**2021 Annual Report to**

**The School Community  
  
School Name: Aldercourt Primary School (5043)**

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| --- | --- | --- | --- | --- | --- |
| |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/" \t "_blank)). * 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 10 May 2022 at 08:20 PM by Raelene Harvey (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 18 May 2022 at 08:14 AM by Angela Cursio (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**

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| School context |
| In 2021 Aldercourt Primary School celebrates its 50th year. Over the past 12 months the school has undertaken major building works including a new administration building incorporating a welcoming space, community room and 5 consulting rooms. A Performing Arts room was built as part of the refurbishment of the gymnasium. An Early Learning Centre with 3 and 4 year old kindergarten as well as play group has commenced in 2021. We supply free lunches for all students daily, which will be served in our purposefully built dining room adjacent to our commercial kitchen from Term 2, 2021.  We are a part of the Frankston North Education Plan, a progressive initiative supported by the State Government. The vision for us as a whole community is based on success in life and in learning. In 2021 the school had 193 enrolments and a Student Family Occupation index of 0.7850.  The school is an active participant in district sport competitions as well as providing opportunities for students to participate in extended school day activities supported by Frankston North Education Plan (FNEP) partners and agencies (see additional information below). Aldercourt Primary School is one of three schools, together with Mahogany Rise Primary School and Monterey Secondary College that serve the Frankston North community.   With targeted support from the DET in the South-Eastern Victoria Region (SEVR), through the Differentiated Support for School Improvement (DSSI) initiative, the schools have come together to form the FNEP. The FNEP aims to transform opportunities for the community with the three schools working closely together to offer high quality education from birth to adulthood, act as the platform for the delivery of a range of health and wellbeing services and open their facilities for extensive community use. The schools are partnered with and supported by Our Place, an approach developed by the Colman Foundation, a philanthropic organisation that aims to improve social and educational opportunities for children and their families, the Brotherhood of St Lawrence and the Frankston City Council. The school provides accredited Out of School Hours Care, early learning kindergarten and playgroup, access to community services including the local council, and specific wellbeing programs.  In 2021, our staffing profile was made up of: Teaching staff: 18 Full-time equivalent teaching staff: 16.3 Non-teaching staff: 21 Full-time equivalent non-teaching staff: 13.0  In 2021, the school participated in its 4-year review. Many of the comments in this report are related to the review findings, and relevant to the 2021 school year. As a whole community, our three schools within the community hold the same vision: Every child and family in the Frankston North community to succeed in learning and life.  We are so proud to say that across our schools we now all hold the same three key values. These are the foundation for how we make decisions, plan and take action and shape the way we work together within our school and community. These three key values in Frankston North are: 1. Be a Learner 2. Be Respectful 3. Be Safe  Over 2021, a big focus has been making these real and meaningful to our students, families, and staff. To do this, we have worked with our community - big and small - to identify key ways we can live out these values. After getting student and staff feedback we are so please to share our shared expectations and ways we can live out these values.  Be A Learner  - Being engaged and tracking the speaker  - Having a go and always doing my best  - Being a HERO...  Here   Everyday  Ready to learn  On time  Be Respectful  - Being kind and inclusive  - Acting a positive role model  - Showing care to myself, others and our school  Be Safe  - Asking for help when needed  - Moving calmly in and around our school  - Pausing and thinking before I act  - Being responsible and e-smart  We want our students to feel safe and happy. We want them to enjoy learning and achieve highly. We want them to be confident in tackling challenges but are caring of others along the way. We want them to develop positive social skills, healthy relationship values and a strong sense of themselves as individuals.  Our curriculum is inclusive and developmental. Students are challenged to extend their skills and knowledge in a caring and supportive environment. The school provides a comprehensive curriculum with a strong focus on literacy, numeracy, and social-emotional learning, with further programs and initiatives focused on supporting the development of the whole child.  Wellbeing is at our Core Aldercourt Primary School has embarked on a learning journey towards implementing the Berry Street Educational Model (BSEM) Strategies in our daily practice. BSEM is an education initiative based on proven positive education, trauma-informed and wellbeing practices that enable students’ academic and personal growth.   The model is unique because it educates schools and their leaders to reinforce and sustain cognitive and behavioural change, thereby re-engaging young people in learning and progressing their academic achievement. As we continue our journey, some of the core whole-school strategies we implement are:  1. Brain Breaks These are short mental breaks designed to help students stay focused and attentive. The brain breaks get students moving to carry blood and oxygen to the brain. The breaks can either energize or relax as required.   2. Morning Circles Morning circles are a daily routine that includes rhythmic activities, positive primers, positive affirmations, intention setting and gratitude reflections. It sets us up for a calm and present day.  3. Ready to Learn Scales & Plans These are a standard system used by students in classrooms to identify difficult emotions or stress, both collectively and individually. Students have been involved in the design of large pictorial displays and have access to self-regulation tools.   Students and teachers develop Ready to Learn Plans for their class, or individually, to support them in identifying helpful strategies that support them to regulate themselves so they can de-escalate strong emotions.  Our school uses the Berry Street Education Model and Resilience Rights and Respectful Relationships as cornerstones to our P-6 wellbeing programs. We have a dedicated Wellbeing Team made up of a coordinator, teacher, and counsellor who offer support to students and families, and support teachers and education support staff in their planning and delivery of our programs. |
| Framework for Improving Student Outcomes (FISO) |
| In 2021, one of the key challenges for the school was to ensure the health, wellbeing, and learning of our students throughout remote and flexible learning, Throughout these periods, our staff and school prioritised the wellbeing and learning of all students and staff. We dedicated targeted wellbeing resources, through our Wellbeing Team, to support individuals and small groups of students, and provided ongoing referrals and supports to appropriate services for those students, families, or staff requiring assistance. Students identified as vulnerable were provided with on-site learning and wellbeing resources throughout 2021.  Our staff developed clear and consistent routines and structures to deliver remote and flexible learning that was aligned with our whole school curriculum plans, and gave students access to multiple ways to explore and develop their understandings. We are incredibly proud to say our Tutor Learning Initiative continued throughout all lockdowns and flexible learning periods. This program continued to demonstrate its success with high engagement and attendance throughout 2021.  Looking ahead beyond 2021, our intention is to provide a continuity of learning for students through the development of a whole-school approach to curriculum, instruction, assessment and collaborative practice. This will be achieved by continuing to deepen teacher practice by embedding regular modelling, coaching, feedback and reflection processes through the Professional Learning Teams (PLT’s), together with deepening the whole school approach to student data and assessment to inform point of need teaching and learning would be the focus for the next strategic period.   As recommended through our school review, the next step for us as a school is to implement a consistent approach to teaching and learning through the use of HITS and our school's instructional model to continue building teaching excellence.  Over the coming four years, we will be prioritising: 1. Literacy and numeracy across the school including writing, reading and numeracy. 2. Deepening teacher practice, collaboration, and assessment and data practices. 3. Student engagement, agency and voice in learning. 4. Student wellbeing and community engagement including partnerships. |
| Achievement |
| Empowering students and building school pride The Panel found that a key school community highlight was the building of whole of community expectations and positive behaviour.  • In consultation with staff and students, and as part of the DSSI and the FNEP, a new positive school wide behaviour model, that was linked to the Berry Street Education Model (BSEM) was adopted, beginning with the development of shared school expectations.  • The expectations of ‘Be a Learner, Be Respectful and Be Safe’ were implemented in all areas of the school.  \* The implementation of a behaviour ladder was embedded in every classroom. • Communication with families was enhanced through ongoing communication phone calls and apps where classroom teachers communicated with families throughout the day when their child was exceeding the school expectations. • Fortnightly assemblies celebrated learning, with awards being linked to community values and expectations.  • A student leadership and voice team made up of students from each year level, was set up. The team had input into decision making such as the designing and selecting of new school playgrounds and equipment.  The Panel found that the whole school community was particularly engaged in the renewal of expectations and the consequent building of community spirit and involvement, demonstrated by parent/carer participation in Science nights and other events. The Panel endorsed the building of whole of community expectations and positive behaviour, the use of trauma-informed practices, and the use of consistent routines and structures across the school as an achievement and a highlight over the period of review.  Every student who is funded under PSD has termly SSGs and relevant IEPs. For students who are at greater risk of disengagement, we provide a range of wellbeing supports, including trauma-informed practices and adjustments, to re-engage and activate students in their learning. Having staff members work with our students, who understand them, and know them as learners, is extremely important. Our equity funding also allows us to employ more human resources to support our students. Work began in 2021 to identify relevant students who may be eligible under the new DIP funding model. |
| Engagement |
| As a school and community, our response to COVID was around 'connection' over 'content'. The second year of COVID for many families in our community was more challenging than the previous year. Staff implemented a wide range of strategies to ensure our students and families remained connected to school. Many food packs, welfare checks, DHHF, police support and other engagement strategies were conducted and provided to our families.  To support our students' transition back to school our plan was to ensure student's got back into a routine as quickly as possible. We focused on building stamina and engagement in learning. LLI and TLI program recommenced onsite immediately, with strong positive support from all students participating in the program. A major focus was placed on the Berry St strategies for student engagement; in particular brain breaks, spotting micro-moments, continuing to use ready to learn plans, and implementing our whole-school behaviour ladder. |
| Wellbeing |
| The wellbeing of students, families and staff continued to be a priority. Strategies during lockdown included reading and sharing stories via Facebook live, weekly wellbeing check-ins, incorporation of fun, engaging activities within staff meetings, daily google meets for all classes, online PLT meetings, and phone calls every day to families. As mentioned above, some families required extensive wellbeing support such as food pack deliveries and DFFH intervention.  During remote learning, our three wellbeing staff were assigned to different classes. The wellbeing staff participated in all online live classes, they also made phone calls home to families with students funded under PSD, in out of home care and Koorie families. Staff health and wellbeing was also supported by each of the wellbeing staff. On return to onsite learning, the wellbeing staff commenced weekly whole class social skills and wellbeing lessons with each of the classes that they had worked with during remote learning.  SSGs were modified to online or phone calls, of which we had 100% participation for all PSD, OOHC and Koorie students and families. We have decided to continue this as an option in the future for families; they can either have an onsite or remote SSG.  Parents and carers also had the opportunity to make direct contact with their child’s classroom and specialist teachers via phone or through nominated apps. We feel that the relationship with parents improved over the course of remote learning. One thing that came to the fore was the number of parents with low literacy skills. We have made adaptions to the way we communicate messages to these families post remote learning to ensure that they continued to be informed of activities occurring.   Health and wellbeing supports when back on site included; social skills specialist classes, lunchtime clubs, as well as providing students with breakfast, snack, lunch and afternoon tea everyday. |
| Finance performance and position |
| Funding received under the PSD program is used to employ ES staff members in every classroom to support student learning. Equity funding is used to employ staff as part of our Literacy Support team as well as our Wellbeing team. Every student at Aldercourt Primary School is supplied lunch daily, which is prepared by our school cook. The cost of the food and staff is paid out of equity funding.  At the end of 2021 we successfully received a grant of $60,000 from Schools Plus to support our work across the community in building up teaching and leadership excellence. We successfully applied and received a $25,000 grant to support the building and installment of an outdoor classroom and shade sails within our school grounds (to be installed early-mid 2022).  There were a number of projects completed in 2021, including the development of an athletics track around the school oval, painting and refurbishment of an outdoor classroom, laying of artificial turf across the school, the completion of the dining room, and finalising of buildings works. While there is an expected deficit forecast, the equity funding will ensure the school maintains its strong financial position. |
| **For more detailed information regarding our school please visit our website at <http://www.aldercourtps.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 178 students were enrolled at this school in 2021, 86 female and 92 male.

16 percent of students had English as an additional language and 7 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.

|  |  |
| --- | --- |
| **Parent Satisfaction** | Latest year (2021) |
| School percent endorsement: | 96.0% |
| State average (primary schools): | 81.8% |

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.

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| --- | --- |
| **School Climate** | Latest year (2021) |
| School percent endorsement: | 84.7% |
| State average (primary schools): | 75.8% |

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: | 79.4% |
| Similar Schools average: | 68.0% |
| State average: | 86.2% |

|  |  |
| --- | --- |
| **Mathematics**  **Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 74.9% |
| Similar Schools average: | 65.9% |
| 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: | 33.3% | 50.0% |
| Similar Schools average: | 64.8% | 62.8% |
| State average: | 76.9% | 76.5% |

|  |  |  |
| --- | --- | --- |
| **Reading**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 41.2% | 41.4% |
| Similar Schools average: | 55.8% | 53.1% |
| State average: | 70.4% | 67.7% |

|  |  |  |
| --- | --- | --- |
| **Numeracy**  **Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 27.8% | 51.7% |
| Similar Schools average: | 49.9% | 50.7% |
| State average: | 67.6% | 69.1% |

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| --- | --- | --- |
| **Numeracy**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 35.3% | 42.3% |
| Similar Schools average: | 40.5% | 40.6% |
| State average: | 61.6% | 60.0% |

ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

**Learning Gain**

**Year 3 (2019) to Year 5 (2021)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
| Reading: | 21% | 50% | 29% | 20% |
| Numeracy: | 36% | 50% | 14% | 20% |
| Writing: | 69% | 31% | 0% | 16% |
| Spelling: | 36% | 57% | 7% | 19% |
| Grammar and Punctuation: | 50% | 29% | 21% | 16% |

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: | 22.0 | 15.7 |
| Similar Schools average: | 21.1 | 19.2 |
| State average: | 14.7 | 15.0 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2021): | 88% | 90% | 89% | 91% | 92% | 83% | 89% |

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: | 86.5% | 87.7% |
| Similar Schools average: | 78.2% | 78.4% |
| 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).

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| --- | --- | --- |
| **Management of Bullying**  **Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 80.6% | 83.3% |
| Similar Schools average: | 79.1% | 78.6% |
| 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 | $2,477,939 |
| Government Provided DET Grants | $496,426 |
| Government Grants Commonwealth | $27,445 |
| Government Grants State | $0 |
| Revenue Other | $18,055 |
| Locally Raised Funds | $298,154 |
| Capital Grants | $64,461 |
| Total Operating Revenue | **$3,382,481** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $540,959 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$540,959** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,524,690 |
| Adjustments | $0 |
| Books & Publications | $0 |
| Camps/Excursions/Activities | $21,923 |
| Communication Costs | $4,884 |
| Consumables | $45,258 |
| Miscellaneous Expense 3 | $17,761 |
| Professional Development | $7,629 |
| Equipment/Maintenance/Hire | $93,898 |
| Property Services | $82,166 |
| Salaries & Allowances 4 | $18,563 |
| Support Services | $42,248 |
| Trading & Fundraising | $167,963 |
| Motor Vehicle Expenses | $1,492 |
| Travel & Subsistence | $0 |
| Utilities | $27,638 |
| Total Operating Expenditure | **$3,056,114** |
| Net Operating Surplus/-Deficit | **$261,906** |
| Asset Acquisitions | **$180,855** |

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 | $861,630 |
| Official Account | $43,161 |
| Other Accounts | $0 |
| Total Funds Available | **$904,791** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $77,466 |
| Other Recurrent Expenditure | $12,814 |
| Provision Accounts | $0 |
| Funds Received in Advance | $31,538 |
| School Based Programs | $222,307 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $46,752 |
| Asset/Equipment Replacement < 12 months | $35,600 |
| Capital - Buildings/Grounds < 12 months | $461,681 |
| Maintenance - Buildings/Grounds < 12 months | $16,633 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$904,791** |

*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.*