

2021 Annual Report to The School Community



School Name: Craigieburn Primary School (4770)



- 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 05 April 2022 at 12:24 PM by Bernadette Pizaro (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 04:31 PM by Adam Eales (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

Craigieburn Primary School is a primary school that was established in 1956, the school was moved to its current location in 2013. Craigieburn Primary School (CPS) is located in the City of Hume in the northern suburbs of Melbourne, the school was rezoned in 2021. Our student enrolments were 843 in 2021. The Student Family Occupation Education (SFOE) index was .04324. The school facilities include an indoor multi-purpose space, a gymnasium, a library, facilities for Art, Music and STEM, an open learning centre and classrooms. There is a joint use agreement with Hume City Council this includes the use of the car park and oval. The grounds include playground facilities, multi-purpose outdoor courts and spaces for quiet relaxation.

CPS has 1 Principal, 2 Assistant Principals, 4 Leading Teachers, 1 Learning Specialist, 49 Generalist Teachers and 17 Education Support Staff. CPS is focused on student learning and well being providing an approved curriculum framework, based on the Victorian Curriculum. The school's well being staff includes a well being co-ordinator and chaplain. In 2022, the school will commence the Mental Health in Primary School program. The school also uses the services of a speech therapist and a psychologist.

At CPS we strive to adopt best practice by keeping informed of initiatives, educational theory, research and learning and teaching strategies by always adopting reflective practices utilizing student learning data and multiple forms of feedback. We are committed to establishing a professional community that models life-long learning. Craigieburn Primary School aims to build consistent practice where students are constantly exposed to explicit teaching, authentic learning and high expectations. Students are challenged, excited, curious and engaged. They are given the skills to take responsibility for their own learning.

Our staff work together to develop our school School Values, Matrix and Staff Vision. These underpin everything we do. Our school Values are Responsibility, Kindness and Resilience.

Our vision is for all staff to work in a supportive environment where they feel valued and respected as individuals. As a staff and school community it is important we build our school values and staff vision into our actions every day. Craigieburn Primary School has an unwavering focus on high expectations for all. This translates into a quality teaching and learning program that supports every student's personal growth.

During 2021, CPS went through a Peer Review. The process of self-evaluation highlighted the many strengths we have at CPS and has allowed us to pause and celebrate our achievements to date.

The key findings were in the following areas:

- Building staff capacity in Mathematics

The improvement in student learning in Mathematics and the professional learning accessed by the school for its teachers. This focus on Mathematics and data led to improved quality of teaching and this resulted in improvement in numeracy growth data in the National Assessment Program – Literacy and Numeracy (NAPLAN) during the last SSP.

- Building effective Professional Learning Communities (PLCs)

The development of PLCs, which focus on building teaching knowledge, the analysis and use of data and differentiation of curriculum. PLC meetings are held regularly and are pre-planned by the leading teachers, to ensure consistency of planning key areas of discussion.

Future directions for the school are to establish and build consistency in:

- Developing a positive and engaging learning environment
- Instructional and shared leadership
- High Impact Teaching Strategies (HITS)
- Embedding the school's instructional model
- Data literacy and teaching at the student's point of need
- Student voice and agency
- A whole school well being strategy
- Parent and community partnerships

A word often used to describe the last 2 years in our industry has been flexible and adaptable, as we have pivoted from onsite to remote learning throughout 6 Lockdowns. Adaptability has been and will continue to be unavoidable, it will be necessary and critical in the coming weeks, months and years. Our Adaptability is key to the supportive and safe environment we create and for high levels of achievement and impact in learning, ensuring this is maintain along with the safety and wellbeing for all staff and students. It is important for our workplace and whole school environment to be safe. We continue to implement COVID safe measures in accordance with the School Operations Guide and thank all staff/students and CPS community for following our COVID safe measures.

CPS is committed to the provision of a stimulating learning environment, contemporary teaching strategies, assessment and reporting on on-going review and evaluation. The school aims to cater for the needs, abilities, talents and interests of all students in a secure, caring and stimulating environment. Academic success and personal development demands a high-level of self-discipline and respect for learning which teachers encourage, nurture and expect.

The CPS structure, organisation, documentation and communication demonstrate a multilayered approach to the continuous school improvement. Our meeting schedule is a key tool for connecting the many processes and strategies we use and allows for review and enhancement within and across terms. In addition, our comprehensive Assessment Schedule allows for timely collection and analysis of student data as a basis for valuable and targeted curriculum planning. Effective teacher collaboration through Professional Learning Communities ensuring this is supported by high quality resources to build curriculum knowledge.

Framework for Improving Student Outcomes (FISO)

FISO

The school focused on the following FISO initiatives:

-Building Practice Excellence

Staff worked in Professional Learning Communities (PLCS) to increase their expertise in delivering the Reading Workshop. Student data was analysed to identify individual student needs and teachers built their capacity to use evidence-based practices, selecting High Impact Teaching Strategies to investigate in their PLC inquiries. Teachers were introduced to the 6+1 Traits of Writing to strengthen assessment practices and develop a consistent language for writing moderation. Throughout 2021, the school continued a strong focus on Literacy and Wellbeing. During periods of Remote Learning, teachers collaborated in PLCs to develop technology knowledge and skills, enabling curriculum delivery to students using Compass, Webex, Google Classrooms for Grade 5 and 6 students and other digital technologies. Take home weekly learning schedules were provided for families unable to engage with new technologies. EAL teachers modified Reading and Writing tasks, developing modified learning plans to support students on all EAL Victorian Curriculum pathways.

-Evaluating Impact on Learning

When onsite, teachers used formative assessment to monitor student learning progress and adjust planning to meet academic and wellbeing needs. PLCs used data to identify student needs and collaboratively plan Curriculum lessons to improve student outcomes. MEAs and ES staff were allocated to some classes, based on learning needs, funding and data, to provide additional learning support.

During remote learning, staff utilised online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. Regular whole class and small group meetings were held, to enable teachers to monitor student attendance, wellbeing and engagement. Meetings provided time for explicit teaching and worked examples while students were able to ask clarifying questions and enjoy interaction with their peers. EAL and PSD funded students and families were provided regular additional support by MEA or ES staff. Teachers and leaders contacted families when students were absent seeking to improve engagement and attendance.

- Instructional and shared leadership

Professional Learning Communities (PLC) teams were established within each year level, support and specialist team. These teams were provided time to meet every week to focus on data, curriculum planning and a FISO Inquiry Cycle. PLC leaders participated in weekly meetings to check-in and build their capacity to facilitate their PLC meetings. PLCs were supported by the Leadership team, consisting of the principal, two assistant principals and three leading teachers. Time was provided for Leadership to meet and focus on the school's goals and priorities. Role and responsibilities were discussed and documented to build role clarity.

Achievement

2021 Priorities Goal - Learning Catch-up and Extension target

- for 25% of students in Year 3 and Year 5 to achieve the Top 2 Bands in NAPLAN Reading.

In Grade 3, 51% of students achieved the Top 2 Bands in Reading. This was below the State average of 60%, close to similar schools at 52% and exceeded Network schools on 47%. This result exceeded our target and demonstrated an increase from 2019 data when only 37% of students achieved the Top 2 Bands. From 2019 to 2021, there was also a reduction in the number of students in the Bottom 2 Bands from 20% to 15%.

In Grade 5, 23% of students achieved the Top 2 Bands in Reading. This was below the State average of 43%, below similar schools at 34% and below Network schools on 29%. This result did not achieve our target of 25% but demonstrated an increase from 2019 data when only 19% of students achieved the Top 2 Bands. From 2019 to 2021, there was also a reduction in the number of students in the Bottom 2 Bands from 24% to 18%.

The CPS School Performance Report in September 2021, identified achievement in Reading as STRETCH. This school group identifies that performance is improving from a moderate or low base and continued effort towards improvement is required.

Staff and Leadership worked to use data to identify students needing support or extension. The tutor learning initiative programs were established, with Little Learners Love Literacy in Grade 1 and Levelled Literacy Intervention for Grade 1 to 3. Staff were allocated to these intervention programs and were provided time to train and establish the program.

Individual Learning Plans (IEPs) were written and adjusted each term for identified students, such as PSD Funded, Koorie, or Out of Home Care students. Student Support Group meetings were held each term to review IEP learning goals and celebrate progress.

An oral language program in Prep was implemented to provide play-based learning opportunities, allowing teachers to converse with students and identify their point of need.

Coaching opportunities were provided in some classrooms, including debriefs held with classroom staff to provide feedback on practice.

Proposed future directions and strategies:

- Introduce documented coaching and Learning Walk processes to all staff
- implement regular learning walks with the leadership team
- implement coaching for all teachers and leaders
- continuation of coaching for PLC/Curriculum Leaders
- continuation of building data literacy through reading, writing and number moderation and staff Professional Learning
- protected time in weekly timetables for coaching and observation purposes
- ongoing Professional Learning to build the capacity of PLC/Curriculum Leaders
- building staff capacity in behaviour management
- building staff capacity in assessment and data literacy to support planning and differentiation

Engagement

In 2021, our students were absent for an average of 15.25 days. During remote learning, teachers recorded daily student attendance and engagement data. This information included a range of categories, such as on-site learning, online meetings, phone calls, emails, online learning apps and collection of work packs from school. Classroom teachers followed up on attendance concerns and leadership assisted as required. Education Support staff provided additional learning support to PSD funded students and school iPads were provided to families as needed to support their ability to participate in the remote learning program.

During remote learning, on-site attendance ranged from 50 to over 100 students per day. On-site children had parents who were essential workers or the students identified as 'at risk'. Safety plans and other supports were required for tier 1 vulnerable children. Engagement strategies such as brain breaks and outdoor games were implemented, and staff were rostered to the same class (where possible) to build a sense of connectedness. Students and families were surveyed about the remote learning program. Parents rated the small group teacher led sessions the highest (3.9 out of 5), and 85% felt the amount of work provided was at the right level.

Student engagement was a priority on the return to on-site learning. Staff re-established classroom routines expectations and implemented student check-ins. Brain breaks, circle time activities and additional opportunities for peer socialisation were implemented. The school Breakfast Club returned in term 4. Covid safe measures were put in place to limit the mixing of cohorts, and single-use cutlery and bowls were used. In November, the Grade 3/4 camp was held, with over 120 students attending a 3-day camp at Warburton.

Attitudes to School survey data in 2021 showed that our Grades 4 to 6 students were in the 80.3 percentile for emotional and relational engagement. Data sets based on cognitive engagement ranged between the 47.5 and 59.7 percentile. This data is similar to our 2019 results and will be an essential measurement tool for future improvement.

Wellbeing

Student wellbeing lessons and mindfulness strategies continued to be an integral part of the remote learning program. Three wellbeing days were implemented in September. Students and staff had a break from virtual meetings on these days. Students were provided with choice board activities that focused on wellbeing, mindfulness, family connectedness and fun. Students completed a short survey about their engagement and well-being during these days. Students rated the choice board activities 4 out of 5. When asked if the activities helped them feel happier, the average score was 3.9 out of 5, and 86% of students completed 3 tasks during the first wellbeing day. These days were also implemented to support the wellbeing of staff and CRTs were employed to provide onsite support during these events. A survey from the first staff wellbeing day showed a personal energy level of 2.1 out of 5 before and 3.8 out of 5 after the wellbeing day.

The team work and collaboration of the Student Wellbeing team have had a positive impact on the students at CPS. The Student Wellbeing team had weekly meetings to discuss attendance and well-being concerns throughout the year. 'At risk' students were targeted for additional support or referred to external agencies. In 2019 the Student Attitudes to School Survey data about students having an advocate at school was in the 37.5 percentile and increased to 62.9 in 2021.

Finance performance and position

Craigieburn Primary School was in a surplus position at the end of 2021. The cash balance increased over 2021 for a number of reasons. Some budgeted items were not fully expensed due to COVID-19 and remote learning including casual relief teachers, professional development, maintenance and utilities. The school is also holding funds for activities that students have not been able to participate in over the past two years. This includes over \$40,000 in CSEF and \$25,000 in Swimming and Water Safety. The school has been aware for a number of years that there would be significant building works at the school and have been putting aside funds to cover the costs of the works that

will not be funded by DET. While the school is in a surplus position at the end of 2021 it is anticipated that this will trend downwards with the hope there will be no remote learning in 2022 and the resumption of school activities. The building works have commenced with eight additional portable buildings installed at CPS during December 2021. Funds which have been saved over the years will be used during 2022 to provide a suitable learning space for our students. Funding received in 2021 for planned maintenance projects has also been carried over and this work will be completed during 2022. Overall while the school is in a surplus position, a large part of the surplus is anticipated to be spent in 2022.

For more detailed information regarding our school please visit our website at
<https://www.craigieburnps.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 843 students were enrolled at this school in 2021, 405 female and 438 male.

51 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).

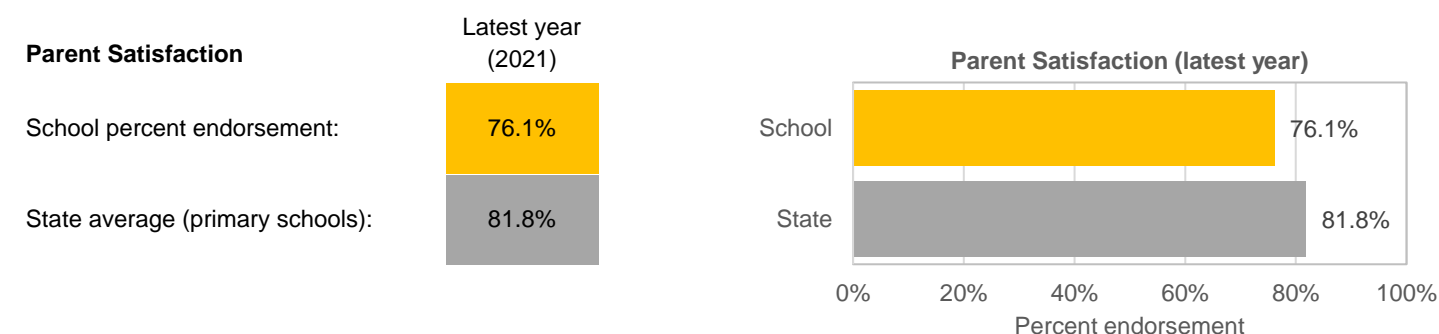
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

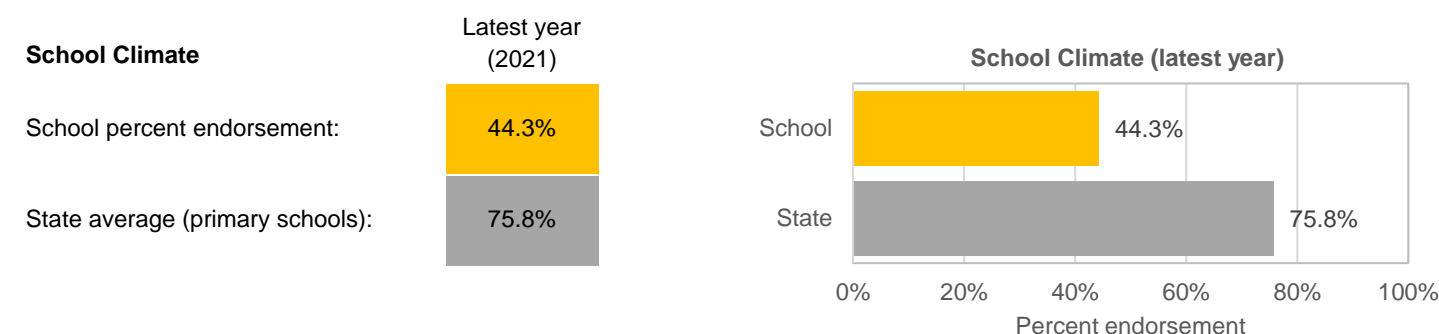


School Staff Survey

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:

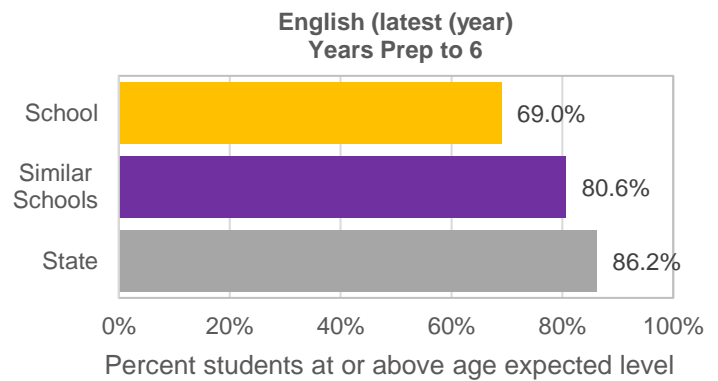
69.0%

Similar Schools average:

80.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

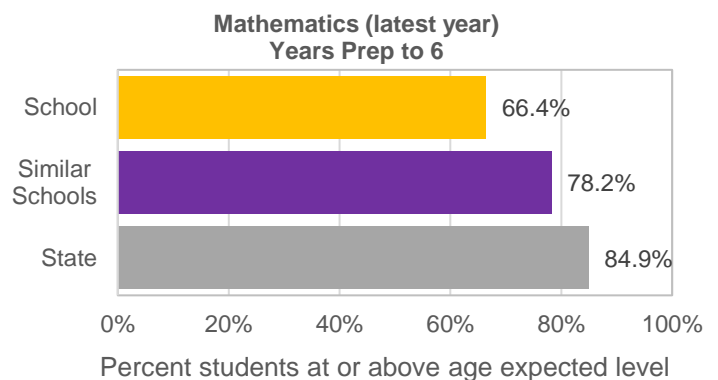
66.4%

Similar Schools average:

78.2%

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.

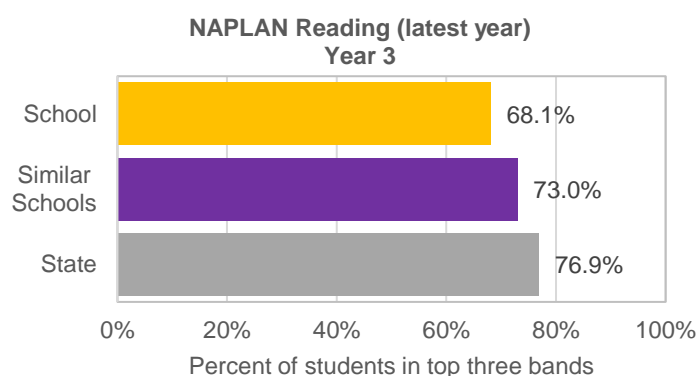
NAPLAN

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.

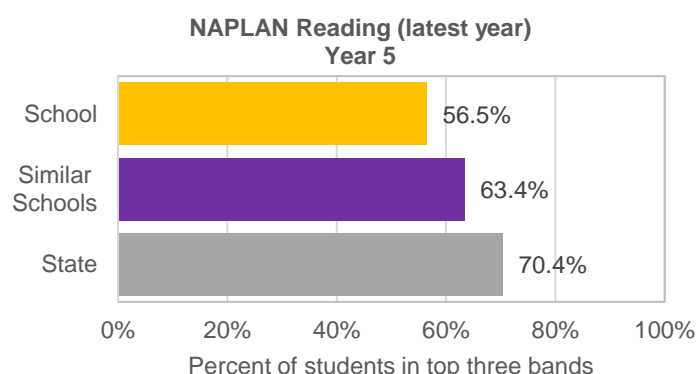
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.1%	66.1%
Similar Schools average:	73.0%	72.6%
State average:	76.9%	76.5%



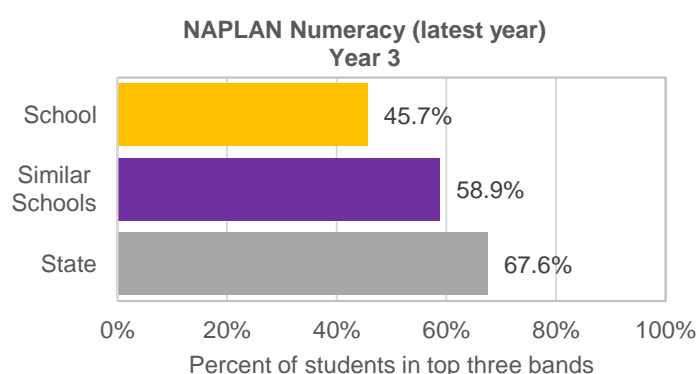
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.5%	54.1%
Similar Schools average:	63.4%	60.7%
State average:	70.4%	67.7%



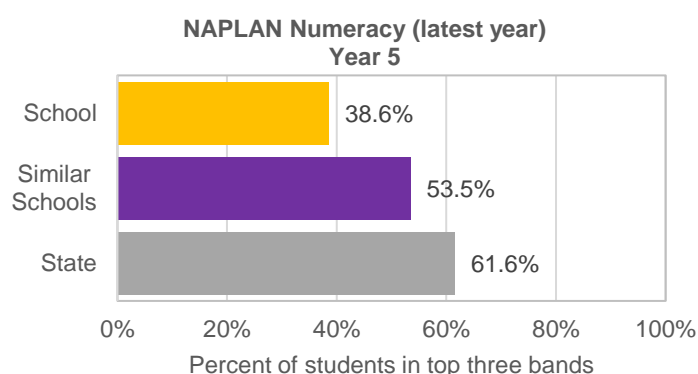
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	45.7%	45.7%
Similar Schools average:	58.9%	60.6%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.6%	39.6%
Similar Schools average:	53.5%	52.9%
State average:	61.6%	60.0%



ACHIEVEMENT (continued)

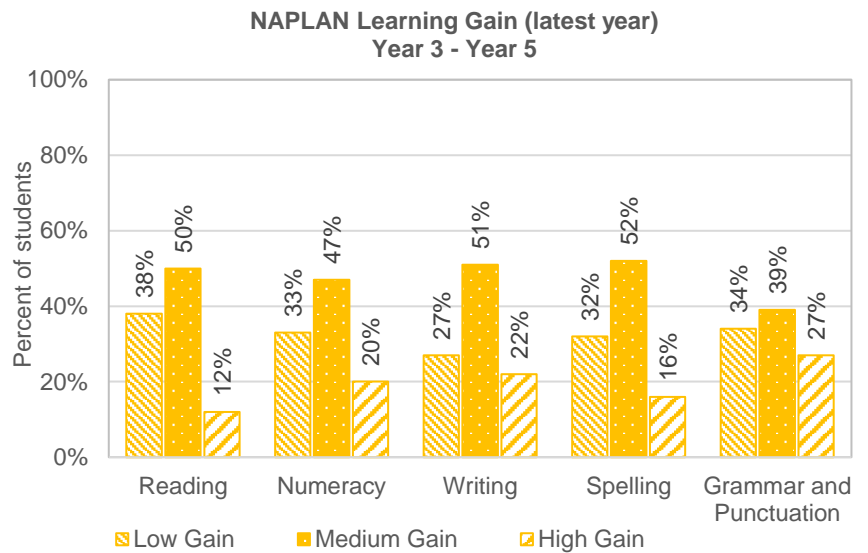
NAPLAN Learning Gain

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:	38%	50%	12%	21%
Numeracy:	33%	47%	20%	25%
Writing:	27%	51%	22%	24%
Spelling:	32%	52%	16%	26%
Grammar and Punctuation:	34%	39%	27%	28%



ENGAGEMENT

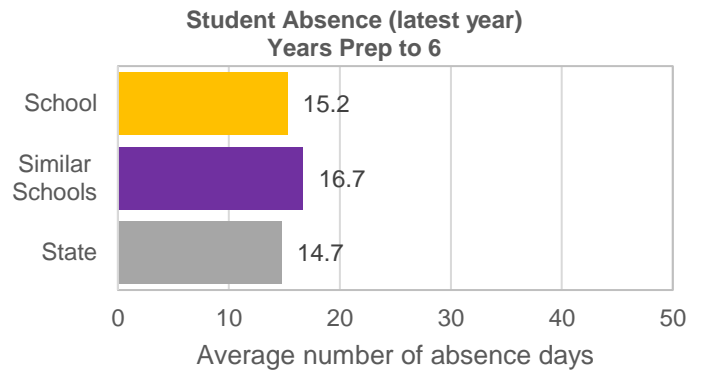
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	15.2	17.3
Similar Schools average:	16.7	16.9
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):	93%	93%	93%	92%	93%	92%	92%

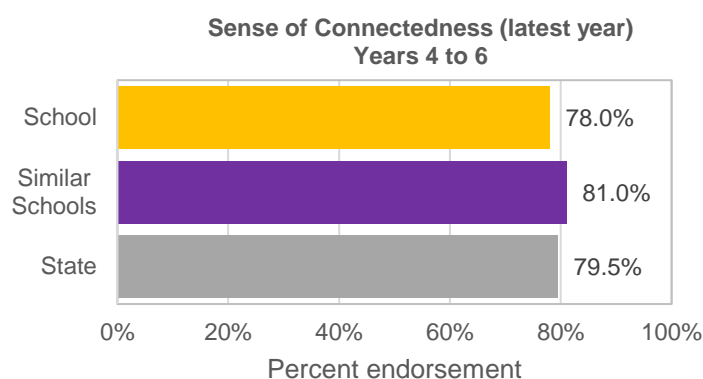
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	78.0%	81.0%
Similar Schools average:	81.0%	80.8%
State average:	79.5%	80.4%

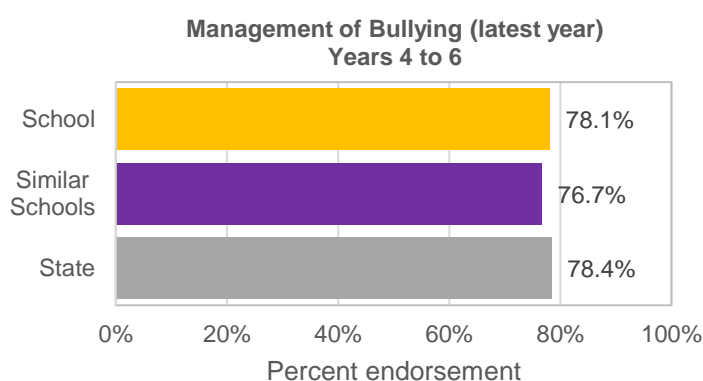


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	78.1%	78.4%
Similar Schools average:	76.7%	77.8%
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	\$8,112,089
Government Provided DET Grants	\$1,275,663
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$15,889
Locally Raised Funds	\$356,966
Capital Grants	\$0
Total Operating Revenue	\$9,760,607

Equity ¹	Actual
Equity (Social Disadvantage)	\$477,451
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$477,451

Expenditure	Actual
Student Resource Package ²	\$7,833,988
Adjustments	\$0
Books & Publications	\$4,201
Camps/Excursions/Activities	\$83,467
Communication Costs	\$16,869
Consumables	\$224,502
Miscellaneous Expense ³	\$53,276
Professional Development	\$10,327
Equipment/Maintenance/Hire	\$159,915
Property Services	\$150,490
Salaries & Allowances ⁴	\$72,694
Support Services	\$370,673
Trading & Fundraising	\$40,594
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$81,313
Total Operating Expenditure	\$9,102,308
Net Operating Surplus/-Deficit	\$658,299
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	\$1,078,955
Official Account	\$21,386
Other Accounts	\$0
Total Funds Available	\$1,100,341

Financial Commitments	Actual
Operating Reserve	\$191,014
Other Recurrent Expenditure	\$11,078
Provision Accounts	\$0
Funds Received in Advance	\$53,575
School Based Programs	\$28,180
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$203,000
Maintenance - Buildings/Grounds < 12 months	\$45,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$571,846

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.