

2021 Annual Report to The School Community



School Name: Alphington Primary School (3599)



- 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 18 March 2022 at 03:03 PM by Melissa Mackenzie (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 02 May 2022 at 01:38 PM by Ashley Warmbrand (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

Alphington Primary School is a vibrant primary school situated on the city fringe, in an area bounded by Heidelberg Road and the Yarra River. It is set amidst residential streets, close to parklands, a sporting oval and public transport, and is a focal point for the community it serves. The school is recognised for its strong academic achievement, focus on high quality teaching and strong sense of community. The school culture is founded on two school rights:

- We all have the right to feel safe
- We all have the right to learn as much as possible

Alongside the two rights Alphington Primary School has embedded a set of values to guide the conduct and practices of persons who represent the school and which the school fosters in its relationships. These are:

- Kindness: Demonstrating empathy and being inclusive; displaying gratitude.
- Respect: Consideration for self, others and the world around us; being polite and courteous.
- Resilience: Being flexible and able to bounce back; being optimistic.
- Curiosity: Showing interest and wonder; making choices; a love of learning.
- Integrity: Being honest and fair; having a sense of what's right and living it.

These rights and values underpin the school's commitment to nurture students to become confident and contributing citizens. High attendance data reflects the school's emphasis on a positive attendance program and engagement of every student through the many and varied opportunities the school provides.

The staffing profile of the school reflects the strong commitment APS has to developing the capacity of our teachers. The school has 19.6 EFT teachers: 2 Principal Class and 0.79 EFT Education Support Staff. The school's physical environment is aesthetically inviting with well maintained buildings, classroom and playground areas giving the school flexible learning spaces and child friendly play areas that provide a safe and secure school environment. The school is undergoing an upgrade which will provide learning spaces for up to 700 students. At present we have 360 students. The upgrade includes a three level learning centre with 16 classrooms, toilets, areas for collaborative learning, outdoor learning spaces and state of the art facilities. There is a new competition grade gymnasium which also includes a performing arts room and a canteen. This space will be utilised by the school and also available for community sporting groups to hire. The original main building is being renovated to include restoration of original features along with a new roof, ceilings and flooring. This building will house the junior library and the OSHC club. The school will be complete with a new two level administration and senior library area which will provide plenty of space for our reading community. .

Classrooms are technology rich with interactive whiteboards/TV's or screens, 1:1 individual net books or i-Pads. The playgrounds include both active and passive spaces with artificial turf-playing areas and a flexible ball-sport court. An upgrade to the outside play spaces is also underway with the senior play equipment and 'forest' area being redesigned by the students, followed by the Southern area of the school which is being developed to include play equipment, curious areas, passive and active play spaces for junior students. All works completed in the school involve student voice with the strong belief that these are the students' learning spaces and the adults support and activate the learning.

Specialist programs comprise of Physical Education and Sport, Visual Arts, Performing Arts and LOTE (Italian and Mandarin programs offered).

The school aims to develop students' knowledge, skills and understandings in literacy and numeracy as well as of 21st Century competencies. Teachers use the Victorian Curriculum Framework for planning and also utilise other frameworks such as Australian Curriculum and Department initiatives- FISO, HITS, Amplify and the Practice Principles. Teaching and Learning programs enable students to transfer and apply their learning to new and different situations in preparation for lifelong success within and beyond their community. APS students are provided with many opportunities to develop their skills in many varied ways. A positive approach to student wellbeing, based on rights and responsibilities for all is prominent in our programs and is incorporated in the curriculum as well as the implementation of DET's Respectful Relationships program.

There is an accepted expectation that all students, staff and parents work together to achieve the school goals for the benefit of all. This partnership is supported through the extensive use of individual learning plans, open and regular

communication and opportunities to celebrate learning. The school's assessment and reporting procedures enable ongoing and comprehensive communication between teachers and parents to ensure student progress is closely monitored and needs are addressed. Information disseminates within the school through weekly newsletters, Compass, meetings, forums and information sessions. APS aims to broaden student understanding about the world and have highly regarded programs involving philanthropy and taking action in the community. A major element of this is the relationship we have with an indigenous school in Far North Queensland, the Hope Vale school welcomes our students and we host the Hope Vale students bi-annually. We have also developed a strong partnership with our sister school in China. Each year we take students to visit and in return we host a group from Huaibei No 3 school. These two programs have not been able to operate over the last year.

Our enrolment of 360 students has seen a decline over the year, with families relocating to rural areas and interstate. The school is in close proximity to the Alphington Paper Mill (APM) development and is expecting to see a growth in enrolments in the coming years. The upgrade will provide learning spaces for an additional 200 students making the total space available for 700 students.

The 2021 school year was extraordinary in so many ways. The anxiety created by the Covid 19 virus caused the school to focus efforts on student wellbeing in addition to academic learning. The rapid switch to remote teaching and learning using the Google classroom platform was an achievement as 400 students became proficient with the Google classroom. Lockdowns while also providing onsite supervision added another complexity to the constantly changing advice being disseminated. On reflection the school is very proud of the teaching and learning that was achieved with the support of teachers and parents who ensured our students were well supported to continue to learn whatever environment they were in. The staff garnered their expertise and developed a program that involved the students from their homes and the community to come together remotely. When onsite the students quickly settled back into routines and enjoyed the opportunities the school created to reconnect students with each other and the school.

Framework for Improving Student Outcomes (FISO)

In the 2021 Annual Improvement Plan(AIP) the first priority was Learning catch up and extension following the disrupted 2020 school year. The Tutoring program was introduced and ran throughout the 2021 year. Teachers were instrumental in the process of selection and implementing the Individual Education Plan that was developed. Parents were involved with the process as goals were set with the students and strategies and targets were achieved. The second part of this priority was a focus on student wellbeing with the Happy, active and healthy kids priority where the school focussed on the transitions from remote to face to face learning. The final part of this priority was Connected Schools where the school built the House system and the opportunities for students to work with each other and across the school.

The AIP had three more goals which were to improve the achievement and learning growth of every student particularly in literacy and numeracy. The strategies employed to work towards achieving this goal were:

- * Embedding whole school instructional models with consistency, incorporating high impact teaching strategies and agreed approaches to the teaching of reading, writing and numeracy, to ensure high quality instruction for every student
- * Building staff capacity in data literacy to inform the collaborative planning of teaching and learning practices that target the point of need and evaluate the impact of learning on individual students and cohorts
- * Embedding a culture of continuous improvement by utilising PLCs that build collective efficacy for improved student outcomes

The second goal was to improve student engagement, voice and learner agency. The strategies employed to work towards achieving this goal were:

- *Developing learner agency to empower students to take ownership of their learning to improve student engagement, health and wellbeing outcomes
- *Building teacher capacity to engage students as strong agents in their learning
- *Developing and implementing whole school processes and procedures that enhance opportunities for student voice and agency

The third goal was to empower students to enhance the school's positive climate for learning for the social and emotional wellbeing of every student. The strategies employed to work towards achieving this goal were:

*Continuing to develop a whole school approach to wellbeing, implemented consistently so that every student thrives

*Further developing learning partnerships with parents/carers and the broader community to enhance the positive climate for learning to improve outcomes for every student.

The staff at Alphington Primary School have worked conscientiously towards achieving these goals and are embedding high impact teaching strategies and the practice principles for achieving excellence in teaching and learning. There have been significant structural/process changes over the past few years and resources have been aligned to assist in our key focus areas of developing our pedagogical model, promoting best teaching practices across the school and achieving positive outcomes for all students. At Alphington Primary we have developed many opportunities for staff to share and develop pedagogical practices, a School Improvement Team, Professional Learning Community meetings and team meetings all focus on comprehensively analysing data and documenting a differentiated curriculum. We explicitly use evidence based school improvement strategies and teacher professional development activities to implement the planned strategies to achieve the goals. Our priorities altered in 2021 due to the proportion of the year where the school moved to and from remote learning. A greater emphasis was placed on promoting the technological knowledge of staff to deliver a differentiated and challenging curriculum program using a Google Classroom platform. The Meeting/Professional Learning Schedule was revamped to allow staff to prioritise curriculum planning and wellbeing connections with students.

Achievement

Teacher Judgements:

The school reported 96% students F – 6 at or above expected standards in English which was higher than the State average and higher than schools with the same intake and characteristics (Similar) schools.

The school reported 95.4% students F-6 at or above the expected standards in Mathematics which was higher than the State average and slightly higher than Similar schools.

NAPLAN:

The percentage of students in the top three bands in Year 3 reading was 95.9% which was higher than the State average and higher than Similar school average.

The percentage of students in the top three bands in Year 5 reading was 90.2% which was higher than the State average and higher than Similar schools average.

The percentage of students in the top three bands in Year 3 numeracy was 91.7% which was higher than the State average and higher than Similar school average.

The percentage of students in the top three bands in Year 5 numeracy was 86.9% which was higher than the State average and higher than Similar schools average.

The high learning gain from year 3 (2019) to year 5 (2021) in reading was 30% which was higher than Similar schools.

The high learning gain from year 3 (2019) to year 5 (2021) in numeracy was 37% which was higher than Similar schools.

The high learning gain from year 3 (2019) to year 5 (2021) in writing was 39% which was higher than Similar schools.

The high learning gain from year 3 (2019) to year 5 (2021) in spelling was 18% which was lower than Similar schools.

The high learning gain from year 3 (2019) to year 5 (2021) in grammar and punctuation was 32% which was higher than Similar schools.

Assessments that were conducted internally through 2021 indicate that our students continue to perform strongly. The focus on the growth of each student has meant the staff thoroughly analyse data and work in teams to develop and implement 'next steps' for each student's learning.

The school continued to focus on the consistent teaching of writing and the development of documentation for the teaching of writing, including the school's model and lesson expectations, resources and assessments. There was also a focus on mathematics and the development of the proficiencies of problem solving, reasoning, critical and creative thinking and skills in students from Foundation through to year 6. This work will continue into 2021.

Engagement

Alphington's high attendance rate is reflected in the 2021 absence data and is above Similar schools. The school's average attendance rate F-Year 6 ranges from 95- 97%. This high attendance reflects the school's emphasis on a positive attendance program through newsletter items and individual communications between teachers and parents when a student is absent. The majority of explained absences are due either to illness or extended family holiday. The transition initiatives in the K-Foundation Transition Program comprise more formal and informal communications between APS and neighbouring kindergartens including formal information sessions held at the kindergartens and reciprocal teacher visits to kindergarten/ childcare centres. These relationships complement the kindergarten transition reports and the APS Transition program.

The 2021 year saw a shift in focus and an emphasis on students feeling connected to school, in recognition of the disruption to schooling due to the many lockdowns. Initiatives the school developed to engage students included: Start-Up Program – Implemented during the first three weeks of the school year. This successful program supports establishing relationships, class agreements, building teamwork and cooperation, establishing individual and class goals at the start of the year, and revisiting throughout.

- The 4Rs Program – Rights, Resilience and Respectful Relationships teaching and learning resources to support the personal and social capability curriculum.
- Circle Time – The opportunity to apply learning and respond to incidents and situations from our daily lives
- Leisure and Pleasure Time – This is a new initiative we are trialling which provides teachers space throughout the day to break up learning with activities that focus upon students connecting with each other and their own wellbeing.
- Days of significance – International Women's Day, Harmony Day, National Day of Action Against Bullying and Violence, First Nations Day
- Friday Themes – Building upon the success of these days during remote learning in 2020, developing ideas which provide opportunities for students to work alongside class cohorts, within their Houses and across the wider school community to build connections around concepts which are fun, engaging and focus on the diversity of what it means to look after our mental and emotional wellbeing.
- Student Voice and Agency - Provide opportunities for students to participate in Actions Teams, Philanthropy, Student Leaders, Buddy System, Alphington House System.

APS' strong focus on transition across the school continues to be successful with term 4 activities playing a key role in preparing students for the year ahead. The usual practice of mixing classes was done in 2021. Parents and students were able to make requests for friendships and staff considered these carefully before classes were formed in recognition of the disrupted year.

The Year 6-7 transition program comprises an initial information session, a school visit and transition reports prepared and passed on to secondary schools. Northcote High School invite students to a public speaking event and in 2021 APS successfully participated and won this event. Kew High send past students to talk with our year 6 students about secondary school life.

Wellbeing

Student Opinion data- sense of connectedness:

Student data collected from Years 4-6 show a percentage endorsement for Sense of connectedness at 72.5% which is lower than Similar schools.

In 2021 the school progressed the work being done around student health and wellbeing by reviewing the current whole school practices and drafting an Alphington Primary School Wellbeing Framework and developing and implementing an innovative and supportive remote learning program.

The wellbeing of students, staff and the wider community was a key focus both throughout the remote learning from

home periods and also during the transitions back to onsite learning. A multitude of structures/processes were put in place to promote the health and wellbeing of the school community. Students were monitored closely and communication with families was paramount throughout the year. The school completed additional student surveys to gather more information with regards to school connectedness, safety and how they were feeling. External agencies work with the school to assist with wellbeing; Vanessa Hamilton presented sessions to parents, staff and students on sexual education. The school continues to celebrate learning and offer the community many opportunities to come into the school and share in the love of learning privileged by APS.

Finance performance and position

Alphington Primary School finished 2021 in a strong financial position. Grants for furniture, ICT, infrastructure and library allocated from the upgrade are included in the High Yield account. Major improvements for the year included continued expansion of ICT infrastructure, technical support and replacement/repairs of screens. All students were given access to a device for remote learning which saw over 300 devices being loaned to families. There were no fundraising events for the year which caused a loss in revenue and an expenditure due to deposits not being recovered. Camps and Excursions were able to proceed in term 4 with a credit being applied to the 2021 Foundation students as they did not use all of their Excursion/ Incursion levy. The equity funding and the Tutoring funding received from Department of Education and Training in 2021 was directed towards small group intervention, throughout the school.

The school has two projects which began in 2021, planning and design of the Junior playground equipment and renovation of the of the Forest area of the school.

Given the school's financial position and consideration for the 2021 year, School Council decided to leave school charges unchanged for 2022.

For more detailed information regarding our school please visit our website at
www.alphinps.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 395 students were enrolled at this school in 2021, 192 female and 203 male.

4 percent of students had English as an additional language and 0 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).

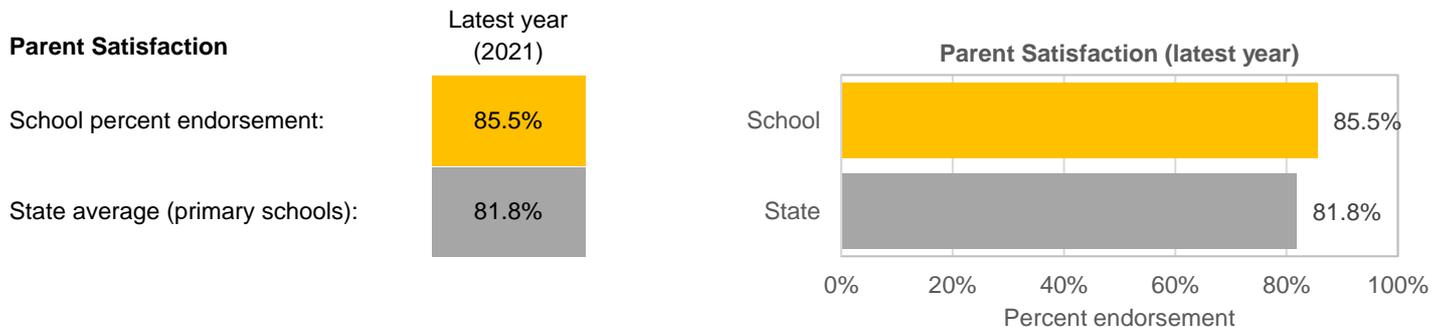
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

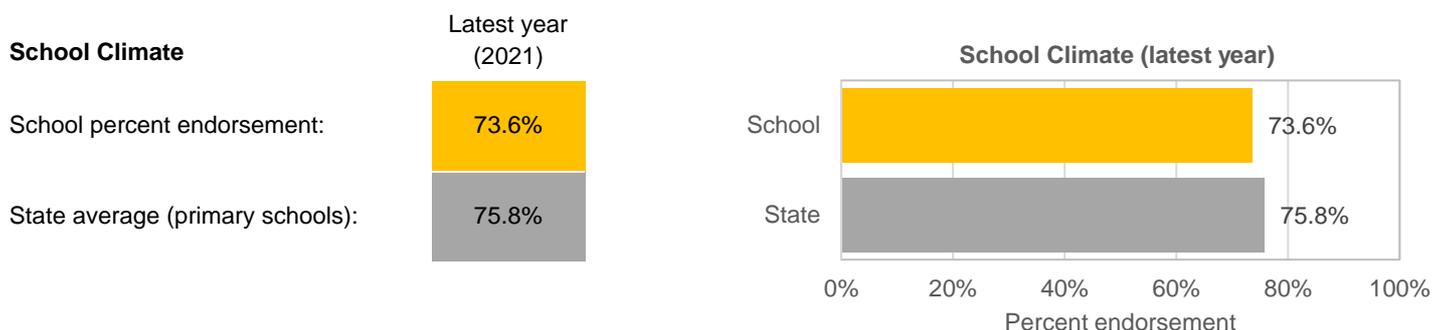


School Staff Survey

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:

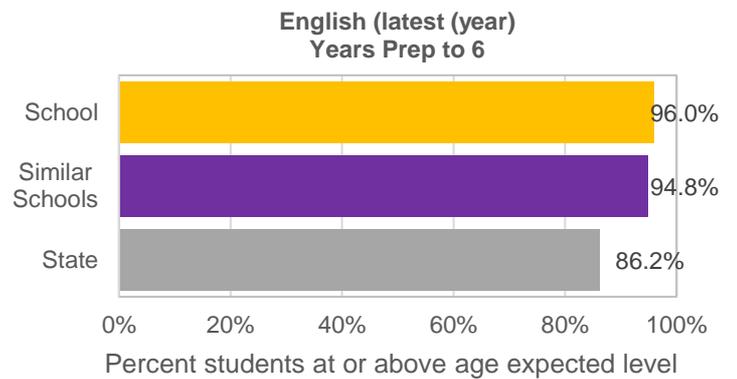
96.0%

Similar Schools average:

94.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

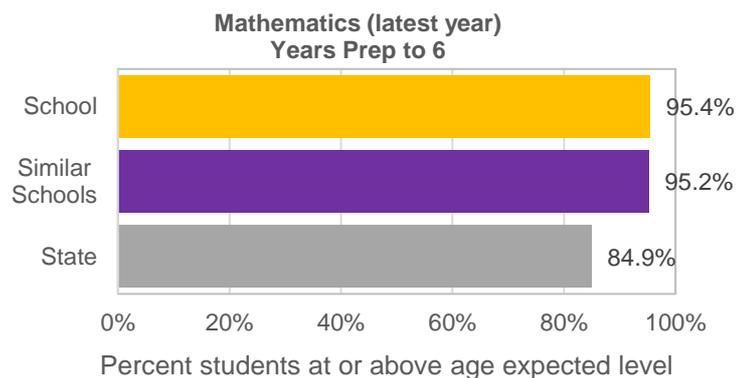
95.4%

Similar Schools average:

95.2%

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.

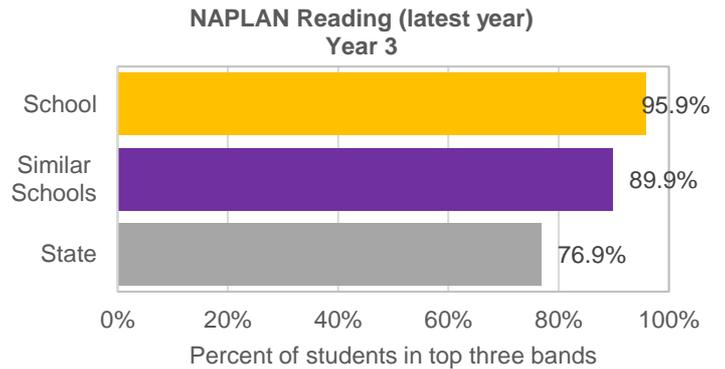
NAPLAN

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.

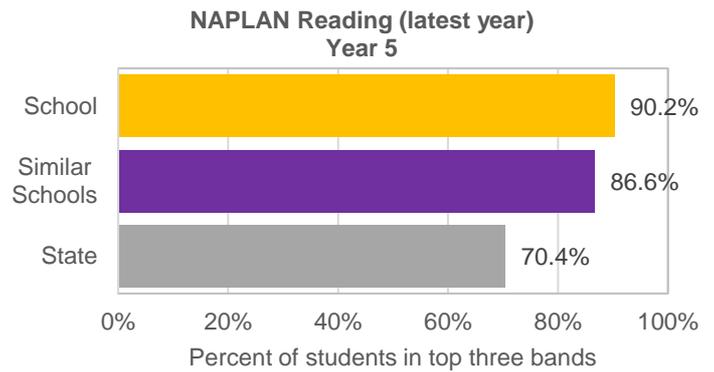
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	95.9%	93.2%
Similar Schools average:	89.9%	89.7%
State average:	76.9%	76.5%



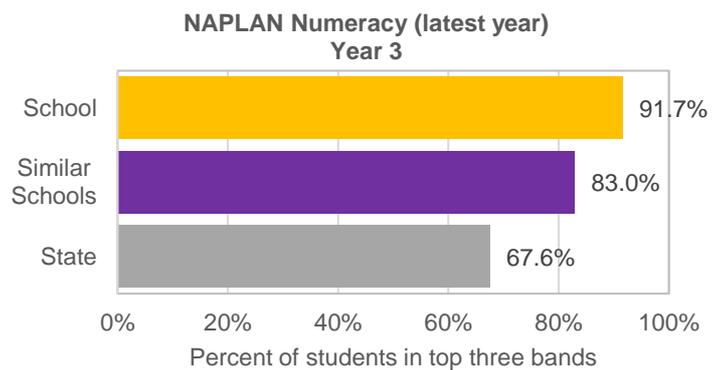
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.2%	88.0%
Similar Schools average:	86.6%	84.8%
State average:	70.4%	67.7%



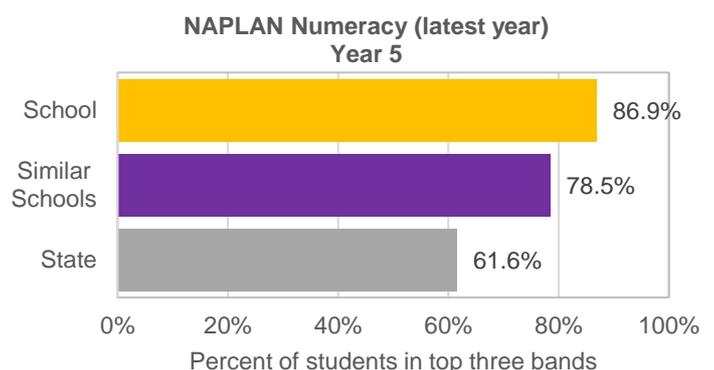
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.7%	86.4%
Similar Schools average:	83.0%	85.1%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.9%	84.0%
Similar Schools average:	78.5%	78.6%
State average:	61.6%	60.0%



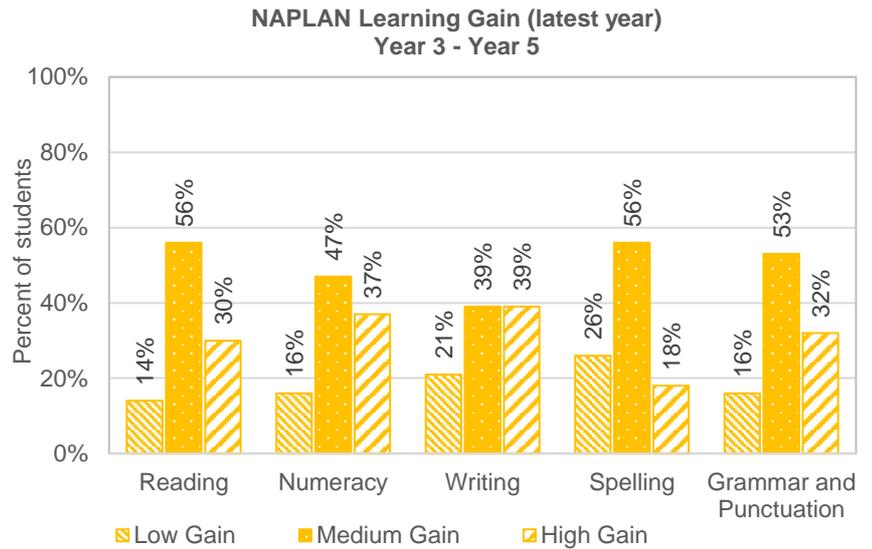
ACHIEVEMENT (continued)

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:	14%	56%	30%	28%
Numeracy:	16%	47%	37%	27%
Writing:	21%	39%	39%	29%
Spelling:	26%	56%	18%	27%
Grammar and Punctuation:	16%	53%	32%	24%



ENGAGEMENT

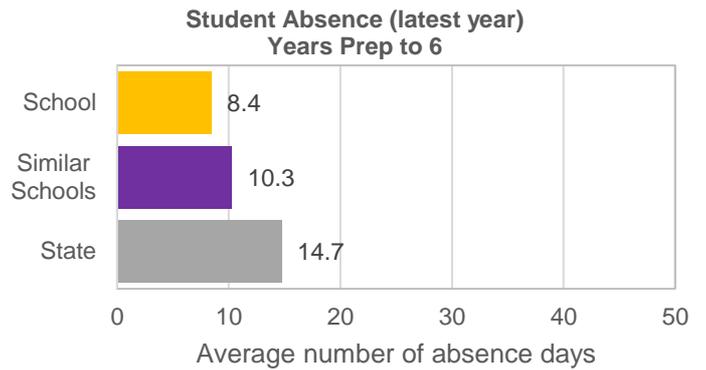
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	8.4	10.3
Similar Schools average:	10.3	11.6
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	95%	96%	97%	95%	96%	95%	95%

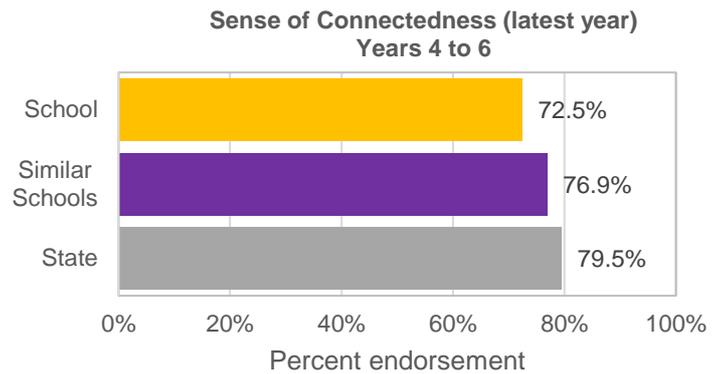
WELLBEING

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:	72.5%	73.1%
Similar Schools average:	76.9%	78.1%
State average:	79.5%	80.4%

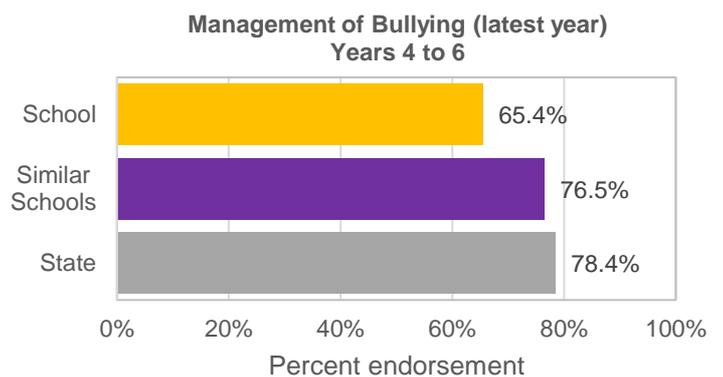


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	65.4%	70.3%
Similar Schools average:	76.5%	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	\$3,078,585
Government Provided DET Grants	\$639,061
Government Grants Commonwealth	\$2,400
Government Grants State	\$0
Revenue Other	\$14,734
Locally Raised Funds	\$450,882
Capital Grants	\$0
Total Operating Revenue	\$4,185,663

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$3,098,204
Adjustments	\$0
Books & Publications	\$2,932
Camps/Excursions/Activities	\$201,711
Communication Costs	\$12,669
Consumables	\$44,428
Miscellaneous Expense ³	\$19,675
Professional Development	\$6,539
Equipment/Maintenance/Hire	\$152,940
Property Services	\$40,594
Salaries & Allowances ⁴	\$11,882
Support Services	\$74,151
Trading & Fundraising	\$11,558
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,471
Total Operating Expenditure	\$3,716,752
Net Operating Surplus/-Deficit	\$468,911
Asset Acquisitions	\$36,828

- (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	\$855,587
Official Account	\$56,139
Other Accounts	\$195,497
Total Funds Available	\$1,107,224

Financial Commitments	Actual
Operating Reserve	\$98,360
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$98,360

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.