

2021 Annual Report to The School Community



School Name: Moreland Primary School (2837)



- 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 29 March 2022 at 02:53 PM by Maria Giordano (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 March 2022 at 02:56 PM by Lee Cath (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

Moreland Primary School is situated in Coburg, which is a suburb in the inner urban north of Melbourne. The physical layout of the school is an open plan learning structure on two storeys with four main learning areas accommodating multi-age classes of Foundation, Year 1 and Year 2, 3/4 and 5/6. The teaching and learning areas are open environments that contain a kitchen, library and offices. The school has an auditorium used for performing arts, assemblies, parent information sessions, the Lifeskills program, Breakfast Club and physical education lessons. Our staff consists of 22 teachers (several part time) and six Educational Support Staff. We also have three administrative and one contracted maintenance staff and two acting Principal Class staff.

Moreland Primary School's vision is to be a community of inclusive, innovative and inspired learners. Our mission is to:

- Create a culture of shared goals, trust and high expectations for all.
- Embrace an environment that is open, safe and welcoming.
- Promote and develop student voice and agency to drive action.
- Provide an engaging and challenging curriculum which promotes exploration, risk-taking and creativity.

Supporting the MPS Vision and Mission are three core values: Respect, appreciating diversity and being considerate of how people think and live; Responsibility, empowering students to take ownership of their learning and actions; and Resilience, continually strengthening our capacity to understand challenges and create new possibilities. These values drive our culture of positive relationships, diversity and empowerment and convey the beliefs that positively influence our behaviour and the way we interact with individuals, groups and communities.

The school's socio-economic profile based on families' occupations and education is considered in the low band which represents high parent education level and high socio-economic advantage.

Classroom teachers spend an average of 5 hours per week on Reading and 5 hours on Writing, and total of 5 hours per week on Mathematics. Our curriculum at Moreland PS reflects the Victorian Curriculum framework, with specialist programs in the visual arts, physical education and a language other than English program (Japanese) is delivered through science and visual arts specialist classes. A range of extra-curricular activities are provided through lunchtime clubs and an outsourced music, fencing and coding program. The school is in the twelfth year of its one-to-one laptop program from Year 3 to Year 6 students.

Working alongside our dedicated staff, are our Education Support Staff and Allied Health professionals, which include, but are not limited to, Speech Pathologists, Occupational Therapist and an onPsych Psychologist. The support of these staff enable us to provide a happy and engaging learning environment whereby students are encouraged to develop their social competencies, resilience and self-esteem.

Framework for Improving Student Outcomes (FISO)

In 2021, the school's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence and Empowering Students.

Our work included:

- Investigating current practices and instructional models currently in place.
- Facilitating professional learning relevant to these models, particularly the Reading Workshop Model.
- Working with PLC Leaders to build further understanding of the Inquiry Cycle and help improve consistency of implementation.

To support the implementation of these Key Improvement Strategies, the School Improvement Team met weekly and focused on monitoring the AIP, strengthening consistency and improving curriculum delivery. Some of the associated AIP actions and professional learning plans were modified or unachievable due to the need to provide support and

guidance of the various online platforms for our students and families.

Feedback from teachers has indicated the need to develop clearer understandings around the Reader's Workshop Model. Individual aspects of the model are well known, but how they interrelate and support effective teaching in the classroom needs to be unpacked. Teachers participated in professional learning on the Reader's Workshop Model and explored how the Workshop Model relates to it. Staff were surveyed in order to determine their levels of understanding of the model. This will inform further professional learning planned for 2022 which will be supported by the Education Improvement Leaders and also Anita Calore will continue to work with PLC leaders.

The Instructional Models in Reading, relevant to remote and flexible learning were developed and adapted as we progressed through the two phases. Professional learning and ongoing technical support was provided to assist in implementation. Teacher confidence with online learning increased throughout the year. This was evidenced by the decreasing need for support from the local technician, the quality of the materials presented and the level of engagement of the students. During the remote learning periods, the instructional models used by teachers were adapted to suit teaching online. Due to the cancellation of NAPLAN, targets were redesigned to reflect PAT Reading and Maths assessments.

Teachers used community feedback to moderate and help refine their online practice. There continued to be a focus on consolidating consistent school-wide approaches and exploring new ideas through the existing collaborative structures. Teachers uploaded instructional videos to support literacy and numeracy learning. Targeted students were asked to work with teachers onsite in order to be provided with content clarity and support, so they could work independently at home. Teachers worked diligently to provide all students with engaging, challenging but manageable workloads that promoted learning growth and supported families at the same time. We learnt a lot from the experiences of 2020, and we have continued with some of our positive outcomes to effect smooth transitions back into our classrooms.

The challenges faced in 2021 were met with great professionalism, resilience and high levels of skill by our teachers. This was acknowledged through the many expressions of support from our school community.

Achievement

During 2020-2021, COVID-19 impacted on all schools when students participated in remote and flexible learning for an extended period. Moreland Primary School provided devices and dongles across the school enabling all students to participate in remote learning and paper based activities were also provided as required. This was achieved by contacting families to pick up from school along with home visits with explanations for usage where necessary.

From Monday to Thursday each week teachers provided learning for students via video conferencing and Google Classrooms. Between two and six students attended school each day and three teaching staff were rostered on to supervise and assist these students. One member of Principal class and one office staff also attended each day.

The transition to Google classrooms was relatively smooth as we have been using the platform in our 5/6 area for several years and for more than two years in the 3/4 area. This provided us with ample experience and skills to assist all members of staff. Teachers had team meetings and planning on Fridays each week and the students were given the opportunity on Fridays to complete any unfinished tasks.

Specialist teachers also provided opportunities for learning in their particular area. Teachers kept records of which children participated in remote and flexible learning and followed up with those who were not active in their online learning. Despite this, some students did not participate. As was to be expected, some students struggled in this mode of learning and others thrived.

Achievement:

TEACHER JUDGEMENT-

The disrupted nature of the year had a definite impact on school goals and targets. Teacher judgements indicated that 87% of students across the school achieved at or above the age expected standards in English and 88% at above level

in Mathematics. This compared to 91% for English and 91% for Mathematics in schools with a similar demographic.

2021 NAPLAN Data:

Grade 3 Reading data recorded 66% of students working at the top 2 band, compared to 72% in similar school.
Grade 3 Numeracy data recorded 49% of students working in the top 2 bands, as opposed to 54% in similar schools.
Grade 5 Reading data recorded 62% of students working at the top 2 band, compared to 55% in similar school.
Grade 5 Numeracy data recorded 39% of students working in the top 2 bands, as opposed to 42% in similar schools.

Year 3 Reading showed that 91% of our students are working at or above expected level.
Year 3 Numeracy data showed that 80% of our students are working at or above expected level.
Year 5 Reading showed that 88% of our students are working at or above expected level.
Year 5 Numeracy data showed that 84% of our students are working at or above expected level.

The NAPLAN testing program did not go ahead in 2020.

Students were identified for catch-up tutoring in 2021, using various assessment tools and subsequent growth between 2019 and 2020 data sets.

In 2022 we will continue to focus on developing teacher knowledge and capacity to plan for and implement differentiated teaching practices. Students working 6 months below the expected level and also students working 6+ months above the expected level, will form part of the tutoring program. We currently have 3 learning tutors, working a total of three days per week with small groups of students. The learning tutors have worked closely with classroom teachers to analyse and use student data to plan for effective teaching and learning, targeted at their point of need.

Engagement

Moreland Primary School students are engaged and connected to their school and we are proud of the way in which we continued to support students in building resilience, persistence, and engagement throughout the Remote Learning period.

Attitudes to School Survey results within Learning Characteristics and Disposition category highlights 84% of our students showed 'motivation and interest' in their learning. The data also showed 74% of students persevered with their learning, 85% of our students showed positive endorsement in self-regulating and goal setting. Lastly, 78% of our students displayed a sense of confidence in their learning.

In 2021, 24% of our students were absent 20 or more days. The school has continued to promote the importance of regular attendance and engages with families to follow up on absences.

Student engagement is continually promoted throughout the school through stimulating and motivating programs ensuring we innovate and enhance programs already achieving desired outcomes. Having a clear understanding of student needs provides us with the relevant and pertinent information to plan effectively and purposefully.

We foster Student Leadership throughout the school by offering students the opportunity to participate in Leadership training and students assume a leadership role for which they have nominated. Opportunities for leadership roles range in various areas; school captain, vice captain, house captain, junior school council representative, sustainability leader and courtyard captain.

Building resilience and increasing knowledge and skills in developing oneself is a feature of our approach to our Positive Education philosophy and enables us to continue to strengthen the professional capacity of all our teachers and to cater for the needs of our students.

Students in Year F-6 participated in a 'Life Skills' program incorporating Mindfulness throughout Term 4. There was a range of events and activities held throughout the year that supported the wellbeing of students. These included

Friendship Day, the Buddy Program, Random Acts of Kindness Day and R U Ok day?

In semester 2 of 2021, the school enlisted the support of a psychologist to work with students who have a mental health care plan. This resulted in the appointment of an onPsych psychologist in 2022, currently providing support for up to 10 families.

A significant feature of Moreland Primary School is the positive school community and supportive parent group. The parent group is very active and take on major responsibilities for the organisation of significant events in the school calendar. Family and community engagement continues to be a priority, as shown through the work of our Community events and working closely with our Parents and Carers Club (PnC). The introduction of 'Coffee, Cake and Chat,' has provided opportunities for community members to engage with key stakeholders and have an active partnership with our school.

Wellbeing

At Moreland PS, we use a coordinated approach to identify and support students with specific learning needs and have implemented a consistent whole school approach to student wellbeing and positive behaviour.

The Student Attitude to School survey shows the four year average for our Year 4-6 'Connectedness to School' data sits at 87%. This is above that of Similar Schools (81%) and the State average (80%). The same survey shows our student's endorse the manner with which we manage bullying at an average of 86%. This compares favourably to that of Similar Schools (79%) and the State average (79%).

In 2021, several of our staff completed professional learning to improve their knowledge of how best to cater for the needs of our students. All staff completed their annual anaphylaxis update as well as education in diabetes management to cater for the needs of our students.

Our school has implemented a Positive Education Philosophy, to actively promote the positive mental health and wellbeing of our students. Our staff implement wellbeing strategies from the positive education mode, with sessions introduced around Empathy, Resilience, Kindness and Gratitude and Social and Emotional learning in class. In 2021, we trained another staff member in Positive Education. This year we have one staff member out of the classroom one day per week to support staff and implement a positive behaviour scope and sequence, in line with our Respectful Relationships work initiative. Following our work in 2021 on social and emotional awareness, a focus in 2022 will continue to be on Positive Education. This initiative will focus on the development of specific skills to assist students to further strengthen relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

The past two years highlighted the need to be aware of our own mental health and wellbeing as well as that of our students and community. Student Wellbeing Leaders were elected this year to ensure students have opportunities to contribute in this area. They also participated in the Lifeskills program to develop their Social and Emotional learning.

During remote learning parents appreciated the different forms of regular positive feedback they received about their children. To build on this, this year we introduced the 'green' chronicle Compass entries, to highlight the positives of students' work and actions both inside and outside of the classroom.

Finance performance and position

Moreland Primary School is committed to and provides our students with an extensive range of learning programs that supports learning for the 21st Century. The school is resourced to provide educational experiences that support and enhance the learning in the most effective manner. The school has shown due diligence and transparent accounting process to ensure targeted expenditure to optimise our students learning experiences and environment.

Moreland Primary School, based on the Student Family Occupation and Education Index, is in the lowest band due to

high parent education level and socio-economic advantage. Schools in this band receive the lowest levels of Equity Funding (Social Disadvantage) in the State.

Our school maintained a sound financial position throughout 2021. The current School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The December School Budget Management Report indicated a surplus of \$4212. The school received nearly \$17,000 in Equity Funding which supported professional learning and the partial funding of casual relief staff.

For more detailed information regarding our school please visit our website at
<https://www.morelandps.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 344 students were enrolled at this school in 2021, 176 female and 168 male.

23 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).

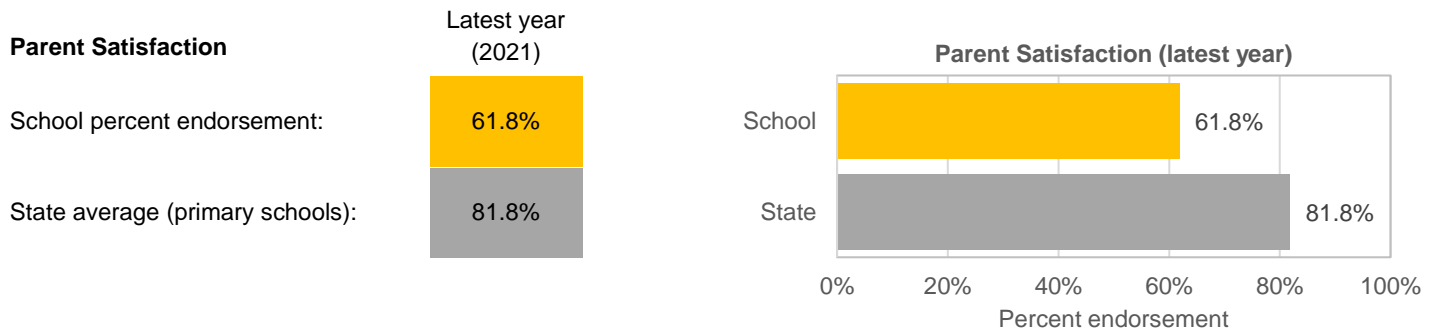
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

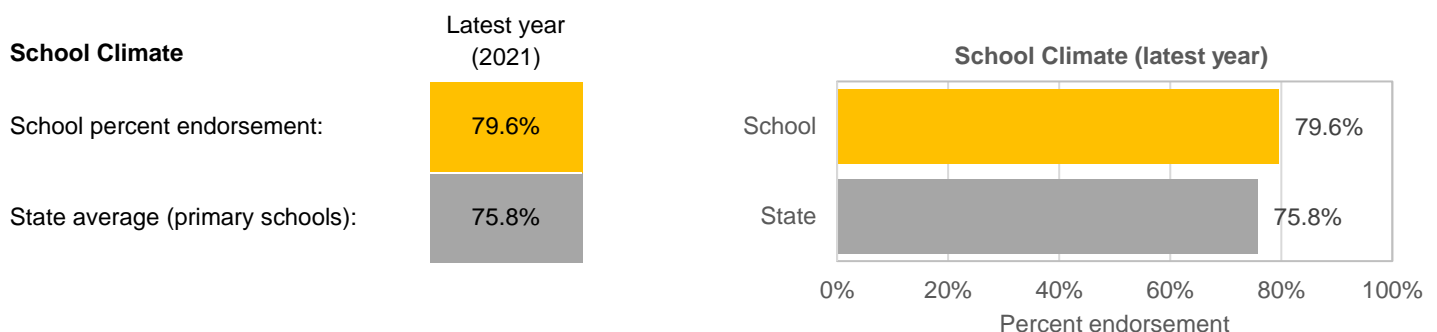


School Staff Survey

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:

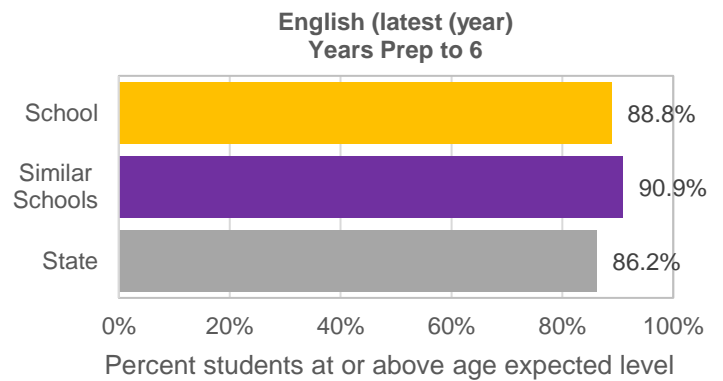
88.8%

Similar Schools average:

90.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

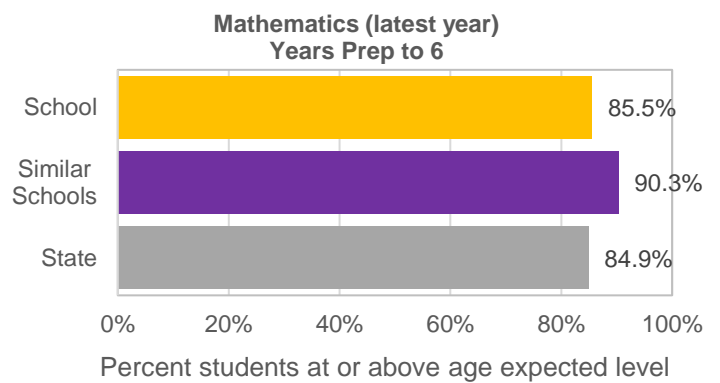
85.5%

Similar Schools average:

90.3%

State average:

84.9%



ACHIEVEMENT (continued)

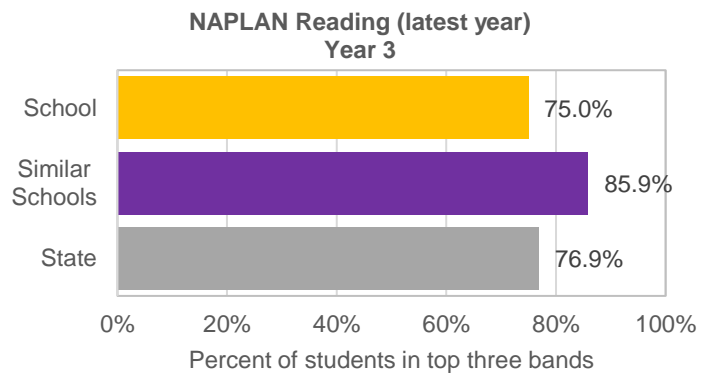
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

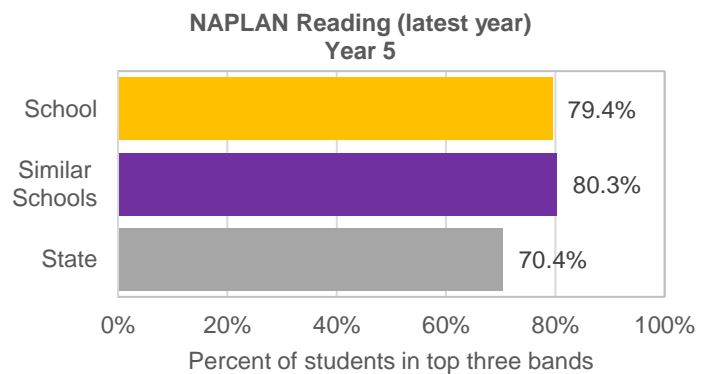
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

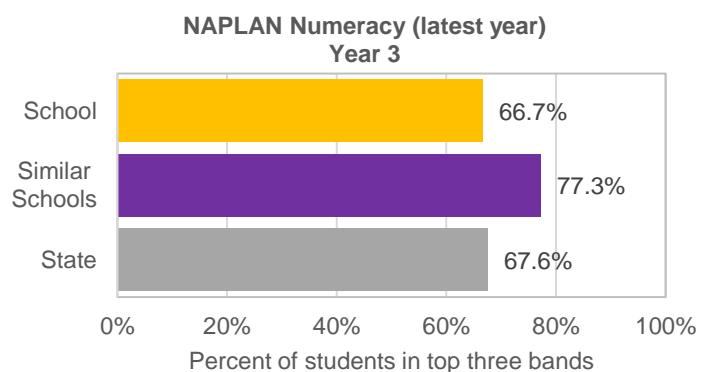
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	79.2%
Similar Schools average:	85.9%	85.2%
State average:	76.9%	76.5%



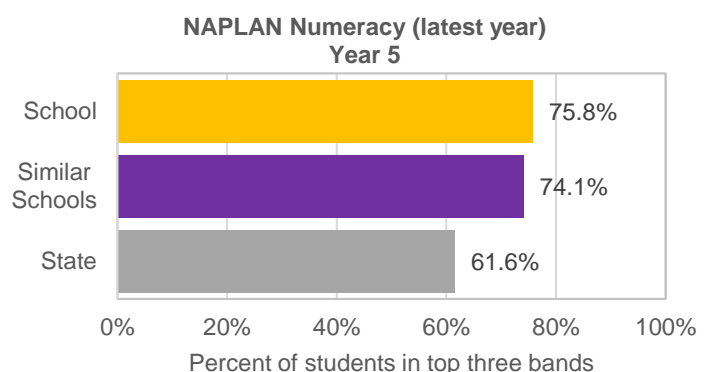
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	79.4%	80.0%
Similar Schools average:	80.3%	77.8%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	71.0%
Similar Schools average:	77.3%	78.4%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	75.8%	69.3%
Similar Schools average:	74.1%	70.9%
State average:	61.6%	60.0%



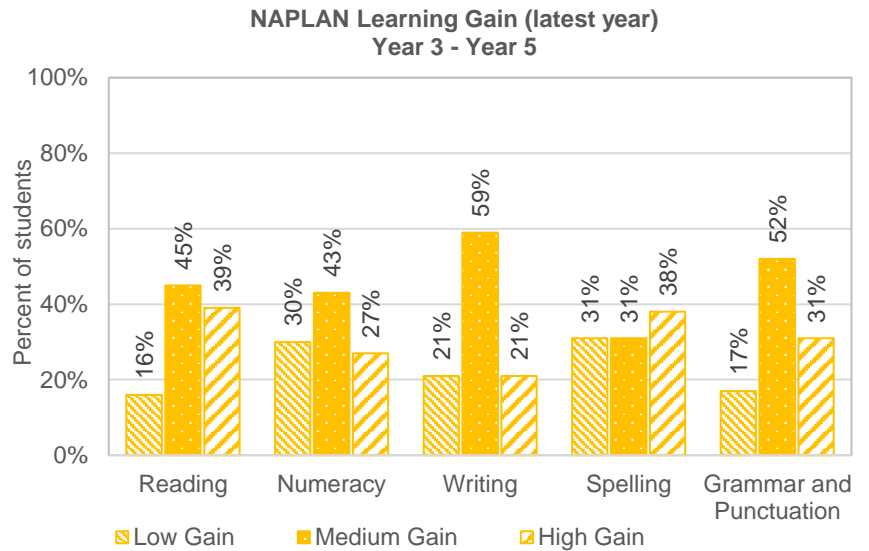
ACHIEVEMENT (continued)

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:	16%	45%	39%	27%
Numeracy:	30%	43%	27%	27%
Writing:	21%	59%	21%	28%
Spelling:	31%	31%	38%	25%
Grammar and Punctuation:	17%	52%	31%	28%



ENGAGEMENT

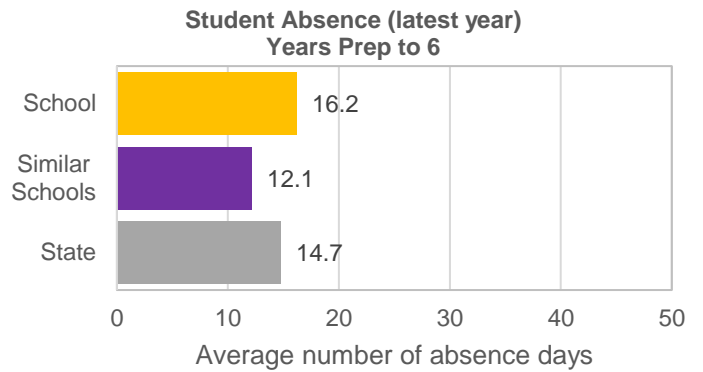
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.2	14.0
Similar Schools average:	12.1	13.3
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):	94%	92%	91%	91%	93%	91%	91%

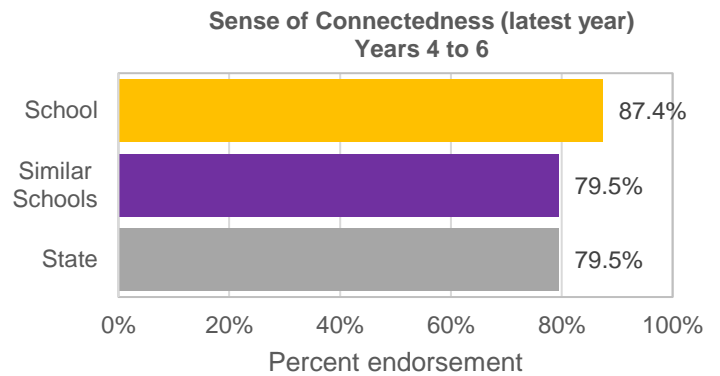
WELLBEING

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:	87.4%	88.8%
Similar Schools average:	79.5%	79.7%
State average:	79.5%	80.4%

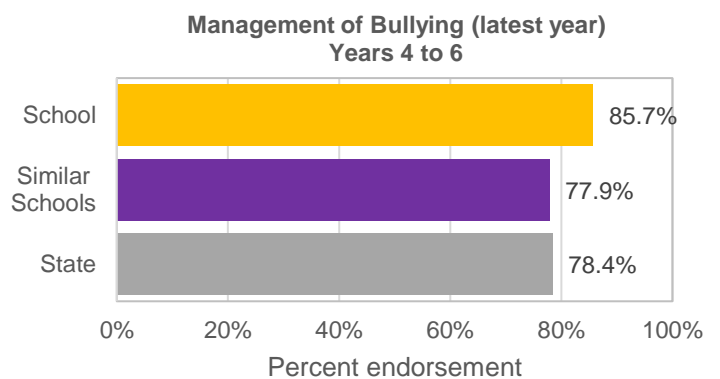


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	85.7%	91.0%
Similar Schools average:	77.9%	78.9%
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	\$2,883,574
Government Provided DET Grants	\$360,176
Government Grants Commonwealth	\$14,753
Government Grants State	\$0
Revenue Other	\$20,550
Locally Raised Funds	\$245,649
Capital Grants	\$0
Total Operating Revenue	\$3,524,703

Equity ¹	Actual
Equity (Social Disadvantage)	\$35,574
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$35,574

Expenditure	Actual
Student Resource Package ²	\$2,922,127
Adjustments	\$0
Books & Publications	\$4,653
Camps/Excursions/Activities	\$59,728
Communication Costs	\$4,583
Consumables	\$46,215
Miscellaneous Expense ³	\$19,208
Professional Development	\$4,341
Equipment/Maintenance/Hire	\$168,829
Property Services	\$66,478
Salaries & Allowances ⁴	\$61,076
Support Services	\$168,964
Trading & Fundraising	\$6,884
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,699
Total Operating Expenditure	\$3,554,785
Net Operating Surplus/-Deficit	(\$30,082)
Asset Acquisitions	\$10,560

- (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	\$394,994
Official Account	\$43,409
Other Accounts	\$46,360
Total Funds Available	\$484,763

Financial Commitments	Actual
Operating Reserve	\$99,822
Other Recurrent Expenditure	\$0
Provision Accounts	\$25,004
Funds Received in Advance	\$11,448
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	\$2,989
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$16,944
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$45,997
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$202,204

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.