**2021 Annual Report to**

**The School Community

School Name: Campbellfield Heights Primary School (5034)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/%22%20%5Ct%20%22_blank)).
* 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 29 April 2022 at 11:35 AM by Susie Bellizia (Principal) |

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| * 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 29 April 2022 at 11:36 AM by Amani Samman (School Council President) |

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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**

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| School context |
| Campbellfield Heights PS is committed to giving each student the best possible education together with the skills and qualities they need to flourish at school and in life. In 2021, teachers worked in collaborative teams to support and challenge each other to optimise the learning of all children. The new school vision, developed in consultation with the school community, is to provide a safe, supportive and inclusive environment that empowers all students to have agency and success in their learning and to contribute positively as active citizens within their community.The school's School Wide Positive Behaviour Support framework equipped all students with the behaviours and self-regulation skills they needed for success. The school motto is “Success for All” and the school values are Respect, Responsibility, Safety and Success. Together with students and parents, we are a proud multicultural community of learners who are committed to success for all.The staff profile at Campbellfield Heights PS ranged from graduates to highly accomplished teachers, along with a Student Wellbeing and Engagement Leader, Speech Therapist, a Student Support Officer, Hub Coordinator, Acting Leading Teacher/Learning Specialist, two Tutors, Acting Assistant Principal, Acting Principal and a team of dedicated Education Support staff. The school had the full time equivalent of 13.1 teachers and 8.9 Education Support staff. The school offered Italian, The Arts and Physical Education as their specialist programs.A total of 152 students were enrolled, comprising 76 females and 76 males. Campbellfield Heights PS is located in the City of Hume, approximately 15 kilometres from Melbourne’s CBD. Situated on a large allotment, there is plenty of space for the students to play including a large oval, turfed sport courts, playground equipment, a Community Hub, Oral Language Centre, Wellbeing Centre, well-resourced library and lots of natural outdoor spaces for learning.The school had 87% of students with a Language Background Other Than English (LBOTE) and 2% were Indigenous students. The diverse community enriched all aspects of school life. Unfortunately, due to COVID-19 restrictions and remote learning, the school was unable to hold onsite events such as Harmony Day, special themed weeks, character dress-up days and family sports evenings. Campbellfield Heights PS did utilise digital platforms to run lunchtime clubs, parent/teacher conferences, information sessions, Book Week activities and Wellbeing Days, all of which were popular events and gave the community the opportunity to interact virtually. |
| Framework for Improving Student Outcomes (FISO) |
| In 2021, Campbellfield Heights PS’s FISO dimensions included:Building Practice Excellence-Embed an Instructional Model consistently across the school-Implement HITS strategies Empowering Students and Building School Pride-Develop and implement a school wide framework for student voice and agency Building Communities -Enhance learning partnerships between the students, staff and families The priorities set by the Department of Education were focused on Learning Catchup and Extension Priority, Happy, Healthy and Active Kids, as well as, Connected Communities. Campbellfield Heights PS established a targeted support program in Literacy (Tutor Learning Initiative), through funding provided, across years F-6. The Literacy intervention that was offered was Little Learners Love Literacy (LLLL) and Fountas & Pinnell Levelled Literacy Intervention (LLI). Students were specifically identified based on assessment and data and they were monitored through tracking and measuring their progress and growth. The Tutor Learning Initiative initially started as face-to-face learning and then continued during flexible and remote learning. Lessons were remote via ClassDojo and Google Meets, with some adjustments made to cater for learning from home. Professional Learning Teams (PLT) and Professional Learning Communities (PLC) were maintained both online and onsite aligned to the School Strategic Plan, Annual Implementation Plan and Professional Development Plans. These structures supported teacher collaboration and reflection on teacher practice with a priority on curriculum essentials in Literacy and Numeracy. These were led by the Acting Assistant Principal and Acting Leading Teacher/Learning Specialist and focused on adapting practices to online forums.The school’s intended review of embedding an Instructional Model consistency across the school and implementing HITS strategies was postponed due to remote learning and working offsite. However, it was a priority to ensure assessment practices to formative and summative assessments were constantly reflected upon and modified as the school moved in and out of lockdown. Assessments were also adapted to online platforms and teachers provided frequent and consistent feedback to students through digital platforms as it was imperative and essential to monitor students progress, engagement levels and wellbeing. The Student Support Team established an agreed approach to monitoring and responding to engagement and wellbeing concerns. This response process remained even when staff and students were working remotely. Some contact included phone calls and GoogleMeet sessions to ensure every student was supported. Staff working from home were also supported with frequent check-ins by Leadership, as well as the Student Wellbeing Officer and colleagues. In Term 4, when students returned to face-to-face learning, CHPS’ main priority was to focus on student engagement and wellbeing. The school focused on the values of Safety, Respect, Successful Learning and Responsibility to rebuild relationships, self-awareness, self-management, problem solving and social skills. The improved use of digital technology helped to strengthen and embed the school-wide approach to communication with families. The Community Hub served as a resource to provide services and goods to support families in need during remote and online learning. The HUB continued to liaise with external partnerships to support families and students in their wellbeing, learning and health needs. |
| Achievement |
| During remote learning, staff were led by the Acting Principal and Acting Assistant Principal to continue to maintain a commitment to the AIP goals. Teams worked collaboratively online to refine and adapt weekly planners and modified the pace and method of delivery. Mini lessons were recorded for each core subject area and tasks provided. Teachers moved from pre-recorded mini lessons to running some live lessons via Google Meets to allow for collaboration between students and teachers for the purpose of building understanding of content taught. Teachers focused on ensuring that the mini lessons delivered mirrored the structure of an onsite mini lesson. Teachers focused on worked examples, questioning and timely feedback. Small group instruction for identified students was delivered by running live Google Meets, allowing for differentiation and point of need teaching whilst continuing to support Individual Education Plans and tutoring students.Once work was submitted, teachers would provide feedback on each submission. The level of engagement from families increased through the use of ClassDojo and Google Meets. With increased and evolving digital platforms, many of the students coped well in the remote and flexible learning environment, whilst others maintained their learning progress, and some made low growth (despite their best efforts and those of their families and teachers). The students whose mental health and attendance were most affected were individually supported by staff and support services during remote learning and upon the return to onsite learning.A range of processes were implemented to adapt to the unique learning environment that was created by COVID19. These included:-Ongoing workshops run for teachers prior to the commencement of remote learning to provide them with skills to develop online learning environments.-Continuation of PLCs, PLTs and professional learning via video conferencing.-Monitoring of student engagement in remote learning, regularly analysed to determine where to target support.-Evolution of a variety of digital platforms in response to the feedback given by all stakeholders including Google Meets, morning check-ins and wellbeing activities.-At Risk and PSD students were either accommodated onsite with extra assistance or provided with a modified curriculum and phone support to assist with their learning. Small group instruction was also developed by teachers and delivered by Education Support staff via Google Meets.In 2021, Campbellfield Heights PS had 14 PSD students enrolled. The Student Support Officer organised and ensured that Student Support Meetings occurred. The students were supported to achieve their Individual Education Plans by the teachers, tutors, ESs and leadership team, ensuring that the curriculum was differentiated in the areas of need. A strong focus on both student wellbeing and academic success saw that teacher judgement showed 67.8% of students from Prep to Grade 6 in English were at or above age expected standards and 64.1% of students in Mathematics were at or above age expected standards. |
| Engagement |
| In 2021, students who previously experienced challenges in terms of their attendance and engagement through remote learning connected strongly with the opportunities provided throughout remote learning and upon return to onsite learning such as 1:1 and small group Google Meets, virtual lunchtime clubs, alternate learning packs, wellbeing sessions, tutoring catchup groups and an individualised learning curriculum. The school’s average number of absence days, although only slightly higher than similar schools in 2021, decreased slightly from 2020. The Student Support Team met regularly throughout remote and onsite learning to analyse data and determine which students required extra support. Teachers provided the data for the Student Support team by collecting engagement and progress levels of all students across the school. With the return to onsite learning the Positive Climate team had opportunities for professional learning with the Student Voice, Agency and Leadership focus. This supported the building of their capacity as instructional leaders to begin to plan and embed whole school initiatives to grow the students as drivers in their own learning. The HUB continued to serve as a channel by providing food relief, food vouchers and public health information relating to COVID19. It continued to serve as a bridge between the culturally diverse families and the school during remote learning. With the return to onsite learning, the HUB supported parents with wellbeing sessions through Dallas Neighbourhood House and Launch Psychology. To ensure effective communication and engagement, the school worked closely with parents and carers to ensure 100% of families were connected to all online forums, including ClassDojo and Compass.  |
| Wellbeing |
| Health and wellbeing support was prioritised for staff, families and students in 2021 through the Happy, Active and Healthy Kids goal. During periods of remote learning the school supported the most vulnerable families as determined through wellbeing data analysed during weekly student support meetings by ensuring a staff member was attached to each family and was checking in and contacting them regularly via phone calls, Google Meets or meetings.The Wellbeing Team, including the HUB Coordinator, liaised and coordinated regularly with external support agencies to ensure family needs were supported. This included service referral, food relief, mental health support and parenting support. Staff wellbeing was supported through self-care initiatives such as wellbeing and mental health days, reduced workloads through remote learning and reduced screen time meetings. When back onsite, the school continued to support wellbeing outcomes through Social and Emotional Education with weekly Resilience, Rights and Respectful Relationships (RRRR) sessions. Students were also assessed against the Personal and Social Curriculum and staff used this data to identify students requiring Tier 2 and Tier 3 support and intervention, including Individual Education Plans, Bright Futures Resilience Program, adjustments, Check In/Check Out charts, Behaviour Support Plans and referrals to external supports. The Positive Climate team also embedded a whole school check-in system for students with current and historical (during remote learning) wellbeing and engagement concerns. The wellbeing supplementary report for 2021 placed the school in ‘embedding’ for 7 out of 10 measures, whilst also placing the school higher than ‘state’ and ‘similar schools’ and at ‘excelling’ in the ‘Emotional awareness and regulation’ measure. |
| Finance performance and position |
| Campbellfield Heights PS aimed to utilise resources in order for expenditure to best meet the needs of students. The financial data indicated that the school held a surplus of $132930 at 31 December 2021. All funds received from the Department, or raised by the school, had 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.As the annual result was in surplus, this has been committed to subsequent years to support the educational and wellbeing growth of the students.Equity funding was welcomed and utilised for staffing, professional learning, programs and to support low socio-economic families by supplementing courses, playgroups, materials and school fees.The school was successful in three grant applications:An Out of School Hours Care (OSHC) Program grant amounting to $225000 over three years to establish an OSHC program at the school. A $22300 grant from the School Shade Grants Program to cover the existing grade 3-6 playground.A $25000 grant from the School Shade Sails Fund to create a covered outdoor learning space.The school has committed funding in 2022 to achieve the goals and actions in the Annual Implementation Plan by employing staff, upgrading the school’s facilities and funding relevant programs and initiatives. |
| **For more detailed information regarding our school please visit our website at <www.chps5034.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 155 students were enrolled at this school in 2021, 77 female and 78 male.

66 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: High

Parent Satisfaction Summary

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

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

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| **Parent Satisfaction** | Latest year (2021) |
| School percent endorsement: | 95.6% |
| State average (primary schools): | 81.8% |

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.

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| **School Climate** | Latest year (2021) |
| School percent endorsement: | 61.4% |
| State average (primary schools): | 75.8% |

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.

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| --- | --- |
| **English****Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 67.8% |
| Similar Schools average: | 72.7% |
| State average: | 86.2% |

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| **Mathematics****Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 64.1% |
| Similar Schools average: | 69.1% |
| 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.

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| **Reading****Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 38.1% | 41.3% |
| Similar Schools average: | 63.1% | 60.8% |
| State average: | 76.9% | 76.5% |

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| **Reading****Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 22.2% | 19.4% |
| Similar Schools average: | 51.0% | 48.2% |
| State average: | 70.4% | 67.7% |

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| **Numeracy****Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 33.3% | 47.6% |
| Similar Schools average: | 50.7% | 49.1% |
| State average: | 67.6% | 69.1% |

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| **Numeracy****Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 23.5% | 14.9% |
| Similar Schools average: | 42.0% | 40.1% |
| State average: | 61.6% | 60.0% |

ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

 **Learning Gain**

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

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| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
| Reading: | 33% | 67% | 0% | 17% |
| Numeracy: | 57% | 36% | 7% | 22% |
| Writing: | 29% | 47% | 24% | 23% |
| Spelling: | 29% | 65% | 6% | 29% |
| Grammar and Punctuation: | 41% | 53% | 6% | 23% |

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.

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| **Student Absence****Years Prep to 6** | Latest year (2021) | 4-year average |
| School average number of absence days: | 20.2 | 20.0 |
| Similar Schools average: | 19.2 | 18.9 |
| State average: | 14.7 | 15.0 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2021): | 91% | 92% | 87% | 90% | 90% | 89% | 89% |

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).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 78.3% | 75.4% |
| Similar Schools average: | 81.1% | 82.4% |
| 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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 82.9% | 80.8% |
| Similar Schools average: | 80.0% | 80.7% |
| 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 | $2,352,031 |
| Government Provided DET Grants | $181,509 |
| Government Grants Commonwealth | $73,064 |
| Government Grants State | $24,421 |
| Revenue Other | $8,380 |
| Locally Raised Funds | $38,087 |
| Capital Grants | $0 |
| Total Operating Revenue | **$2,677,491** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $476,719 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$476,719** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,242,112 |
| Adjustments | $0 |
| Books & Publications | $3,353 |
| Camps/Excursions/Activities | $4,738 |
| Communication Costs | $3,005 |
| Consumables | $82,299 |
| Miscellaneous Expense 3 | $9,655 |
| Professional Development | $10,210 |
| Equipment/Maintenance/Hire | $25,431 |
| Property Services | $36,939 |
| Salaries & Allowances 4 | $58,982 |
| Support Services | $31,956 |
| Trading & Fundraising | $17,850 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $18,030 |
| Total Operating Expenditure | **$2,544,561** |
| Net Operating Surplus/-Deficit | **$132,930** |
| Asset Acquisitions | **$0** |

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 | $475,874 |
| Official Account | $44,954 |
| Other Accounts | $0 |
| Total Funds Available | **$520,828** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $44,937 |
| Other Recurrent Expenditure | $289 |
| Provision Accounts | ($520) |
| Funds Received in Advance | $0 |
| School Based Programs | $248,910 |
| 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 | $140,400 |
| Maintenance - Buildings/Grounds < 12 months | $0 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $85,000 |
| Total Financial Commitments | **$519,015** |

*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.*