

2021 Annual Report to The School Community



School Name: Langwarrin Park Primary School (5257)



- 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 17 March 2022 at 01:40 PM by Richard Barren (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 26 April 2022 at 04:32 PM by Mel Schmidt (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

At Langwarrin Park Primary, our vision is supporting our students to be curious, confident and caring learners, who are able to work to their full potential. We foster life-long learners who are inquisitive, open to challenge and able to achieve to their highest potential. Staff nurture an inclusive and supportive learning environment, so students develop the ability to show empathy for others and respect their surroundings. This supports each student to lead a happy and fulfilling life. This is underpinned with our school values of respect, resilience and citizenship.

At the commencement of 2021 the school structure consisted of 663 students organised into 29 classes, an average of 23 students per class.

The school's SFOE (Students' Family Occupation and Education) was 0.3916 with the School Level Band at Low-Medium. Most students live in the immediate Langwarrin area.

Our school had 50.08 equivalent full-time staff: 3 Principal class, 2 Learning Specialists, 47 teachers (14 classroom teacher level 1 and 33 classroom teacher level 2) and 17 Education Support staff. There were 25 staff members who worked part time.

The school enjoys an excellent reputation of developing close links with neighbouring schools and kindergartens to support student transition. The curriculum assessment and reporting are directly linked to the Victorian Curriculum and teachers take a highly collaborative approach to plan their curriculum in teams using the Professional Learning Communities (PLC) approach. Additionally, all students are given the opportunity to participate in a wide range of curriculum programs that enhance and enrich the learning experiences and engagement for our students. These include exemplary PE, Music, LOTE (Indonesian) and Visual & Performing Arts programs.

Our focus for 2021 was based around two state wide priorities of Learning Catch Up and Extension and Happy, Active and Healthy Kids.

Our Key Improvement Strategy for the Learning Catch Up and Extension priority was focused on revisiting and strengthening the use of High Impact Teaching strategies; specifically differentiation and goal setting. For the Happy, Active and Healthy Kids priority, the focus was on refining the whole school approach to wellbeing across all levels of the school (leadership, teacher and student levels).

There were

Langwarrin Park PS is a foundational member of the Langwarrin Positive Education Network. We have a commitment as a school to ensure the health, safety and wellbeing of every member of our community, by using best practice teaching and the science of Positive Psychology.

Framework for Improving Student Outcomes (FISO)

Teaching and Learning

We are entering into our fifth year of implementing the PLC initiative across the school. Our teachers engage in a highly collaborative approach to their curriculum planning and use a range of data sets to inform their planning. During PLC times, teachers engage in rich conversations focussed on evidence based teacher practice and implement this in their classrooms.

We have a school assessment schedule that encompasses a range of formative and summative assessment tools.

Assessment

A whole school assessment schedule inform teaching teams the evidence that needs to be collected during the term. There has been a whole school focus on engaging students in the process of identifying personal learning goals with both a Literacy and Numeracy focus.

In 2022, the focus will be on continuing to build teacher knowledge in the use of proficiency scales and essential learnings for both Literacy and Numeracy. These in turn, will be used with students to identify personal learning goals.

Leadership

We have a highly effective School Improvement Team (SIT) where we engage in a PLC approach to evaluate whole

school data sets such as NAPLAN, ATOS and Parent Survey. We have established key priority teams that have FISO based action plans in place to implement the key improvement strategies from our AIP.

In 2022 there will be a focus on developing the leadership capacity of our middle leaders. We will engage Tim Harper to build our expertise and knowledge of coaching. This will enable us to establish a whole school collegiate observation framework.

Engagement

Due to the extended lockdown, we did not get the opportunity to properly work on building teacher knowledge and expertise with student agency and voice. Our Numeracy Priority team spent time unpacking the Mathematics curriculum to begin the work of building proficiency scales that can be used by teams.

Teachers were able to work closely with students during the extended lockdowns to create personal learning goals.

Support and Resources

At the end of Term 3, a considerable amount of funding was received at a school level for Tier 2 Disability Inclusion funding. The credit funding was allocated to employ a 0.2 (1 day per week) network DI leader, speech therapist and whole school inclusion leader. Our equity funding allowed us to employ a large number of teacher support staff and welfare officer.

We have ensured our school cash budgets allowed all our curriculum programs to run effectively and also directed towards the professional learning of school staff.

Achievement

To revisit and strengthen the use of HITS in classrooms, with a focus on differentiated teaching and goal setting 2021 continued to be a highly complex year, where teachers were regularly moving in and out of a remote learning space. During the extended lockdown teachers continued to use our school's Home Learning website. Our grade level teams were highly proficient in providing a differentiated curriculum (learning content) on this website. Teachers regularly engaged students with whole grade and small group explicit instruction using Webex and Google Classroom to support their remote teaching and learning programs. Reciprocal reading and guided reading continued to be the focus of small group instruction remotely. Throughout the remote learning periods, teachers were engaging in a range of HIT strategies such as differentiation, explicit teaching and goal setting.

The work of our PLCs across the school continued to be a whole school priority when planning and delivering the teaching and learning program. The school engaged the services of our regional PLC Practice Instructor to build the capacity of the Year 5 team. Data was collected and scrutinised throughout the period. The team worked closely with the PLC instructor to 'unpack' the curriculum and provide clear evidence of differentiation in their curriculum documentation. The collection and recording of assessment data continued to be gathered through-LPPS writing spreadsheet, whole school reading data, our whole school data walls, whole school data trackers and Math touch point spreadsheets. Teachers continued to use Essential Assessment, PM Benchmarking, LPPS writing spreadsheet and observational data to monitor student needs and their next steps in learning.

Videos of teaching practice were uploaded to the website and shared within teams. Small group and individual sessions were part of the weekly timetable where staff conferenced with students to set individual learning goals. Teachers worked closely with students and their families to achieve learning goals using supports such as MOI goal boards, Bump it Up writing walls and student self assessment measures.

Learning walks and teacher observations were abandoned due to the lockdown, however the sharing of best practice within teams continued through the PLC process.

When monitoring and evaluating our intended actions for the year, we were able to use teacher judgement and NAPLAN data. Based on the targets that were set at the end of 2020, none were met. Our teacher judgements (Literacy and Numeracy) for students being at or beyond the expected level, on average were 8% below our target. The targets set for the percentage of students in the Top 2 bands and achieving benchmark growth in NAPLAN were not met. Not meeting these targets can be partially attributed to regular moving in and out of the remote learning space across 2021.

The SIT team took a very strategic approach to their work, to ensure that necessary resources (human, financial and physical) were appropriately allocated, so this could have the most direct impact on student outcomes.

Engagement

By the end of 2021 teachers have a depth of knowledge that allows them to actively involve all students in their learning.

Highlights

The SIT team worked strategically to build a school remote learning framework based on department guidelines. Our teachers developed a high level of competency at using different technologies such as Google Meet, Google Classroom, Webex and Class Dojo portfolio. The ongoing development and evolution of our home learning website was again a highly effective tool to support all parents with their child's learning. PLC teams used clear learning intentions and success criteria with all learning tasks. Teachers provided ongoing feedback to work submitted and closely monitored the achievement levels for their students. During the remote learning period, time was privileged for PLC teams being able to carefully plan their curriculum. During the 2021 remote learning period, our specialist team began live conferencing for their specialist areas, which was positively received by students and parents. Principal Class Officers (PCO's) also conducted regular wellbeing sessions with different year levels.

As we engaged in remote learning for a large portion of 2021, staff were able to develop strong relationships with their students through 1:1 and small group conferencing. The Tutor Learning Initiative (TLI) was able to continue operating during the lockdown period, which was highly beneficial for those students who required literacy and numeracy intervention.

Our onsite learning program during the lock down periods, provided support for approximately 150 students each day. This program was highly organised and created limited disruption for student learning. The return to onsite learning required a refocussing of students into daily classroom learning activities, expectations and routines.

Data Analysis

The 2021 Student Attitude to School Survey target (Student Voice and Agency) was 73% positive attitude. Our actual achievement was 64% positive attitude. This again can be attributed to the amount of dedicated time teachers spent building their knowledge and expertise in this area. However, during the extended lockdown periods, teachers worked closely with their students to formulate personal learning goals in both Literacy and Numeracy areas.

Attendance

COVID-19 restrictions added another layer of complexity in addressing non-attendance issues. Between 2020 and 2021, there was an increase in the average number of days students were absent from school (13.1 days to 16.2 days.) All year levels showed an increase in absences and this maybe attributed to parent student fatigue. On return from remote learning we continued to implement the strategies for following up and recording any issues with attendance. Ongoing work will focus on year levels that showed a slight increase in the number of average days absent. Attendance processes continue to be refined as necessary. Teachers make prompt contact with parents when students are absent from school and PCOs work with families where students have had a large number of days absent.

Wellbeing

An entire Curriculum Day at the start of the year was used for Wellbeing with a focus on reviewing current practices for THRIVE (our Positive Education model), our Whole School Behaviour Management System, SafeMinds, Sentral Wellbeing and ILPs/BSPs. This increased consistency in all facets throughout all areas of the school. We had a strong focus on Wellbeing through the year. The Wellbeing PLT had members aligned with Respectful relationships. They attended the PDs and reported back to staff. Safe Schools came out and completed a PD as we had a number of senior school students making statements about their sexuality. We completed Mandatory Reporting PD and also the online modules of Protective Behaviours. So, we had a strong focus on Wellbeing PD based on needs presenting at our school.

Wellbeing documentation in Sentral increased this year which allowed the Wellbeing Team to be closely connected to any concern staff had about students/families. It also is building historical profiles on students so we have a document

outlining concerns, but also all supports, discussions and meetings held for each student. Staff also added a Wellbeing section to their meeting minutes which ensured shared responsibility of any concerns and a pathway to follow up concerns.

At Risk Students were identified by staff and concerns relayed to the wellbeing team either through discussion, email, Sentral notes or the spreadsheets collected at the end of each term and analysed. The Wellbeing Team made contact with identified families and offered support--whether it be just to be heard, a referral to an agency for help or a food care package. Teachers also kept in close contact with their families for both academic and wellbeing concerns.

Finance performance and position

Sound practices in financial management were in place throughout the year. The effective and strategic allocation and use of human, financial and physical resources occurred throughout 2021. There was a continued priority given to maintaining organisational structures to support the Professional Learning Communities approach and key improvement strategies particularly in the learning areas of English and Mathematics. This was achieved through privileging common time in our whole school timetable for PLC teams and utilising our specialist teaching team to provide support time to our Learning Specialists and Middle Leaders, so they could effectively undertake their leadership responsibilities.

As it was in 2020, COVID-19 restrictions had a significant impact on our school's traditional local revenue streams (school pool, school gym, school canteen and Camp Australia Out of School Hours Care): we lost the financial support from key partnerships which were not able to operate at different periods of time during 2021. Most did not return to regular functioning until the latter part of 2021. During the extended lock down periods, we engaged a large number of replacement teachers (both school local payroll and agency) to assist with the running of our on site program for students of essential workers.

On the staff side of the school budget, in 2021 we were able to maintain a small surplus. We had a very stable and experienced staffing profile, with minimal staffing turnover.

Funding was provided to all year levels for the purchase of materials to support the curriculum programs that they had planned. There was also strategic allocation of school funds to maintain and enhance our broad curriculum programs. During the extended lockdown periods, we issued a large percentage of our school own devices (approximately 200 devices in total), to support parents who did not have the ability to access them at home. Through DET's 'Bridging the Digital Divide' initiative, we were able to utilise this funding grant to replace these devices.

Equity funding continued to support the employment of a Student Welfare Officer, a Positive Education Leader and Intervention teacher as well as materials and other professional resources. Funds and resources were also directed towards managing the remote learning program and the onsite school program provided for children of essential workers. Our Equity Funding also allowed to employ additional teacher aides to provide greater support for teachers as students returned from remote learning.

The Tutor Learning Initiative (TLI), was a major DET funding grant, that made a considerable difference on students who required urgent intervention as a result of returning from the extended lockdown periods. With this funding we were able to employ 2 full time teachers to run a Literacy and Numeracy Intervention program across the school. In the second half of the year we were also able to employ additional intervention teachers on smaller time fractions to support different intervention programs in different areas of the school.

At the end of Term 3 in 2021, DET provided considerable funding for Tier 2 Disability Inclusion. With the funding that was provided for Term 3 and 4, was rolled over into the 2022 with the opportunity to build a whole school/network framework for Tier 2 disability inclusion. Funding has been allocated to appoint a network Inclusion leader, a network speech therapist and a school inclusion leader. In addition to this, funding has been allocated for teacher professional learning sessions such as Berry St Training in 2022.

Maintenance of the school facilities continued throughout the year and issues were dealt with in a timely manner. Our Facilities Manager worked closely with our Buildings and Grounds Committee to begin the development of a whole school facilities action plan.

In 2021 the refurbishment of our school playgrounds was completed. The investment in our playgrounds has provided a ranging of engaging places for our students to use during their playtimes.

For more detailed information regarding our school please visit our website at
www.langwarrinparkps.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 667 students were enrolled at this school in 2021, 329 female and 338 male.

NDP 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).

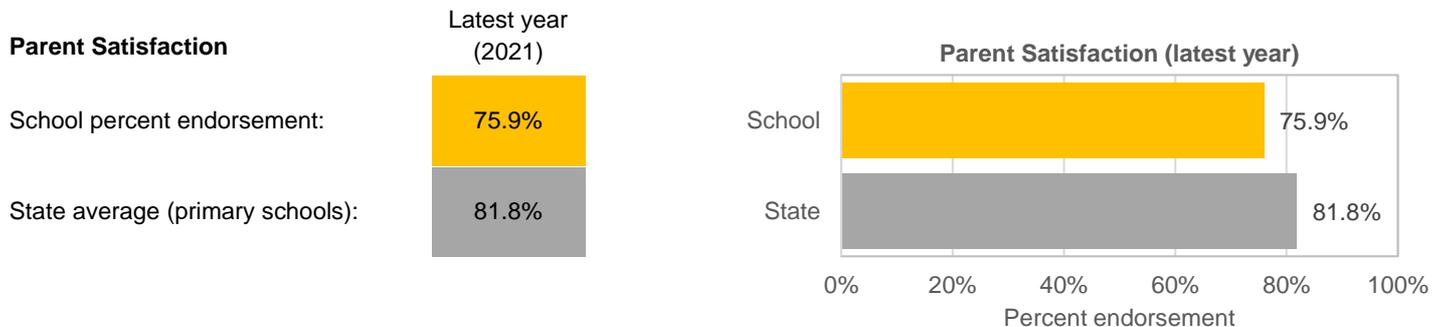
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

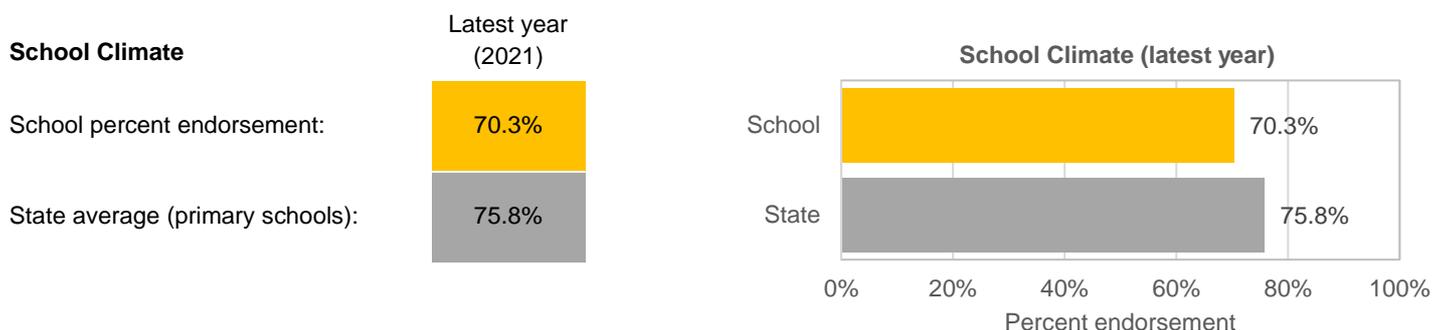


School Staff Survey

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:

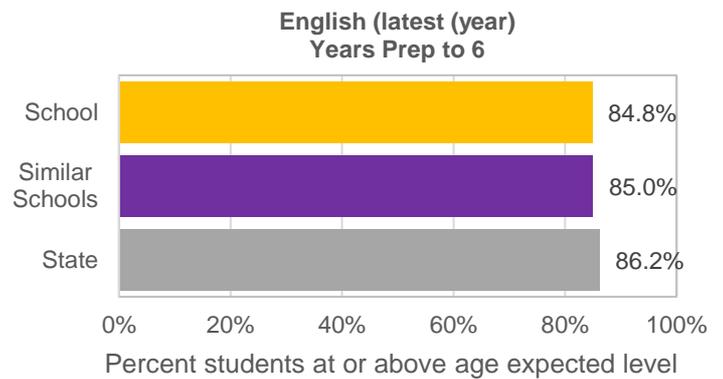
84.8%

Similar Schools average:

85.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

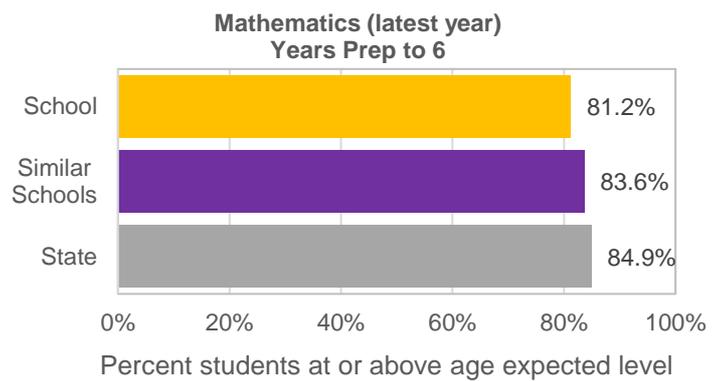
81.2%

Similar Schools average:

83.6%

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.

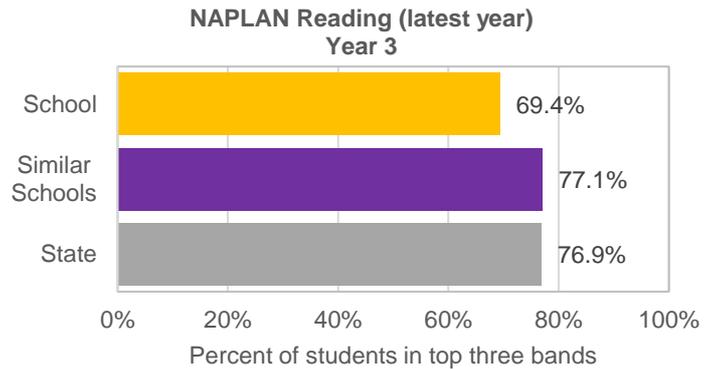
NAPLAN

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.

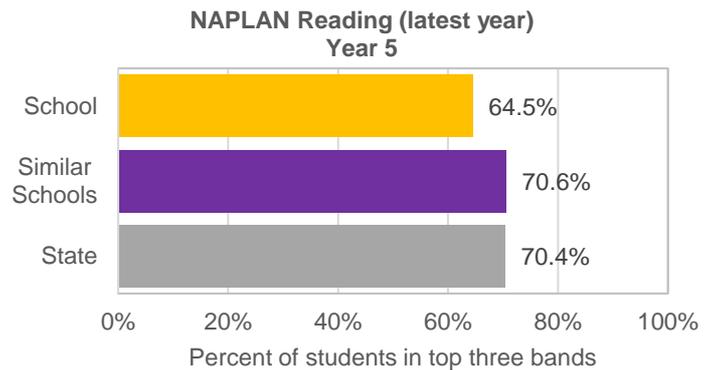
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.4%	73.0%
Similar Schools average:	77.1%	77.0%
State average:	76.9%	76.5%



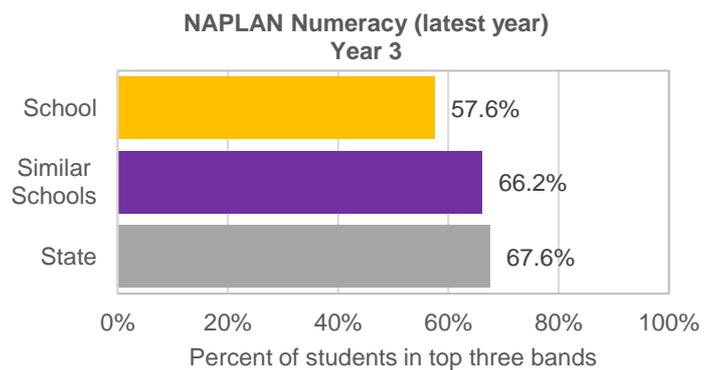
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.5%	66.0%
Similar Schools average:	70.6%	68.7%
State average:	70.4%	67.7%



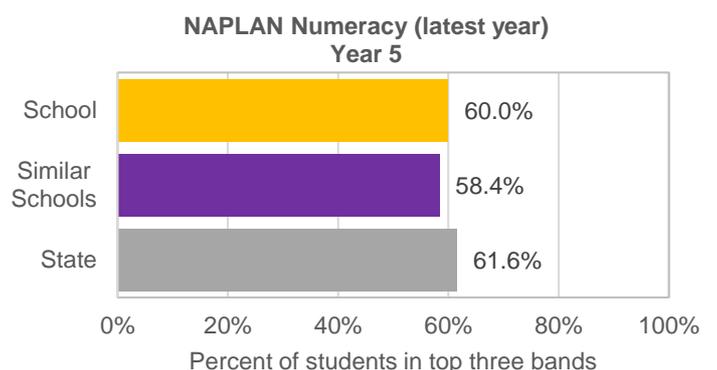
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.6%	68.7%
Similar Schools average:	66.2%	69.2%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	59.3%
Similar Schools average:	58.4%	58.9%
State average:	61.6%	60.0%



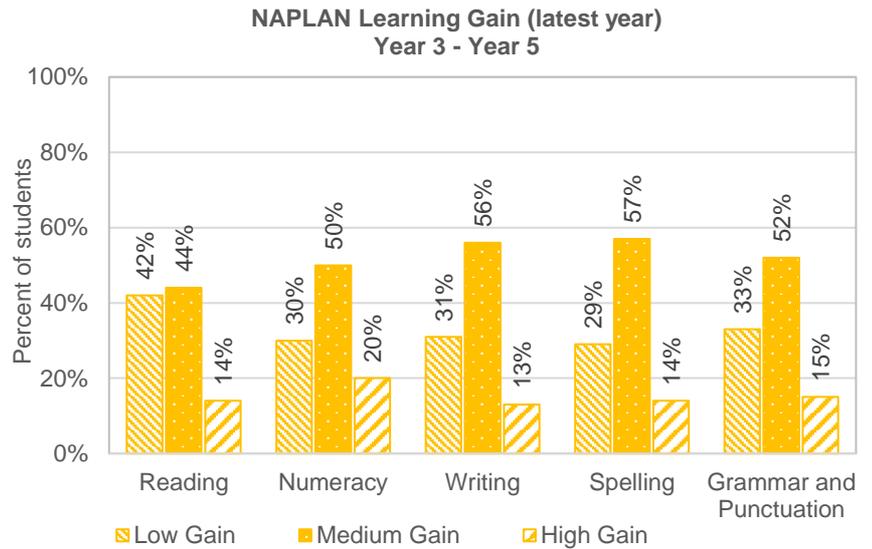
ACHIEVEMENT (continued)

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:	42%	44%	14%	21%
Numeracy:	30%	50%	20%	19%
Writing:	31%	56%	13%	18%
Spelling:	29%	57%	14%	20%
Grammar and Punctuation:	33%	52%	15%	20%



ENGAGEMENT

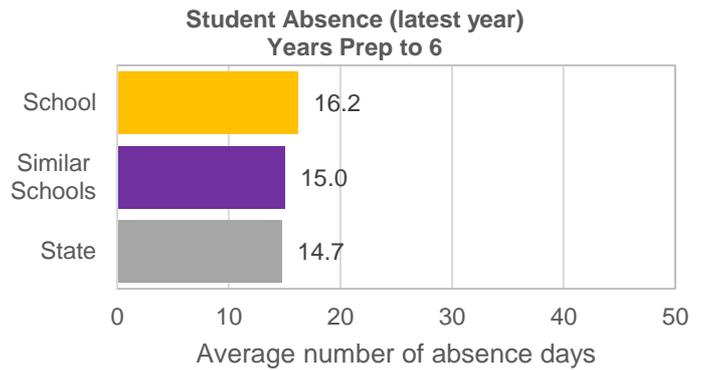
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	16.2	14.7
Similar Schools average:	15.0	14.7
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):	91%	93%	93%	91%	91%	90%	93%

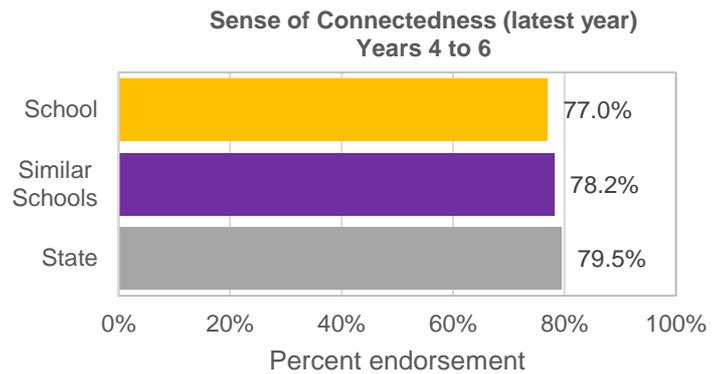
WELLBEING

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:	77.0%	76.8%
Similar Schools average:	78.2%	80.5%
State average:	79.5%	80.4%

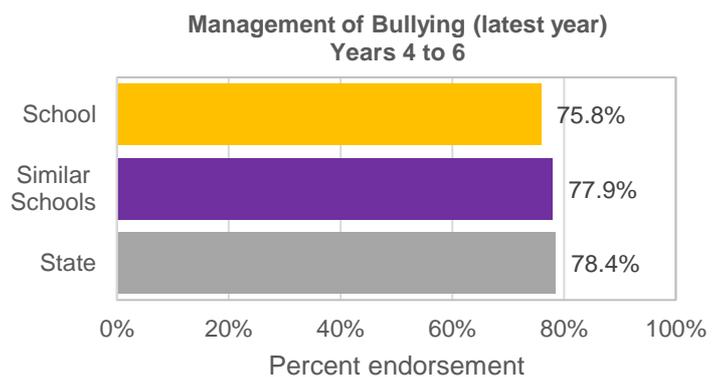


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	75.8%	74.1%
Similar Schools average:	77.9%	80.5%
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	\$5,444,209
Government Provided DET Grants	\$635,862
Government Grants Commonwealth	\$5,484
Government Grants State	\$24,300
Revenue Other	\$70,349
Locally Raised Funds	\$402,091
Capital Grants	\$0
Total Operating Revenue	\$6,582,294

Equity ¹	Actual
Equity (Social Disadvantage)	\$171,205
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$171,205

Expenditure	Actual
Student Resource Package ²	\$5,388,291
Adjustments	\$0
Books & Publications	\$1,234
Camps/Excursions/Activities	\$77,696
Communication Costs	\$5,576
Consumables	\$72,896
Miscellaneous Expense ³	\$33,313
Professional Development	\$12,334
Equipment/Maintenance/Hire	\$85,385
Property Services	\$123,034
Salaries & Allowances ⁴	\$169,178
Support Services	\$180,964
Trading & Fundraising	\$52,750
Motor Vehicle Expenses	\$4,726
Travel & Subsistence	\$0
Utilities	\$131,973
Total Operating Expenditure	\$6,339,349
Net Operating Surplus/-Deficit	\$242,945
Asset Acquisitions	\$89,755

- (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	\$700,208
Official Account	\$16,282
Other Accounts	\$87,996
Total Funds Available	\$804,486

Financial Commitments	Actual
Operating Reserve	\$143,768
Other Recurrent Expenditure	\$2,076
Provision Accounts	\$30,000
Funds Received in Advance	\$94,954
School Based Programs	\$46,209
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$6,811
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$16,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$339,817

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.