

2021 Annual Report to The School Community



School Name: Invermay Primary School (0882)



- 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 11 May 2022 at 07:28 PM by Justin Marshman (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 12 May 2022 at 01:39 PM by Dallas Warren (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

At Invermay Primary School we strive to develop 'Happy Kids - High Achievers,' empowering our students through our six core school values of Commitment, Cooperation, Respect, Responsibility, Honesty & Excellence.

We are committed to providing a respectful, cooperative and inclusive environment for all students and aim to foster a healthy school culture where all students; have equal access to education; strive to do their best; take pride in their own achievements; and value the success and achievement of others. Our IPS vision statement remains 'To provide a caring learning environment that promotes a lasting enthusiasm for learning, one which unites our students, staff and families in the development of happy kids & high achievers.'

Established in 1873, Invermay Primary School is a Foundation to Year 6 primary school, located 10 kilometres north of the major regional city of Ballarat. Current facilities include an administration building; two mod-5 classrooms accommodating Foundation-Year 2 and Years 3-6 classes; and a multi-purpose gymnasium including kitchen facilities. Our grounds encompass a central courtyard, two undercover adventure playgrounds, extensive grassed and asphalted play areas and a number of shelter and storage sheds. Our school council and leadership have worked tirelessly over the last three years with both the Victorian School Building Authority and Ballarat City Council to secure a neighbouring package of land from BCC, which we will proudly upgrade in 2022 as all weather play and recreation courts for our students and staff to enjoy.

Our school is situated in a semi-rural setting of small acreage holdings. The majority of surrounding homes - both existing and under construction - are substantial, high end dwellings. It remains a challenge to attract enrolments from these families, many of whom maintain historical family and/or denominational ties with nearby private and catholic schools. We do receive strong enrolment interest and support from families in neighboring Ballarat suburbs who deem our programs and instructional model an excellent fit for their children. Our 2021 Student Family Occupation & Education (SFOE) band value - a systemic measure of socio-educational advantage and disadvantage in schools based on educational and employment characteristics of parents/carers - was rated in the MEDIUM range across all schools with an index rating was 0.4675, up from our 2020 rating of 0.4461. This 2021 measure was our second highest over the previous five school years, indicating an increase in social disadvantage among our enrolments.

A total of 57 students were enrolled to begin the 2021 school year, down from 66 the previous year. Four base classroom groupings of Foundation-1, Years 1-2, 3-4 & 5-6 were maintained throughout 2021, with fluid and varied groupings enabled to best support the individual learning needs of our students.

Our school's 2021 staffing profile comprised our Principal; 4.4 EFT classroom teachers; one shared LOTE teacher (0.05 EFT); one shared music teacher (0.05 EFT); one school Chaplain/Engagement Officer funded through the Federal Government Chaplaincy program for 10 hrs per week; and two Education and Administrative Support staff (1.7EFT). We maintained longstanding ties with local sport and music coaches who delivered subsidised piano, guitar, ukulele, tennis and golf programs to twenty-six students throughout the school year. The proportion of our 2021 staff who identified as Aboriginal / Torres Strait Islander was zero. We do not offer any explicit programs for international students at this time.

Our most recent School Review highlighted that Invermay Primary School plans comprehensively for school-wide improvement within a calm, orderly & safe learning environment. We prioritise the academic & social development of our students and professional growth of our staff. Consistently high student, staff and parent opinion data throughout 2017-21 has supported these assertions.

Framework for Improving Student Outcomes (FISO)

The requirement for remote learning once again during the 2021 school year was accommodated strategically by our staff and community. Being regional Victoria's first accredited Google Reference School has certainly provided our

staff with the knowledge and capability to lead our community into a consistent, accessible remote learning model.

Within the adaptations required for schools to function effectively during yet another Covid affected school year, our 2021 staffing team at Invermay PS placed a concerted focus on our FISO improvement initiative of 'Building Practice Excellence' among our staff. Key improvement strategies included:

- Two teaching staff, along with our Principal, completing the 8 day Leading Professional Learning Communities course.
- One teaching staff member undertook the Victorian Aspiring Principal Assessment.
- Engaging a Literacy Consultant and Bastow Leading Literacy instructor to work privately with all staff right throughout 2020-21, reviewing our school's evidence based instructional model for Reading and ensuring that it is consistently implemented across all classrooms. Evidence of improvement was noted as staff enhanced their Reading pedagogy & practice as a result of targeted, collective & reflective professional development opportunities completed during our pupil free days, professional practice days and during professional learning team meetings. Teachers incorporated the Readers Notebook strategy into their weekly planning and instructional practice. Importantly, Staff Opinion Survey data was overwhelmingly supportive of professional learning and collaboration undertaken and across the year, with those teachers responding experiencing positive professional engagement within the strands of COLLECTIVE FOCUS ON STUDENT LEARNING (94% positive); COLLECTIVE RESPONSIBILITY (100% positive); and COLLECTIVE EFFICACY (85% positive). Teacher self appraisal of Academic Emphasis was less positive during yet another Covid impacted school year, where we were all cognisant of supporting, but not overwhelming families during remote learning, at the risk of social and emotional wellbeing.

A second FISO improvement initiative in our current Strategic Plan is Empowering Students & Building School Pride. Key improvement strategies undertaken in 2021 included:

- Further refining a remote learning model that was equitable, functional and accessible to students and families.
- Increasing responsibility and opportunity for our Junior School Council and student leaders.
- Creation of a magnificent twelve metre long student designed and inspired external wall mural.

Throughout 2021, Invermay Primary School also sharpened our focus on maintaining intellectual engagement, whilst monitoring and supporting the health and well being of our students, both during and upon return from remote learning. Staff completed student well being and risk scales at regular intervals during after hours meetings throughout the school year. Staff also taught weekly Respectful Relationships lessons and reinforced our School Wide Positive Behaviors Matrix of Expected Behaviour. Our School Chaplain and Principal supported staff and many families in dealing with grief & loss, hardship, challenges of remote learning and school refusal. Proactively, our chaplain also instigated recess clubs; an online Minecraft Club; and Christmas grocery hampers for families in need.

We wish to recognise the time, energy, care and inclusivity provided by IPS staff during periods of remote learning in 2020-21, both to students and families. Our existing Google Classrooms platform; ongoing contact; whole school timetable; surveying and feedback sought of families during remote learning; all enabled a remote learning model that our families were extremely grateful for and accepting of. Our thanks go to all IPS teaching, support staff, students, parents & carers for excelling, during what was a most challenging time for educators and learners & families.

Achievement

In 2021, Invermay PS staff continued to work on our strategic plan goal of maximising learning & growth in English & Maths for all students. Reviewing and refining our remote learning instructional model was an important component of our work. In our first Covid affected year of 2020, our model was almost entirely real-time lessons and instruction within Google Classrooms. In 2021, staff agreed to consistently incorporate a greater proportion of pre-recorded lesson prompts, modelling and support - thereby providing families with the opportunity for repeated exposures to teacher modelling and also greater time flexibility in when and how they may support their children from home.

In addition to providing students with daily placement in Literacy and Numeracy classes at their point of need, rather than a standard fixed grade structure, additional morning sessions of targeted, small group Literacy and Numeracy support were provided to targeted students through our Tutor Learning Initiative. These incorporated both in-class support and out of class focus groups for six IPS students. All Invermay P-2 students participated in daily, thirty minute

Synthetic Phonics instruction. At the same time, all IPS Gr 3-6 students were participating in daily, thirty minute Spelling Mastery lessons within point of need groupings as part of their uninterrupted literacy learning time.

In 2021, at the conclusion of the school year 75% of our 57 enrolments achieved a teacher judgement grade of C or higher in English, up from 70% the previous year. In Mathematics, 78% of our F-6 students achieved a teacher judgement grade of C or higher at the conclusion of the 2021 school year, up from 71% the previous year. Despite this overall increase in teacher judgements P-6, NAPLAN results for 2021 Year 3 and 5 students were unfortunately lower than anticipated.

Students in Years 3 & 5 participated in nationwide NAPLAN Assessments during the month of May. Our 2020-24 Strategic Plan NAPLAN targets are well on track as follows:

- a) Increase the proportion of students in the NAPLAN top two bands in Year 5 in READING from 33% per cent to 50% (2021 NAPLAN result = 55%)
- b) Increase the proportion of students in the NAPLAN top two bands in Year 5 in WRITING from 0 per cent to 25 per cent (2021 NAPLAN result = 22%)
- c) Increase the proportion of students in the NAPLAN top two bands in Year 5 in NUMERACY from 0 per cent to 25 per cent (2021 NAPLAN result = 22%)

Despite these targets being achieved, or on track in our four year cycle, more in-depth data inclusive of Year 3 NAPLAN achievement was not as strong as in previous years. All students across the state of Victoria were once again impacted by remote learning. Our staff delivered a blend of live and pre-recorded remote learning instruction and support, making a concerted choice to increase the level of pre-recorded instructional videos during the second round of remote learning to create greater flexibility for both students and parents/ carers to engage at home. Education Support staff also offered timetabled, live video support to at-risk and funded students throughout our two extended stints of remote learning.

In 2022-24 we aspire to develop consistency in our Reading and Writing instruction and progression throughout classrooms and across learning levels, whilst also engraining student metacognition and understanding of their personal learning strengths, needs & goals. Working diligently and collaboratively as a small school Professional Learning Community; identifying relevant research; and observing practice of high performing schools; will all contribute to the growth and development of our staff and students as lifelong learners.

Engagement

Many elements contribute toward a happy and positive community at Invermay PS; our Google Classrooms platform; Pupil Support Group meetings in week 9 of each term for PSD integration funded, at-risk and out of home care students respectively; surveys during remote learning; a fortnightly newsletter and a range of 24/7 digital/social media were all utilised to foster links between school and home and provide an ongoing window for parents into classroom learning, school strategy & student achievement. Our school council trialed the XUNO Home-School communication platform, which is set to be rolled out across our entire school community during Term 1 2022. Specialist sport, music and performing arts played a significant role in finding a hook for many students to once again re-engage with onsite learning during Terms 3 & 4.

We continued to work with families to support students struggling with a return to school and onsite learning. Our school F-6 average of 15.2 days absence for the 2021 school year was a marked improvement on the previous three school years, though still slightly above the Victorian state average of 14.7 days.

We will continue to support our students and families wherever possible to minimise absence and maximise attendance. Staff utilised the GradeXpert electronic attendance platform each day, enabling live SMS absence notifications to parents and carers and requesting timely acknowledgement of student absences and late arrivals. In 2022, we will convert to the XUNO Absence System. DET student services staff were engaged during remote learning to support our most at-risk learners and families struggling with remote engagement and attendance.

A focus on students developing a special talent through our school subsidised Sport & Music Specialist Programs was

again well received, with more than 45% of eligible Gr 1-6 students accepting opportunities to join our IPS Guitar, Ukulele, Piano, Tennis & Golf programs. Unfortunately, remote learning severely impacted tennis and piano programs in particular during Semester One. Our T-Birds HPV Cycling, T-Birds Spelling, T-Birds Netball & T-Birds Cricket teams also were unable to compete in inter-school competition. Pleasingly, our specialist programs were all able to resume during Term 4, along with a wonderfully successful whole school production titled 'Dancing Through The Decades,' which proved a real highlight in December.

Students across all year levels also collaborated with staff and 'Artist in Residence' Rachel King, to design and paint a magnificent twelve metre wall mural to celebrate the history and meaningful features of their school, funded entirely through a Victorian State Government Arts grant submission made by staff.

Our T-Birds Breaky Club, facilitated by ES staff, was attended by between 1 & 11 students between 8.00-8.45am each Monday, Thursday & Friday morning throughout the year, with an average attendance of 2 students per morning down slightly on previous years.

Wellbeing

A 2021-22 Federal Government Chaplaincy & Wellbeing grant once again enabled private, onsite support on a needs basis for both students and families in need one day per week. Peter Reghenzani was once again our chaplain for the 2021 school year.

Our whole school subsequently engaged in Respectful Relationships lessons and activities each Wednesday 12:30-1pm, led by members of our Respectful Relationships planning and teaching team. Observable changes from a student perspective include students better identifying how they can manage a situation; referencing lessons and language learned during Respectful Relationships lessons; as well as students understanding their role as a member of a team, group or class. These outcomes are reflective of Student Attitudes to School Survey results compiled by DET, where 89% of IPS students surveyed in 2021 indicated a positive response to 'Student sense of connectedness to their peers, staff and school community' - far above the state average of 79%. In the same survey, 87% of Invermay PS students surveyed responded with agree or strongly agree to their experience with 'School management of bullying,' far outweighing the Victorian state average of 78%.

Finance performance and position

Staffing costs for the 2021 school year ran in deficit. Pleasingly, Workforce Bridging funding provided by the Department of Education supported our school through a year of reduced enrolments, as well as to meet redundancy entitlements for one departing staff member.

Our cash budget and day to day cash operations ran in surplus, with school council diligently managing and discussing monthly expenditure versus our annual cash budget. Key grants included \$17,000 for ongoing management of bushfire fuel sources and grounds. Our school also received confirmation in Term 4 2021 of a \$24,500 Shade Sail Grant, with \$7,000 deposit paid to our approved supplier December 2021 ahead of our receipt of the grant. Grant receipt, project works and final payment will all come to fruition in 2022.

Our Parents and Friends continued their fantastic fundraising work, both during and despite Covid lockdowns. Raising in excess of \$7000 toward our court re-surfacing project was a fantastic achievement. After four years of fundraising, this project is one our school council look forward to initiating in 2022.

For more detailed information regarding our school please visit our website at
<http://www.invermayps.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 57 students were enrolled at this school in 2021, 29 female and 28 male.

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

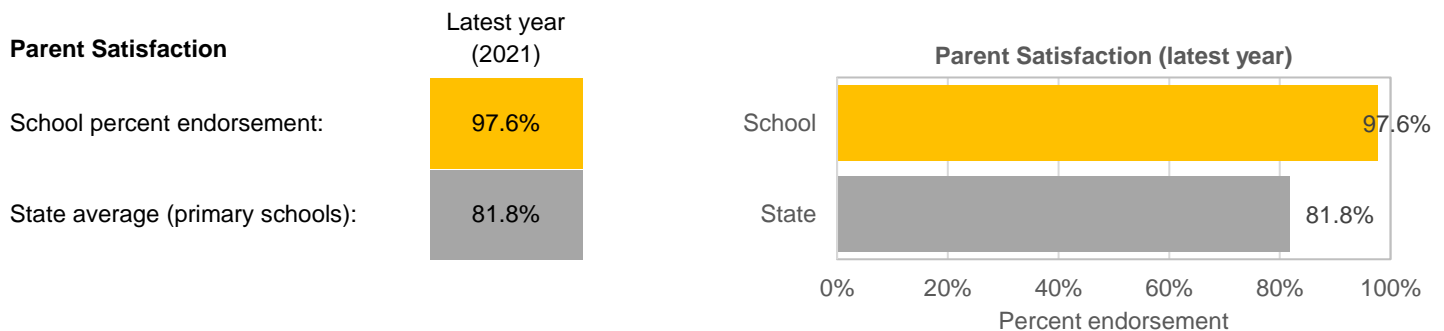
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

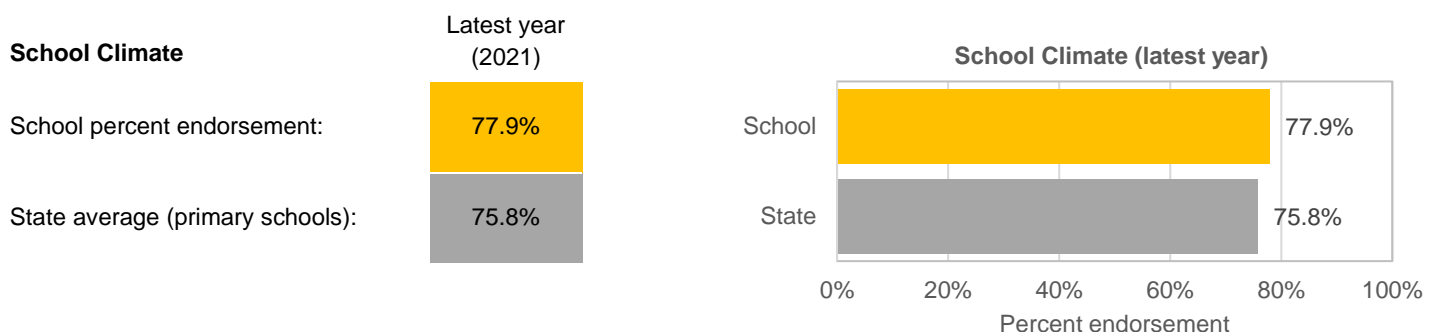


School Staff Survey

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:

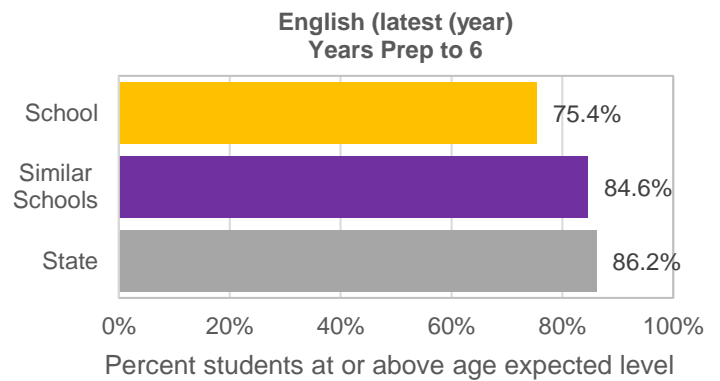
75.4%

Similar Schools average:

84.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

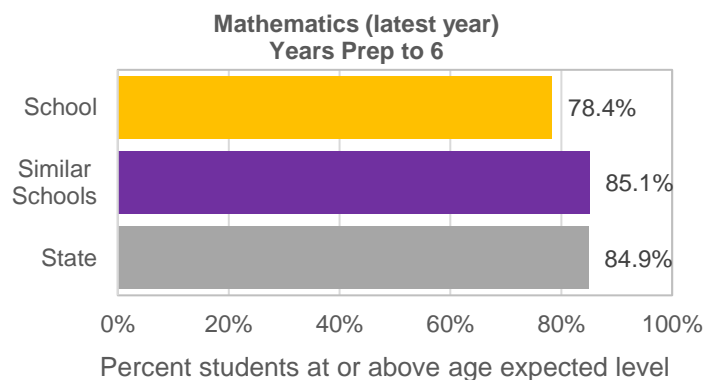
78.4%

Similar Schools average:

85.1%

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.

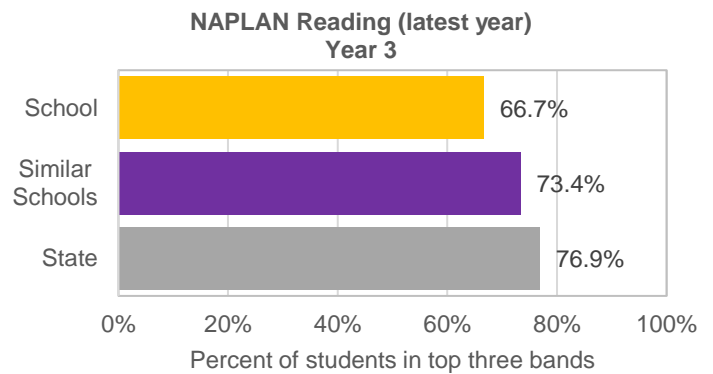
NAPLAN

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.

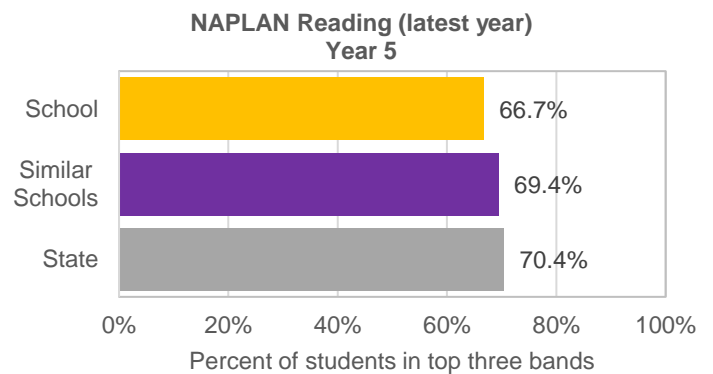
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	80.0%
Similar Schools average:	73.4%	74.3%
State average:	76.9%	76.5%



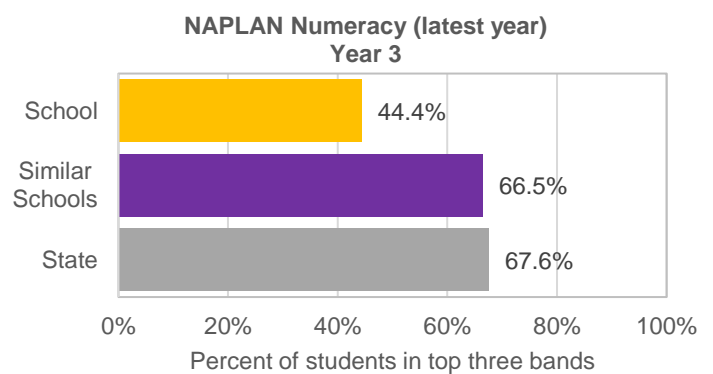
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	56.0%
Similar Schools average:	69.4%	67.5%
State average:	70.4%	67.7%



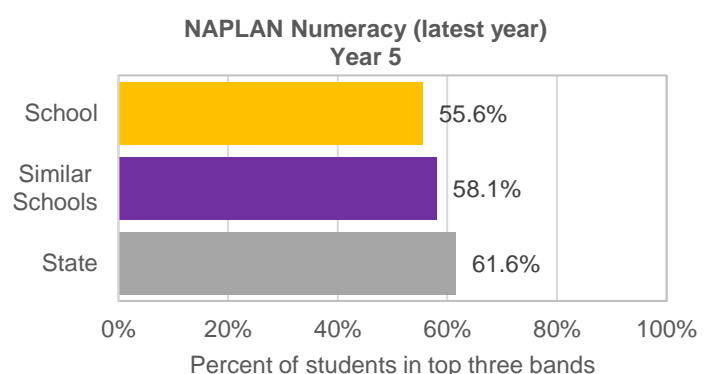
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.4%	63.3%
Similar Schools average:	66.5%	67.4%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.6%	52.0%
Similar Schools average:	58.1%	58.2%
State average:	61.6%	60.0%



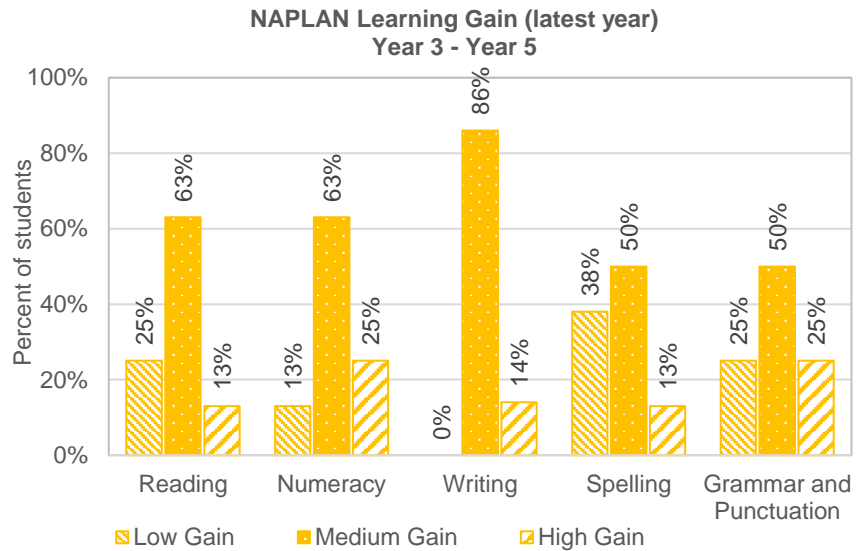
ACHIEVEMENT (continued)

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:	25%	63%	13%	27%
Numeracy:	13%	63%	25%	25%
Writing:	0%	86%	14%	20%
Spelling:	38%	50%	13%	26%
Grammar and Punctuation:	25%	50%	25%	25%



ENGAGEMENT

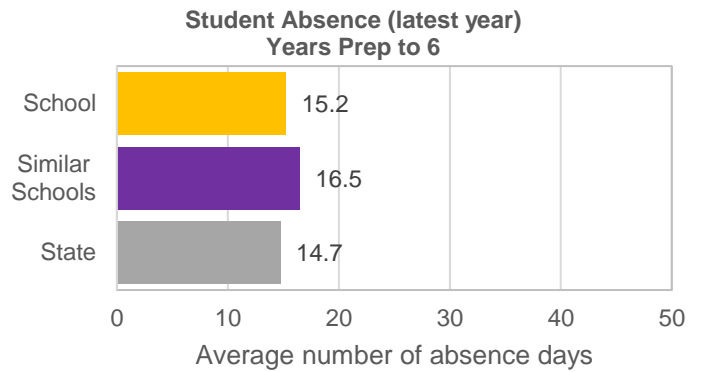
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	15.2	18.6
Similar Schools average:	16.5	16.6
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%	95%	86%	91%	92%	94%	95%

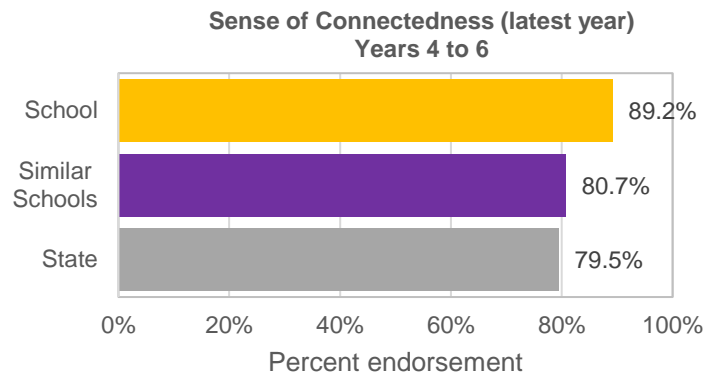
WELLBEING

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:	89.2%	85.7%
Similar Schools average:	80.7%	81.1%
State average:	79.5%	80.4%

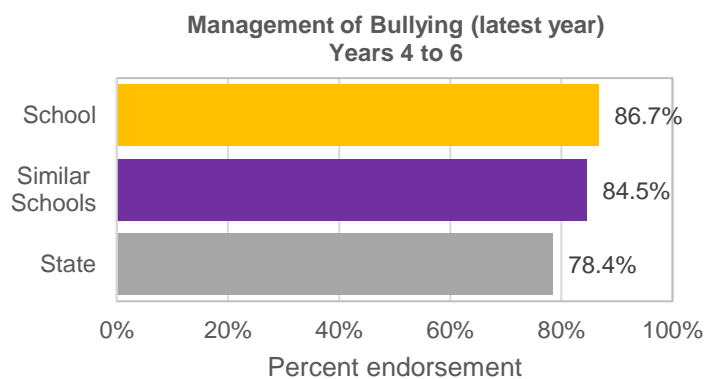


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	86.7%	87.9%
Similar Schools average:	84.5%	83.3%
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	\$779,623
Government Provided DET Grants	\$205,095
Government Grants Commonwealth	\$1,800
Government Grants State	\$0
Revenue Other	\$356
Locally Raised Funds	\$47,899
Capital Grants	\$0
Total Operating Revenue	\$1,034,772

Equity ¹	Actual
Equity (Social Disadvantage)	\$63,660
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$63,660

Expenditure	Actual
Student Resource Package ²	\$787,651
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$24,868
Communication Costs	\$2,890
Consumables	\$13,843
Miscellaneous Expense ³	\$6,323
Professional Development	\$4,580
Equipment/Maintenance/Hire	\$23,415
Property Services	\$34,815
Salaries & Allowances ⁴	\$58,867
Support Services	\$21,621
Trading & Fundraising	\$9,721
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$7,584
Total Operating Expenditure	\$996,176
Net Operating Surplus/-Deficit	\$38,596
Asset Acquisitions	\$5,116

- (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	\$45,955
Official Account	\$9,271
Other Accounts	\$0
Total Funds Available	\$55,226

Financial Commitments	Actual
Operating Reserve	\$32,579
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	\$32,579

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.