

2021 Annual Report to The School Community



School Name: Wooragee Primary School (0653)



- 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 15 March 2022 at 03:08 PM by Alicia Odewahn (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 09:23 AM by Claudia Keenan (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

Wooragee Primary School (number 0653) is a small rural primary school located 10 kilometres north of Beechworth and approximately 300 kilometres from Melbourne. The school is situated between farming land and a native bush and creek block, which we have named 'Yirrikama', providing a serene rural setting for children to learn, be curious, take risks and collaborate through play.

Wooragee Primary School has been operating since 1862 and has won many awards for its sustainability and environmental education programs. It serves a community within a radius of 30 kilometres, from which the majority of students travel to school by bus or arrive by car. In 2021, the school enrolment numbers continued to grow and there were 43 students enrolled in 2021. We had three classrooms in operation, which was the first time for the school in over a decade. The cohorts were grouped P/1, 2/3 and 4/5/6. Our Student Family Occupation Education figure was in the medium range in 2021. 0 percent were EAL (English as an Additional Language) students and 11% percent ATSI (Aboriginal and Torres Strait Islander) students. We had 7 students funded under the Program for Students with Disabilities. We continued to run our LOTE subject of Indigenous Languages, Instrumental Music, Mobile Art and Mobile Library. Our staffing structure was 1 Principal (0.3 teaching load- TLI & Physical Education), 3 Classroom teachers (2 x 1.0 & 0.8 FTE), 1 Business Manager (0.4), 5 Educational Support Staff (1.0, 0.85, 0.7, 0.7, 0.2).

Our School Vision

To provide quality education in a holistic learning environment, empowering students to be purposeful members of a global community.

Our School Mission

We see the mission and purpose of Wooragee Primary School to engage and encourage our students to:

- Develop a love of learning and value being a learner.
- Be literate, numerate and technologically skilled.
- Be environmentally and globally aware.
- Be culturally sensitive and understanding of others.
- Select and evaluate information and be intellectually curious.
- Be problem solvers who are able to think creatively and critically.
- Work in teams with skills in cooperation, communication and negotiation.
- Be flexible, adaptable and have persistence, so they are better able to adapt to change or when they experience discomfort.
- Be community builders, with strong social competencies, resilience and self-esteem.
- Know how to learn and want to continue to learn.
- Move from being supported learners to autonomous, independent learners.

Our Values

We value Respect (for self, for others, for the community and environment), Resilience (trying hard, bouncing back, persisting) and Responsibility (for our learning, for our thoughts, for our actions) and these values underpin everything we do, the decisions we make and our interactions with each other.

Wooragee Primary School has a strong connection and presence in the local community - participating in a range of local events and festivals, organising the Wooragee Easter Monday Market and working with local community groups such as Landcare, ResourceSmart and the Healthy Achievement Program. With covid restrictions and the adaptability required beyond 2020 and into 2021, our school and school community involvement continued to look very different to our normal operations. We were unable to run many of our regular school community events or our Stephanie Alexander Kitchen Garden (SAKG) Program for a large part of 2021. Where possible we created virtual opportunities for connection.

Framework for Improving Student Outcomes (FISO)

In 2021 the school's AIP focused on the implementation of DET Priority goal areas related to the FISO dimensions of Curriculum planning and assessment, Empowering students and building school pride, Building communities, with an additional school focus on Building practice excellence.

The key Improvement Strategies included:

- Learning, catch-up and extension priority
- Happy, active and healthy kids priority
- Connected schools priority
- Develop a documented and viable whole school curriculum in Literacy and Numeracy and assessment schedule
- Employ a whole school approach to well-being to ensure a safe & secure learning environment

Wooragee Primary School delivered on each of our Key Improvement Strategies and our Term 4 2021 review findings support this statement. However, due to 2021 including extended periods of remote learning and through the extensive work undertaken through the Differentiated School Support Initiative (DSSI) focus on reading, we decided that it was important to allow space to further embed and refine this work and reading will continue as a focus into 2022.

Whilst some of the associated AIP actions and professional development plans were modified to suit remote learning and we were able to achieve the following;

- Implement focused intervention and small group instruction through the tutor learning Initiative in areas of need in reading
- Embed our whole school approach to social-emotional learning, belonging and engagement
- Maintain clear lines of communication between all members of the school community to foster positive relationships.
- Implement the whole-school instructional model (reader's workshop), curriculum plan and assessment schedule for Reading
- Implement the Victorian Professional Learning Communities model at a school-based level, using the FISO Improvement Cycle to evaluate and respond to the learning needs of students in Reading
- Develop and implement a school-wide approach to student well-being and positive behaviour management

We continually refined and reflected on our remote learning program, seeking responsive feedback from families to ensure we were meeting the needs of our community. Our remote learning program consisted of;

- Engaging students with daily webex chat ups to build and foster connection and community and left rooms open for the first 2 hours of the day to provide support and quick access to teaching staff
- During the 2 hour open rooms, students could read to staff and seek direct feedback
- Developed instructional videos and explicit teaching lessons for access by students and all videos and planners contained Learning Intentions and Success Criteria to ensure clarity and consistency of practice
- Created and maintained a Google Sheet to track students' engagement with school and submission of tasks-ensuring accountability and responsibility
- Engaged in fortnightly survey's to track the wellbeing, workload and general position of students, staff and families
- Provided a balance of digital resources and paper versions to meet the needs of community members
- Handed out wellbeing/care packs and performed wellbeing checks on all families
- Celebrated RU Ok Day with preventative and proactive approaches to supporting positive mental health

Achievement

In 2021 Wooragee Primary School continued its focus on its School Strategic Plan (SSP) goal of Improving Student Learning Outcomes in Literacy and Numeracy. The main focus of improvement over the 2021 school year, was improving student performance in Reading. This work was impacted on by remote and flexible learning, but significant gains were still made in this area. Teacher capacity building and student outcomes demonstrated improvement. This was evident in review conversations and data analysis, but through Learning Walks & Talks, Case management meetings and data wall analysis.

Teacher Judgements

In the area of English our performance summary report lists NDA (No Data Available) for students achieved at or above benchmark standard. However, as indicated on the English graph on page 4, these results were comparable to the similar schools average (79.1%), but lower than the state average of 86.2%.

In the area of Mathematics our performance summary report lists NDA (No Data Available) for students achieved at or above benchmark standard. However, as indicated on the Mathematics graph on page 4, these results were comparable to the similar schools average (77.5%), but lower than the state average of 84.9%.

NAPLAN

In the area of Year 3 Reading 66.7% of students were in the top 3 bands. This was slightly greater than the similar schools average of 65.1%, but less than the state average of 76.9%.

In the area of Year 5 Reading 75% of students were in the top 3 bands. This was greater than the similar schools average of 58.9% and also the state average of 70.4%

In the area of Year 3 Numeracy 50% of students were in the top 3 bands. This was comparable to similar schools average of 53.8%, but less than the state average of 67.6%.

In the area of Year 5 Numeracy 60% of students were in the top 3 bands. This was greater than the similar schools average of 50.3%, and comparable to the state average of 61.6%.

We will continue our work into 2022 with a significant focus on the Tutor Learning Initiative and AIP focus on reading. The Tutor Learning Initiative will provide the opportunity for responsive teaching and the capacity to front load students to better prepare them for the introduction of new content. We are looking forward to 2022 without the disruption of remote learning on the learning program for our students.

Engagement

At Wooragee Primary School the average number of days absent in 2021 was 18.0, this is higher than the state mean of 14.7 and based on data from schools of a similar profile of 17.0. This is an improvement though from 2020 data.

Attendance rates across year levels ranged from 79% to 96%. The lowest attendance rate was in Year 6 and the highest was in Prep. Family extended holidays were not a contributing factor in 2021 due to lockdowns and restrictions, which may assist explaining the consistency in results between 2020 and 2021.

The similarity between the results for 2020 and 2021 is interesting, in consideration of the extensive periods of remote and flexible learning experienced and restrictions with attendance for students on-site displaying any minor cold symptoms.

During remote learning we;

- Assigned families to Educational Support staff that they were responsible for checking in with each week via a quick phone call

- Organised for all students and their families to receive a food package from the school's kitchen program
- Created a WPS Engagement Tracker using Google Sheets to track student attendance, engagement and completion of work
- Provided wellbeing activities for students and their families to access, as well as links to services available in the community.
- Provided a daily catch-up/roll call for students
- Leaving the webex room open for 2 hours to best support students and families
- A student survey distributed twice over the period to gather information from students
- A fortnightly survey for staff and parents to track the well-being and engagement of students and families
- Electing to participate in the Student Attitudes to School Survey and Parent Opinion Survey (this was optional with DET in 2021 and we still tried to encourage participation for all, but response rates were much lower)

Students supported through the Program for Students with a Disability continued to have individual goals as identified in their Individual Education Plans for the duration of 2021.

The school managed non-attendance by requiring all parents to notify the school via phone, email or hand written note with a reason to explain their child's absence. If a child was away and there had been no notification clarifying a valid reason by 10:00am, the classroom teacher, educational support staff or business manager would phone the family to discuss the reason for the absence and clarify when they would be returning. The continued implementation of the seesaw communication application positively influenced this improvement in open communication.

Wellbeing

As a school, we have continued to focus on student well-being, ensuring we foster strong connections with all students and their families. These positive relationships have been evidenced by strong results in many areas of the Student Attitudes to School Survey and Parent Opinion Survey. The continued remote and flexible learning periods both forced and encouraged the ways in which we could approach the fostering and maintaining of relationships and connections. We know these factors are essential in our capacity to support well-being and engagement. Our student, staff and parent forums during the review process also supported this statement.

The school continued to work on developing students' social and emotional capabilities across 2021 whilst on-site, through the implementation of the 'Play Is The Way' program. Class level social and emotional learning sessions continued weekly and were led by the classroom teacher. Our break times and eating arrangements were adapted to better reflect the needs of our students and to allow the opportunity to further delve into issues from the playground or proactively address social and emotional learning needs, during classroom eating breaks. This allowed the whole school to work on a common knowledge and common understanding of the school values. It also provided the opportunity for students to deconstruct and provide feedback on the school wide behaviour matrix, identifying the positive behaviours they wanted to see across their school community. A Student Leadership Team continued to run in Term 1 & Term 4 2021 and students would meet fortnightly with the Principal. This was a positive opportunity for students with the return of on-site learning.

Sunny our wellbeing dog, has become a pivotal member of our school community, providing connection for students, staff and community members during this time. Perhaps we have noted the significant influence that Sunny has had on our school community, as he was with us during many lockdowns, but he has provided extensive support for our students and staff. The gentle and calm way in which Sunny interacts, provides the perfect opportunity to support children in explicitly teaching empathy, social connectedness, emotional regulation, responsibility and kindness. Students are responsible for ensuring that Sunny has his needs met over the day, and this supports the wellbeing of our students also. The relationship and connectedness to Sunny is strong and positive.

Remote and flexible learning required us to be creative in the ways we thought about and ensured the well-being of our students, parents and staff. Care packages were distributed to all families during both periods of remote learning, weekly well-being checks with families were made to provide support, daily catch-ups for students enabled the opportunity to check in with students and maintain contact and connection. We ensured we continued clear

communication and utilised our social media platform to engage our school community.

It was pleasing to see that as a result of the work undertaken despite the barriers and limitations of 2021, 95% of students felt a sense of connectedness within the school, which is compared with an 79.5% state average for primary schools. An area of the survey which will drive our work in 2022 will be the area focused around the 'Management of bullying', with 75% of students feeling positive about this area of school, indicating some further work to do (but a 5% improvement on 2020 figures). This will be an area of focus for 2021 and beyond through our AIP Goal 0 targets and School Wide Positive Behaviour Support (SWPBS) implementation. It is also important to highlight only 8 students completed the Attitudes to School Survey in 2020. We will continue to Implement termly student survey's in 2022.

It was pleasing to see that staff rated the school climate favourably in 2021, months in and out of remote and flexible learning. 92% of their responses in the School Staff Survey were positive, higher than the state average of 78%. In light of the year 2021 was for student learning, our focus for 2022 will be on academic emphasis, guaranteed and viable curriculum, trust in students and parents.

The parent opinion survey also showed pleasing results, with overall parent satisfaction at 95%, higher than the state average of 78%. It is worth noting that there were only 13 participants in 2021, which is down from our general response rates for school population, but double the response rate of 2020.

Finance performance and position

Wooragee Primary School continued to maintain a very sound financial position throughout 2021. The 2018-2021 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The move to remote and flexible learning meant the redistribution of some funds and funds allocated, unable to be expended.

The financial Performance and Position report shows an end of year surplus of \$64,917. This surplus occurred through a roll over surplus of \$66 581 from 2020 and the change in operational structure of the school due to remote and flexible learning.

The school received Commonwealth funding through the Sporting School Program as well as equity funding. Our equity funding was used to purchase reading resources, contribute to the cost of the dog's connect program and Professional Development for staff. The school was successful in receiving an active schools grant of \$30000 to further improve the green play space for students at the school and upgrade playground facilities. These funds have not yet been acquitted in the 2021 financials.

For more detailed information regarding our school please visit our website at
<https://www.woorageps.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 43 students were enrolled at this school in 2021, 18 female and 25 male.

0 percent of students had English as an additional language and 11 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

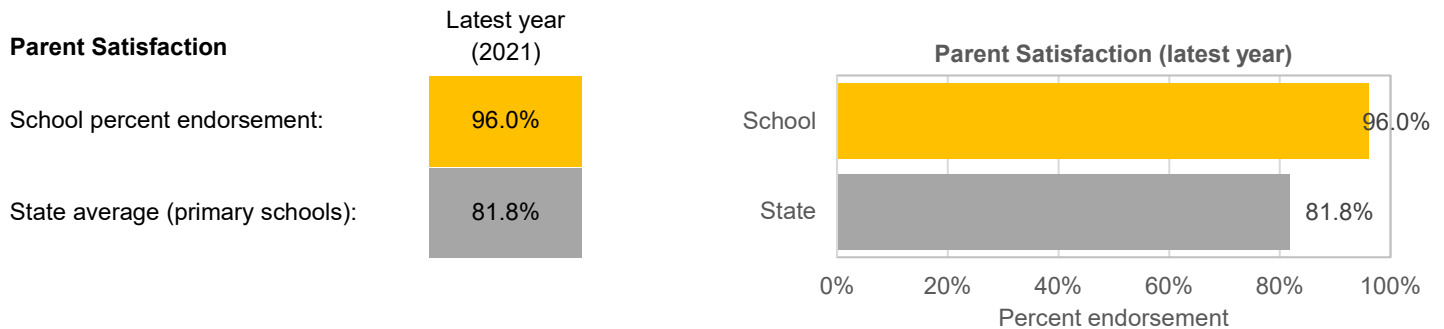
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

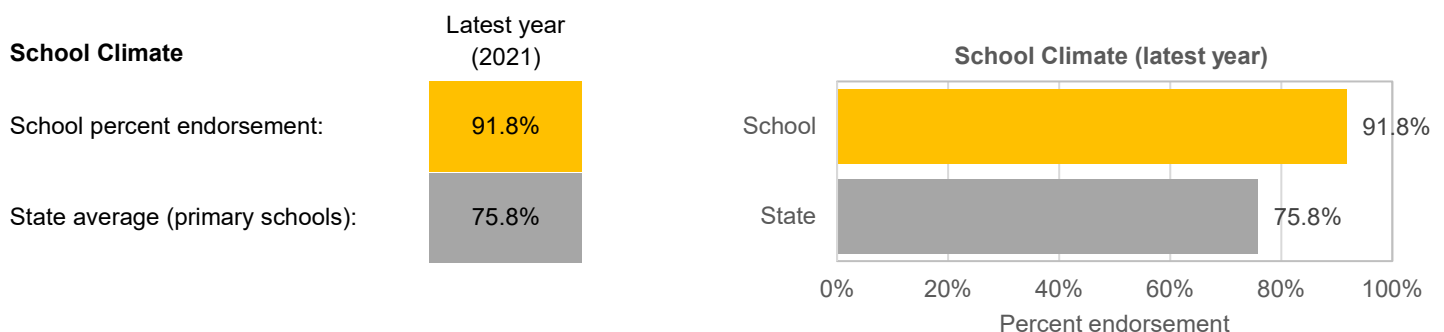


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

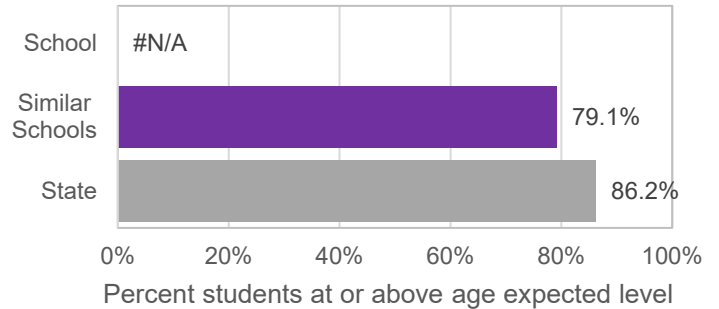
Similar Schools average:

79.1%

State average:

86.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

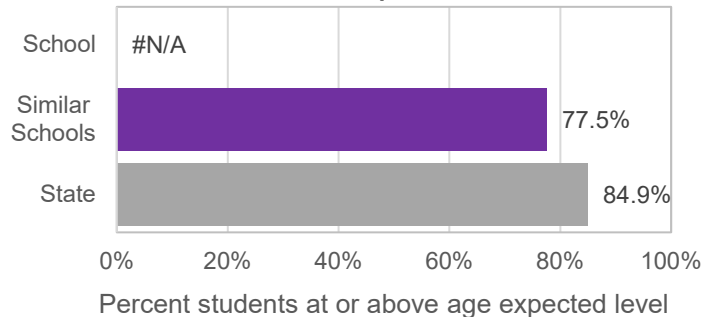
Similar Schools average:

77.5%

State average:

84.9%

Mathematics (latest year) Years Prep to 6



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.

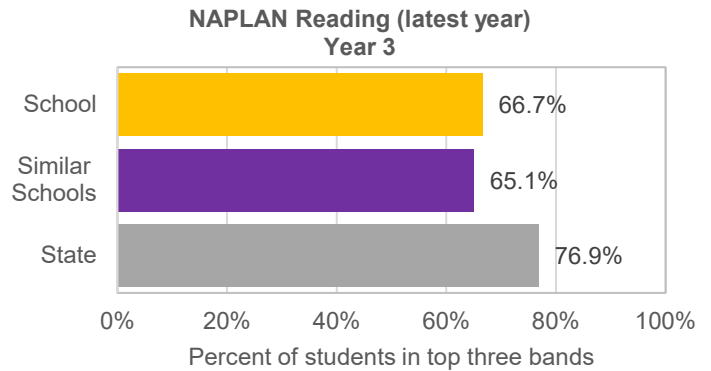
NAPLAN

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.

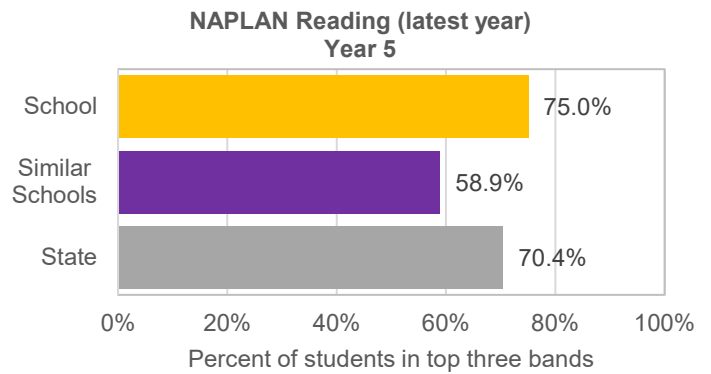
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	80.0%
Similar Schools average:	65.1%	62.7%
State average:	76.9%	76.5%



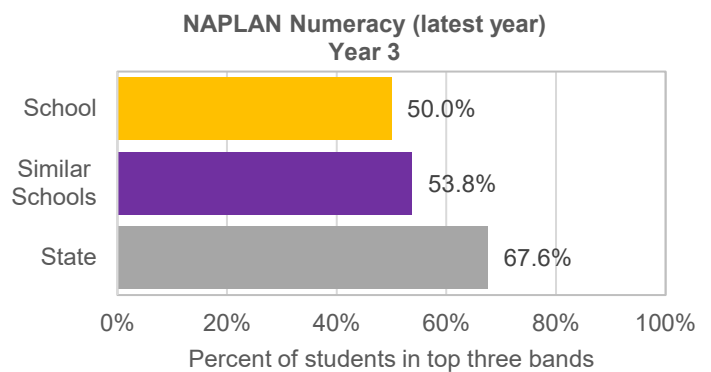
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	43.8%
Similar Schools average:	58.9%	59.5%
State average:	70.4%	67.7%



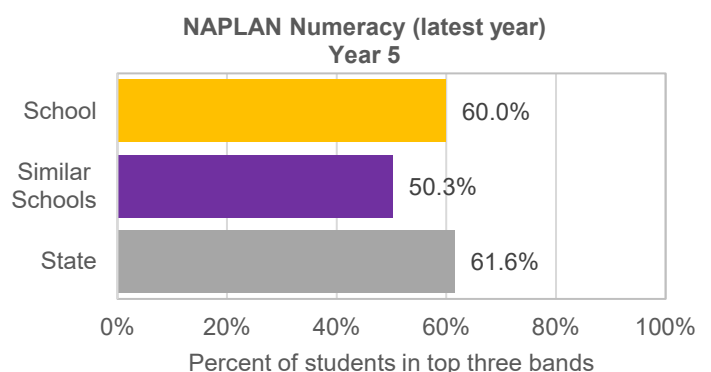
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	70.0%
Similar Schools average:	53.8%	56.9%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	37.5%
Similar Schools average:	50.3%	45.1%
State average:	61.6%	60.0%



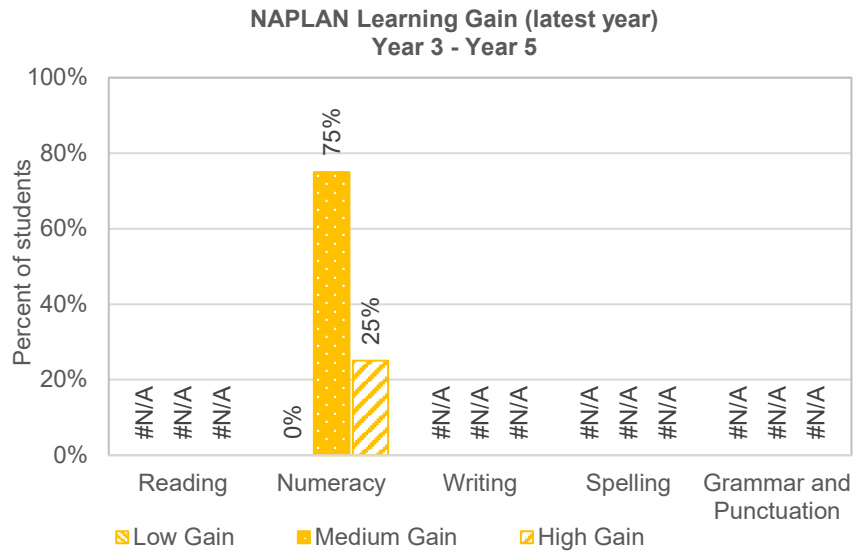
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	23%
Numeracy:	0%	75%	25%	24%
Writing:	NDP	NDP	NDP	14%
Spelling:	NDP	NDP	NDP	17%
Grammar and Punctuation:	NDP	NDP	NDP	10%



ENGAGEMENT

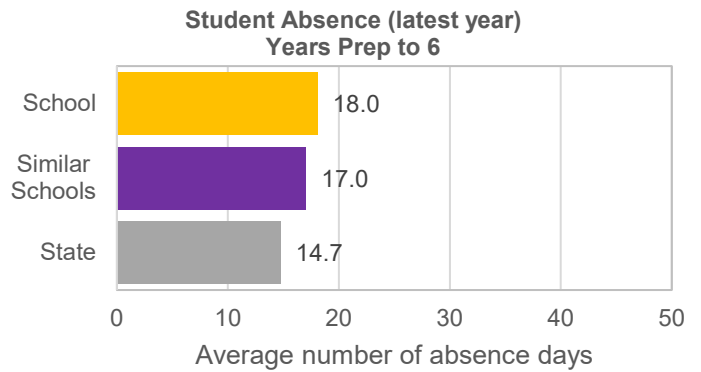
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.0	19.7
Similar Schools average:	17.0	16.5
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):	96%	95%	91%	86%	93%	92%	79%

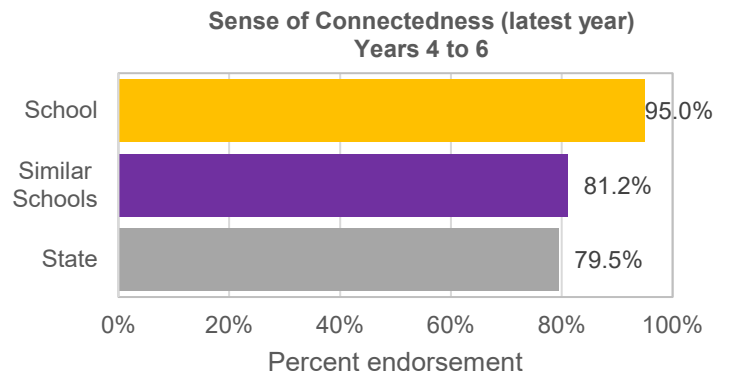
WELLBEING

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:	95.0%	91.5%
Similar Schools average:	81.2%	80.6%
State average:	79.5%	80.4%

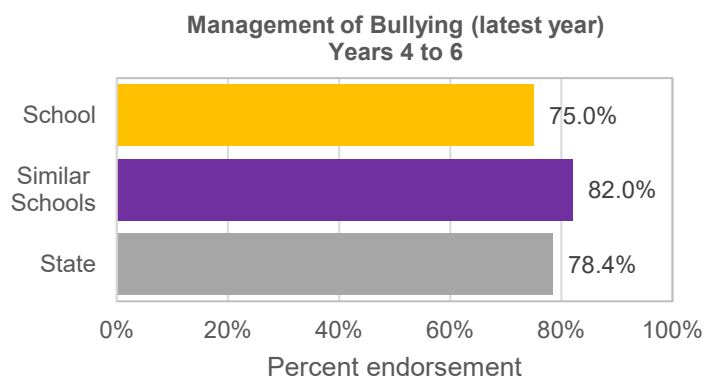


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	75.0%	83.0%
Similar Schools average:	82.0%	82.0%
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	\$702,698
Government Provided DET Grants	\$127,596
Government Grants Commonwealth	\$4,500
Government Grants State	\$62,840
Revenue Other	\$47,505
Locally Raised Funds	\$20,712
Capital Grants	\$0
Total Operating Revenue	\$965,852

Equity ¹	Actual
Equity (Social Disadvantage)	\$34,604
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$34,604

Expenditure	Actual
Student Resource Package ²	\$638,302
Adjustments	\$0
Books & Publications	\$2,713
Camps/Excursions/Activities	\$6,996
Communication Costs	\$1,355
Consumables	\$26,470
Miscellaneous Expense ³	\$10,487
Professional Development	\$3,984
Equipment/Maintenance/Hire	\$14,623
Property Services	\$67,747
Salaries & Allowances ⁴	\$37,755
Support Services	\$2,723
Trading & Fundraising	\$5,106
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,123
Total Operating Expenditure	\$827,385
Net Operating Surplus/-Deficit	\$138,467
Asset Acquisitions	\$27,273

- (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	\$105,838
Official Account	\$7,016
Other Accounts	\$0
Total Funds Available	\$112,854

Financial Commitments	Actual
Operating Reserve	\$25,138
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$33,000
School Based Programs	\$6,779
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$64,917

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.