

2021 Annual Report to The School Community



School Name: Monmia Primary School (5336)



- 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 28 April 2022 at 01:36 PM by Lorraine Bell (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 09 May 2022 at 08:14 AM by Amanda Deakin (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

The Monmia Primary School Vision statement embodies what the school community expects to achieve, 'Loving to Learn, Learning to Live and Being the Best'. All community members embrace the following core values-acceptance, caring, friendliness, honesty and respect. These core values shaped the way in which people worked together by creating shared expectations and norms. The community is committed to providing innovative programs that stimulate and challenge each student to become assessment capable learners. Monmia Primary School, located in the Keilor Downs, is a Prep to Year 6 school with 205 students. The School Family Occupation is 0.6022 and the Student Family Occupation Education is 0.4672 that indicates that over one third of the students come from low socioeconomic backgrounds. The cultural backgrounds of the school community is diverse with many different languages other than English spoken at home.

The school is:

1. Nationally accredited as a 'BE YOU' school promoting mental health and wellbeing.
2. Locally recognised for having an innovative and inspiring school library.

The ultimate achievement to be celebrated is the consistency of teacher judgement during 2021, in assessing student achievement. School based assessment data indicated sustained growth in reading and numeracy even though students were learning remotely, as a result of the COVID-19 pandemic.

Monmia Primary School provides a safe, learning environment where teachers, students and families work together in partnership. The school's core values are reflected by the important relationships fostered between home and school. As a 'Be You' school, there is an ongoing commitment to improve mental health and wellbeing and as a result improve the educational outcomes for all students. During Covid-19, the school community stayed connected with family's daily using a range of online platforms and Webex meetings. There was a strong sense of belonging and a 'family centred culture' as students were learning in a Flexible and Remote setting.

Human resources were allocated to achieve the strategic direction as planned and documented in the 2021 Annual Implementation Plan, prioritising and targeting student learning, engagement and wellbeing. The staffing consists of a strong principal class team of 1.0 Principal, 1.0 Assistant Principal for Student Engagement and Wellbeing and 1.0 Assistant Principal for School Improvement. There are 9.4 classroom teacher range 2 level and 2.1 classroom teacher range 1. In addition, Education Support Staff include 2.0 EFT Integration Aides, 1.9 Administration Staff as well as a 0.2 digital learning technician. To ensure consistent instructional practices were implemented in every virtual classroom and on site learning program, Literacy and Numeracy coaching was provided to PLCs. The implementation of online platforms to deliver a rich curriculum enhanced student engagement and motivation that was driven by skilled PLC members, where regular expertise and knowledge was shared. Students were provided with open ended family orientated specialist tasks flexible and remote learning. Specialist Programs were provided on site in Visual Arts, Performing Arts, Science Technology Engineering Arts Mathematics, Health and Physical Education. The Tutor Learning Initiative was implemented in Literacy and Numeracy to ensure students progressed in their learning. Fountas and Pinnell Levelled Literacy Intervention Program was delivered to students in Years P-2, at risk of not achieving the standard in reading. The Numeracy Intervention program was delivered to students in Years 3-5. The work of Professional Learning Communities continued throughout 2021, where the responsibility of knowing and developing all students was collective and was achieved through collaborative planning, even during the COVID-19 pandemic. Teachers continued to collaborate regularly with colleagues and daily with their students. Transition from onsite to offsite was smooth for students and staff. During Flexible and Remote learning it was evident that there was an increase in eLearning skills gained by teachers, students and parents/guardians/carers. Communication between home and school was regular utilising Sentral Management System to push out alerts, email, Webex check ins by Principal Class and teachers. Social media was also used to showcase learning and to keep families informed through Twitter and the schools Facebook page.

The school motto of 'Learn and Achieve' is evident in the way the school works together to progress all learners. Evidence based research of "John Hattie" and "Lyn Sharratt" has supported teachers to develop an environment focussed on LEARNING and WELLBEING for all, where students are developed to be assessment capable. Students are able to articulate their learning goals and know where to next in their learning. The school community's continued commitment to further improve student progress has been validated by school assessment data and surveys.

Framework for Improving Student Outcomes (FISO)

Curriculum planning and assessment.

Learning Catch up and extension priority

- Regional PL opportunities offered to staff and undertaken in reading and wellbeing
- Best practice from other schools shared during whole staff forums and applied consistently across P-6
- Weekly collaborative planning time during Flexible and Remote Learning via Webex
- The Victorian Curriculum used to co-construct learning intentions and success criteria for student learning
- Coaching support provided to PLCs in planning in Literacy and Numeracy by Assistant Principals and the

Keilor/St Albans EIL

- Professional Learning incorporated in the work of PLCs and Staff Forum through reflection time
- Reflective discussions focussed on LEARNING and WELLBEING during whole staff forums
- Open ended tasks and questioning used to differentiate learning
- Mathletics, Sunshine Online, Epic and FUSE resources used by teachers to design a rich learning program
- Teachers included daily modelled reading, mini lessons with preferred/ explicit strategies
- TLI program delivered in Reading, year P-2 students and Mathematics to students in year 3-6. three times a week

- Regional PL opportunities offered to staff and undertaken in Reading and Wellbeing

Curriculum planning and assessment.

Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning

- Students' feedback and previous student data on hand utilised to establish a learning pathway and future instruction
- Established online platform such as Google Classroom and DB Primary used for learning and a place where student work samples are uploaded and completed
- Daily check in with students on Webex to track attendance and student learning and wellbeing
- Students' At Risk Planning Tool revisited and adjustments made where needed
- Students' self-assessment using rubrics that are uploaded on Google Classroom and dB Primary
- Students complete pre-tests and post tests on Mathletics
- Fountas and Pinnell levelled comprehension questioning applied in planning and delivered daily in reading on Webex
- Teachers delivered daily small groups in Reading e.g. guided reading
- Mathletics assessment tools used in Mathematics to assess and monitor various conceptual understanding
- Measured the impact of student growth and achievement through regular data collection, data interpretation and differentiation
- Shared data with students to develop student learning goals and related strategies for future improvements
- Implemented tracking and monitoring systems for students to reflect regularly on their own learning goals and efforts
- Moderated student work samples during PLC collaboration using agreed rubrics
- Staff completed SSGs for students with additional needs
- Middle Leaders and Principal Class completed professional learning workshops facilitated by Lyn Sharratt along with Keilor St/Albans Network colleagues

Health and Wellbeing

Happy active and healthy kids priority

- Fountas and Pinnell levelled comprehension questioning incorporated in the reading program
- Teachers delivered daily small groups in Reading e.g. guided reading
- Regional PL opportunities offered to staff and undertaken in Reading and Wellbeing
- Be You modules completed by staff and a comprehensive weekly BounceBack program implemented by classroom teachers

Building Communities

Connected schools priority

- Social media utilised to showcase student learning and whole school events and achievements

- Electronic signage at the front of the school utilised to capture school interest and highlight upcoming events
 - School newsletter published weekly
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Achievement

Monmia Primary School is strongly committed to achieving high levels of student growth in all areas of student learning. Considerable emphasis and substantial allocation of resources have been committed to the continual improvement in the delivery of research based instructional practices in every classroom so that all learners can learn and achieve. Collaborative planning practices are firmly embedded within the school culture with all PLCs having weekly collaborative planning time even during Flexible and Remote learning. The Assistant Principals have worked collaboratively with PLCs during planning to support and provoke high level teaching and learning reflection, guide the mastery of skills to build teacher effectiveness as well as utilising the support of the SWVR, Education Improvement Leader (EIL).

Data literacies of PLC members have been enhanced in using data to plan and confirm student progress and achievement. The staff are accountable for all students within PLCs and this mindset is firmly embedded in the culture of the school. Consistency in teacher judgement has been obtained following school agreed moderation processes during COVID-19 as well as the guidance of DET. Teachers analysed various school based assessments and online teacher assessments to make judgements of students learning in English and Mathematics. Student data was examined during collaborative planning sessions and used to direct the next stages for explicit teacher instruction and learning. Individual student needs were addressed through small focussed teaching groups and differentiation. Individual student reading conferences were common practice across all PLCs on a daily basis even during COVID-19. Small focussed teaching groups and conferences online provided valuable insight into understanding student meta-cognitive strategies used and for the development of personalised learning goals. Student learning goals were co-constructed with the teacher and student and made highly visible for students to track and regulate. Student voice was strongly encouraged to support students in becoming assessment capable learners, being responsible for their own learning and knowing what they need to do next. Student effort was recognised and honoured daily by all teachers so that purposeful feedback was given to all students.

The 2021 teacher judgements indicated 90.8% of students across the school were working at or above the expected level in English and 90.9% in Mathematics. This is higher than similar schools and the state average. Students on the Program for Students with a Disability demonstrated achievement against personalised goals. Due to COVID-19 NAPLAN assessments were not administered to students in year 3 and year 5. Small focussed teaching groups in reading were implemented during Flexible and Remote learning as well as in Mathematics in year 5/6. The daily explicit teaching ensured students were targeted at a needs basis. Student Led Conferences were conducted on Webex to ensure students had the opportunity to share their learning achievements with their parents/guardians/carers.

All Professional Learning Communities at the school consistently focussed on teacher wellbeing and learning in order to ensure students made measurable and ambitious gains. All staff shared accountability for all students.

The school's intent is to focus on maintaining the impressive results achieved with students in the top two bands, further improving reading outcomes and focusing solidly on improving numeracy outcomes for all students. Wellbeing for students and staff will be given equal attention to ensure positive student outcomes can be achieved in 2022.

Engagement

Monmia Primary School continued to focus on student engagement even though most of the time students were required to work under Flexible and Remote conditions as a result of COVID-19. There was an average of 24.1 days absence per student which is higher than similar schools and state average. Student attendance continued to be marked twice daily through Webex check ins. Teachers provided the office and Principal Class with daily attendance records, highlighting where there was a need for follow up. Phone calls were made to families where students were not accessing daily Webex sessions or not completing student work. Students' attendance was validated through work completed online. Student attendance and wellbeing was a priority even though students were not completing onsite learning for most of 2021. Upon return to onsite learning, students who did not return to school were contacted by the principal class, reassuring families that onsite learning was safe. Students who were deemed vulnerable or at risk were

provided adjusted learning to ensure students' wellbeing and engagement was not impacted.

The Attitudes to School Survey was completed by students in Years 4-6 indicating a result of 70.7% in sense of connectedness and 77.0% for management of bullying. These results are slightly lower than similar schools and state average. However, through the daily check ins teachers were reassured that students were feeling safe and happy. Teacher based surveys conducted, confirmed that students felt connected to peers, staff and the school during Flexible and Remote Learning. This was also evidenced through the transition between on and off site learning being smooth. This is also attributed to the strong positive school community partnerships which continued and were strengthened during Flexible and Remote Learning.

The school will continue to focus on increasing authentic student voice and agency so all students are equal partners in their learning.

Wellbeing

Monmia Primary School was deliberate in providing equal value to Student Engagement and Wellbeing during COVID-19 alongside Student Achievement. The school's commitment to 'Be You' continued so that a positive impact in building community connectedness and community partnerships could be obtained. The school was guided by DET-Operations Guide in responding to COVID-19 to ensure staff, students and families were safe. The COVID Safe Plan was implemented as per DET requirements. The Student Risk Assessment Tool was completed and updated upon each stage of the pandemic to Flexible and Remote Learning and Return to Onsite Learning. The school community were informed weekly of wellbeing articles published in the school newsletter providing families with handy tips. Staff were supported through regular professional learning where there was a focus on health and wellbeing. Teachers planned social and emotional learning opportunities for students to complete online during Flexible and Remote learning. A strong focus on mental health and wellbeing was incorporated in learning programs not only through the delivery of BounceBack program but the introduction of a Tech Free day and movement focuses through the various specialist programs during the pandemic.

The school community will continue to be included in the ongoing work of promoting highly inclusive, respectful, responsible and safe student behaviours and practices, both online and offline through the eSmart initiative. The school will continue to prioritise and embed whole school structures and social and emotional learning programs to enhance student self-awareness in order to build resilience and develop strong relationships.

Finance performance and position

The financial status at the end of 2021 demonstrated a net operating surplus of \$67,111. This surplus is attributed to the school not having to employ CRT for absent teachers, minor expenditure on curriculum resources and limited expenditure on buildings and grounds maintenance due to the restrictions of COVID 19 lockdowns during 2021. Focused expenditure on the priority areas of literacy and numeracy resources to backfill and provide evidence based resources for teachers to support them on their return to onsite learning. The low SES funding (SRP Strategic Programs) was used to support literacy and numeracy, including the delivery of the Tutor Learning Initiative until mid November. Additional funding through the School Sporting Grants provided students with enhanced resources of sporting equipment. The Student Excellence Program was accessed by eligible students in Literacy and Numeracy. The Swimming in School Grant was not used due to COVID 19 and will therefore be allocated in 2022. Coaching support provided to PLCs to improve teacher practice was achieved through the use of Equity Funding. A highly comprehensive P.E program was delivered to students upon their return to onsite learning, prioritising health and wellbeing. All school expenditure was strategically allocated to improving student learning, engagement and wellbeing.

For more detailed information regarding our school please visit our website at
www.monmia.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 205 students were enrolled at this school in 2021, 99 female and 106 male.

38 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).

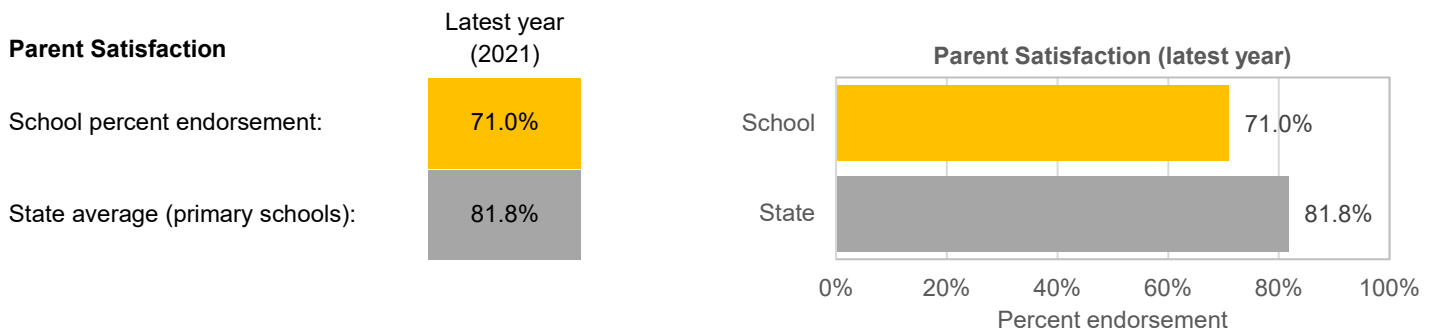
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

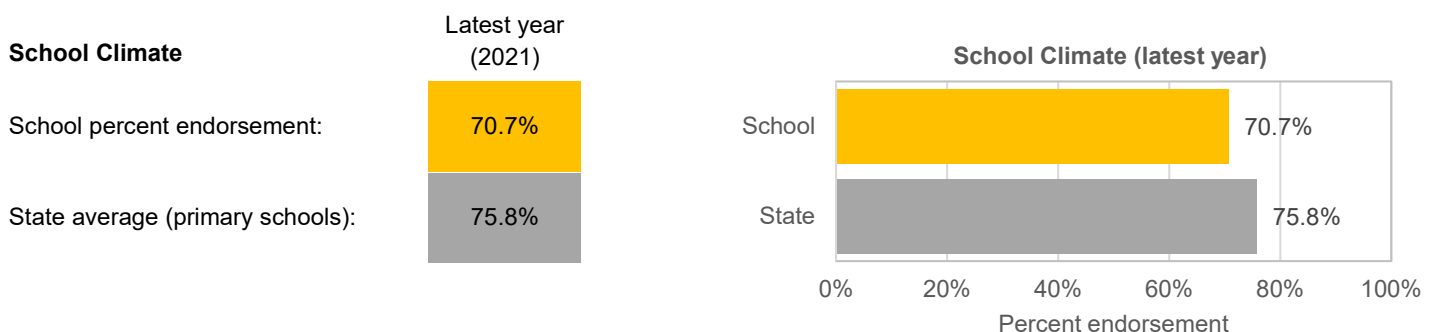


School Staff Survey

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:

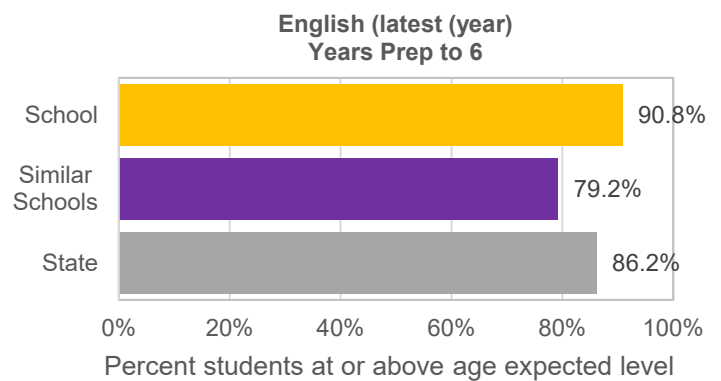
90.8%

Similar Schools average:

79.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

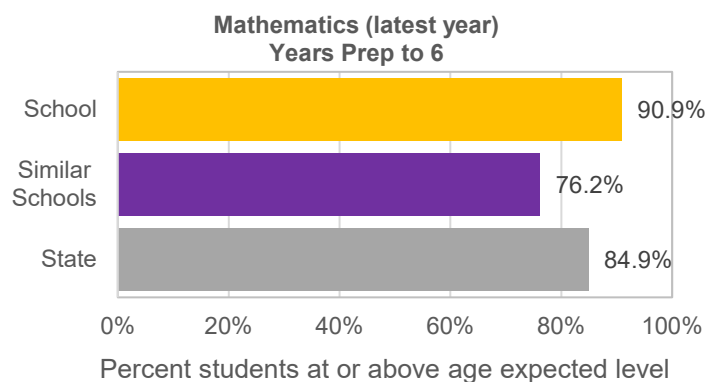
90.9%

Similar Schools average:

76.2%

State average:

84.9%



ACHIEVEMENT (continued)

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

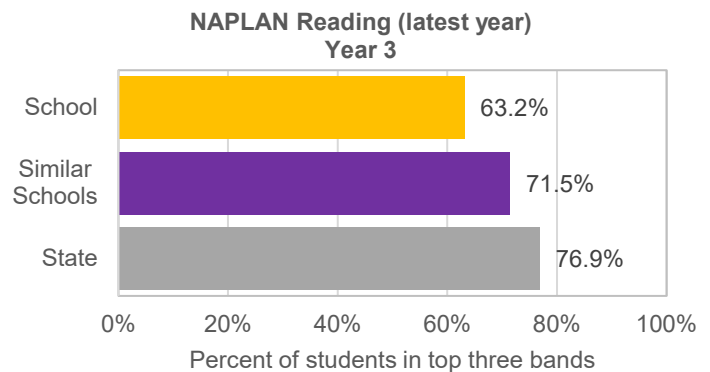
NAPLAN

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

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

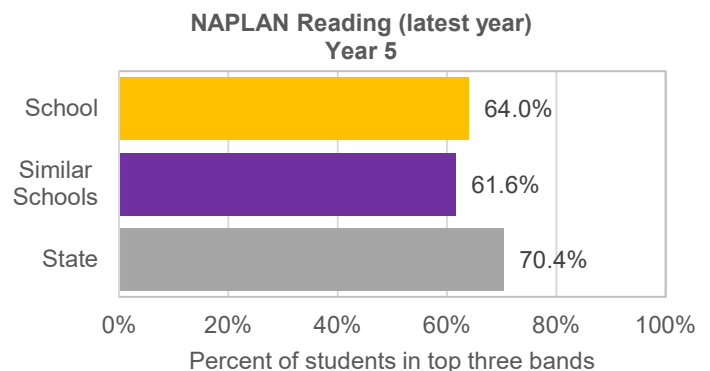
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.2%	67.5%
Similar Schools average:	71.5%	69.4%
State average:	76.9%	76.5%



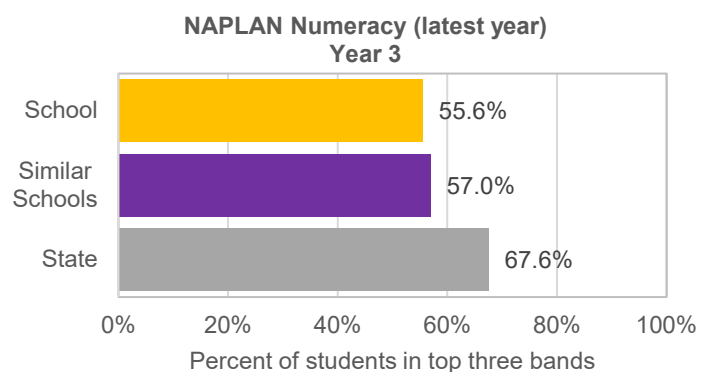
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.0%	56.3%
Similar Schools average:	61.6%	57.1%
State average:	70.4%	67.7%



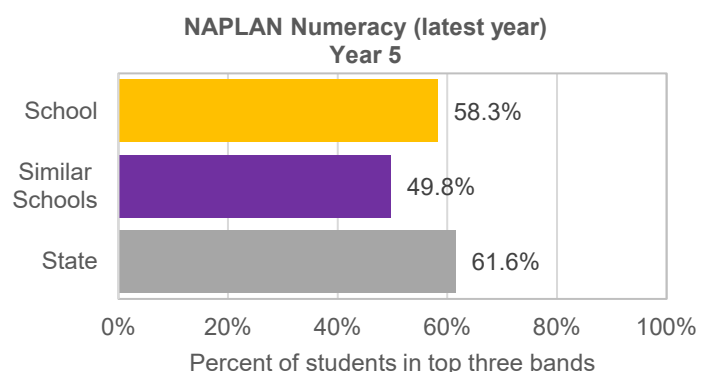
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.6%	58.5%
Similar Schools average:	57.0%	57.6%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.3%	47.6%
Similar Schools average:	49.8%	48.1%
State average:	61.6%	60.0%



ACHIEVEMENT (continued)

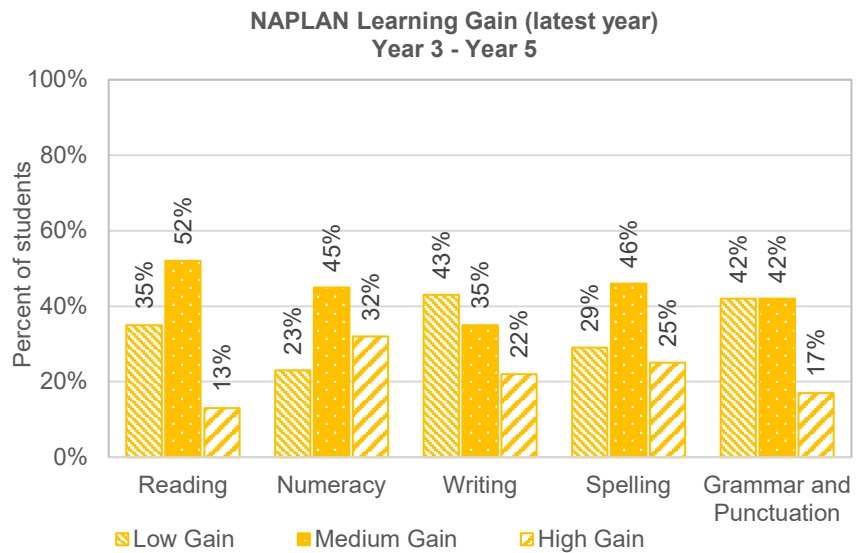
NAPLAN Learning Gain

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)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	35%	52%	13%	22%
Numeracy:	23%	45%	32%	22%
Writing:	43%	35%	22%	22%
Spelling:	29%	46%	25%	25%
Grammar and Punctuation:	42%	42%	17%	25%



ENGAGEMENT

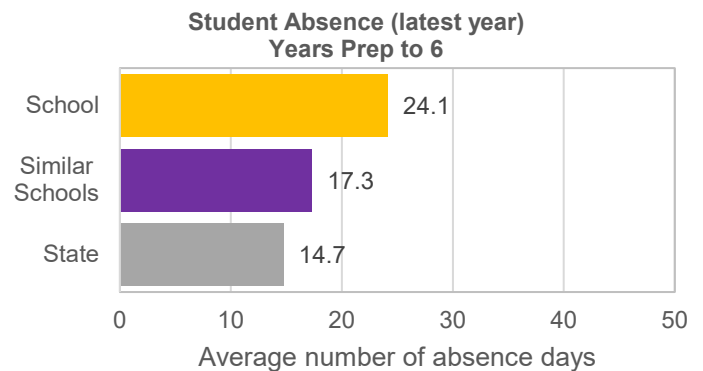
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	24.1	19.3
Similar Schools average:	17.3	17.5
State average:	14.7	15.0



Attendance Rate (latest year)

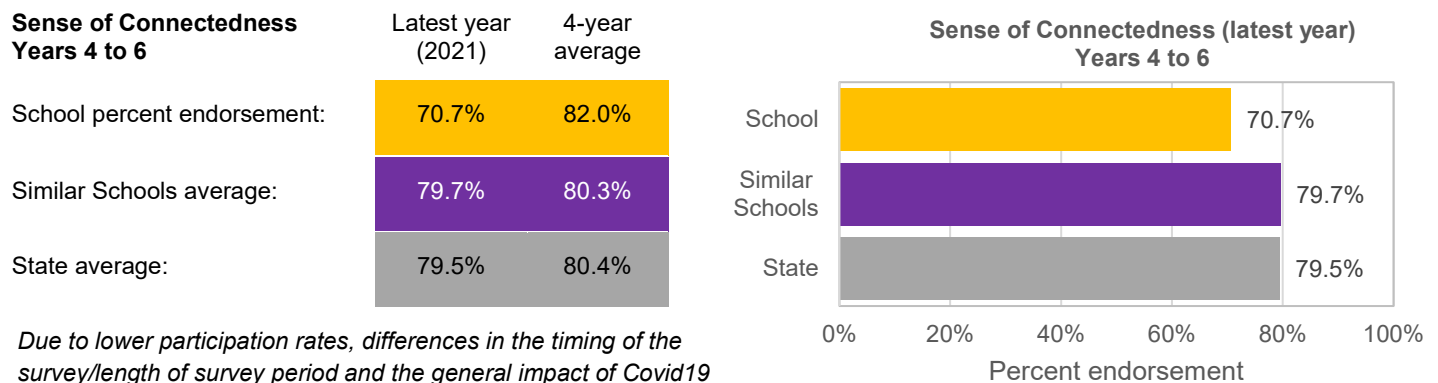
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	88%	88%	88%	83%	87%	87%	92%

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

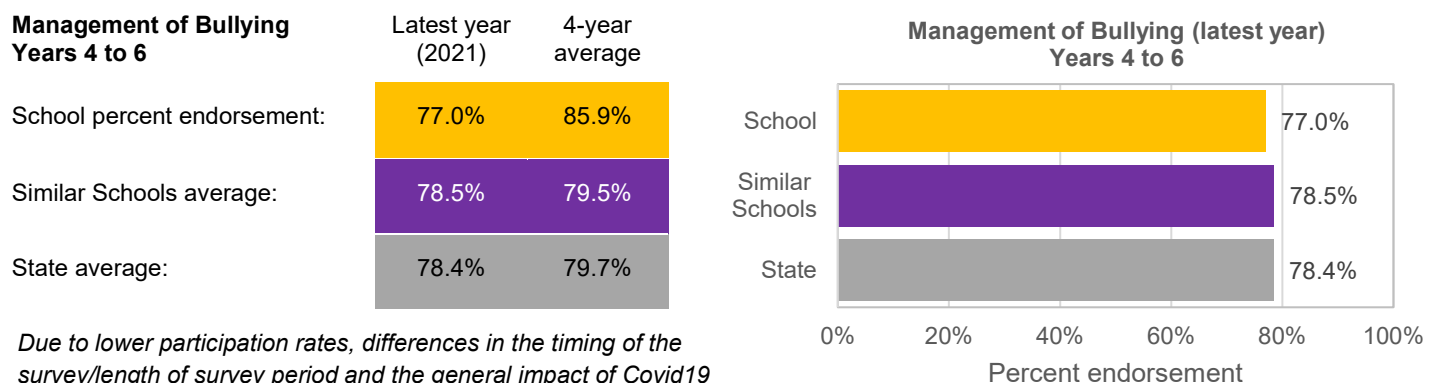
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).



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).



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	\$2,114,640
Government Provided DET Grants	\$354,875
Government Grants Commonwealth	\$10,473
Government Grants State	\$0
Revenue Other	\$11,650
Locally Raised Funds	\$94,516
Capital Grants	\$0
Total Operating Revenue	\$2,586,154

Equity ¹	Actual
Equity (Social Disadvantage)	\$200,668
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$200,668

Expenditure	Actual
Student Resource Package ²	\$2,116,069
Adjustments	\$0
Books & Publications	\$2,631
Camps/Excursions/Activities	\$26,840
Communication Costs	\$10,896
Consumables	\$55,174
Miscellaneous Expense ³	\$6,126
Professional Development	\$10,438
Equipment/Maintenance/Hire	\$51,057
Property Services	\$78,326
Salaries & Allowances ⁴	\$50,576
Support Services	\$65,673
Trading & Fundraising	\$17,576
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$85
Utilities	\$27,577
Total Operating Expenditure	\$2,519,043
Net Operating Surplus/-Deficit	\$67,111
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	\$289,656
Official Account	\$6,785
Other Accounts	\$0
Total Funds Available	\$296,441

Financial Commitments	Actual
Operating Reserve	\$57,070
Other Recurrent Expenditure	\$2,733
Provision Accounts	\$0
Funds Received in Advance	\$14,843
School Based Programs	\$30,859
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$18,905
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$35,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$159,410

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.