

2021 Annual Report to The School Community



School Name: Albany Rise Primary School (5427)



- 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 16 March 2022 at 06:11 PM by Judith Drew (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 01 April 2022 at 11:10 AM by Ben Rowe (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

Albany Rise Primary School (ARPS) is located on Albany Drive, Mulgrave, approximately 27 kms south-east of the Melbourne CBD. Being located within the borders of Wellington Road, Police Road and Springvale Road the school draws enrolments from families primarily from within the school zone. The school is committed to student wellbeing and the delivery of research based teaching and learning that utilises each student's strengths to drive improvement in areas of need. We are determined to develop authentic relationships with every student, as understanding each child enables us to identify their educational needs and in turn, creates an environment where students love to come to school and love to learn. In 2021, at census, the school had an enrolment base of 270 students and an SFOE of 0.4150, placing the school in the 'medium' band. The students and their families represent an intercultural spread, with 56 (22%) of students in 2021 coming from a language background other than English and 78 (30%) Equity funded students. Our 2021 staffing profile consisted of teaching staff totalling 17.8 EFT. Our Education Support, administration and non-teaching staff totalled 8.3 EFT. This was composed of one principal class member, one assistant principal, twelve full-time classroom teachers, two part time classroom teachers, and specialist teachers in Visual Arts, Mandarin, Physical Education, Performing Arts and targeted Literacy Support (Equity Intervention). In addition to the teaching class members, eight Education Support Staff (Integration Aides) provided support for those students who require additional learning support and those funded under the Program for Student with Disabilities Program. The teaching and learning team were supported by a Business Manager who worked 4 days per week and a full time Office Manager, along with an office assistant (1 day per week).

Albany Rise Primary School offers an International Student Program (ISP), Instrumental Music program, Breakfast Club, Before and After school Care program, Year 2-6 camping program, swimming program and a range of additional extra curricula activities. In partnership with families, ARPS aims to develop all students to become lifelong learners and meet the challenges of a rapidly changing society. Our school motto "Education is Our Future" drives our school values of "respect, responsibility and resilience". These values also form the basis for our School Wide Positive Behaviours approach. We promote social responsibility, resilience, perseverance, pride and independence to prepare our students for an ever-changing world and to be responsible global citizens. The 'three R's' simply aren't enough. Developing students' abilities to think both critically and creatively, to set personal goals, to manage and reflect on their learning, to work both cooperatively and independently, to be responsible and empathetic leaders and to have awareness about when to apply these learning skills appropriately are transferable to all aspects of life.

Our mission at Albany Rise Primary School is to develop students who value learning throughout their lives, strive to achieve and are literate and numerate. We aim to produce confident and empathetic students who are global citizens equipped to succeed in the 21st century.

We succeed when our students are:

- Always seeking to understand and respect the views, values and cultures of others
- Literate and numerate; read with comprehension, write clearly, compute accurately
- Responsible, organised, cooperative and independent
- Respectful of others and demonstrate empathy to others
- Able to learn and adapt to change and new technologies
- Resilient and persistent life-long learners
- Able to recognise and understand their impact on their community and environment
- Critical thinkers, problem solvers and willing to have a go
- Inclusive of everyone
- Self-motivated to be lifelong learners
- Displaying a positive self-image.

Framework for Improving Student Outcomes (FISO)

In 2021, Albany Rise Primary School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Curriculum Planning and Assessment and Building Practice Excellence. ARPS also undertook Key Improvement strategies and actions from the 2021 Department of Education Priorities Goal; Learning, catch and extension; happy, active and healthy kids; connected schools. During 2021, ARPS undertook a whole school review

and set goals and targets for our next School Strategic Plan.

During 2021, whilst onsite and during Remote learning online, priority actions included embedding the whole school Numeracy assessment and student goal setting approach (through 'Maths Ninja' program) and further promoting and embedding the School Wide Positive Behaviour approach, including applying this approach to learning at home and when students returned to onsite learning. Staff noted student growth in learning in mathematics as and targeted area for improvement following the impact of 'remote' learning in 2020 and when reviewing 2019 NAPLAN results. Although there was no data from NAPLAN in 2020, staff noted 2019 Mathematics results showed that we had 33% (grade 3) and 32% (grade 5) students in the bottom 2 bands, with 25% (grade 3) and 21% (grade 5) in the top 2 bands, and student growth in Mathematics (NAPLAN Year 3-5) in 2019 had 42% of students below the benchmark and just 10% above. We selected this improvement focus area to endeavour to move these students into the top 2 bands and increase student learning growth in Mathematics. We also aimed to improve teacher capacity in delivering instruction using an agreed and evidence based instructional model. The targeted approach, professional learning, and growing capacity of staff and students using remote learning portals from 2020 and into 2021, resulted in highly successful student outcomes in 2021, as noted in our 2021 School Review. (See Achievements section below).

Additionally, in 2021 we aimed to further raise the actions and profile of School Wide Positive Behaviors (SWPB) approach across the school. Our Professional Learning team refined the SWPB action plan, including revising our behaviour matrix in line with Covid safety requirements, and revising and updating our whole school Quality Beginnings program. The development of a shared and agreed student Code of Conduct (with student input), and consistent practices to enhance student engagement in learning, led to very positive results in our student Attitude to School Survey (see achievements below).

Albany Rise Primary school maintained a focus on all our KIS from our AIP in 2021. However, some for the associated AIP action and professional development plans were modified for remote learning, with a strong focus on using digital technology platforms for learning and sharing, such as Google Classroom and WebEx.

Achievement

2021 was a School Review year for Albany Rise Primary School. It was a very rigorous, supportive process that provided the school with an opportunity to celebrate our achievements and make a solid plan for moving forward over the next 4 years.

The School Review Panel found that a highlight at ARPS over the review period was the 2019 introduction, and ongoing implementation, of a skills-based mathematics program based on developing sound knowledge of the number strand in the Victorian Curriculum. The program is underpinned by an evidence-based approach linked to big ideas and theories related to the importance of understanding number concepts. Students work through the program, linked to a coloured skill level, and receive awards at attainment of each key skill level. The program is supported by parental involvement through opportunities for learning in various activities and games. Data tracking and successful achievement of skill levels are displayed on a data wall, highlighting and celebrating the individual growth for each child. The Panel verified the success of the program through numeracy NAPLAN benchmark growth which was well above similar schools. Teachers and students reported that the program was highly engaging, could be accessed independently and with familial involvement, and had resulted in improved mathematical number sense and numeracy learning outcomes.

ARPS had up to 18 students on the Program for Students with Disability throughout the year, each with individual learning goals based on the academic and physical capabilities. Students on the PSD program were highly supported during our onsite and remote learning programs, including several families having daily 1-1 support from ES, school tutors and Equity support teacher. Students in this cohort made positive progress and maintained strong engagement levels throughout the home learning program.

In 2021, Albany Rise Primary School rated as a school of 'Influence' in achievement areas for Reading and Mathematics. Students with high growth in Reading and Numeracy again increased in 2021, with 36% of students demonstrating high growth in NAPLAN Reading (2019-2021, Year 3-5) and 58% in Numeracy (well above state and similar schools). Targets were also met for students achieving in the Top 2 bands, with Reading (46%- Year 5), Writing 54% - year 3 and 23% year 5) and Numeracy (38%- year 5) all reaching beyond set targets for 2021.

Some future directions and KIS over the next 4 years include:

- * Enhance and consolidate a consistent whole-school approach to high-quality instructional practice.
- * Empower students in the learning process through activating student voice and agency.

* Refine and embed an instructional leadership approach.

Engagement

The students at Albany Rise Primary School work with teachers to develop personal goals in Reading, Writing, Mathematics and Personal Learning. In 2021, 83% of students positively endorsed school practices in developing learning characteristic and goal setting (similar to state and similar schools).

Through the Attitudes to School Survey, 91% of these same students believe their teachers have high expectations of them and demonstrate a 70% positive endorsement for teacher concern.

In 2021, 29% of our students were absent for 20 days or more - this is higher than state and similar schools and a higher percentage than in recent years. The impact of COVID and high expectations of teachers for students engaging in remote learning had a direct impact on the marking of absences in 2021. Higher levels of engagement and attendance will be a focus area for 2022, particularly as some families determine priorities for school engagement due to Covid concerns.

Absences for particular cohorts is another area to be conscious of - in 2021, 31% of Foundation students and 42% of year 2 students had more than 20 days absent. Both of these results are significantly higher than the state and similar school averages. A future direction for 2022 will be ensuring a designated teacher monitors and provides support and attendance plans for families where students have potentially high levels of absenteeism, particularly for students absent due to Covid concerns.

The work we implemented to support staff collaboration and professional learning communities (PLC) has proven to be effective as evidenced through the Staff Opinion Survey. Positive endorsement for collective responsibility was 84% in 2021 and staff trust in colleagues 87% positive (85% in 2020). Staff had 100% positive endorsement for knowledge of High Impact teaching strategies, use of high impact teaching strategies, and focus on student engagement. As highlighted in the school review as an area of celebration - 92% of staff believe they are effectively using the pedagogical model.

In the Parent Opinion Survey, 86% of respondents feel positive about parent community engagement, with 94% positive about school communication. There is still some work to do around parent participation and involvement, although parents indicated 84% positive endorsement for this area in 2021. Parents also indicated positive endorsement for students connectedness to school (93%) and 91% of parents feel the school has high expectations for success. Parents indicated a drop in student confidence and resiliency skills (88% positive in 2021 compared to 92% in 2020). This will be an areas for future focus in 2022 and may have occurred as a result of long absences from school and remote learning in 2021. The overall parent satisfaction for 2021 from the parent opinion survey was 85.2%, slightly above the state average.

Staff efforts to counteract the potential impact of weeks in remote learning and to build student engagement and connectedness during 2021 included; daily class and small group WebEX sessions, daily wellbeing checks, personal phone calls with families, daily feedback on online work tasks, wellbeing activities to engage students, online assemblies every week, and more.

Wellbeing

During 2021, Health and Wellbeing supports were prioritised for staff, students and their families with support from our School Councillor/ Primary Welfare Officer, Health and Wellbeing Key Contact (regional), and multiple external support services. Our school developed a routine or regular 'check-ins' with staff, students and their families, particularly students deemed 'at risk'. Staff were onsite to provide supervision and care every day for a large cohort of students 'at risk' or with specific wellbeing needs. Education Support staff, Tutors and our Equity intervention teacher triaged the wellbeing needs of students and their families with school leadership staff, providing targeted support in various formats. The school gained support from our Koori Education Support Officer to assist with engagement and wellbeing of our cohort of ATSI students.

At Albany Rise Primary School, students in years 4-6 have indicated 75% of students have never experienced bullying online. Our school has ensured all students are explicitly taught the acceptable use of digital devices expectations at ARPS and support students to make positive decisions when online.

Students with a possible response to individual social and emotional wellbeing on the Students Attitude to School

survey in 2021 was just 65%. Additionally, students' sense of connectedness in the 2021 student survey was 68.9% (a decline from previous years). These will be an area of investigation and future focus in 2022.

According to the Staff Opinion Survey in 2021 staff reported a slight decrease in positive endorsement for School Climate from 76% in 2020 to 65% in 2021. School staff chose not to undertake the School Staff Safety and Wellbeing component of the staff survey in 2021.

Building community engagement, wellbeing and positively through whole school events has been a key aspect of our program development in 2021. Events such as Olympics Day and Colour Run have encouraged students and families to build a cohesive community. The impact of remote learning and lockdowns had a detrimental impact on the wellbeing and capacity of many of our families.

The use of effective communications platforms, including Class dojo- has supported positive parent/teacher partnerships and wellbeing schoolwide.

Finance performance and position

Albany Rise Primary School maintained a positive financial position throughout 2021. The 2018-2021 School Strategic Plan, along with the 2021 Annual Implementation Plan continues to provide the context for School Council allocation of funds to support school programs and priorities, whilst we undertook our school school review.

The Financial Performance and Position Report shows funds available as at the 31st December, 2021 was a total of \$119,191 with an Operating Reserve of \$69,620. A surplus of \$54,146 was showing on the final 2021 SRP. During term 4 2021, experienced administration staff sought leadership roles beyond ARPS, leading to a greater than anticipated surplus for 2021 staffing, having commenced the year with a projected deficit due to the large number of highly experienced staff at ARPS, and decreased enrolments, largely due to the impact of Covid.

The school was proactive in applying for available grants and was successful in receiving a Shade Sail Grant of \$24,724 in 2021. The shade sails are due to be installed in 2022. Due to COVID19 restrictions, most fundraising events were unable to proceed contributing to the final deficit figure. Equity funding of \$59,636 during 2021 was directed to staffing where extra support was required towards a comprehensive response to individual needs during remote learning. Additionally, two staff were employed to undertake tutoring support with students for targeted extension and remediation. Successful applications from Sporting Schools grants contributed to an extra \$3000, this provided funds for much needed sports equipment. The school continually proactively budgets for and responds to ongoing facilities maintenance as required.

For more detailed information regarding our school please visit our website at <https://albanyrise-ps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 270 students were enrolled at this school in 2021, 120 female and 150 male.

31 percent of students had English as an additional language and 3 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).

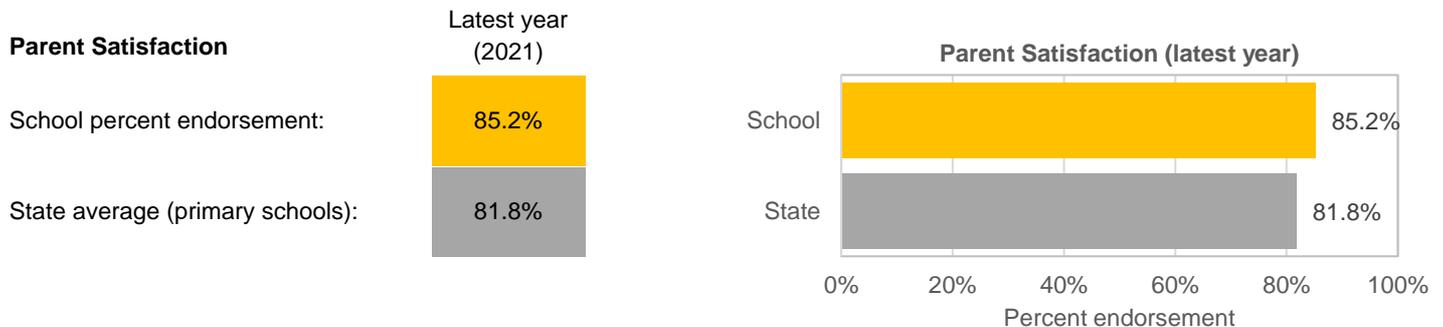
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

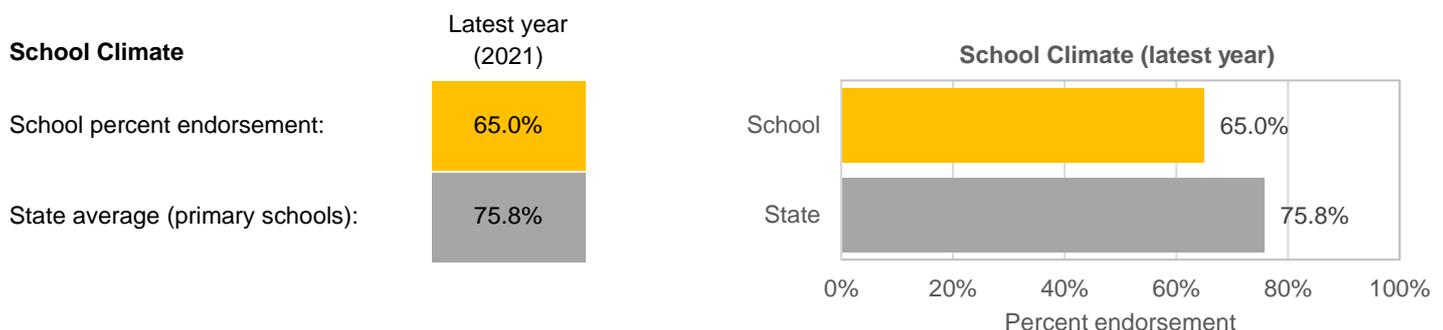


School Staff Survey

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:

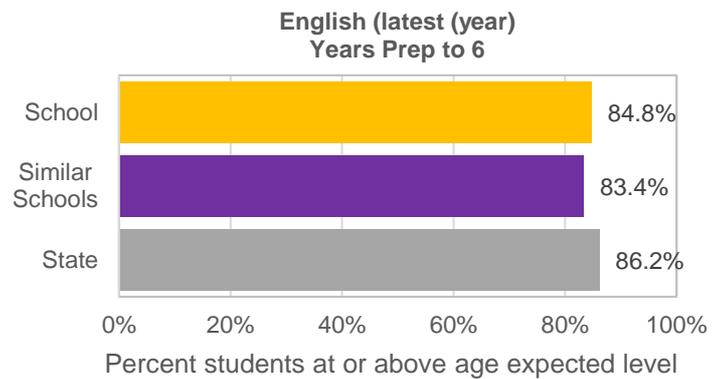
84.8%

Similar Schools average:

83.4%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

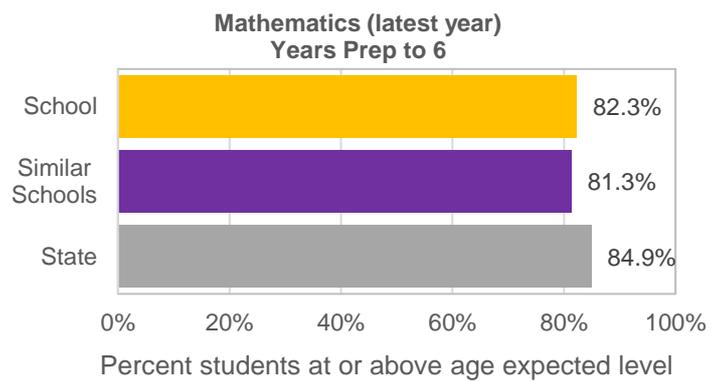
82.3%

Similar Schools average:

81.3%

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.

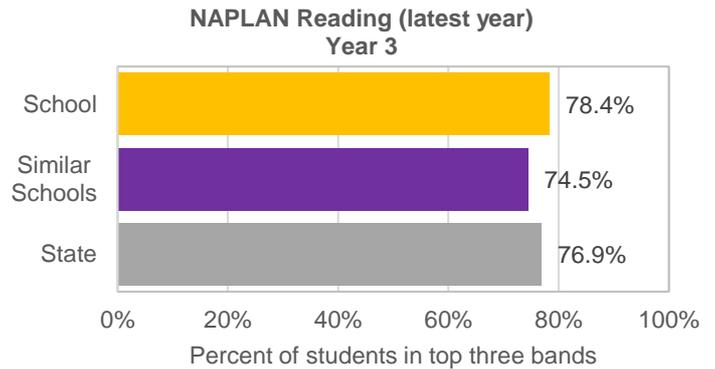
NAPLAN

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.

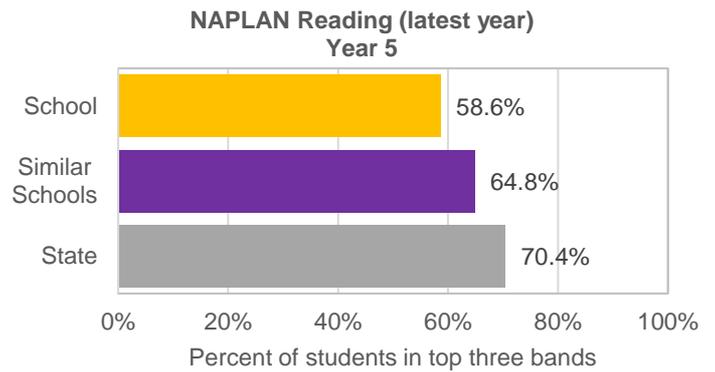
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.4%	69.2%
Similar Schools average:	74.5%	73.0%
State average:	76.9%	76.5%



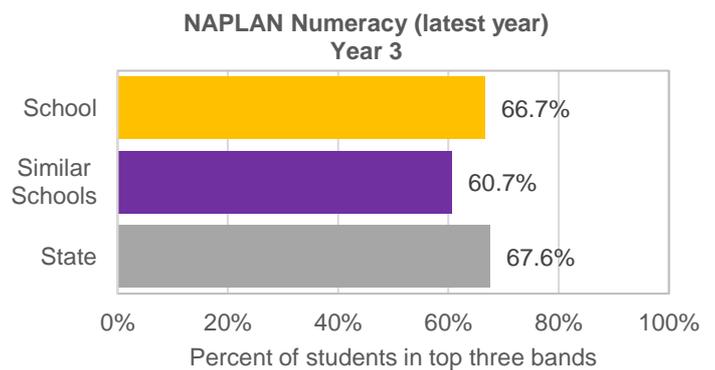
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.6%	56.2%
Similar Schools average:	64.8%	61.8%
State average:	70.4%	67.7%



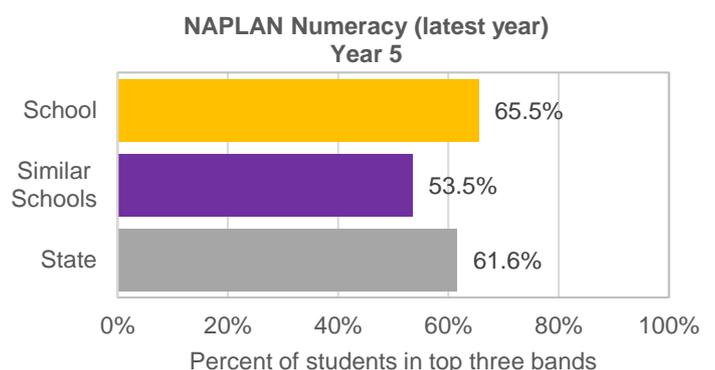
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	56.8%
Similar Schools average:	60.7%	62.4%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.5%	50.0%
Similar Schools average:	53.5%	51.7%
State average:	61.6%	60.0%



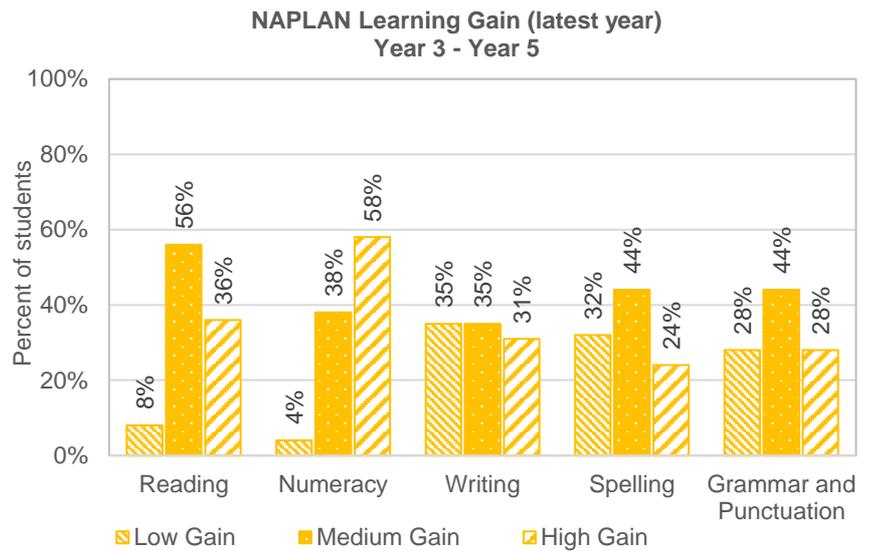
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	8%	56%	36%	21%
Numeracy:	4%	38%	58%	22%
Writing:	35%	35%	31%	24%
Spelling:	32%	44%	24%	24%
Grammar and Punctuation:	28%	44%	28%	26%



ENGAGEMENT

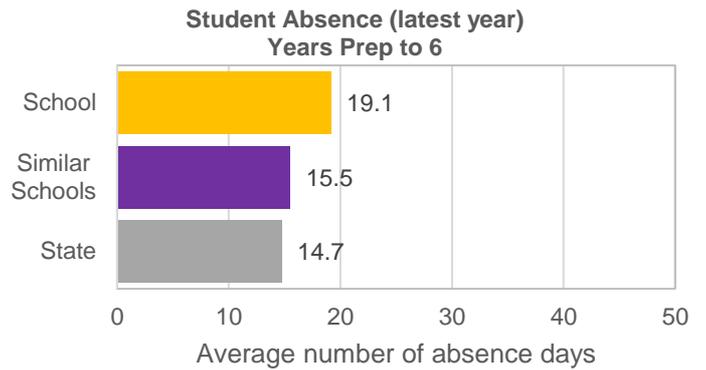
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.1	17.3
Similar Schools average:	15.5	15.8
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%	91%	88%	93%	90%	89%	92%

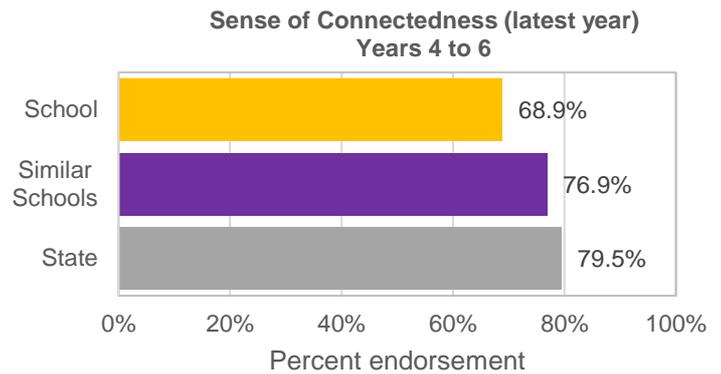
WELLBEING

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:	68.9%	74.9%
Similar Schools average:	76.9%	78.4%
State average:	79.5%	80.4%

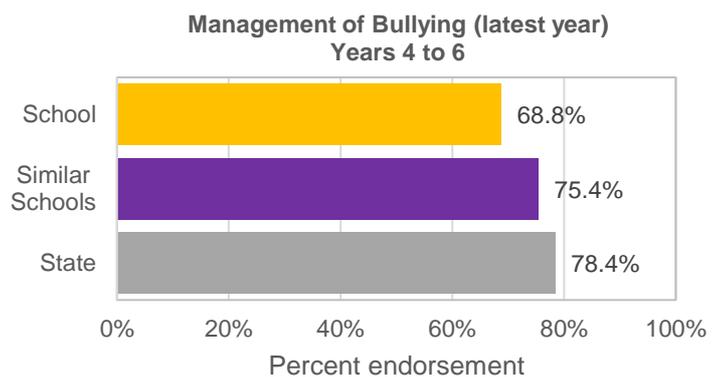


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	68.8%	73.5%
Similar Schools average:	75.4%	78.0%
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	\$2,811,521
Government Provided DET Grants	\$259,768
Government Grants Commonwealth	\$10,272
Government Grants State	\$0
Revenue Other	\$7,867
Locally Raised Funds	\$159,675
Capital Grants	\$0
Total Operating Revenue	\$3,249,102

Equity ¹	Actual
Equity (Social Disadvantage)	\$118,923
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$118,923

Expenditure	Actual
Student Resource Package ²	\$2,756,771
Adjustments	\$0
Books & Publications	\$474
Camps/Excursions/Activities	\$54,431
Communication Costs	\$4,530
Consumables	\$58,939
Miscellaneous Expense ³	\$4,810
Professional Development	\$2,170
Equipment/Maintenance/Hire	\$47,883
Property Services	\$26,910
Salaries & Allowances ⁴	\$30,307
Support Services	\$168,294
Trading & Fundraising	\$6,202
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,902
Total Operating Expenditure	\$3,193,624
Net Operating Surplus/-Deficit	\$55,478
Asset Acquisitions	\$29,217

- (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	\$112,532
Official Account	\$6,659
Other Accounts	\$0
Total Funds Available	\$119,191

Financial Commitments	Actual
Operating Reserve	\$69,620
Other Recurrent Expenditure	\$15,547
Provision Accounts	\$0
Funds Received in Advance	\$29,972
School Based Programs	\$80,358
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	\$8,557
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$204,053

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.