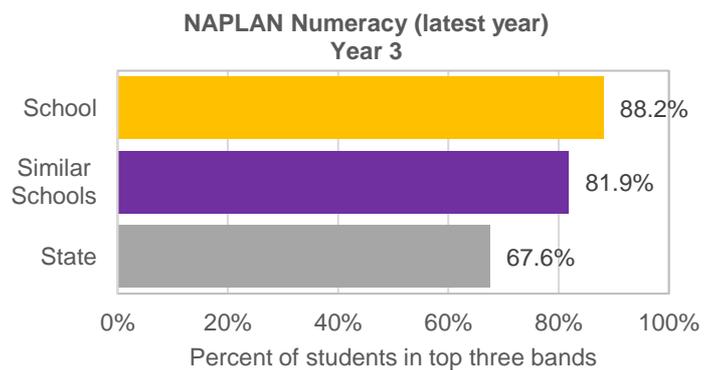
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.3%	86.1%
Similar Schools average:	83.8%	82.7%
State average:	70.4%	67.7%



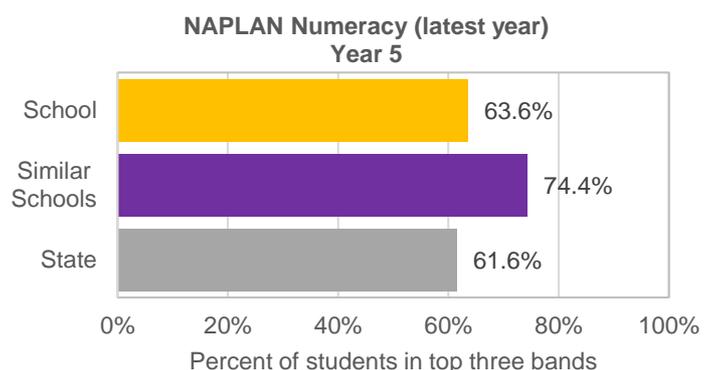
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.2%	88.6%
Similar Schools average:	81.9%	82.9%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.6%	77.4%
Similar Schools average:	74.4%	74.8%
State average:	61.6%	60.0%



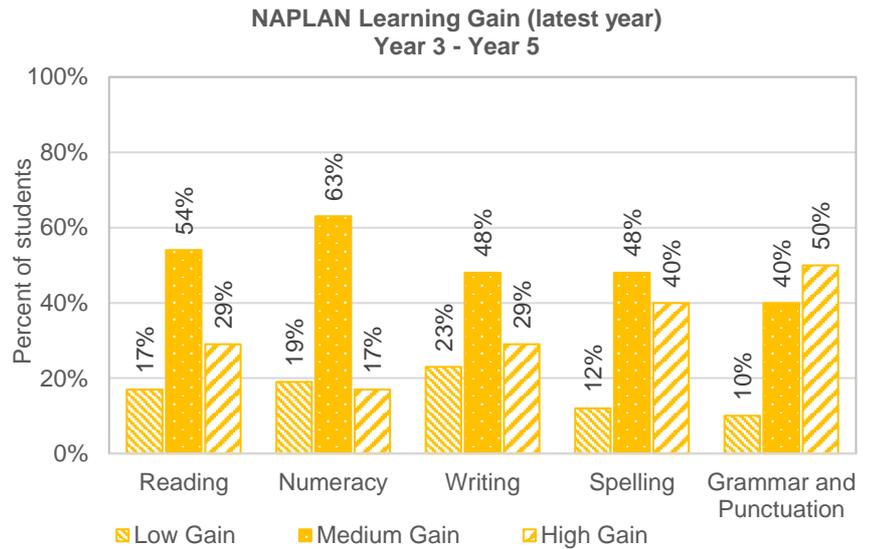
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	54%	29%	28%
Numeracy:	19%	63%	17%	24%
Writing:	23%	48%	29%	30%
Spelling:	12%	48%	40%	28%
Grammar and Punctuation:	10%	40%	50%	25%



ENGAGEMENT

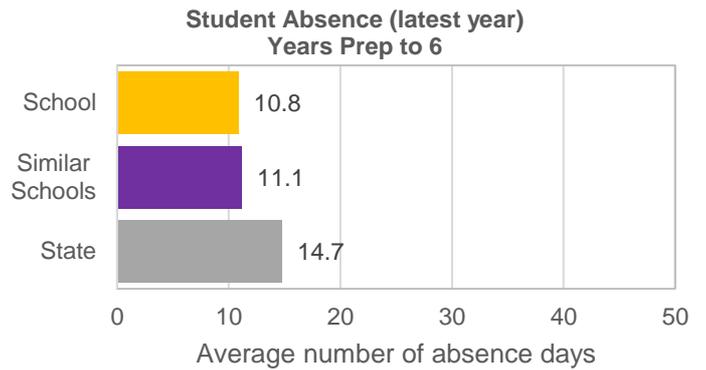
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.8	12.4
Similar Schools average:	11.1	12.2
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%	96%	96%	94%	94%	94%

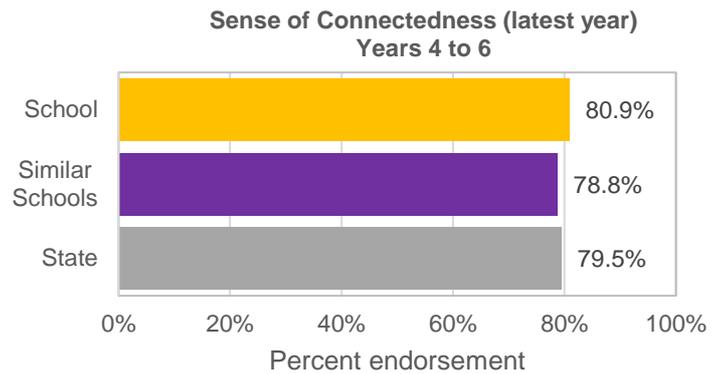
WELLBEING

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:	80.9%	87.0%
Similar Schools average:	78.8%	78.6%
State average:	79.5%	80.4%

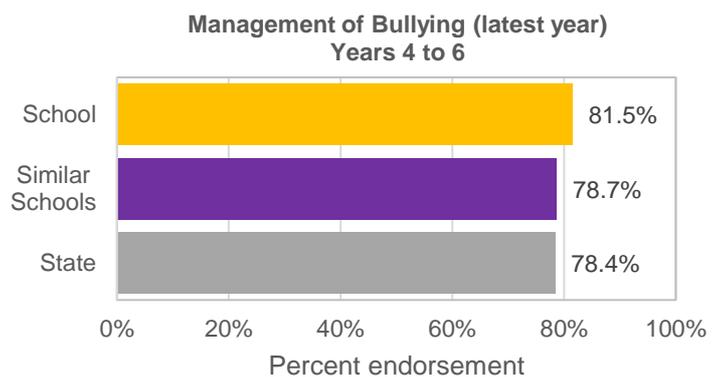


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	81.5%	82.8%
Similar Schools average:	78.7%	78.1%
State average:	78.4%	79.7%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,243,042
Government Provided DET Grants	\$350,336
Government Grants Commonwealth	\$5,718
Government Grants State	\$0
Revenue Other	\$3,455
Locally Raised Funds	\$289,120
Capital Grants	\$0
Total Operating Revenue	\$3,891,670

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,228
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,228

Expenditure	Actual
Student Resource Package ²	\$2,922,105
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$78,094
Communication Costs	\$3,729
Consumables	\$82,637
Miscellaneous Expense ³	\$13,334
Professional Development	\$14,137
Equipment/Maintenance/Hire	\$88,803
Property Services	\$138,818
Salaries & Allowances ⁴	\$68,656
Support Services	\$41,588
Trading & Fundraising	\$52,212
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$20,087
Total Operating Expenditure	\$3,524,200
Net Operating Surplus/-Deficit	\$367,471
Asset Acquisitions	\$55,421

- (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	\$531,034
Official Account	\$7,852
Other Accounts	\$25,559
Total Funds Available	\$564,445

Financial Commitments	Actual
Operating Reserve	\$81,735
Other Recurrent Expenditure	\$0
Provision Accounts	\$6,000
Funds Received in Advance	\$4,238
School Based Programs	\$186,762
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$9,100
Capital - Buildings/Grounds < 12 months	\$158,000
Maintenance - Buildings/Grounds < 12 months	\$13,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$105,610
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$564,445

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.