

# 2021 Annual Report to The School Community



**School Name: Leongatha Primary School (2981)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 March 2022 at 10:38 AM by Dot Coghlan (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 30 March 2022 at 07:48 PM by Emma Stevic (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## About Our School

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### School context

Leongatha Primary School's vision is to foster kindness, curiosity and confidence. Our students are lifelong learners who set high expectations, accept challenges and contribute to a global community. In working towards this vision, the school is characterised as a dynamic and inclusive learning community that actively promotes personal excellence, critical thinking and empowerment. The school's daily practices are underpinned by the school's three values: BE A LEARNER, BE RESPECTFUL AND BE RESILIENT. Leongatha Primary School is a large school that has serviced its community for over 130 years. LPS is a service town for the rural industries of South Gippsland especially the dairy industry.

LPS is a major stakeholder in the Leongatha Education Precinct that was established following the co-location of the Secondary College, Specialist School, TAFE and Primary School onto a single site in 2012. While each partner school in the precinct maintains their individual identity, there is a strong co-operation that facilitates a smooth transition for students. The LEP (Leongatha Education Precinct) meets twice a term to discuss ways that the schools can support each other and the students.

The school's SFO (School Family Occupation) Index is 0.4332 (2021) and SFOE (School Family Occupation & Education) Index is 0.3961 in 2021. Student enrolments in 2021 were stable for most of the school year, with approximately 645 students being accommodated across thirty-one grades (all being single level classes) throughout the year. The school's staffing profile remained stable through this period, with three Principal Class Officers and 35 (EFT) teaching staff. The Education Support Staff profile consisted of three main office staff, 34 classroom aides, two ICT Technicians, Canteen Manager and Maintenance person. In 2021, the school timetable facilitated four specialist programs. All students participated in weekly Physical Education, Chinese, Visual Arts and Performing Arts classes.

We have two part time welfare people at our school one working in the junior area and the other in the senior area. We have three staff working in the Tutoring Program which was an initiative of the Education Department during the COVID pandemic to support students who had been identified as falling behind due to the implementation of remote learning.

In 2021 our school was also recognised and elevated to a Professional Learning Communities (PLC) Link school. Due to the excellent work of our PLC leader and the work that our teaching teams have embedded across the school in 2022 our school will be a Link school for the other schools in the region. Professional Learning Communities (PLC) Link Schools are funded to engage in cross school collaboration activities to support the system-wide spreading of effective and impactful PLC practices.

Leongatha Primary School also continued its lead position as a Respectful Relationship Lead School. The role of lead schools is to lead the way on implementing the whole-school approach to Respectful Relationships, this includes modelling good practice, leading and mentoring partner schools. Under the initiative, lead schools receive funding for two years to support the program.

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### Framework for Improving Student Outcomes (FISO)

In 2021, Leongatha Primary School entered into the third year of its current Strategic Plan (2019-2023). Against the FISO framework, the school focussed its journey on improving student learning outcomes with a focus on Writing and Numeracy.

The school has been working to improve these areas by embedding a highly effective PLC model within the school which will focus on Number & Algebra and then be transferred to Writing. Building staff capacity to use and understand the High Impact Teaching Strategies (HITS) and developing an agreed instructional model for teaching Numeracy which is developed in partnership with our PMSS team, PLC leaders and classroom teachers.

In responding to the COVID-19 pandemic and the multiple challenges associated with periods of remote and flexible learning, minimal progress was made against the above mentioned key improvement strategies. Whilst the school's coaching program was suspended during 2021, many staff reported heightened professional learning in responding to the challenges associated with remote learning. Specialist programs continued during remote and flexible learning, with a "Specialist Day" providing students with a rich repertoire of more hands on learning and therefore a timely break each week from their regular learning slides.

In 2021 our school chose to employ four Learning Specialists, two in the Literacy area and two in Numeracy. However in responding to the COVID-19 pandemic and the multiple challenges associated with periods of remote and flexible learning, minimal progress was made against the above mentioned key improvement strategies. Unfortunately as most of the year was remote learning, our coaches were not able to work closely with our teachers. We look forward to a year where teachers are face to face with their students so that our coaches can be working closely with our staff and have the impact that we are expecting.

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## Achievement

In regards to student achievement in 2021, the school was very proud of its response to remote and flexible learning, whereby it was able to maintain a strong learning focus for students whilst also proactively supporting the wellbeing and mental health of students, staff and parents.

This was particularly evident during Term 2 and 3, where the large majority of students worked remotely and accessed their daily learning programs through the Google Classroom platform. Teachers met online with students each day to explain their daily slides and to provide additional support where needed, as well as facilitating small group instructions. Students in Years 3-6 collaborated with their teachers via Google Meets, whilst F-2 students utilised the WebEx platform. Feedback to students on their learning was facilitated via Google Classroom.

2021 was a very challenging year for many students with additional needs, including those on the Program for Students with Disabilities (PSD). During the first round of remote learning in Term 2, the school provided on-site supervision for approximately 90 students each day with the majority of these students presenting with additional needs. This on-site supervision was facilitated by the schools Principal team, teachers rostered on for each grade level and educational support staff. Students with disabilities and those deemed vulnerable contributed to the increased need for on-site supervision. During both periods of remote learning, a ratio of one staff member to 10 students was maintained though this entire period. This ensured high levels of support for students with additional needs. In addition, ES staff, the school's welfare people and classroom teachers, went to exhaustive lengths to 'check-in' regularly with students with additional needs. Towards the end of Term 4, many School Support Group Meetings (SSGs) were facilitated to ensure all of these students had new goals documented in Individual Learning Plans for the commencement of 2022.

Our School Performance Report for 2021 showed that our performance is improving. Our NAPLAN reading data particularly in the grade 5 area showed strong growth with our % of students in the Top two bands (Year 5) showing that we have improved to an influence area. Influence means that we have a high performance which has been maintained consistently over three years with our school acting as an influencer and system leader. Our Numeracy is an area that we need to focus on and that is why we have two Numeracy Specialist employed to coach our teachers and provide valuable professional development. We are also an influence school in regard to engagement which focuses on students attendance. We are also very proud of our students Attitude to School survey (grades 4-6) where we have increased significantly in regard to the % of positive endorsement in Stimulated Learning, % of positive endorsement in Sense of Confidence, % of positive endorsement in Academic Emphasis and % of positive endorsement in instructional Leadership.

Overall our results in the junior area have been very pleasing with the Fountas and Pinnell data and the maths on demand testing showing excellent results for our students. These results are a real credit to our junior school teachers and the coaches who have been working hard to implement a new instructional model in our school and to make sure that the teachers lessons are engaging and stimulating. When students were on-site last year you could see the great improvement in teachers maths lessons as the students are thoroughly engaged and the lessons were catering for all students ability levels.

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## Engagement

Student engagement was a very difficult landscape to navigate in 2021 as the daily routines of students became heavily impacted by the COVID-19 pandemic. Whilst most of Term 1 was undertaken on site with face to face teaching, increasing complexities in daily operations meant many school programs and events were either scaled back or suspended. Heightened anxiety levels of students, staff and parents, became increasingly apparent as Term 1 proceeded. Whilst a learning focus was maintained during this first term, supporting student wellbeing and engagement was emerging as the number one priority that would ultimately shape the 2021 academic year.

In Term 2, as schools were closed as a result of the pandemic, teachers did an amazing job reframing their classroom practice to a remote and flexible structure. Daily slides were posted onto the Google Classroom platform each day, for students to complete at home under the supervision of parents. The duration of remote learning undertaken each day varied from two and a half to approximately three and a half hours in accordance with DET Operational Guidelines. Feedback to students on their learning was an important element to optimise student engagement during this period. This was done through Google classroom for students in Years 3 - 6, whilst F - Year 3 students utilised our remote learning website which was updated daily. Teachers ensured that students received feedback on at least one piece of work each day. As the period of remote learning progressed, teachers were increasingly conscious of the nature/presentation of the learning content, to ensure heightened engagement levels. During this first period of remote learning, each grade level organised a timetable for their teaching and educational support staff to cover for students who were on-site. Principal team members were on-site most days to support staff with those students presenting with challenging behaviours. As students gradually returned to face to face instruction during the second half of Term 2, teachers observed greater variations in engagement levels of students as well as increasing levels of anxiety. Sadly, as the pandemic gripped Victoria in the middle of the year, Term 3 was also mainly remote learning. As the rigour around student learning was elevated during Term 3, instructional videos were more frequently used to support students and parents. As Term 3 progressed, the guidelines around on-site supervision were broadened to include the children of essential workers as well as vulnerable students and those with disabilities. During the second half of Term 3, the school provided on-site supervision each day for approximately 70-100 students, whilst all other students continued to learn at home. In order to maintain student engagement and foster wellbeing, Specialist classes were grouped onto one day a week in order to provide students with a break in their literacy and numeracy instruction. Student attendance fluctuated during Term 3. Students were marked present for the day if they attended their online meetings and submitted work. Where students did not attend their regular online meetings, members of the school's leadership team made phone contact with these families to 'check-in'.

Students returned to on-site instruction in Term 4. This was a valuable opportunity to re-engage many students in their learning and given that there were no extra curricula activities occurring due to complex operational guidelines, the last term of the year was important for ensuring that all students had completed the major components of their learning for the year.

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## Wellbeing

The wellbeing of students, staff and parents, was unquestionably the school's highest priority during 2021.

The school's leadership team and consultative committee met regularly to ensure structures and supports were in place to support everyone's wellbeing.

Managing teacher workload throughout 2021, was a key undertaking for the school to ensure that teachers were then well placed to support both the complex learning and wellbeing needs of students.

The school's annual Attitude to School Survey (AtoSS) showed excellent results where children felt very connected and supported by our school which was a real credit to our staff.

Teachers continued to undertake professional learning related to the Respectful Relationships program and this program continued to be delivered to our students as we felt that it was a very important program considering the climate that the students were in.

A feature of 2021 was the fantastic support extended to our students with additional needs as a result of the enduring efforts of the Education Support staff members. Many of our students with additional needs found remote learning to be a difficult learning mode. ES staff were able to provide invaluable 1:1 support to ensure the learning and wellbeing of these students was heightened.

Wellbeing resources became a weekly feature of the school's newsletter to ensure families had access to a range of ideas and services.

In further supporting both student engagement & wellbeing during the periods of remote learning, the school loaned a large amount of laptops to families to ensure students could access their remote learning without placing pressure on families to share devices.

As wellbeing and mental health issues became more prevalent over the course of the year, the school continued to make reasonable adjustments for many individual students. Organising for our Specialist teachers to run their programs every Wednesday, referred to as Wellbeing Wednesday, our grade level teachers were able to have a break from delivering their curriculum to students and focus on team meetings to organise the instruction for the upcoming days. Students also enjoyed the break from numeracy and literacy and embraced the fun and diverse lessons from the Specialist teachers.

Hands on Learning program was introduced in term 4 after staff were trained in term 3. Teachers made referrals from grades 5 and 6 and we were able to cater for roughly 16 students every Friday in a program that has the students engaged in hands on projects around the school. The experience of the students include an interview to be selected, contact home for parent consent and then an introductory session to assess students skills and then inclusion into a team environment.

Twenty eight staff including teachers and ES participated in Protective Intervention Training. We sourced funding from the Department and staff completed a six hours of professional development that provided them with the skills to better manage and respond to students with challenging behaviours.

We attempted to stay connected to many of our families that required additional support by hand delivering food parcels and offering support where needed.

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## Finance performance and position

Despite the many challenges of 2021, the school was fortunate to have reasonable financial support from the school community with 67% of families paying all essential items costs. This is well down from previous years due to the impact of COVID.

As the extent of the COVID-19 pandemic began to become apparent in Term 1 of 2021, our school continued with all program budgets however all expenditure for the remainder of the year was highly scrutinised as the school anticipated significant revenue losses resulting from hiring of facilities, canteen closure and the mandated employment of local CRTs as a result of DET guidelines. The prudent management of the school's funds in 2021 was vitally important for mitigating the potential losses over the course of the year.

Throughout 2021, the School Council continued to carefully navigate the many complex challenges that impacted on the school's finances. We particularly thank Helen Drury, our Business Manager, for competently managing the school's finances through this difficult period.

Due to the COVID-19 situation like all schools we were not able to run our usual school fundraisers such as the Colour Run, School Discos and The School Fete. The school fundraising each year usually provides the school with \$20,000 to support our programs however it was unfortunate that these activities were not able to go ahead.

Ending the 2020 school year in a healthy financial position meant we were still able to continue to support annual programs such as the 1:1 ipads, our chaplaincy program, as well as introduce a new welfare program called Hands on Learning. We also managed to maintain and make improvements to our buildings and grounds. For example, bike shed improvements, new senior playground, shelter shed redevelopment including local artist mural and an additional synthetic grass area along with sound improvement building works in our senior buildings

# 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 644 students were enrolled at this school in 2021, 308 female and 336 male.

1 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).

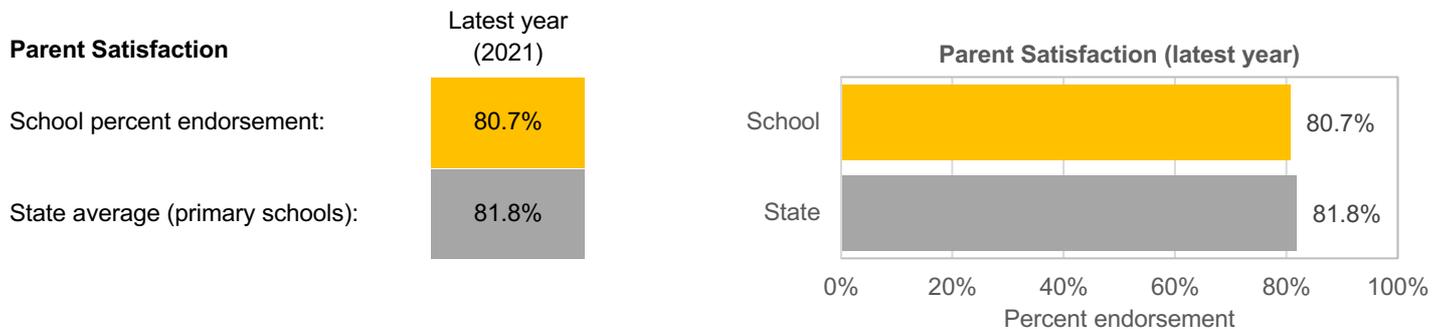
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

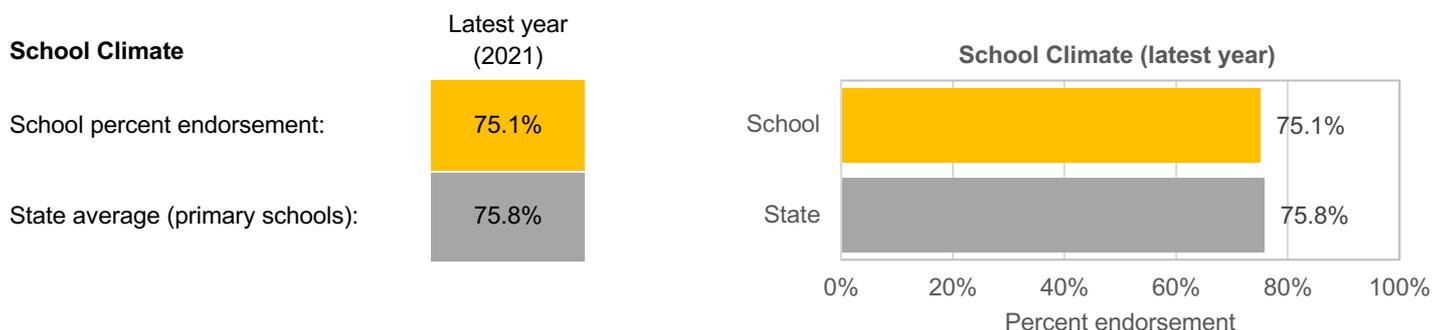


### School Staff Survey

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:

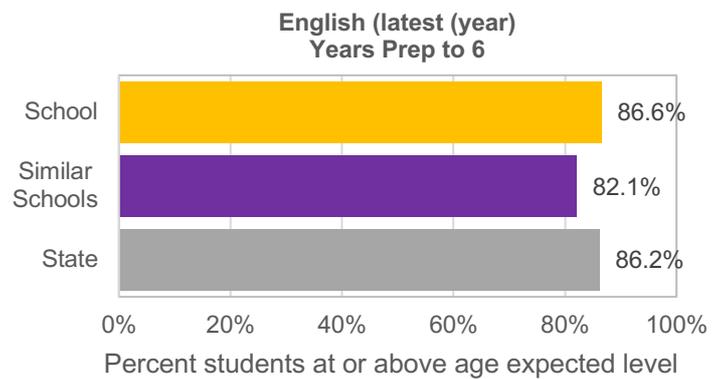
86.6%

Similar Schools average:

82.1%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

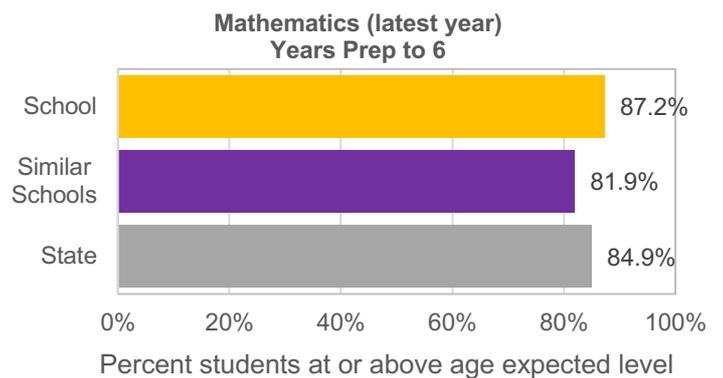
87.2%

Similar Schools average:

81.9%

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.

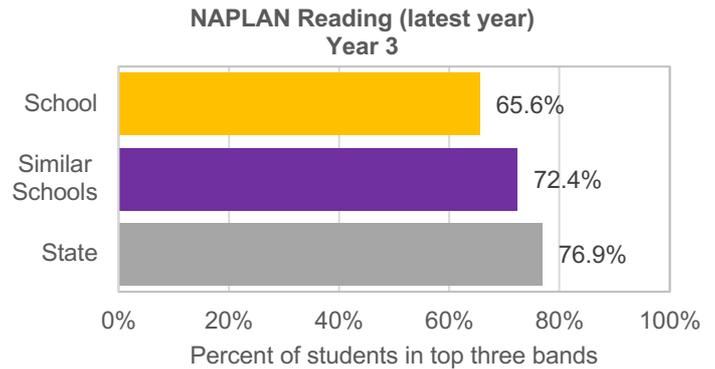
**NAPLAN**

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.

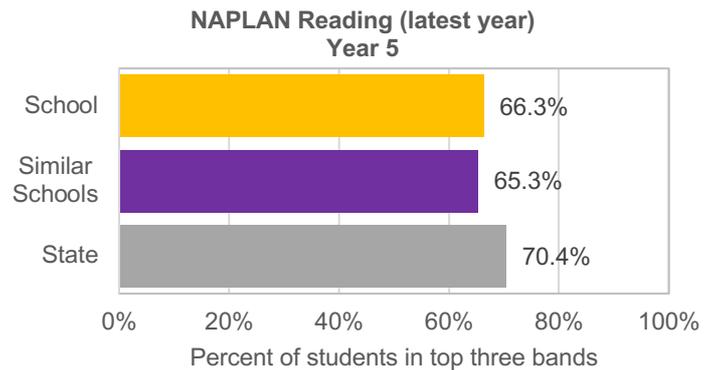
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.6%	68.5%
Similar Schools average:	72.4%	72.9%
State average:	76.9%	76.5%



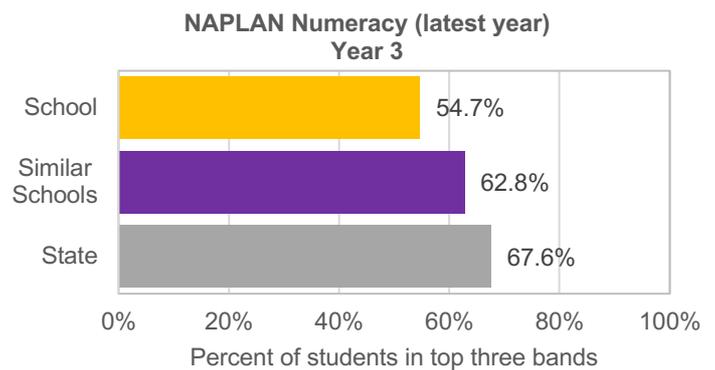
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.3%	61.9%
Similar Schools average:	65.3%	64.0%
State average:	70.4%	67.7%



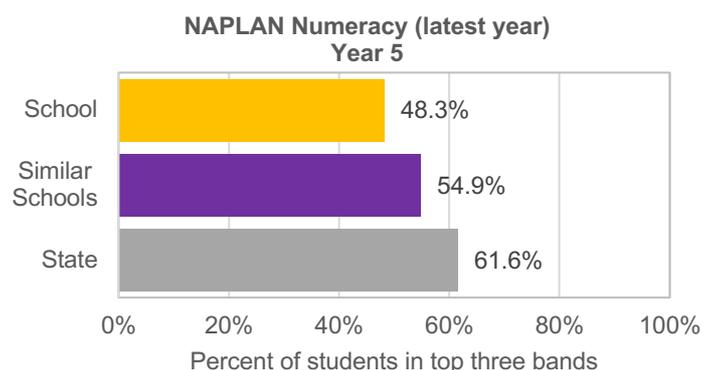
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.7%	61.2%
Similar Schools average:	62.8%	63.9%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	48.3%	50.0%
Similar Schools average:	54.9%	54.0%
State average:	61.6%	60.0%



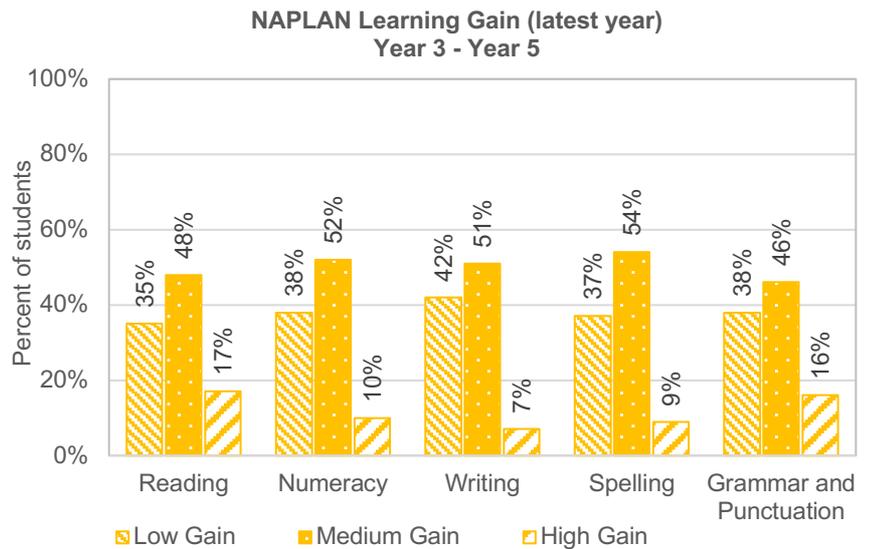
## ACHIEVEMENT (continued)

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

#### Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	35%	48%	17%	18%
Numeracy:	38%	52%	10%	21%
Writing:	42%	51%	7%	18%
Spelling:	37%	54%	9%	18%
Grammar and Punctuation:	38%	46%	16%	20%



## ENGAGEMENT

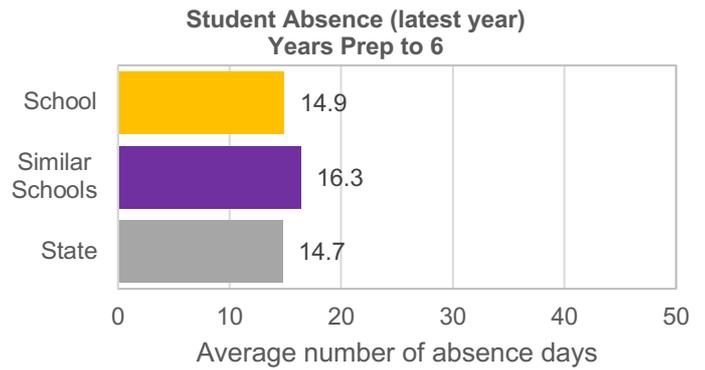
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	14.9	15.1
Similar Schools average:	16.3	15.5
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	93%	93%	93%	92%	91%	92%

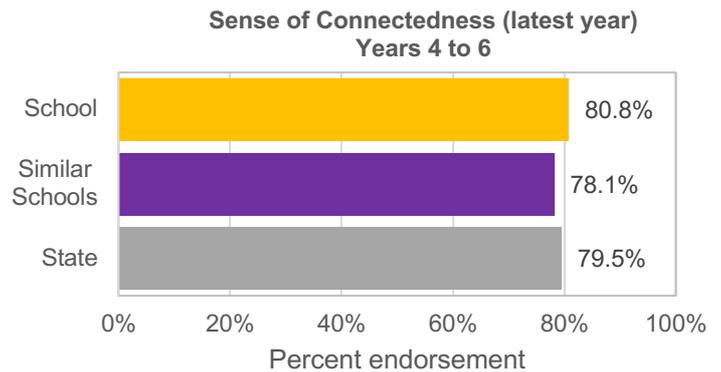
## WELLBEING

**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:	80.8%	76.7%
Similar Schools average:	78.1%	79.5%
State average:	79.5%	80.4%

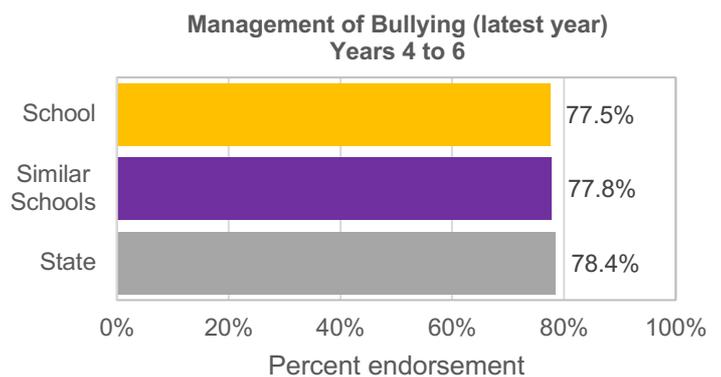


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	77.5%	78.3%
Similar Schools average:	77.8%	79.8%
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	\$5,758,286
Government Provided DET Grants	\$820,862
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$51,946
Locally Raised Funds	\$312,333
Capital Grants	\$68,120
<b>Total Operating Revenue</b>	<b>\$7,011,547</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$186,391
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$186,391</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,673,718
Adjustments	\$0
Books & Publications	\$4,538
Camps/Excursions/Activities	\$171,412
Communication Costs	\$7,545
Consumables	\$162,340
Miscellaneous Expense <sup>3</sup>	\$24,228
Professional Development	\$15,220
Equipment/Maintenance/Hire	\$71,039
Property Services	\$236,880
Salaries & Allowances <sup>4</sup>	\$276,364
Support Services	\$0
Trading & Fundraising	\$62,014
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$45,493
<b>Total Operating Expenditure</b>	<b>\$6,750,790</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$192,636</b>
<b>Asset Acquisitions</b>	<b>\$260,174</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$320,590
Official Account	\$9,992
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$330,582</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$161,291
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$11,788
School Based Programs	\$50,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$95,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$88,794
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$406,873</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*