

# 2021 Annual Report to The School Community



**School Name: Toongabbie Primary School (0856)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 April 2022 at 06:11 AM by Alison Stewart (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 30 April 2022 at 10:38 AM by Brigette Veneman (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

At Toongabbie Primary School, it is our strong belief that all children, with the appropriate support, are capable of educational and personal development and growth.

We recognise that our students are key stakeholders in our school and as such contribute significantly to setting their short and long term educational goals. To assist them in achieving their goals, we provide explicit teaching and close monitoring of growth. Our students are nurtured to develop traits of respect, responsibility, resilience and persistence through our school values. Our focus is on providing a well rounded education, where students receive tuition, based on their individual learning needs. We encourage excellence at all times with a focus on having a growth mindset when faced with new or challenging learning and build knowledge of social issues through explicitly teaching skills to support personal growth.

Our workforce consists of a principal, 5 teachers working with various time fractions that equate to a 3.2 Full Time Equivalence time fraction, 2 education support staff, a business manager .6 and volunteers assisting where possible.

At Toongabbie Primary School we subscribe to a School Wide Positive Behaviours Support (SWPBS) framework which promotes an inclusive, safe and friendly learning environment, where all members of the school community are treated with care and respect. Our key values are: Being a Respectful Person, Being a Reliable Friend, Being a Resilient Team Player and Being a Persistent Learner. In addition, in 2020 the school undertook training in Respectful Relationships. Term action plans ensure that there is explicit teaching of each value and Respectful Relationships form part of this.

Due to the impact of COVID-19 in 2021 our partnerships with the broader community continued to be severely limited, this impacted our breakfast club program also due to the volunteers falling into the vulnerable category.

Our school is very pleased with the annual survey results which indicated a high level of satisfaction from parents and staff. Percentage endorsement in both surveys was above the state average for Victorian schools. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey. The level of parent satisfaction was 88.8% compared to 81.8% at state level. Staff percentage endorsement in relation to School Climate in the annual school survey was 83.4% compared to 75.8% at state level.

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### Framework for Improving Student Outcomes (FISO)

Guiding the school's 2021 Annual Improvement Plan were the following three Framework for Improving School Outcomes (FISO) improvement goals:

1. Develop a Professional Learning Community teaching and learning cycle with partner schools
2. Develop a school based professional learning model that supports evidence based improvement strategies
3. Develop a scope and sequence for mathematics with community of practice with Professional Learning Community partner schools to align data collection, analysis, and evaluation of teaching and learning

Throughout the 2021 year we commenced using our school template for planning for all Mathematics lessons. This was supported by developing our understanding of how to write Learning Intent and Success Criteria for various levels of learning. We endeavoured to further develop our community of practice with Gormandale and District Primary School however due to school lock downs this was not successful. At a school level we commenced developing and using continuum's of learning for use in Mathematics and began to develop common assessment items for cross school moderation. In addition to our Professional Learning Community work at school level, staff also took part in whole school professional learning that focused on teaching open-ended tasks in Mathematics that incorporated how to plan for extending and enabling students at the various levels. It also included how to capture evidence of learning and prompts to challenge students to stretch their thinking. They then visited a school to work further with the presenters of

the Professional Learning to see the practice in action. On return to school they trialed observed lessons and incorporated activities into their daily teaching. Unfortunately our coaching program was unable to go ahead, however once students returned to school we were able to provide peer feedback on our teaching, through the use of video.

Our well being focus in 2021 was to complete the work we had began in 2020 with the development of a comprehensive values program that brought together, the explicit teaching of various elements of the curriculum, inclusive of the Respectful Relationships program and ensuring explicit teaching of the Personal and Social and Ethical capabilities, along with building respect, resilience, responsibility and perseverance. The program has improved the targeted teaching of social skills and personal learning. Our School Wide Positive Behaviour Support program forms part of this program also. Through consistency with delivery, it has positively impacted on the behaviour management across the school with use of common consistent expectations, consequences and rewards, visible in all classrooms.

Toongabbie Primary School only partially achieved our three key improvement strategies. At a school level we have worked toward utilising a Professional Learning Community approach to support rigorous data analysis, planning and teaching of curriculum that is driven by student needs. We are well positioned to implement this more consistently during the 2022 year, challenging our teaching practice and being accountable for the learning of students across the school. Our Professional Learning plan was well implemented with work undertaken in improving our knowledge and understanding of the teaching of Mathematics, updating staff qualifications in First Aid, Occupational Health and Safety and the Child safe standards. Along with this we have continued to work on utilising the Writers Cycle to build staff and student knowledge of the elements of writing. Our PLC work with our Community of Practice partner was not successful due the continual interruptions with lock downs.

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## Achievement

Our 2021 NAPLAN results were varied with our Grade 3 students performing well in both Reading and Numeracy and our Grade 5 students performing below the state level in Reading and at the state level for Numeracy. In 2021 our Grade 3 results showed that we had 90% (state 76.9%) of our students performing in the top 3 bands in Reading, and 70% (state 67.6%) in Numeracy. Our grade 5 results indicated 55.6% (state 70.4%) of our students were performing in the top 3 bands in Reading and 62.5% (state 61.6%) in Numeracy. Where comparisons were made with similar schools, over a 4 year average we are performing slightly above similar schools in Reading for both Grades 3 & 5 and Numeracy for Grade 5 with Grade 3 being slightly below.

NAPLAN Learning Gain measures students' growth from Year 3 to Year 5 in relation to students who achieved at a similar level in NAPLAN assessment two years prior. Growth is rated low, medium or high. To the credit of our students and staff, high learning growth was achieved by 38% of our students in Reading, Grammar and Punctuation, and Numeracy, with 50% achieving medium growth in Reading, Numeracy, Writing and Grammar & Punctuation. Spelling remains of concern as we have 63% low growth in this area.

Teacher judgement of students from Prep to Year 6 refers to the end year assessment in relation to progress against the Victorian Curriculum. These judgements are included in students' end of Semester reports. Our teacher judgement of student achievement at Semester 2 in the English dimensions (Reading and Viewing, Speaking and Listening and Writing) were categorised at a higher level in comparison with similar schools and equal to state levels. Our Mathematics dimensions (Number and Algebra, Measurement and Geometry and Statistics and Probability) were categorised slightly below similar schools and the state level. In English, teachers assessed 87% of our students at or above expected level in Reading and Viewing, 94% at or above expected level in Speaking and Listening and 77% at or above expected level in Writing. In Mathematics, teachers assessed 81% of our students at or above expected level in Number and Algebra, 87% at or above expected level in Measurement and Geometry and 85% at or above expected level in Statistics and Probability.

Throughout the ongoing lockdowns staff utilised online learning platforms to improve the timing of feedback to students about their work. This supported families and students to have greater understanding of expectations regarding the quality of their work and areas for improvement.

The Tutor Learning Initiative was implemented throughout the 2021 year, however with further interruptions due to

ongoing lockdowns, was not as successful for all students as had been hoped. We did however have some students who made significant gains whilst working with the tutors making a years growth in 6 months according to school based testing.

Staff utilise individual learning plans, shared curriculum planning and thorough assessment to ensure that the learning needs of all of our students are being catered for. Our students with special needs, supported by the Program with Students with Disabilities program, work under an Individual Learning Plan. This plan is monitored by Student Support Groups comprising teaching and education support staff, principal, parents and regional support staff.

Every effort is made to celebrate the achievements of our students. Acknowledgement of achievement is provided in classrooms, at SWPBS assemblies, school reporting, through verbal and email communication to families, on our school Facebook page and in school newsletters.

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## Engagement

As a component of our School Wide Positive Behaviours Support Program (SWPBS), students are engaged in relevant decision making processes within the school. Student voice and agency is considered a very important part of this process. Students are assigned leadership roles, leading school and SWPBS assemblies and have the opportunity to provide feedback on all components of teaching and learning. SWPBS assists students to focus on their responsibility for their own learning and helps them to be reflective about their learning and behaviour.

In 2021 a staff member was allocated the responsibility for developing our Toon TV as a way of further engaging students in their learning. Toon TV was developed in 2016 as a video self and peer modelling program. Students are recorded performing appropriate behaviours in and out of the classroom. Regular video screenings reinforce the positive behaviours being addressed and our school incident data has shown a significant reduction in incidents reported. Toon TV also records major school events and special acknowledgements. Students play a very active role in the production process.

In addition to numeracy and literacy programs, students were actively engaged in specialist classes in Visual Arts, Physical Education and German. Each of the specialist classes engaged students in extracurricular activities such as cluster sporting events, cluster camps, German cultural celebrations and performing arts community events. In 2021 students participated in inter school Athletics, Basketball, Football, Netball and Soccer. They visited the Morwell Arts Centre, viewing and engaging with the Di Vinci exhibition. German cultural celebrations included Carnival and the 'bringing home of the cows.' Students were also involved in celebrating Book Week, Halloween and enjoyed online lessons from an illustrator.

Our school attendance data during 2021 compared Toongabbie below similar schools and our four year average was below the state median. Our average absence total per student for 2021 was 18.1 days compared to a state average of 15. The increase in average days can be attributed to high level of absenteeism with a small number of specific cases due to family reasons and chronic illness. As part of a Latrobe Network Cluster of School's focus on improving school attendance, Toongabbie will continue to implement a range of engagement strategies. With the help of the Department's Student Support and Engagement Staff and relevant external agencies, we are confident of addressing attendance concerns.

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## Wellbeing

Staff acknowledges the importance of student well being to successful learning. Well being meetings were scheduled to occur every 3 weeks throughout the 2021 school year. These meetings focused on students at risk, strategies to address these needs and staff professional development in well being. Throughout remote learning, education support staff made regular ongoing contact with students deemed at risk, to ensure that they had the supports required. This



included, physical resources such as, breakfast club goods, school requisites and access to on-site supervision.

The Department's Attitude to Schools Survey, completed by Year 4-6 students in May, provided student feedback on many areas including the level of school connectedness. As a percentage endorsement, our students ranked below similar schools in 2021, and the four year average level was below the state median. A staff analysis of the survey data revealed a very low score from a particular grade/gender cohort on the topic of school connectedness. Due to this it was openly discussed with students and measures discussed for implementation throughout the year. In the Attitude to Schools Survey domain, Management of Bullying, our level of positivity (88.3%) was above to the median of all Victorian Government Schools (78.4%).

The continued support from the Wellington/Latrobe Lions Club allowed us to continue to run breakfast club when authorised. Whilst community volunteers were not allowed on site due to restrictions, the staff supported the running of breakfast club with a limited menu. In addition we were able to get food hampers through the program for our families or made up packs with any extra supplies we already had. This received very positive feedback.

Throughout the year we have continued to work closely with various support agencies and the Department of Education Student Support Services to ensure that students receive the assistance that they require.

The further refinement of our SWPBS program, provided some challenges for students as they adapted to the changes, however for many the impact of learning from home and lack of ongoing socialisation with others, proved a greater challenge. Due to this we provided a modified curriculum on the the return to school after remote learning. This provided opportunity for students to reconnect, the re-establishment of school expectations and targeted learning in the literacy and numeracy.

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## Finance performance and position

The school finished the year with a net operating deficit of \$24,688. This was due to an over staffing situation and a reduction in locally raised funds, impacted by the COVID pandemic. 2021 saw a drop in enrolments and a considerable drop in equity funding from the previous year. The finance committee of the school council managed the budget well, knowing the difficulties with over staffing and reduced fundraising capacity. These key impacts were managed throughout the 2021 year.

The learning needs of our students were well supported by Department of Education funding which included the Student Resource Package (\$667,968), Government Provided DET grants (\$104,898) and Equity Funding (\$38,987). Equity funding enabled us to employ additional staff and purchase resources to help address the needs of our students at risk.

Locally raised funds amounted to (\$24,401) in 2021, a decrease of (\$4594) from 2020, a (\$32,441) decrease over the past 2 years during the pandemic. Locally raised funds are inclusive of parent contributions for essential education items, monies collected for camps and excursions, along with monies from fundraising events. Fundraising events undertaken were tuck shop, Easter Raffle, and stalls for Mother's day, Father's Day and Christmas. The Parents and Friends Association, in conjunction with the wider school community, is to be commended on its efforts in raising much needed funds to support the children's learning programs. Funds raised went to signage installation for our school values and will be used to upgrade various aspects of our school grounds in the 2022 year.

The school has continued to benefit from the very generous financial support from of the Wellington Latrobe Lions Club and the St Vincent de Paul Society, Traralgon. Funding from these organisations has provided graduation scholarships and contributed towards swimming program transport costs.

# 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, 32 female and 25 male.

0 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).

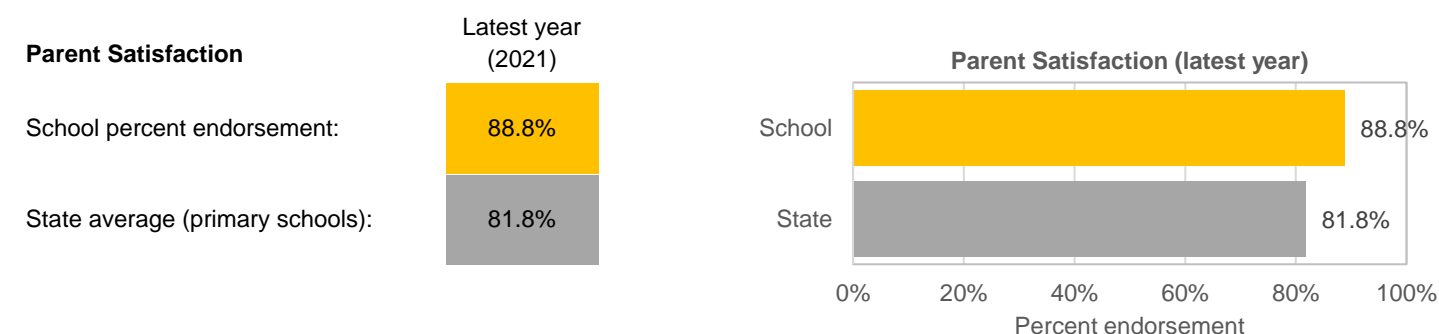
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

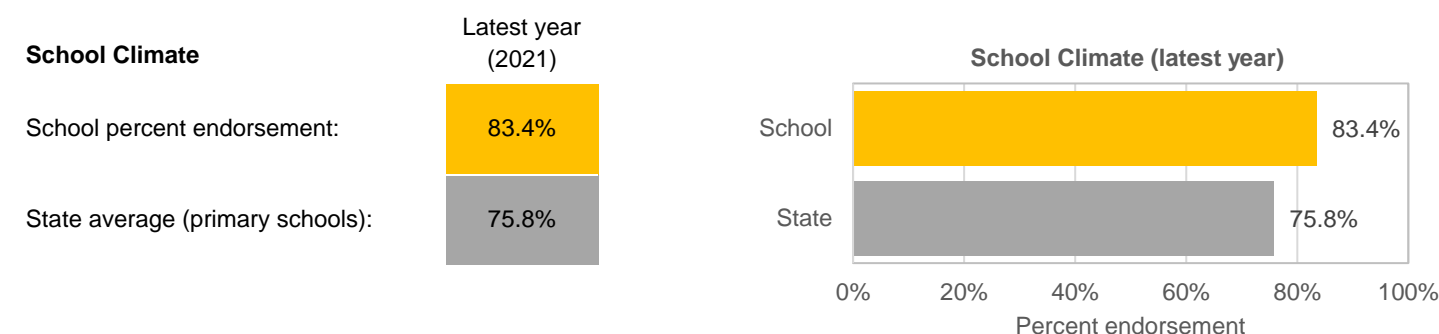


### School Staff Survey

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:

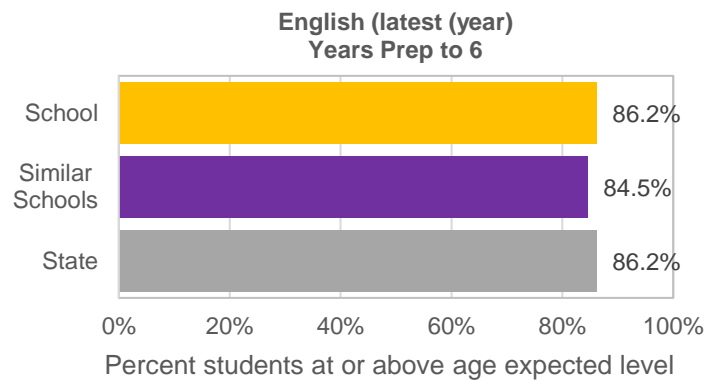
86.2%

Similar Schools average:

84.5%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

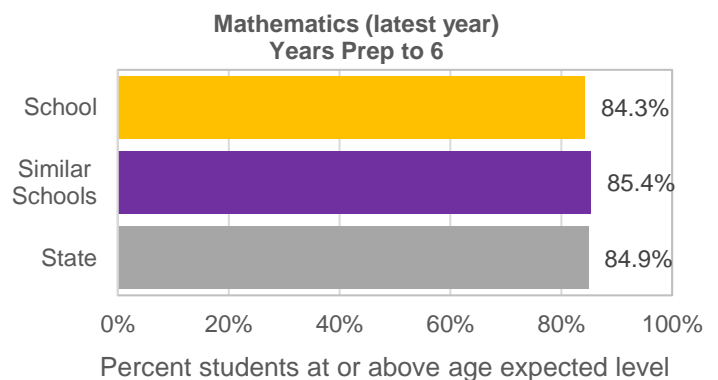
84.3%

Similar Schools average:

85.4%

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.

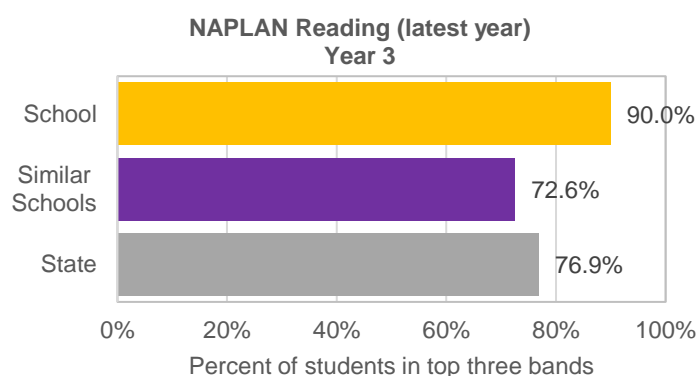
### NAPLAN

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.

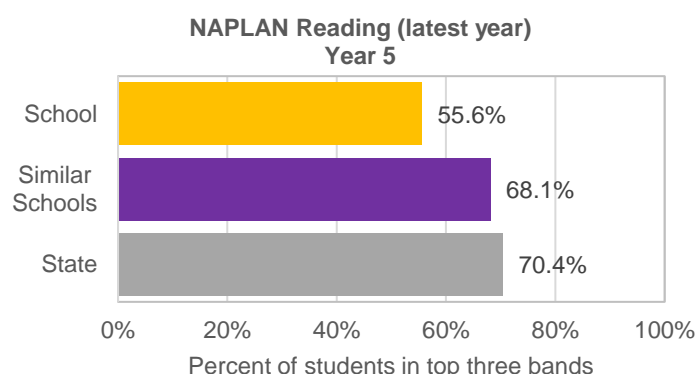
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.0%	79.2%
Similar Schools average:	72.6%	74.0%
State average:	76.9%	76.5%



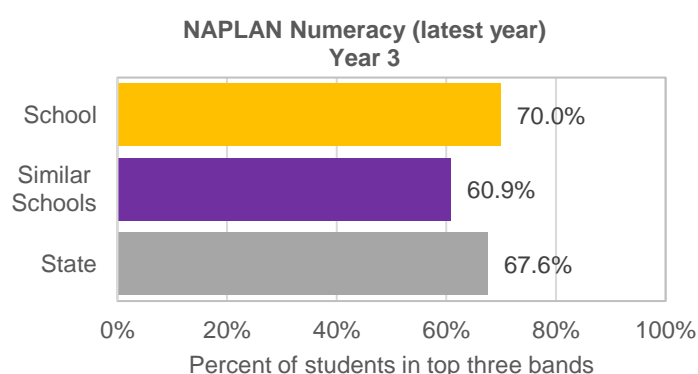
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.6%	66.7%
Similar Schools average:	68.1%	66.5%
State average:	70.4%	67.7%



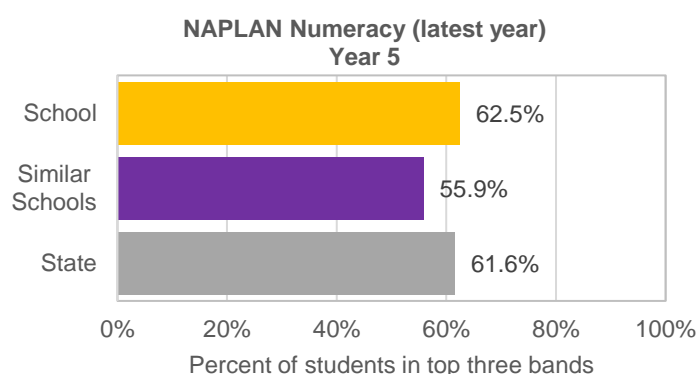
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.0%	62.5%
Similar Schools average:	60.9%	66.4%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.5%	60.0%
Similar Schools average:	55.9%	57.9%
State average:	61.6%	60.0%



## ACHIEVEMENT (continued)

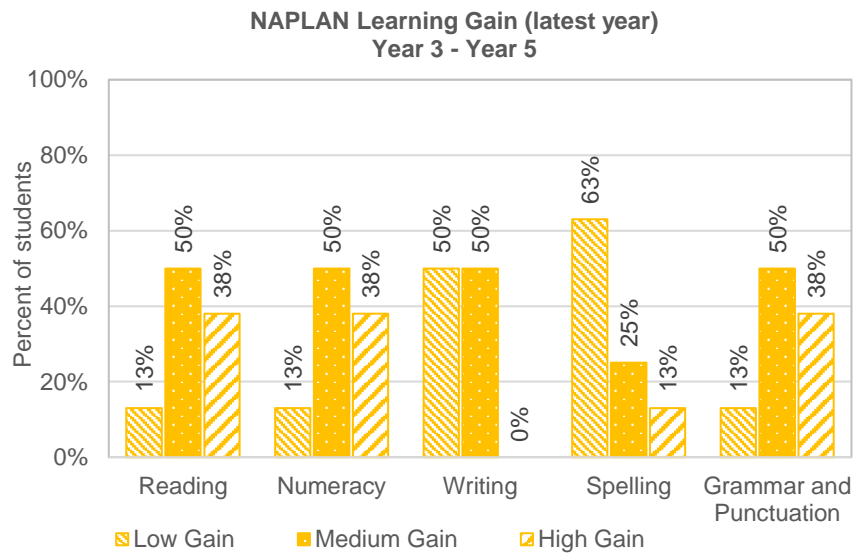
### NAPLAN Learning Gain

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:	13%	50%	38%	23%
Numeracy:	13%	50%	38%	22%
Writing:	50%	50%	0%	18%
Spelling:	63%	25%	13%	23%
Grammar and Punctuation:	13%	50%	38%	23%



## ENGAGEMENT

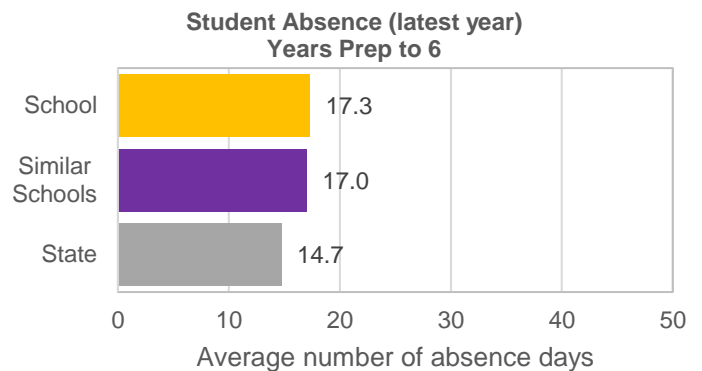
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	17.3	18.1
Similar Schools average:	17.0	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):	92%	95%	86%	94%	95%	92%	85%

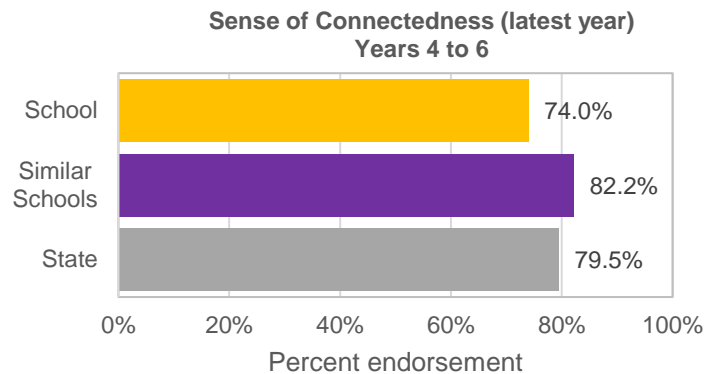
## WELLBEING

**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).

<b>Sense of Connectedness Years 4 to 6</b>	<b>Latest year (2021)</b>	<b>4-year average</b>
School percent endorsement:	74.0%	76.2%
Similar Schools average:	82.2%	82.2%
State average:	79.5%	80.4%

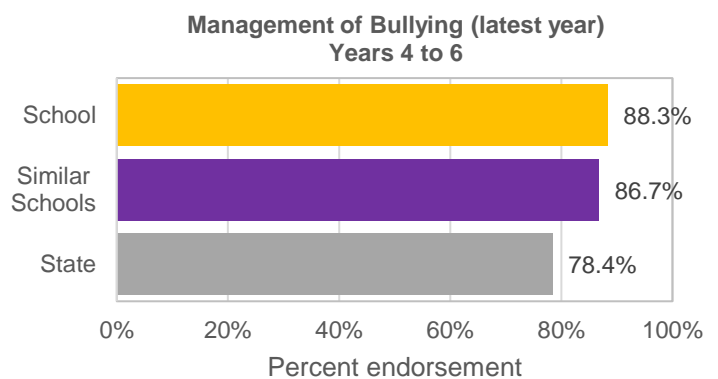


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

<b>Management of Bullying Years 4 to 6</b>	<b>Latest year (2021)</b>	<b>4-year average</b>
School percent endorsement:	88.3%	84.7%
Similar Schools average:	86.7%	84.7%
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	\$667,968
Government Provided DET Grants	\$104,898
Government Grants Commonwealth	\$1,800
Government Grants State	\$0
Revenue Other	\$1,722
Locally Raised Funds	\$24,401
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$800,790</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$38,987
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$38,987</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$668,334
Adjustments	\$0
Books & Publications	\$2,986
Camps/Excursions/Activities	\$8,102
Communication Costs	\$1,337
Consumables	\$16,104
Miscellaneous Expense <sup>3</sup>	\$19,439
Professional Development	\$6,652
Equipment/Maintenance/Hire	\$21,791
Property Services	\$43,929
Salaries & Allowances <sup>4</sup>	\$25,718
Support Services	\$0
Trading & Fundraising	\$3,227
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$7,859
<b>Total Operating Expenditure</b>	<b>\$825,478</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$24,688)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$117,721
Official Account	\$8,054
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$125,775</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$23,332
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$21,629
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$22,000
Capital - Buildings/Grounds < 12 months	\$37,210
Maintenance - Buildings/Grounds < 12 months	\$17,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$121,171</b>

*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.*