

2021 Annual Report to The School Community



School Name: Altona Green Primary School (5287)



- 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 23 March 2022 at 02:59 PM by David King (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 09:27 PM by Victoria Reynolds (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

Our Vision for Learning:

At Altona Green Primary School the students are our core focus. Our collective commitment is to create a safe and stimulating environment that empowers all students to be lifelong learners who strive for personal excellence.

Our objective is to ensure that all of our students leave our school with the following skills, knowledge and dispositions:

- Brave and determined
- Community minded global citizens
- Empathetic and inclusive
- Happy and healthy mind and body
- Aspirational and seek challenge
- Build respectful relationships
- Critical and creative thinkers
- Deep and rich curriculum knowledge
- Problem solvers and solution focused

Our School Values:

Our school values are kindness, encouragement, fairness, acceptance and respect. These values are referred to by the acronym KEFAR (represented by a frog mascot). KEFAR values are firmly embedded in our school and highly valued by the whole school community.

All students at AGPS aim to be like KEFAR - be SAFE, be RESPONSIBLE, be a LEARNER.

Our staff operate under the following school norms:

INCLUSIVE: We are inclusive of all members of our community and recognise, value and celebrate differences and perspectives

COLLABORATIVE: We work as a collaborative team with a collective responsibility to improve student outcomes

KNOW OUR STUDENTS: We ensure we know our students and their learning needs and work together to provide carefully considered and evidence based strategies to ensure they are all making growth

PROFESSIONAL GROWTH: We commit to our own professional growth and support the growth of our colleagues through collaborative, job-embedded professional learning

ENGAGED: We are engaged, prepared and present in all aspects of our school community

LIKE KEFAR: We are respectful, trustworthy and supportive to develop an inclusive environment in which everyone contributes

Context:

Altona Green Primary School was established in 1990 is located in the established area of Altona Meadows approximately 20kms from the Melbourne CBD in Melbourne's west. The school grounds are spacious, well maintained and provide engaging spaces for our students to learn and play.

The student enrolment in 2021 was 387 and is made up of students from Altona Meadows and the surrounding suburbs. The enrolment numbers have remained consistent over the past 4 years and are expected to remain consistent in the future. We currently have 47 EAL (English as an Additional Language) students, 8 ATSI (Aboriginal and Torres Strait Islander) students and 18 students funded under PSD. The school has a low-medium Student Family Occupation and Education index (0.3613).

The school is well resourced and had 37.42 equivalent full-time staff: 2 Principal class, 22 teachers (1 Leading Teacher and 1 Learning Specialist), 13 Education Support staff and 1 Business Manager (There are no staff of Aboriginal and Torres Strait Islander heritage). Staff are very experienced and dedicated and a range of specialist and support programs are provided to our students, including the Arts, Physical Education, Italian, STEM, Kitchen and Garden program and literacy intervention for selected individuals and groups of students across the school. Our school

comprised 17 classes with a mixture of composite and straight classes (straight Prep, Year 1 and Year 6, composite 2/3 and 4/5).

Our school conducted our school review in Term 4 of 2021. Following the findings of the review, our 2021-2024 Strategic Plan priorities are: improving achievement and learning growth for all students in literacy and numeracy, improving student engagement in learning, and improving student sense of wellbeing. The Key Improvement Strategies to achieve these goals are to:

- Develop and implement a Guaranteed and Viable Curriculum
- Develop and implement whole school assessment practices in alignment with Victorian Curriculum including English as an Additional Language
- Build teacher capacity to ensure high quality low variability, evidence-based instruction
- To develop and embed a whole school approach to enhance student agency in learning
- Further develop and embed the whole school approach to developing parents as partners
- Review and implement a consistent school wide tiered approach to wellbeing
- Strengthen the social and emotional capabilities of students

Framework for Improving Student Outcomes (FISO)

In 2021, the School's AIP focused on the implementation of the 2021 Priorities Goals: Learning Catch Up Extension, Happy, Active and Healthy Kids and Connected Schools. Due to the disruptions of 2021, we needed to adapt some of our initial plans, however, we were still able to make progress towards many of our targets. Our key actions were to:

- Plan whole-school professional learning on writing.
- Embed PLT structures to support teacher collaboration with a focus on differentiation.
- Establish a targeted support program for identified students
- Review and refine our whole school approach to student wellbeing (SWPBS & RRRR)
- Review and refine our approach to monitoring and improving student attendance
- Target counselling for individual students with acute needs
- Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which school connected during remote flexible learning.
- Use digital channels of communication to provide regular updates on student learning programs.
- Strengthen and embed digital learning in classes.

Despite the disruptive nature of 2021, we were still able to make progress towards many of the above improvement strategies. Our teachers engaged in professional learning which centred on effective pedagogy, including cognitive science principles and a focus on the gradual release of responsibility model and explicit teaching. The staff also worked through a curriculum review process to establish our guaranteed and viable curriculum and scope and sequence for writing.

To support the implementation of these goals, our Leading Teacher worked closely with all Professional Learning Teams (PLT) and supported PLT leaders to enact the PLT Teaching and Learning Cycle, including teaching teams conducting inquiry-based action research. The Leading Teacher and Learning Specialist were also able to provide coaching and mentoring across the school for all of our teachers, although this was disrupted due to the periods of remote and flexible learning.

We are proud of the level of support that our school was able to provide all members of our community during the challenges of COVID-19 and we built upon the strategies that were successfully implemented in 2020. Our wellbeing officer continued to play a pivotal role in providing targeted and catered support to many families. We continued to build our support network and employed provisional psychologists and speech pathologists to work directly with families and our staff to ensure our supports were targeted to the unique needs of our students. We also established the attendance officer position in 2021 and developed a system to track monitor and respond to student attendance. We were pleased to see a reduction in the number of student absence days in 2021.

We continued to utilise Seesaw as our digital learning platform during onsite and remote learning with the aim to continue to provide parents with updates of learning progress and insights into the classroom as we had done during remote learning in 2020. We also formed a continuous reporting working party to trial a form of progressive reporting to parents and carers. The working party developed the expectations for reporting and developed the templates and procedures for this process. Despite the efforts of the working party, we decided to postpone this initiative due to the extended period of remote learning during term 3.

Achievement

Altona Green Primary School is committed to working collaboratively within a Professional Learning Community to improve student outcomes. Our teachers work in Professional Learning Teams and use the Teaching and Learning Cycle to effectively assess and diagnose, plan, implement and monitor the academic progress of the students. PLTs also moderate together to ensure consistency in planning and assessment and that our learning programs cater for the needs of all students in the class. There has been significant development in the operation of our PLTs in recent years and this work has been led and supported by our Leading Teacher.

Throughout 2021, teachers engaged in professional learning in line with the AIP and SSP. The main focus for professional learning was centred around building knowledge and skills in effective pedagogy as well as further building curriculum and assessment knowledge in writing. There has been a greater focus on explicit teaching and the gradual release of responsibility in our instructional practice and this is aligned with contemporary research about how students learn and the practical implications for teaching. A number of our teachers also completed the SOLAR (Science of Language and Reading) course offered through La Trobe University which provided evidence-based information about effective teaching of early literacy skills. This work will continue in 2022 as we continue to refine our practices to be aligned with the science of learning.

Our remote learning program continued to adapt to the changing needs of our students and their families. All classes utilised Seesaw and Webex as the main learning platforms and teachers across the year levels modified their programs to suit the needs of their cohort of students. This included the combination of synchronous and asynchronous learning, scheduled live lessons, allocated teacher focus groups and detailed lesson plans/worked examples to support students. Additional support was also provided to identified individuals and groups of students through the use of our specialist teachers, education support staff and tutor.

Our AIP targets were built around student growth measures in NAPLAN and other school-based assessments and these targets were partially met. According to school-based assessments such as PAT and On Demand, we had a number of cohorts achieve above expected growth but other cohorts did not achieve the expected growth targets and the NAPLAN growth targets were not met. These cohorts will continue to be monitored and supported in 2022. The results of teacher judgement against the Victorian Curriculum for students in Prep to Year 6 show that our results are slightly lower than previous years which is understandable considering the impact of the disruptive school year. Our NAPLAN mean scores continued to remain consistent with previous years and we had positive results in the percentage of students in the top 2 bands, particularly Year 3 Reading (68%) and Numeracy (51%).

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

Despite a challenging year for students and their families, Altona Green Primary School has been able to ensure students and their families have remained active and engaged throughout the year. During extended periods of learning from home, our teachers developed innovative ways of connecting with and supporting students and their families. Community events such as the STEM Family Night, Colour Explosion and Christmas Fun Day were thankfully able to go ahead during the periods of onsite learning and remote events such as STEAM week and the Year 2/3 virtual camp to Phillip Island ensured that our students remained engaged and excited to attend the remote learning program.

The overall attendance data for Altona Green Primary School over the last four years shows that our results are similar to other Victorian schools. In 2021, the overall attendance average was 93% with an improved average number of absence days than previous years. To support the improvement of student attendance we appointed an attendance officer and this role included the promotion of good attendance, monitoring of attendance data, ensuring attendance data was accurate and working with families to make sure students were coming to school when able. Return to school plans were developed for individual students that needed extra support to reengage in onsite learning later in the year.

Our wellbeing officer and assistant principal also worked closely with families and teachers throughout the remote learning period to ensure that students were being engaged and supported. They monitored attendance with our attendance officer and developed plans for re-engagement when needed. Parents were notified of unexplained absences through Compass and phone calls/Webex meetings for regular non-attendance.

We continued to build the student leadership profile in 2021 to improve student voice and agency. Student leadership roles are growing in significance at our school and we undertake a thorough process when selecting students to fill various leadership positions. In 2021 we had school captains and vice-captains, KEFAR leaders, junior school council and specialist leadership roles, however, their roles were impacted by remote learning. Despite the interruptions, the student leaders still had opportunities to be involved in important activities such as hosting online and in-person assemblies, conducting school tours and developing actions for school improvement.

Classroom teachers and leadership continue to work with our families to strengthen the home-school partnerships. Digital learning tools became further embedded through the periods of remote learning and continued to be used during onsite learning. This has helped to provide information to families about learning programs and the progress of the students and we will continue to strengthen this next year.

Wellbeing

Our school has well established and embedded wellbeing programs with our 'Be Like KEFAR' program a central part of promoting and supporting positive behaviours across the school. In 2021 we continued to implement and monitor the School-Wide Positive Behaviour Supports and Respectful Relationships programs and introduced the Zones of Regulation program as a school-wide tool to support students with recognising and regulating their own emotions. All of these programs were utilised during onsite and remote learning with a greater emphasis placed on wellbeing lessons and check-ins during the periods of remote learning.

To provide the level of wellbeing support required to students and their families we offered a range of support programs throughout 2021, particularly through the periods of remote learning. This included regular check-ins from teachers and support staff, additional Webex sessions for vulnerable students, online social groups, parent support group meetings weekly, parent information sessions and referrals to support services. We also provided onsite support for vulnerable students and students with disabilities.

The wellbeing officer and assistant principal worked closely with families of students with additional needs and planned and implemented Student Support Group meetings, developed student profiles, facilitated care team meetings, developed, monitored and reviewed Individual Education Plans and liaised with external professionals to provide targeted support to a number of students.

We were pleased to offer a comprehensive transition program for all students once again in 2021. Our prep transition program assists in meeting the needs of all of our incoming preps by providing a familiar, secure and engaging environment and we were able to run a full transition program in Term 4. Additionally, all students in Years 1-5 are involved in a 'Step Up Day' and further transition sessions. A whole school transition day provides an opportunity for students and teachers to meet and begin to build relationships and an understanding of the requirements for the following year.

Our Student Attitude to School survey was conducted in Term 2 and shows a small decline in overall results (consistent with the state). Overall, the results of the survey are positive and show improvement towards our targets,

Student Sense of Confidence (83%), Sense of Inclusion (90%), Motivation and Interest (83%) and Self-Regulation and Goal Setting (86%) are all pleasing results considering the challenges faced through the disruptive year.

Our parents were offered the opportunity to participate in the Parent Opinion Survey. The results from this survey were very positive with many areas receiving a greater percentage of endorsement than similar, network and state school averages. Most pleasing were High Expectations for Success (87%), Parent Community Engagement (82%), Student Pride and Confidence (87%) and General School Satisfaction (85%).

Finance performance and position

Altona Green Primary School continued to maintain a healthy financial position throughout 2021. The Altona Green Primary School Council Finance sub-committee capably monitored and effectively met all budgetary requirements ensuring DET financial guidelines were adhered to. The larger than expected operating surplus was largely due to changes in staffing throughout the year, adjustments to expenditure on certain programs and the postponement of maintenance program projects due to remote learning and the restrictions caused by COVID-19. The need to engage in school level payroll (SLP) was also significantly reduced as the need for replacement teachers to cover planning days / sessions and personal leave was not apparent. Surpluses from previous years also contributed to the 2021 surplus.

We received \$72,830 from the Department of Education for equity funding. These funds were used to support school initiatives in line with our Annual Implementation Plan, such as staffing for intervention and extension, welfare, speech pathology and psychology.

In 2021, Altona Green School Council managed the procurement process to appoint a new OSHC provider, TeamKids whose contract for service commenced with the school in 2022.

Fundraising efforts in 2021 were limited, however, Parents and Friends were able to run some fundraising activities, such as the Colour Explosion, which resulted in raised funds that have been allocated to improving the sporting facilities at the school.

Altona Green Primary School was also successful in obtaining a grant through the Minor Capital Works Fund to upgrade the student and staff toilet facilities in the main building. This work began late in 2021 and will be completed in 2022.

For more detailed information regarding our school please visit our website at
<http://www.altonagreen.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 387 students were enrolled at this school in 2021, 207 female and 180 male.

18 percent of students had English as an additional language and 2 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).

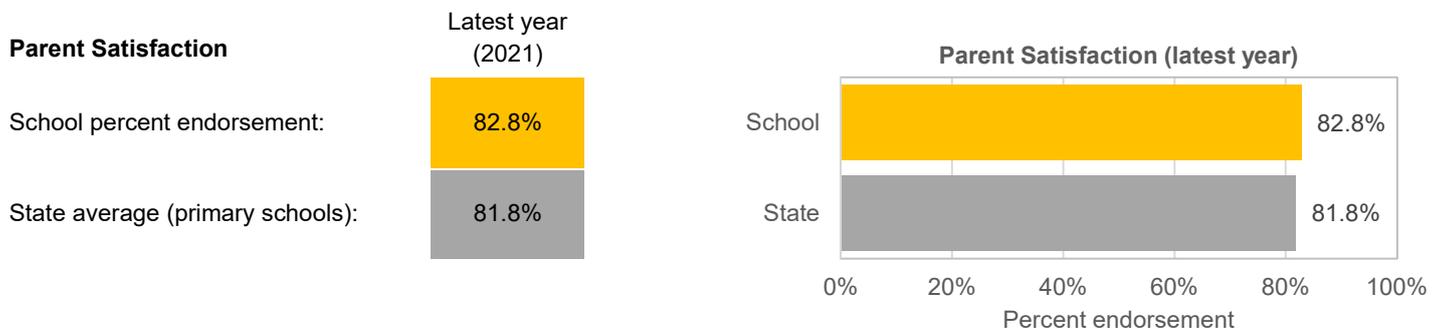
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

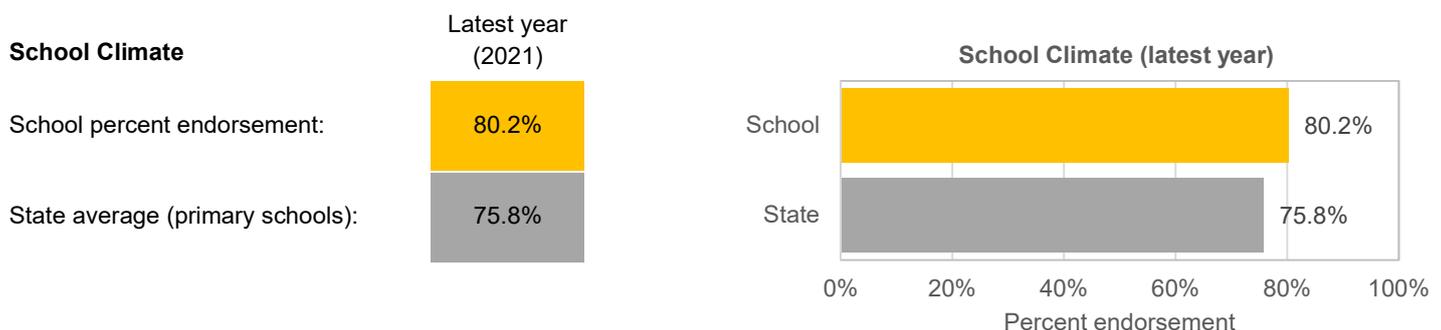


School Staff Survey

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:

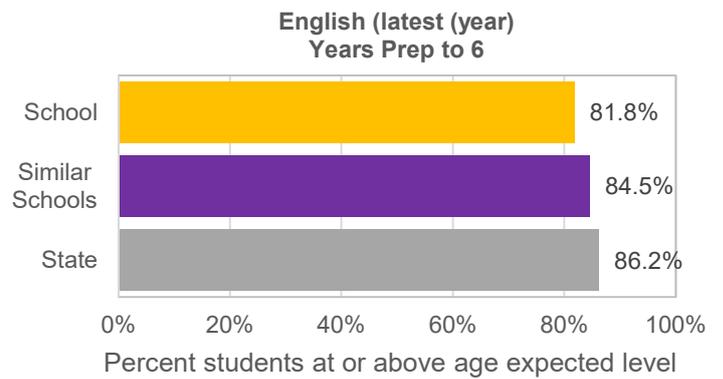
81.8%

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:

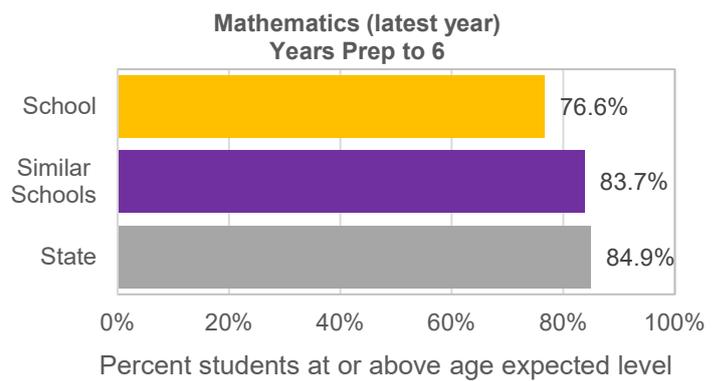
76.6%

Similar Schools average:

83.7%

State average:

84.9%



ACHIEVEMENT (continued)

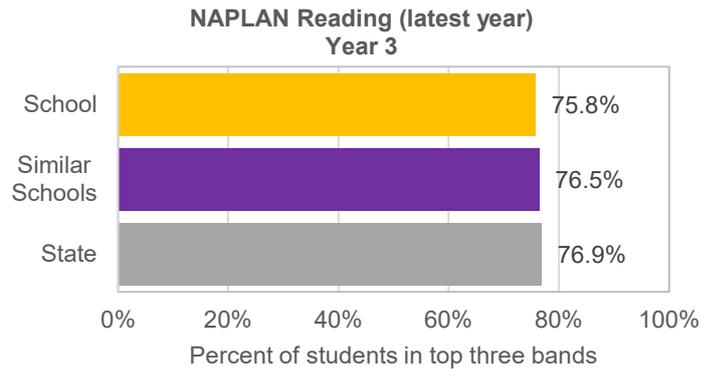
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

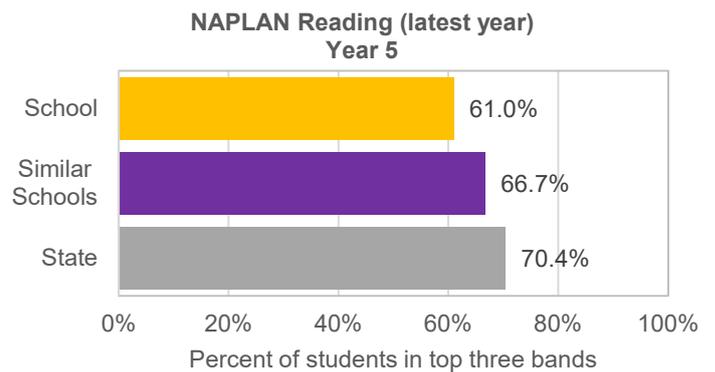
Percentage of students in the top three bands of testing in NAPLAN.

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

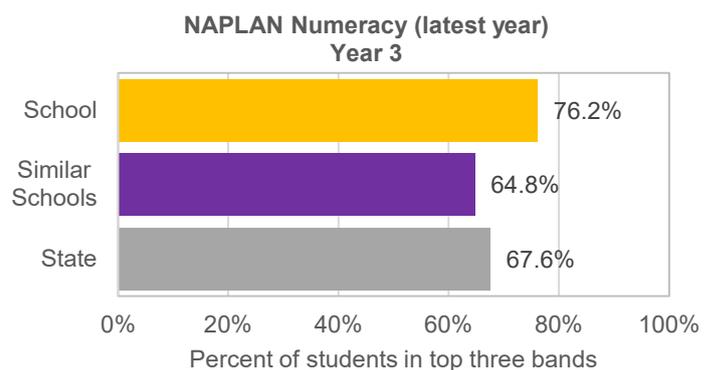
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	75.8%	77.3%
Similar Schools average:	76.5%	75.6%
State average:	76.9%	76.5%



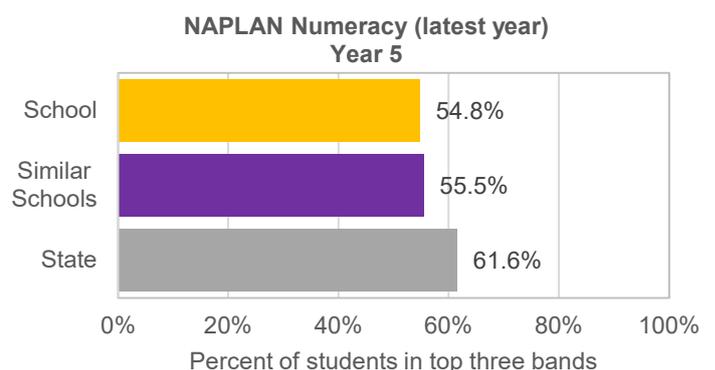
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	61.0%	69.1%
Similar Schools average:	66.7%	64.7%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	76.2%	74.7%
Similar Schools average:	64.8%	66.0%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	54.8%	56.5%
Similar Schools average:	55.5%	55.6%
State average:	61.6%	60.0%



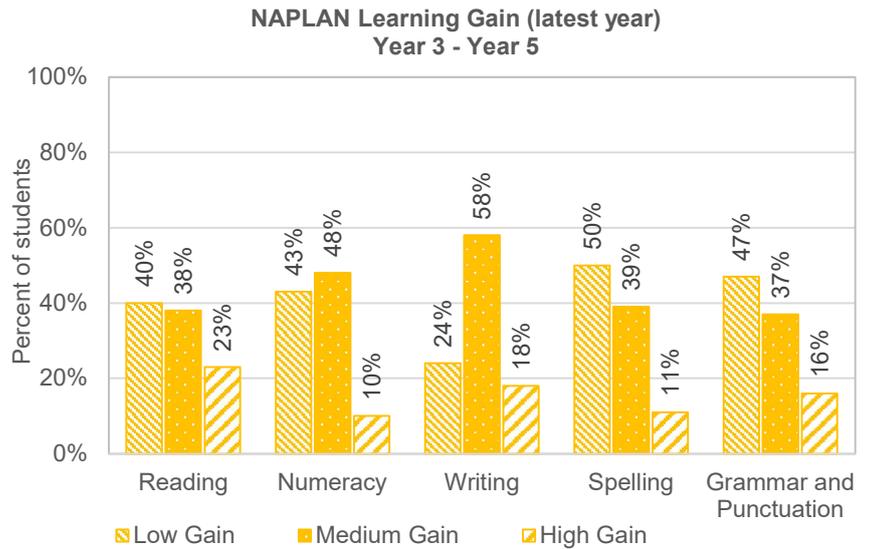
ACHIEVEMENT (continued)

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:	40%	38%	23%	20%
Numeracy:	43%	48%	10%	20%
Writing:	24%	58%	18%	24%
Spelling:	50%	39%	11%	24%
Grammar and Punctuation:	47%	37%	16%	22%



ENGAGEMENT

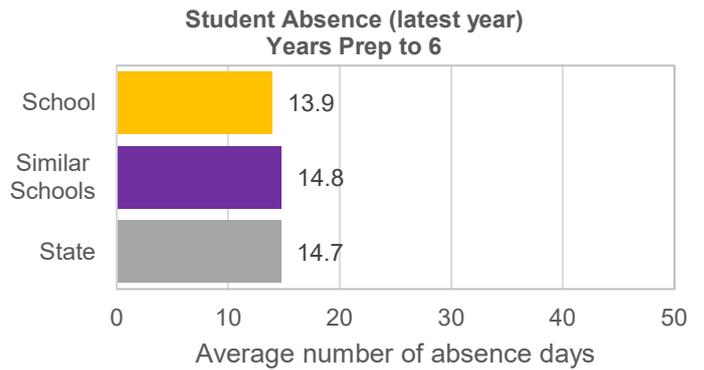
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.9	16.1
Similar Schools average:	14.8	15.2
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%	94%	93%	93%	92%	93%	91%

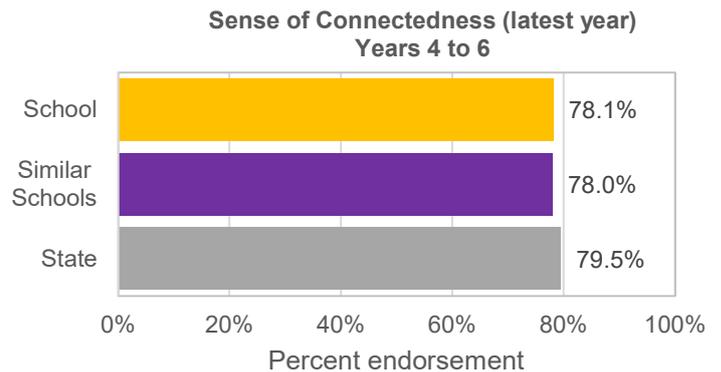
WELLBEING

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:	78.1%	81.3%
Similar Schools average:	78.0%	79.2%
State average:	79.5%	80.4%

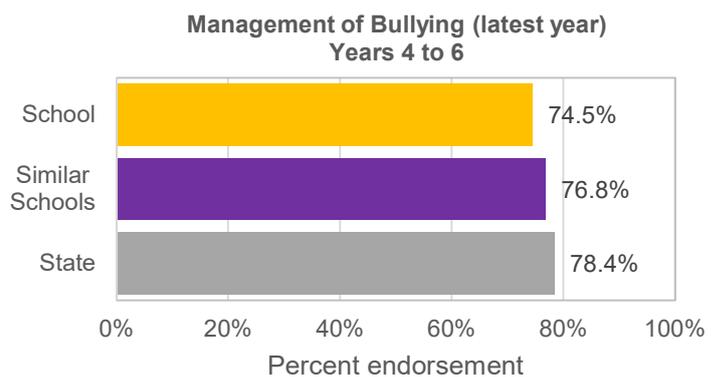


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	74.5%	79.9%
Similar Schools average:	76.8%	78.7%
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	\$3,788,890
Government Provided DET Grants	\$409,565
Government Grants Commonwealth	\$6,840
Government Grants State	\$1,000
Revenue Other	(\$4,603)
Locally Raised Funds	\$240,034
Capital Grants	\$0
Total Operating Revenue	\$4,441,726

Equity ¹	Actual
Equity (Social Disadvantage)	\$72,830
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$72,830

Expenditure	Actual
Student Resource Package ²	\$3,554,574
Adjustments	\$0
Books & Publications	\$608
Camps/Excursions/Activities	\$24,885
Communication Costs	\$4,734
Consumables	\$69,049
Miscellaneous Expense ³	\$12,570
Professional Development	\$15,296
Equipment/Maintenance/Hire	\$18,675
Property Services	\$47,267
Salaries & Allowances ⁴	\$106,666
Support Services	\$124,957
Trading & Fundraising	\$42,072
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,058
Total Operating Expenditure	\$4,048,412
Net Operating Surplus/-Deficit	\$393,314
Asset Acquisitions	\$24,359

- (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	\$320,223
Official Account	\$37,119
Other Accounts	\$0
Total Funds Available	\$357,342

Financial Commitments	Actual
Operating Reserve	\$75,284
Other Recurrent Expenditure	\$0
Provision Accounts	\$2,936
Funds Received in Advance	\$53,699
School Based Programs	\$5,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,780
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$21,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$194,708
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$354,406

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.