

2021 Annual Report to The School Community



School Name: Parkwood Green Primary School (5480)



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

Attested on 29 March 2022 at 03:59 PM by Robert Kotevski (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 29 March 2022 at 04:04 PM by Jocelyn Brabin (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Parkwood Green Primary School is located in the suburb of Hillside, part of the outer growth corridor of the South Western Metropolitan Region of Victoria. The school was established in 2004 and has grown quickly as a result of being part of the urban sprawl. A local neighbourhood Enrolment Policy has guided enrolment numbers since 2014 seeing the student population of 792 students in 2021, 388 female and 404 males. 26% of students had EAL (English as an additional language) and 1% were Aboriginal or Torres Strait Islanders. The schools SFO (Socio-Economic profile) band is: low – medium.

Parkwood Green is structured to have 2 Assistant Principals, one with responsibility for curriculum and the other wellbeing. Our school has 2 Leading Teachers, 3 Learning Specialists, 48 classroom /specialist teachers and 21 Education Support Officers. Parkwood Green Primary School believes in a learning culture which establishes positive relationships based on mutual respect and understanding. The school provides a stimulating student-centred environment and plans experiences and activities that build upon student backgrounds, interests and achievements. At Parkwood Green Primary School learning objectives are negotiated and clearly communicated in order to respond to student needs, encouraging students to be active participants in their learning. Student voice and agency in their learning is strongly encouraged and the curriculum is flexible to meet the needs of our students. We recognise and celebrate achievement, make learning fun, and encourage risk, innovation and creativity. Parkwood Green Primary School is committed to respecting every person's rights and protecting the safety and welfare of all people in our community. All community members abide by child safe standards and the school uses the Respectful Relationships Program initiative and School-Wide Positive Behaviour Support framework to ensure all community members are respected and safe.

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey was 62.5%. An overall increase of 11.5% from 2020. The percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey. This is below the State average of 75.8%. The positive increase in 2021 is encouraging but it also indicates further improvements are required.

Other improvements are as follows. Comparative data from 2020 data to 2021:

- Staff trust in colleagues up from 69% to 80%
- Collective efficacy up from 68% to 72%
- Collective responsibility up from 75% to 81%
- Academic emphasis up from 63% to 67%
- Trust in students and parents up from 68% to 71%
- Teacher collaboration up from 58% to 70%
- Parent community involvement up from 71% to 74%
- Collective focus on student learning up from 74% to 82%
- Guaranteed and viable curriculum up from 58% to 74%
- Shielding/buffering up from 55% to 63%

The school's vision: To create a learning community that empowers and supports each student to grow and achieve their own personal best. Every day we are inspired to develop life-long learners, who make positive contributions to their community.

Our values:

- We have respect for ourselves and others.
- We show empathy, by understanding, accepting and appreciating ourselves and others.
- We encourage responsibility by taking ownership of our actions and words.
- We build resilience by encouraging and supporting.

Our three Key Improvement strategies in our Annual Implementation Plan (AIP) for 2021 are:

Goal 1 (state-wide priority goal)

1. Learning catch-up and extension
2. Happy, active and healthy kids
3. Connected schools

Goal 2

To improve student learning outcomes in Reading and Writing

Goal 3

To improve student learning outcomes through a whole school culture of excellence

At the end of term 4, 2020 a substantive Assistant Principal position was vacated. In Term 4 of 2021, a substantive Assistant Principal was appointed through a state-wide recruitment process.

Framework for Improving Student Outcomes (FISO)

The Victorian teaching and Learning Model (VTLM) is the work of all teachers within the school. The Victorian teaching and learning model brings the framework for improving student outcomes (FISO) into the classroom. It creates a line of sight between the whole-school improvement approach and classroom practice. The Professional Learning at Parkwood Green Primary School is targeted at the areas where teachers feel improvement is required. During 2021 the professional learning each week focused on improving the implementation and consistency of our reading and writing strategies and on building a common understanding in the implementation of School-Wide Positive Behaviour Support framework. To enable both of these aspects we employed the expertise of external consultants. The Literacy, Mathematics and School-wide Positive Behaviour Support Consultants continue to strengthen the content knowledge of our Learning Leaders to assist them to foster best practice across year levels.

We have successfully implemented our whole school structures, where a major focus has been providing rich learning opportunities to other staff by delivering quality professional learning opportunities around the High Impact Teaching Strategies. Whilst the Remote Learning experiences of 2021 did not allow us to completely fulfil our desired outcomes, we were able to maintain a collective focus on the targeted Key Improvement Strategies and it had a positive impact on school improvement and staff culture. Some of the associated AIP actions and professional development plans were modified to suit remote learning, we did this by adapting our professional learning to online. This allowed a foundation to be developed to be carried forward into the future culture of the school.

Parkwood Green PS continued its focus on the improvement priorities of 'Excellence in Teaching and Learning' and 'Professional Leadership' through the initiatives of 'Evaluating impact on learning', 'Building leadership teams' and 'Vision, values and culture'.

The 2021 AIP goals included:

1. To improve student learning in Reading and Writing
2. To improve student learning outcomes in Numeracy
3. To improve student learning outcomes through whole school culture of excellence

However, some of the associated AIP actions and professional development plans were modified to suit remote learning.

This further developed teacher knowledge and capacity in developing the explicit part of the school's Instructional Model. During remote learning, staff continued to monitor student learning data to inform teaching groups and used a range of evidence-based instructional strategies to teach students at their point of need.

The use of Google Classroom, Seesaw and Webex online tools provided opportunities for student voice through remote learning with students uploading and sharing work. Students received timely feedback on work and had

opportunities to submit their work in a variety of ways. Parent feedback was positive in relation to these platforms, acknowledging the connection with the school and teachers was maintained. This was demonstrated through the positive endorsement by parents on the school satisfaction level, as reported in the annual Parent Opinion Survey which was at 65.4% compared with the State average of 81.8%.

Social and emotional wellbeing was seen as a high priority during remote learning, particularly in regard to the 'at risk' and out of home care students. Staff continued to implement the school's School Wide Positive Behaviour Support Framework and Respectful Relationships lessons throughout remote learning and when on site. This was done through targeted lessons delivered online including self-regulation and by providing opportunities for students to develop new online social skills. Regular check-ins and onsite learning opportunities were also implemented for these students 'at risk'.

Achievement

Parkwood Green Primary School continues to ensure that all students learn in an environment where the expectations are high, and teachers believe all students can learn and indeed want to learn.

Mathematics results for 2021, F-6, indicates the school's percentage of students at or above age expected standard in Teacher Judgement was 76.3%. This was below the average of similar schools (government schools that are like this school, taking into account the school demographics) which was 84.2% and the State average of 84.9%.

English results for 2021, F-6, indicates, the school's percentage of students at or above age expected standard in Teacher Judgement was 76%. This was below the average of similar schools (government schools that are like this school, taking into account the school demographics) which was 84.5% and the State average of 86.2%. Current reading and writing practice is focusing on consistent literacy instruction across all year levels. In 2021, the school continued to access the support of the Leading Teachers and Learning Specialists to assist teachers with their planning and documentation of programs to ensure there was consistent practice across the school.

NAPLAN data

- In year 3, we are performing just below the state average in all areas. The median is very close to the state median.
- In year five, the school is again performing just below the stage in all areas, however, the median is lower in comparison to the state, with the exception of writing, where we are almost equal to the state.
- In year 3 in reading, the school has maintained an upward trajectory peaking in 2018, dipping in 2019, and bouncing back in 2021. In year 3 writing there has been a consistent upward trend. Year 3 numeracy is showing a downward trend.
- In year 3 the number of students making high growth has improved in all areas, and the number of students well below the expected level is relatively stable.
- In year 5, there has been no long-term improvement in reading, but also no decline. The achievement levels are largely static. This means that the peak in grade 3 achievement levels was not sustained when this cohort reached grade 5. In writing, year 5 is showing an upward trajectory.

In numeracy, performance is largely static.

- In year five the percentage of students making high growth has decreased in all areas except writing, which showed an increase. High growth is close to the state benchmark.
- The percentage of students at or above the expected level (see below) is a good target to set to have high expectations. Teachers can then use this as a goal for their own class and monitor improvement toward long-term goals.

Some of the most notable celebrations from students' performance during the NAPLAN testing period include:

- 55% of our grade 3 students ranked in the top two bands for reading
- 94% of our grade 3 students ranked in the middle and top two bands for writing
- 84% of our grade 3 students ranked in the middle and top two bands for maths
- 86% of our grade 5 students ranked in the middle and top two bands for reading

- 84% of our grade 5 students ranked in the middle and top two bands for maths
- 81% of our grade 5 students ranked in the middle and top two bands for writing
- Steady increase in performance for Grade 3 reading over the last 3 years
- Increase in reading performance for grade 5 reading since 2019

Engagement

The school's average number of absence days measured 15.2 days in 2021. This is lower than the 4-year average of 16.4 days. In comparison to similar school, we are similar as the average number of absences for Similar Schools which measured 15.5 days. The State average of absence days was 14.7%.

The attendance rate by percentage for each year level is as follows:

Foundation: 92%
Year 1: 91%
Year 2: 93%
Year 3: 93%
Year 4: 93%
Year 5: 92%
Year 6: 93%

Remote learning possibly had some impact on our attendance data.

Our Student Attendance Manager made phone calls to families at risk during remote learning to encourage regular attendance while working from home. The school has a whole school management for student attendance outlined in our updated Student Engagement and Wellbeing Policy has led to improved monitoring of student absence. Collaboration between the Student Wellbeing Officer and the Manager of Student Attendance has strengthened our focus on monitoring our Late and Attendance procedures to ensure they are in line with school processes. At Parkwood Green we believe that first day contact is key and our teaching staff make contact with families daily if their students are not present at school. Acknowledgement of student with 100% attendance awards each term has provided a 'spotlight' on the importance of being at school every day.

Our goal continues to be on a 95% attendance result across all the classes

In 2021 the school identified two key improvement strategies for engagement:

1. Embed a consistent approach to School Wide Positive Behaviours Support underpinned by the vision of Parkwood Green PS
2. Develop and embed leadership skills of all students to set high expectations of themselves and a strong sense of school and community pride

Due to lower participation rates, differences in timing of the survey/length of survey period and general impact of COVID-19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups.

Our 2021 Student Attitudes to School Survey indicates that 75.9% of students in Year 4-6 feel a sense of connectedness to the school. This is just under that state average 79.5% and just under similar schools' average of 78.2%.

Regarding the percentage of positive responses to managing bullying, our school percentage endorsement was 66.3%. Below similar school (77.0%) and state average (78.4%).

Wellbeing

Parkwood Green Primary School is committed to providing a safe, secure and stimulating environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive

school culture helps to engage students and support them in their learning.

The school has a proactive wellbeing team, consisting of an educational psychologist, social worker, speech pathologist and wellbeing coordinator. This team focuses on building teacher capacity to support students across the school. Parkwood Green Primary School uses the School-wide Positive Behaviours Support (SWPBS) framework to create a safe learning environment for all students. Behaviours are explicitly taught through the Respectful Relationships Program. Students, staff and families at Parkwood Green continue to work in partnership for an effective learning environment that is safe, inclusive and harmonious.

The school focused on creating a positive climate for learning in order to increase student engagement through the activation of student voice to empower students and enhance learning outcomes. A whole school systematic approach will be used in 2021 to empower students to have voice in their learning through the use of learning intentions and success criteria, and the setting of challenging learning goals. In addition, the school will explicitly teach the Capabilities within the Victorian Curriculum to cultivate higher order thinking and use digital technologies as an integral component of learning and teaching.

A sense of connectedness between the school and the community was the main focus in this area for 2021, particularly during remote learning. The school developed appropriate wellbeing structures and processes to ensure all students and parents felt connected, included and safe. Trend analysis isn't available to report on due to the student' Attitudes to School Survey' was not completed due to COVID-19 in 2020.

The school continues its strong commitment to building a safe, strong and welcoming culture through the teaching and implementation of our School Values of Respect, Empathy, Responsibility, and Resilience. Acknowledgement and celebration of exemplar modelling of school values occurs through Student of the Week and Principal Awards presented to students.

The school will continue to build student self-efficacy and self-regulation strategies through the use of the SWPBS framework, Behaviour Support Plans and through analysing data from COMPASS Chronicle entries.

Finance performance and position

Once again the school continues to be in a strong financial position. The Financial Management of the school is both sound and effective. The school has clear processes in place for the Financial Management of school funds in line with DET Financial Management guidelines and policies.

All revenue (Student Resource Package, Equity Funding and locally raised funds) is expended in line with our budgeting process, which is underpinned by the goals of our School Strategic Plan.

In 2021 the school received Equity funding totalling \$215,469 for the purpose of improving student learning. Using these funds, the staffing profile was increased to enable the building of teacher capacity to improve instructional practice. This funding is also used to employ a school psychologist and social worker, to implement the Positive School-Wide Behaviours Support framework, and utilise additional staff to monitor and manage attendance data and individual students' attendance plans.

A breakdown of Expenditure/Maintenance/Hire include:

Repairs to equipment

Purchases of technical equipment

Hired equipment

Leased equipment – leases for iPads, solar panels, photocopiers and telephone

Total Operating Expenditure for the school was \$7,912,411. In 2021 the school ended the year with the surplus listed

at \$6,441

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 792 students were enrolled at this school in 2021, 388 female and 404 male.

26 percent of students had English as an additional language and 1 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).

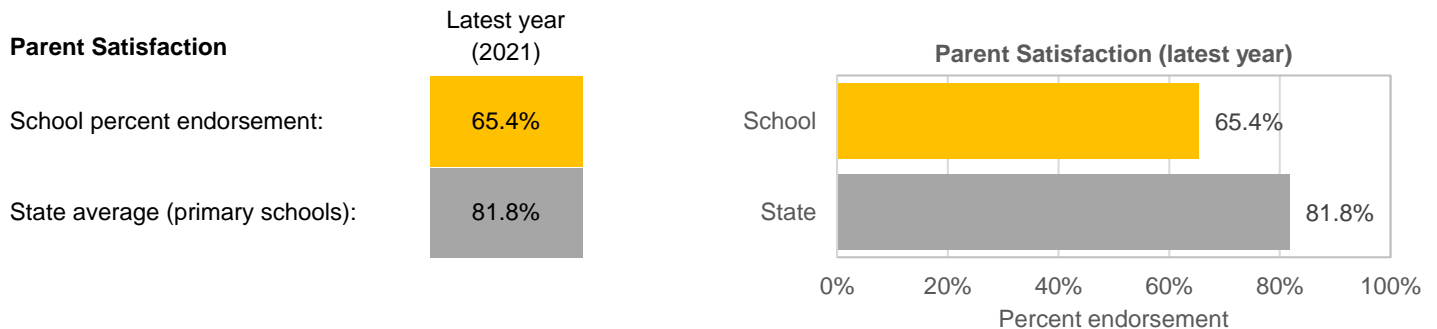
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

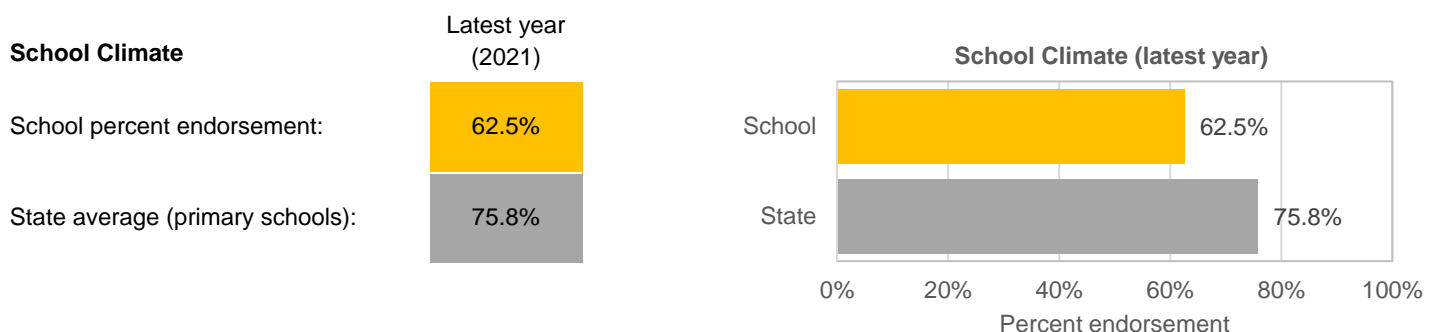


School Staff Survey

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:

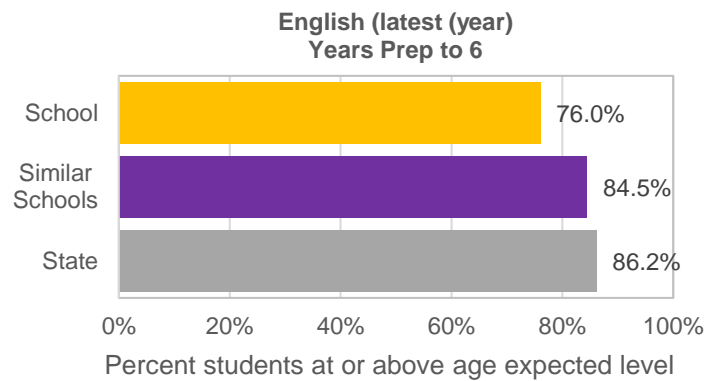
76.0%

Similar Schools average:

84.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

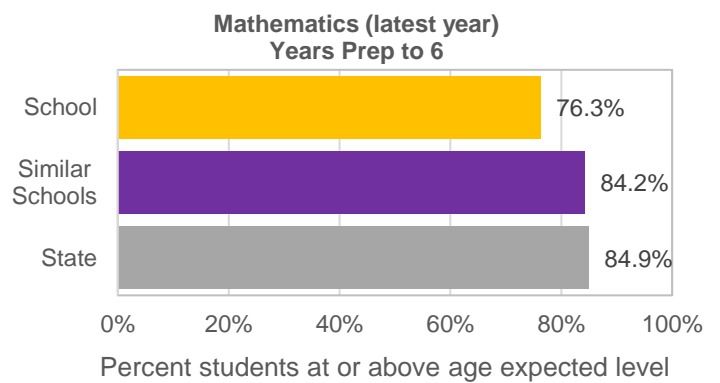
76.3%

Similar Schools average:

84.2%

State average:

84.9%



ACHIEVEMENT (continued)

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

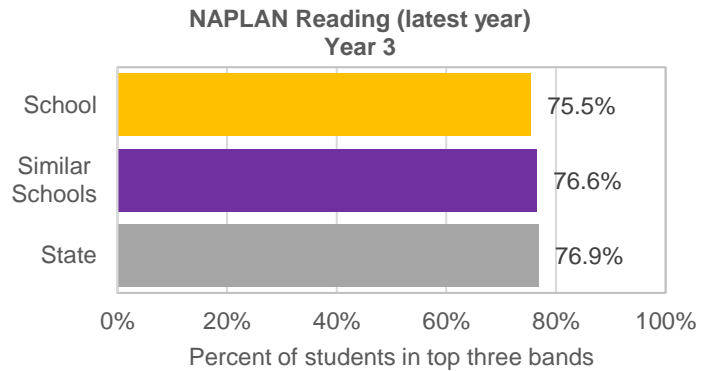
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

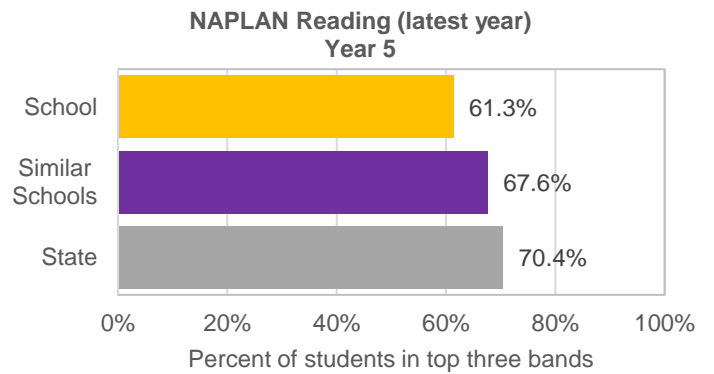
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.5%	71.6%
Similar Schools average:	76.6%	75.5%
State average:	76.9%	76.5%



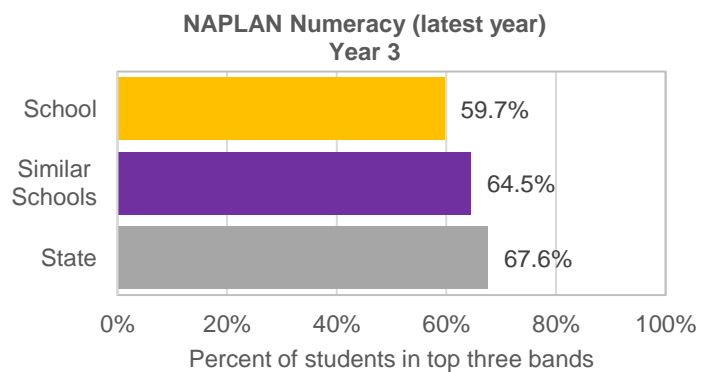
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.3%	61.5%
Similar Schools average:	67.6%	63.9%
State average:	70.4%	67.7%



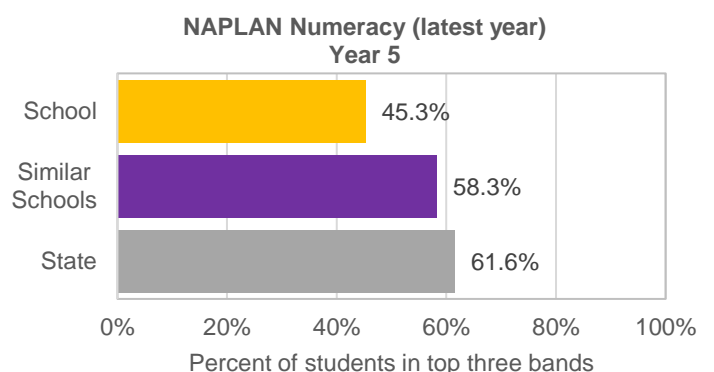
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.7%	66.0%
Similar Schools average:	64.5%	65.1%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	45.3%	46.2%
Similar Schools average:	58.3%	55.8%
State average:	61.6%	60.0%



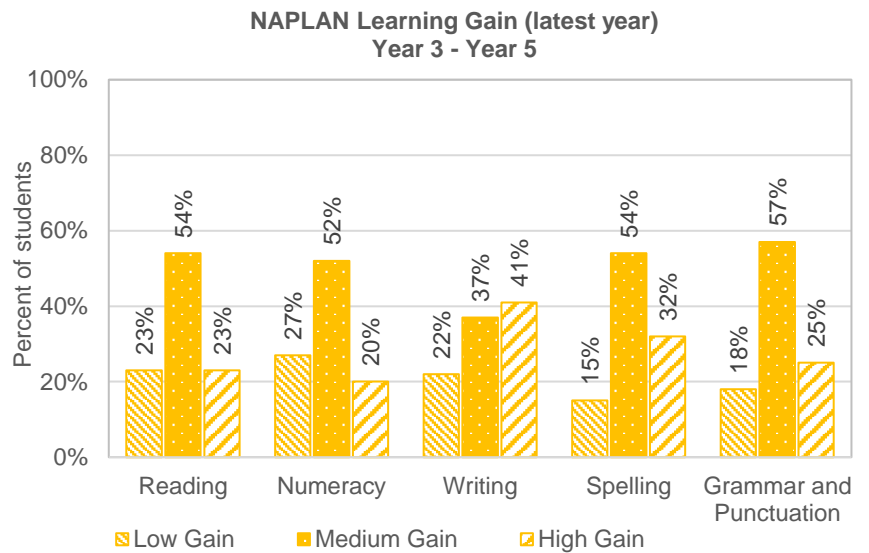
ACHIEVEMENT (continued)

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:	23%	54%	23%	23%
Numeracy:	27%	52%	20%	25%
Writing:	22%	37%	41%	24%
Spelling:	15%	54%	32%	22%
Grammar and Punctuation:	18%	57%	25%	25%



ENGAGEMENT

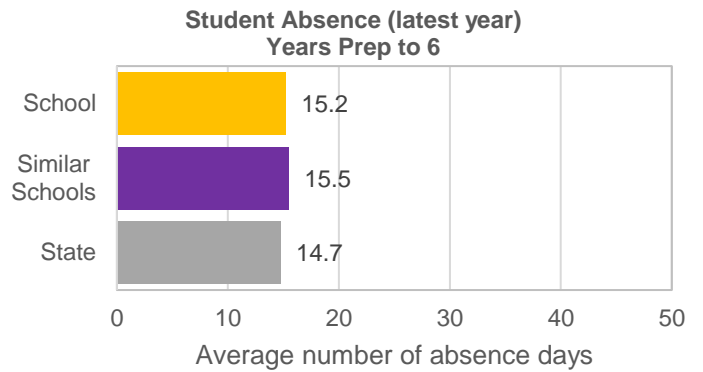
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	15.2	16.4
Similar Schools average:	15.5	15.7
State average:	14.7	15.0



Attendance Rate (latest year)

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

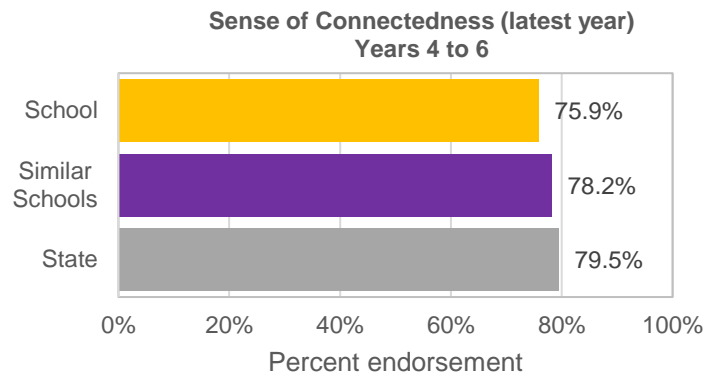
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	75.9%	71.3%
Similar Schools average:	78.2%	79.2%
State average:	79.5%	80.4%

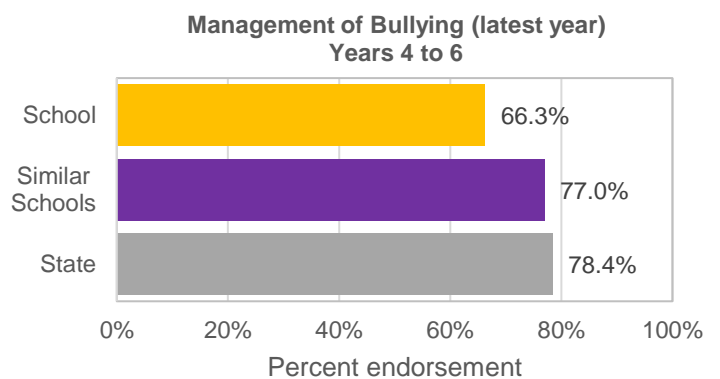


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	66.3%	65.3%
Similar Schools average:	77.0%	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	\$6,691,295
Government Provided DET Grants	\$793,017
Government Grants Commonwealth	\$6,100
Government Grants State	\$0
Revenue Other	\$96,458
Locally Raised Funds	\$331,981
Capital Grants	\$0
Total Operating Revenue	\$7,918,852

Equity ¹	Actual
Equity (Social Disadvantage)	\$215,469
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$215,469

Expenditure	Actual
Student Resource Package ²	\$6,898,189
Adjustments	\$0
Books & Publications	\$851
Camps/Excursions/Activities	\$102,351
Communication Costs	\$12,827
Consumables	\$51,530
Miscellaneous Expense ³	\$75,516
Professional Development	\$18,219
Equipment/Maintenance/Hire	\$116,127
Property Services	\$65,537
Salaries & Allowances ⁴	\$231,830
Support Services	\$213,702
Trading & Fundraising	\$29,390
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$41
Utilities	\$96,303
Total Operating Expenditure	\$7,912,411
Net Operating Surplus/-Deficit	\$6,441
Asset Acquisitions	\$36,955

- (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	\$516,309
Official Account	\$10,260
Other Accounts	\$0
Total Funds Available	\$526,568

Financial Commitments	Actual
Operating Reserve	\$164,716
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$5,948
School Based Programs	\$35,904
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$526,568

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.