

# 2021 Annual Report to The School Community



**School Name: Manorvale Primary School (5091)**



- 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 28 April 2022 at 12:29 PM by Helen Watson (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 28 April 2022 at 12:43 PM by Paul Lowery (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

Manorvale Primary School, established in 1983, is located on the Werribee River and situated on the site of The Manor owned by the Chirnside family. The Werribee River provided a boundary between the territories of the Woiwurong First Nation's people to the northeast and the Wothowurong First Nation's people to the southwest.

The school's purpose is to "develop aspirational and optimistic students who have the academic and social foundations to become responsible citizens." The School Wide Positive Behaviour Support framework underpins the school's philosophy. Our school values are Respect, Responsibility, Care and Aspiration. As a school, we endeavour to apply these values in our everyday dealings with each other and in the development of our programs and policies.

The school is currently integrating the Respectful Relationships program into all areas.

The 2021 school enrolment was 309 students, 168 males(52%) and 153 females (48%). The overall socio-economic profile of the school is low. This is based on the school's Student Family Occupation and Index (SFOE). The school population is predominantly English speaking but also has students from a range of cultural backgrounds including refugees, asylum seeking and international students. 21% are EAL students(English as an Additional Language) and 7% are Aboriginal and Torres Strait Islander students. Nineteen languages are spoken in the community. Nine students are living in Out of Home Care. The school has observed increasing mobility of students and families with transfers in and out rising. The school is organised in a multi-age structure Prep (Foundation), Years 1&2, Years 3&4 and Years 5&6 with Specialist provision in Visual Arts, Languages: Italian and Physical Education.

The school employed 1 Principal, 2 Assistant Principals, 1.5 Leading Teachers, 2 Learning Specialists, 18.6 Classroom teachers and 5.6 Education Support Staff. ES staff support PSD students and other non-funded students in classrooms and through the Levelled Literacy Intervention program. The school engaged 5 teachers to implement the Tutor Learning Initiative from terms 1 -3 with a focus on reading.

The school has invested heavily in the use of speech pathologists and occupational therapists to address the very low entry standards of our students. These and other supports were continued throughout remote and flexible learning. Flexible and Online learning during the lockdown periods proved very challenging for many families. The return to onsite learning was challenging for many students and families and the school focussed on engagement, well being and social and emotional skills. Diminished oral language skills have been an obvious problem. Onsite learning was interrupted with quarantining due to COVID cases. There was an increase in disengagement with many families reluctant to return to school due to COVID concern.

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### Framework for Improving Student Outcomes (FISO)

In 2021, Manorvale supported the DET 2021 priorities of Learning, Catch-up and Extension, Happy, active and Healthy kids and Connected schools. These link to:

\*FISO - Building Practice Excellence and Curriculum Planning and Assessment

The school planned to fully implement the Victorian Curriculum in all areas of learning. Once again this was very challenging during the remote and flexible learning periods, with Inquiry units modified and excursions and incursions cancelled. Specialist classes in Visual Arts, Languages- Italian, Physical Education and Digital Technologies continued throughout 2021 with modifications during remote learning. The 2022 curriculum will be planned in learning areas and capabilities that have not been covered.

Throughout the remote periods, teachers focused on Literacy and Numeracy using Google Classroom as a platform. The school distributed iPads to students, engaged interpreters regularly and supplied hard copy materials where necessary. Onsite learning also continued for eligible students. Intervention programs including Levelled Literacy Intervention and Tutoring Learning Initiative (Reading) continued. Classroom learning in English was enhanced by further implementation of Sounds-Write Phonics and Colourful Semantics for Prep to 4 students.

The Guaranteed and Viable Curriculum for Reading was embedded in team planning and assessment. Staff collaboratively developed the Numeracy Guaranteed and Viable Curriculum which will be implemented in 2022. Student Excellence Program opportunities were provided through the Victorian High Ability Program in Maths and Writing for selected students. Unfortunately planned master classes with neighbouring schools did not eventuate due to COVID 19. Some students took part in Student Excellence online sessions.

\*FISO – Empowering students and Building school pride

To support the Happy, healthy and active kids priority staff undertook online professional learning through Australian Children's Foundation on Trauma Responsive Practice in Education.

Our school-employed Speech Pathologist provided professional learning for staff on Social Thinking and the Manorvale wellbeing program combining Respectful Relationships and Social Thinking will be implemented in 2022 at all year levels.

Our planned work on Student voice and agency was put on hold and will be a focus in 2022.

To support Connected schools, various methods were used during remote learning to establish and maintain successful and regular communication with students and families. Maintaining this communication with parents when back on site was seen as crucial and it included leaders and teachers greeting students and families at the entrance and exit gates each day.

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## Achievement

The AIP goals for catch-up and extension informed the school's work in 2021, however periods of remote learning due to the COVID 19 pandemic had an impact on the curriculum plans that were made. Explicit online teaching through Google classroom and video conferences operated regularly in all classes, supported as needed by education support staff and the Language Loop interpreting service.

### English

Catch-up programs included tutoring for identified students in reading in grades 3-6 and Levelled Literacy Intervention for low achieving F-2 students. Growth data was used to identify students for the robust tutoring program which used the Fountas and Pinnel Levelled Literacy Intervention materials. The tutoring and LLI programs were adapted and continued during remote learning.

Despite these disadvantages, many students demonstrated good academic growth in Reading. The number of students in the top two bands of NAPLAN exceeded school targets for grade 3 and were met for grade 5. The school's target for high relative growth in Reading was not met but was in line with similar schools and an improvement on our school's previous NAPLAN results. AIP targets for teacher judgement above expected level for Reading in grades 2 and 4 were exceeded and almost met, respectively. The school continued to use the Digital Assessment Library in Semester 1 and PAT Reading in Semester 2 to measure achievement and growth. The data shows more than 50% of students made more than expected growth in reading but the impact of lockdown widened the gap between students making high and low growth.

The Guaranteed and Viable Curriculum for Reading was embedded with adjustments made for remote schooling. Reading and Spelling were targeted through the introduction of Sounds-Write Phonics in Years Foundation – 4 with staff practitioner training being rolled out. The school continues to implement the Colourful Semantics program which develops students' understanding of sentence level grammar and vocabulary. Individual education plans were in place for students requiring additional differentiation for achievement or growth in literacy and for those on the Koorie Education programs, in Out of Home care and all PSD students. All PSD students made progress against their goals with some modification due to the periods of remote learning.

### Numeracy

The impact of remote learning enabled some students to thrive, while others have not progressed so well. Many students demonstrated good academic growth in numeracy. The number of students in the top three bands of NAPLAN was below the state average and also similar schools. The school's high relative growth in Numeracy in NAPLAN was higher than similar schools but of concern is the increase of low learning gain from the previous year. The school continues to use PAT Maths to measure growth each year which shows 34% of students making more than expected growth in numeracy. This shows an overall improvement from the achievement of 2020.

The Guaranteed and Viable Curriculum for Numeracy was completed by the end of the school year.

The AIP goals for 2022 will focus on numeracy for the 2022 school year. Professional Learning at the school level will target teacher capacity to teach numeracy and includes Peer Observations and Learning Projects for Teaching Teams. The Tutor Learning Initiative (TLI) will focus on numeracy. Individual Education Plans for students participating in the TLI will be written by the classroom teachers collaboratively endorsed with the parents of students.

## Engagement

### Student Attitudes to School survey

We achieved an 87% positive endorsement for Effective Teaching Time which was above our AIP target of 85%. Our results were also higher than the State.

Unfortunately, we did not meet our AIP targets for Stimulating Learning or Student Voice and Agency. Further investigation and work is required in this area. Staff found keeping students and families motivated was challenging during the long and extended period of remote learning. Staff contacted families and students regularly, conducted Google Meets and presented learning in a variety of ways to engage students. Many families were also experiencing their own personal challenges at the time.

Student Voice, agency and leadership were difficult to develop during remote learning. The work of the Junior School Council was impeded during 2021 with minimal opportunities for the sub committee system to function as intended.

### Parent Opinion Survey

We successfully achieved above our 80% AIP target for Parent Participation by gaining an 84.4% positive endorsement which was also above the State average for primary schools.

We set an 80% AIP target for Student Development and successfully achieved a 79% positive endorsement rate. One of the factors in this category is Confidence and Resilience and we received a positive endorsement of 87% which was above both similar schools and the State.

We were highly satisfied with the results of our 2021 Parent Opinion Survey as we saw huge improvements across all factors. Maintaining regular communication with parents when back on site including leaders greeting students and families at the entrance and exit gates each day helped to strengthen our relationships.

### Attendance

In 2021, the school average absence days was 14.1 which was lower than similar schools and the State. All cohorts achieved an attendance rate of over 91% with the year 1 and year 5 cohorts achieving a 95% attendance rate. Families were contacted regularly by staff during and post remote learning to ensure students were connecting with their learning and to follow up concerns and absences. Police welfare checks were also initiated when all avenues to contact families was exhausted.

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## Wellbeing

Manorvale Primary School implements a whole-school approach to student wellbeing. The school has identified a variety of evidence-based improvement strategies that were effectively implemented or further embedded into our day-to-day practice. Manorvale Primary School utilised the FISO Health and Wellbeing Implementation Guide to inform where to prioritise our efforts and plan for how to address prioritised challenges. The school identified student behavioural and emotional support needs using the student check-in resource to identify students who may be at risk of social, emotional, and academic behaviours which interfere with their learning. This data, along with Student Attitudes to School Survey, School Staff Survey, Parent Opinion Survey and our own Student Pulse Check questionnaire, informed the school's Health and Wellbeing initiatives.

Manorvale Primary School's universal interventions to help create a positive, inclusive and supportive school climate consisted of, School-Wide Positive Behaviour Support (SWPBS), Berry Street Educational Model (BSEMO) and Resilience, Rights and Respectful Relationships (RRRR). The School-Wide Positive Behaviour Support (SWPBS) initiative is well embedded within the school as well as the collection of classroom and schoolyard incident data. The SWPBS initiative ensures that school-wide expectations are addressed through class matrices and school reward structures. The school ran a staff Community of Practice for Health and Wellbeing with a particular focus on linking expected behaviours with the school values to revise the school behaviour matrix. The BSEM continued to underpin our approach to supporting students with trauma-informed teaching practices. In 2021, all teaching staff and education support staff completed the Trauma Responsive Practice for Education training from the Australian Childhood Foundation. The school continued to implement the Respectful Relations program across the school and incorporated the Childwise Personal Safety program within this.

Manorvale Primary School's targeted interventions complement our universal interventions while providing additional support for our cohorts with specific needs or vulnerabilities such as students with disabilities, students living in Out of Home Care, Koorie students and students from a refugee background. Our Individual interventions are designed for students who are identified as requiring intensive tailored support to engage positively in education. Supports for Individual and Targeted interventions were all done in consultation with our Health and Wellbeing Key Contact, Koorie engagement officer, Visiting teacher or external supporting agencies such as Child Protection. These supports include Student Support Group meetings, Behaviour Support Plans, Individual Education Plans, and Mental Health plans.

In 2021, the percentage of positive endorsement in the Attitudes to School Survey (AToSS) in 'Sense of Connectedness' was slightly above that of similar schools and slightly below the State. However, our 4-year average in positive endorsements was above the State and similar school median. Prolonged periods of remote and flexible learning may have had an impact on students' sense of connectedness. The percentage of positive endorsement in AToSS in 'Management of Bullying' was higher than the state and similar school average in the latest year (2021) and the 4-year average.

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## Finance performance and position

The school ended the year in surplus. Program budgets were expended in most instances although extended periods of remote and flexible learning meant that some spending needed to be varied. Equity funding was used to support disadvantaged students, in particular paramedical support for students and for improving teacher practice and introducing the Sounds Write, Colorful Semantics and Social Thinking programs. The Tutor Learning Program and Literacy Support programs continued online when students were working from home. Grants to support Koorie students have also been expended.

Parents Club fundraising was suspended and the canteen was not able to operate for most of the year.

Maintenance funding was expended to complete tasks on the School Maintenance Plan although the school continues to struggle to manage the increasing needs of aged buildings and vandal damage due to low fencing. The Make Safe program had to be used several times throughout the the year.

The School Council processes to report and inform and approve spending have continued to be rigorous.

**For more detailed information regarding our school please visit our website at [manorvale.ps@education.vic.gov.au](mailto:manorvale.ps@education.vic.gov.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 308 students were enrolled at this school in 2021, 138 female and 170 male.

29 percent of students had English as an additional language and 5 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).

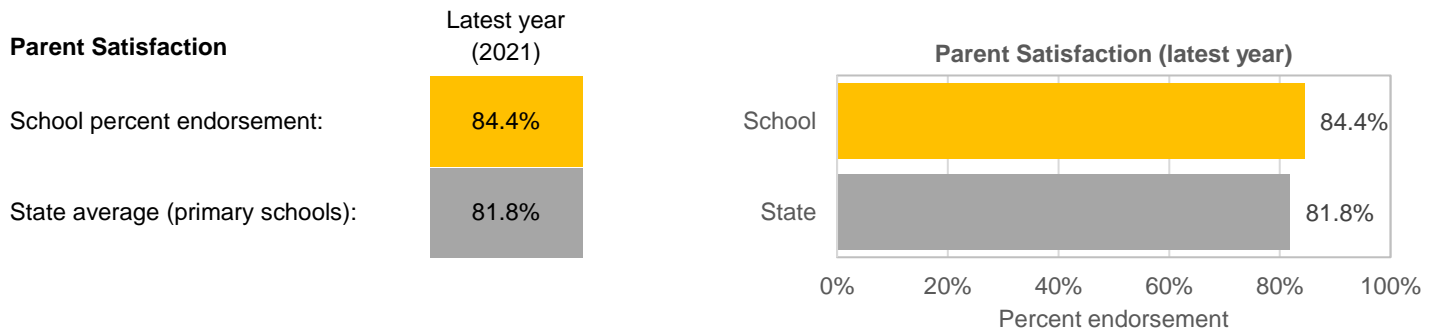
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### 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.

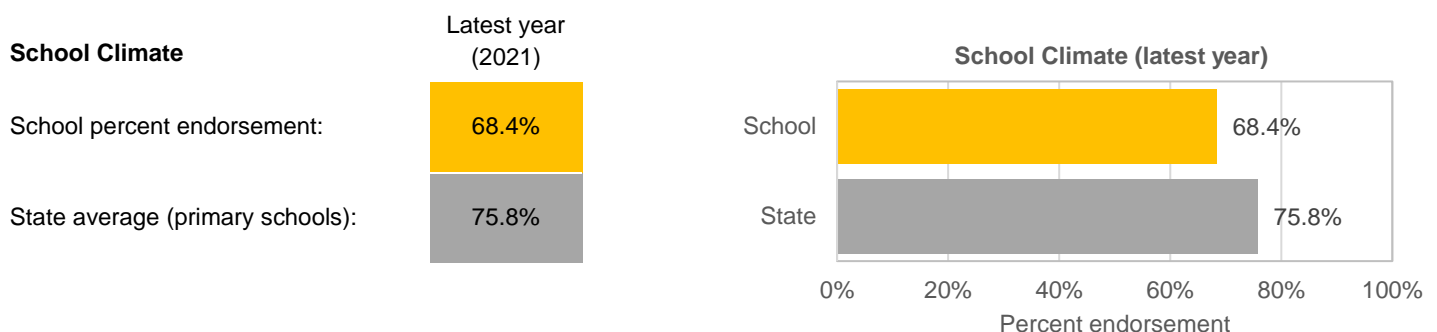


### School Staff Survey

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:

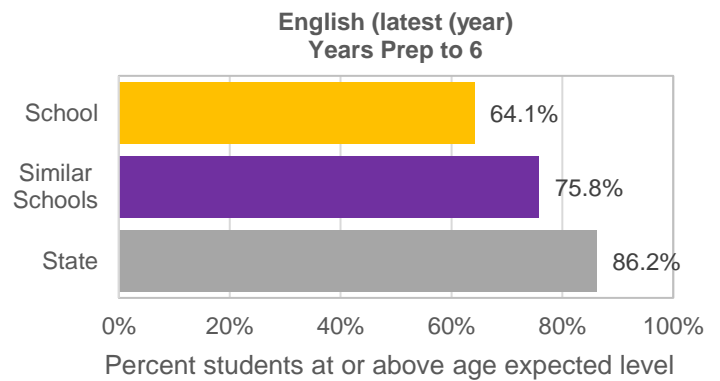
64.1%

Similar Schools average:

75.8%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

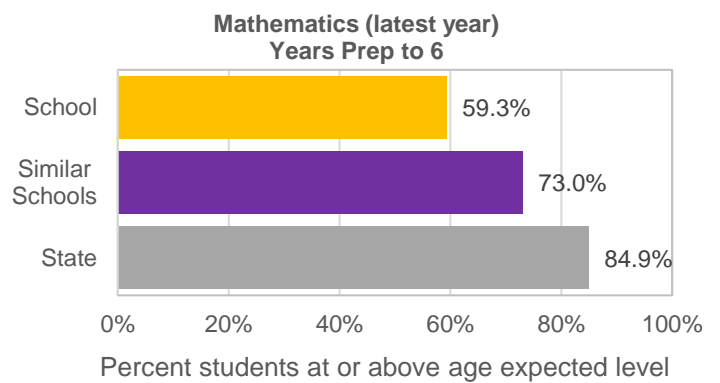
59.3%

Similar Schools average:

73.0%

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.

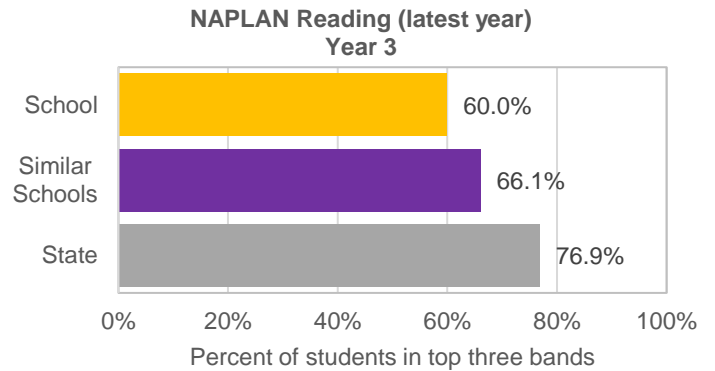
**NAPLAN**

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.

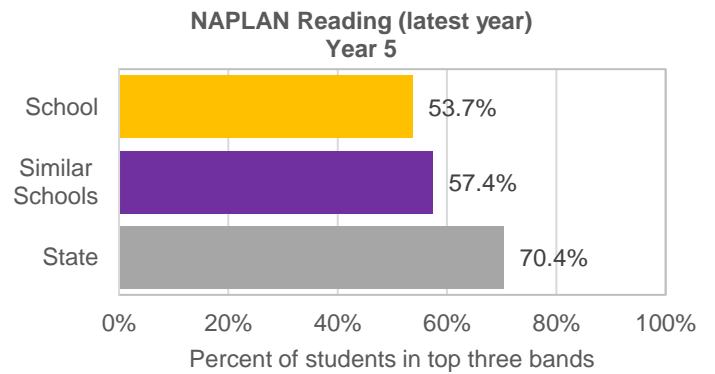
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	65.7%
Similar Schools average:	66.1%	66.1%
State average:	76.9%	76.5%



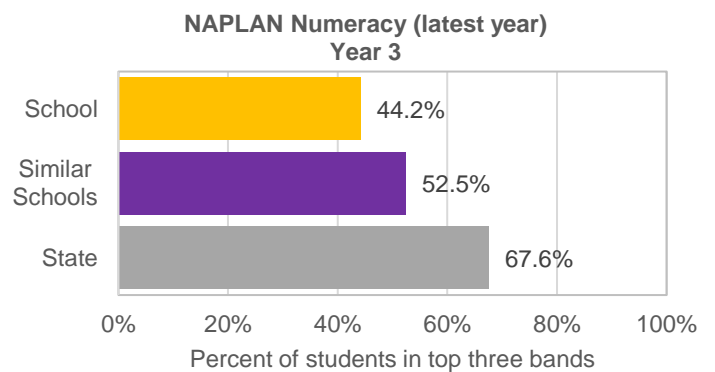
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.7%	48.8%
Similar Schools average:	57.4%	53.3%
State average:	70.4%	67.7%



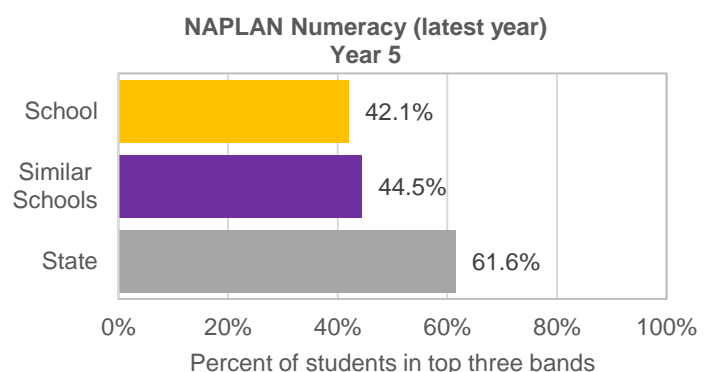
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.2%	48.6%
Similar Schools average:	52.5%	53.6%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.1%	46.0%
Similar Schools average:	44.5%	43.4%
State average:	61.6%	60.0%



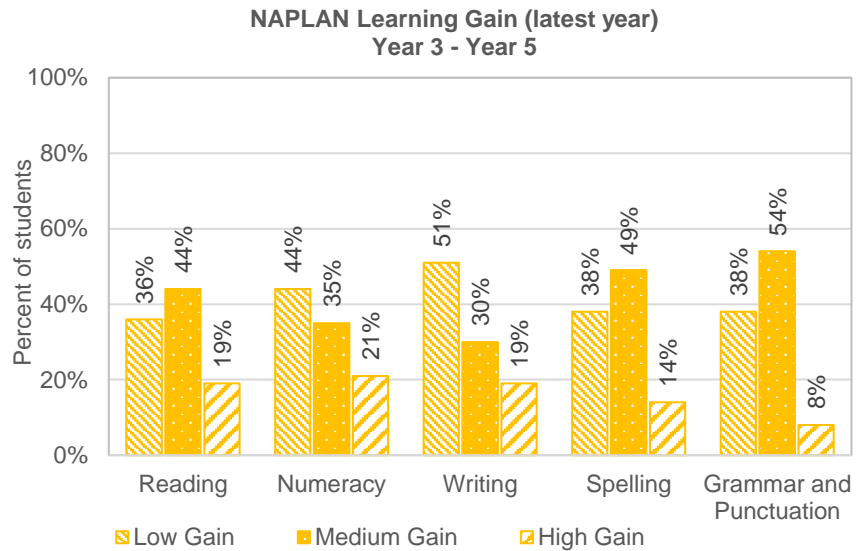
**ACHIEVEMENT (continued)**

**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:	36%	44%	19%	19%
Numeracy:	44%	35%	21%	19%
Writing:	51%	30%	19%	21%
Spelling:	38%	49%	14%	24%
Grammar and Punctuation:	38%	54%	8%	20%



## ENGAGEMENT

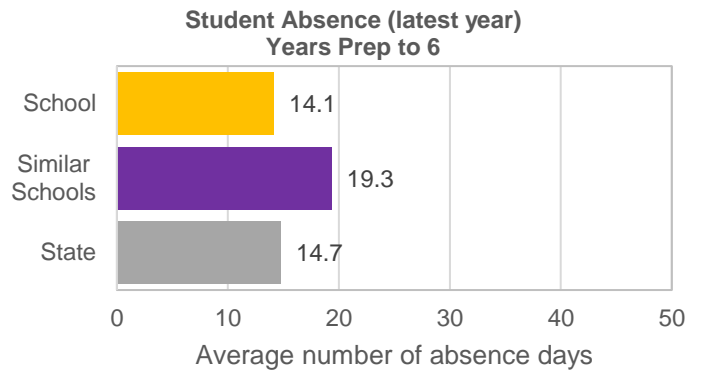
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	14.1	18.3
Similar Schools average:	19.3	18.4
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):	92%	95%	93%	92%	95%	93%	91%

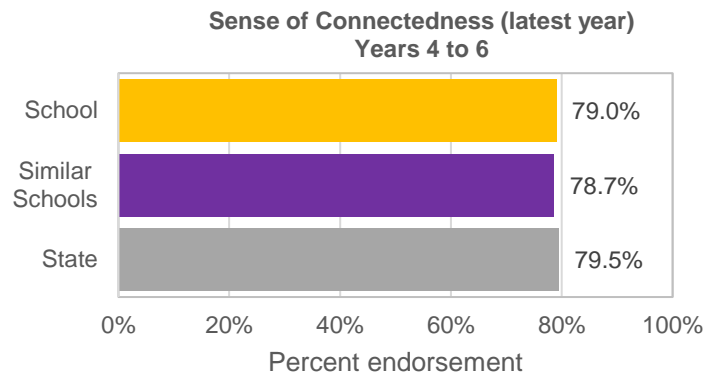
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	79.0%	80.5%
Similar Schools average:	78.7%	79.1%
State average:	79.5%	80.4%

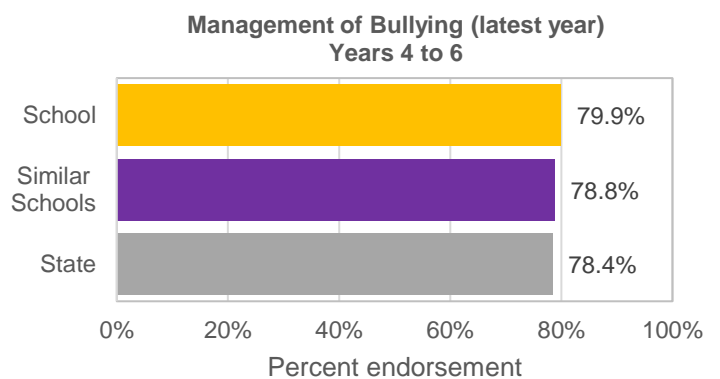


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	79.9%	82.8%
Similar Schools average:	78.8%	78.8%
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	\$3,230,950
Government Provided DET Grants	\$662,939
Government Grants Commonwealth	\$1,165
Government Grants State	\$0
Revenue Other	\$3,709
Locally Raised Funds	\$73,459
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,972,222</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$655,435
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$655,435</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,185,171
Adjustments	\$0
Books & Publications	\$6,091
Camps/Excursions/Activities	\$13,664
Communication Costs	\$4,198
Consumables	\$60,681
Miscellaneous Expense <sup>3</sup>	\$44,989
Professional Development	\$12,953
Equipment/Maintenance/Hire	\$80,370
Property Services	\$44,270
Salaries & Allowances <sup>4</sup>	\$76,436
Support Services	\$204,839
Trading & Fundraising	\$10,558
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,409
<b>Total Operating Expenditure</b>	<b>\$3,773,631</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$198,591</b>
<b>Asset Acquisitions</b>	<b>\$49,493</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	\$389,474
Official Account	\$39,564
Other Accounts	\$20,258
<b>Total Funds Available</b>	<b>\$449,297</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$93,939
Other Recurrent Expenditure	\$2,821
Provision Accounts	\$9,000
Funds Received in Advance	\$32,697
School Based Programs	\$110,971
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$15,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$264,427</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.*