

# 2021 Annual Report to The School Community



**School Name: Amsleigh Park Primary School (5428)**



- 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 08 April 2022 at 12:59 PM by Michael Cormick (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 15 April 2022 at 10:04 AM by Ana Meyborg (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

Nestled in the quiet residential area of Oakleigh East, Amsleigh Park is affectionately known as a 'our hidden gem'. Our quiet and large suburban campus offers a high standard of facilities and grounds, and our students have ample room to grow and develop. We cater to children from Oakleigh East and the surrounding suburbs of Huntingdale, Oakleigh, Mount Waverley, Chadstone and Clayton. We pride ourselves on offering a friendly, welcoming and caring culture all across our school community.

At Amsleigh Park Primary School our purpose is: 'to provide a safe and inclusive community that fosters resilience, innovation, connection and lifelong learning.' Our purpose is complemented by our school values: Respect, Integrity, Motivation, Inclusion and Resilience, and our school motto 'Our Best Always'.

In 2021 our socio-economic profile remained unchanged with an SFOE of 0.251, placing us in the low band. Generally this means our parents have high levels of education and higher paying occupations. Census day enrolment was 327, an increase from 2020, and showing moderate growth. A prep enrolment of 54 students was pleasing and consistent with previous years. By the end of 2021 our enrolment had increased further to 340.

In 2021 our school was organised into 15 classes with 5 specialist programs – Art, Physical Education, Performing Arts, German and STEM (Science-Technology-Engineering-Maths) and inclusive of intervention programs for Reading, English as an Additional Language support and Maths Extension. The Tutor Learning Initiative was also implemented in 2021 though the generous funding support of the Department of Education and Training.

Our staff in 2021 comprised: 2 principal class, 22 teachers and 10 education support staff (Full time equivalent 27.2). Strongly committed to continuous improvement and achieving excellence in teaching and learning, our highly collaborative professional learning community worked collaboratively in 2021. Our school staff climate data remains high and it is evident that staff engagement and a shared commitment to improving student outcomes is a core focus for our school.

We are fully committed to the provision of differentiated learning that meets a broad range of student needs and abilities, as evidenced through our team planning documentation. Our whole school instructional model, based on the 'gradual release of responsibility', is well embedded into classroom teaching practice. We consistently strive for excellence in both teaching and learning programs, and endeavor to have all students achieve their very best.

Well behaved and cooperative, Amsleigh Park PS students are highly respectful and motivated to learn. Through our Attitudes to School survey we know that they experience high levels of well-being and connectedness to our school. Despite disruptions due to COVID-19 we continued to consolidate the implementation of School Wide Positive Behaviour support (SWPBS) in 2021. In the later part of the year following remote learning, students were initially unsettled, but by the year's end school life had largely returned to normal.

An international students program was in place in 2021, although it was impacted by the closing of international borders. Amsleigh Park had one international student in 2021.

In 2021 we successfully applied for and received a shade grant of \$25,000 as part of the government response to the pandemic.

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### Framework for Improving Student Outcomes (FISO)

Throughout 2021, we adopted the DET State-wide priority goals of 'Learning, Catch up and Extension', 'Happy, Active and Healthy Kids', and 'Connected Schools', as a direct result of the interrupted 2020 school year due to COVID - 19. In relation to Curriculum Planning and Assessment, there was a strong focus on targeted student support in literacy and numeracy, as well as developing data literacy of teachers to inform planning, assessment and the delivery of the curriculum.

FISO 2.0 focuses on the two learning outcomes of learning and well-being and the 5 core elements of leadership, teaching and learning, assessment, engagement, and support and resources.

Shared leadership is a feature at our school as evidenced through our collaborative culture based on Professional Learning communities. In 2021 the Strategic Improvement Team continued to drive improvement priorities, monitoring and planning professional learning to build teaching capacity. Our SIT also undertook self-evaluation against the FISO

essential elements for SIT and made a number of changes including an updated Terms of Reference.

Despite state-wide lock downs we undertook, planned and delivered two excellent curriculum days in Term 3. One day targeted teaching of synthetic phonics in P-2, and was delivered by Karen Starkiss of Dyslexia Services Australia. A second day was run by Jen Bowden from the Mathematics Association of Victoria building teaching capacity to provide open ended teaching in Numeracy. Staff feedback from both days indicated they were valuable and helped to further enhance teaching capacity.

In 2021 we restarted the Professional Learning Communities (PLC) initiative at our school. During Semester 1 this continued well, and PLCs were able to further consolidate their focus on data discussions and using the FISO inquiry cycle to interrogate student outcomes and teaching practices.

There was a strong focus on teaching literacy and numeracy in 2021, with an increased emphasis on interrogating and analysing student data to identify priorities for teaching. Our core instructional model, the gradual release of responsibility, was used consistently in the delivery of quality teaching.

Remote and flexible learning required staff to further develop their skills as there was a strongly identified need to build student engagement.

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## Achievement

Despite nation-wide interruptions to student learning due to the pandemic, Amsleigh Park was able to deliver a high-quality remote learning platform that blended online technologies and student well-being. Students were able to maintain their studies with the full support of teachers, which has led to pleasing results in 2021 and a platform to ensure continuing academic success.

NAPLAN testing went ahead in 2021 and Amsleigh students achieved excellent results. Grade 3 data for Reading remained stable, above State averages and comparable to similar schools with 80% of students in the top 3 bands. Grade 5 results improved significantly for a second time and were well above State and Similar Schools with 81% of students in the top 3 bands.

NAPLAN results for Numeracy were excellent for both Grade 3 and 5. Grade 3s were above State and similar schools, with 79% of students in the top 3 bands. Grade 5s results were well above State, similar schools and the 4 year averages. As Numeracy is an area of strategic improvement, these results show the benefit of quality teaching and continued focus on improvement.

Learning gain for Grade 5 was strong for 4 out of 5 NAPLAN areas although reading did have less high gain by comparison. Fortunately, low gain (18%) was not an issue in reading. Low gain was marginally higher (28%) for Writing, and this remains an area to monitor in 2022.

During remote learning, our staff were able to effectively utilise online resources for content-delivery and differentiating learning for students. In 2021 our delivery of teaching continued to evolve and improve. Google Classroom was used as the platform for remote learning, however in Term 3 teachers undertook increasing amounts of live teaching in order to build higher levels of student engagement. Teachers monitored student participation using video conferencing and work samples submitted via Google Classrooms.

Whole school teacher judgement data for Reading in 2021 shows 35% of our students were above the expected level (6-18 months ahead) and overall, 90.5% were at or above expected. Pleasingly, this continuing the trend is above similar schools and state data. Overall, we remain very pleased with student outcomes in Reading for 2021.

Students achieving above the expected level for Writing in 2021 was 22.6%, slightly down (2.4%) from 2020. Overall, 86% of students were at the expected level or higher in Writing in 2021, which is 3% down from 2021 and indicative on the ongoing challenges of teaching writing via remote learning. Data from teacher judgments also correlates with NAPLAN results for Writing.

Teacher judgments for Number and Algebra, shows that 32% of students were above the expected level, and that overall, 91% of our students were at or above expected level. Data for Statistics and Probability and Measurement and Geometry are also consistent. In Term 3, 2021 we undertook a curriculum day in conjunction with the Mathematics Association of Victoria, focusing on building teacher confidence and skills in teaching 'opened ended' learning tasks. Teachers found this learning further increased their repertoire of engaging learning tasks for Mathematics.

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## Engagement

At Amsleigh Park PS the delivery of learning is structured around evidenced based teaching practice. We aim to develop interesting and stimulating learning opportunities and build high levels of student well-being. Our aspiration is that every child will experience success, develop confidence, independence and resilience, whilst also undertaking a range of engaging learning experiences.

Absences from school decreased in 2021 with an average of 10.4 days comparing favourably to similar schools (12.6) and State (14.7) and a pleasing trend in a difficult year. Despite an extended period of remote learning, our students continued to engage in school life consistently.

During remote learning our teachers monitored student attendance closely and contacted families in any instances in which children were not logging in to complete their daily attendance record. Promoting the benefits and expectations of student attendance continues to be shared through our newsletter, school assembly and year level forums.

Attitudes to School Survey data from 2021 show high levels of student endorsement of stimulating learning (86%), differentiated learning challenge (89%) and effective classroom behaviour (91%). All are well above similar schools and State-wide data. Learner dispositions including motivation (86%), attitudes to attendance (91%) and confidence (86%) are also strong and above similar schools and State-wide data. This data evidences a healthy learning culture at our school that achieves high levels of engagement.

The Parent Opinion survey shows a strong correlation to student attitudes and variables for student cognitive engagement; high expectations for success (93%) and stimulating learning environment (87%) are excellent endorsements of teaching at our school.

Our highly engaging and popular specialist programs in 2021: STEM, Visual Art, Performing Arts, Physical Education and German language offered high quality learning opportunities for our students. These programs continued to provide depth and breadth to the learning experiences on offer our students, when taught both remotely and also on-site.

One significant challenge of remote and flexible learning was to foster engagement using digital resources, video conferencing and online delivery. In Term 3 our delivery of remote teaching continued to change and evolve, with teachers adopting 'live teaching' as the main strategy. As a result our students were more engaged.

The power and usefulness of digital learning technologies remained in focus during 2021. Our increasingly skilled teaching and support staff utilised digital resources effectively to support student engagement. The use of Google Suite was strongly in focus with Google Slides used to keep learning sessions appropriately sequenced for children and featuring embedded videos and digital resources. Teachers in the 3-6 area continued to apply the use of Google Suite when they returned to school in Term 4.

A broad range of extra-Curricular activities normally on offer to students were impacted in 2021, but with careful planning we did manage to undertake some of the key events. For example, our Grade 3/4 students were able to attend their annual school camp in June and our Grade 6s enjoyed a wonderful 'outdoor' Graduation Ceremony in 2021.

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## Wellbeing

The global pandemic has impacted student well-being and as a result there has been increasing emphasis on support strategies and resourcing from the Victorian State Government.

At Amsleigh Park we pride ourselves on our approach to well-being, taking a shared whole school approach. In 2021 the work undertaken by staff in this space was exceptional, and offered high levels of support to all students and their families. With many years of targeted well-being support already in place our staff were already well prepared for dealing with the ongoing impacts of remote learning and State-wide lock downs.

Well-being support at our school is strongly endorsed by our students, and the Well-being Supplementary report based on the Attitudes to school survey show that our school is excelling in 9 out of 10 areas. Student attitudes data such as life satisfaction (82%) show that many of our students have a positive mindset in regard to the quality of the life. This is above students from similar schools.

In 2021 we commenced a partnership with 'The Resilience Project' (TRP) with whole school sessions for students, staff and parents in Term 1 to launch this initiative. This well known project introduced our community to the virtues of being grateful, having empathy and practicing mindfulness. The special acronym GEM was reinforced through the student

learning sessions all across 2021, and all students completed TRP activities and reflections in their workbook. Our teaching and support staff consistently maintained supportive and caring relationships with students during remote learning, and were a vital source of support to many families. In addition, high levels of well-being support were provided to students in 'on-site' supervision, which was used as a targeted strategy to help children experiencing low levels of well-being at home. Feedback from families indicates this was gratefully received. Our strategic well-being goal in 2021 was the continued implementation of School Wide Positive Behaviour Support. Ongoing disruption across 2021 did cause some loss of momentum, but by year's end, progress was continuing to be made. Through SWPBS our teaching staff consistently build high expectations for student behaviours and model both positive and respectful relationships. Social-Emotional Learning continues to be explicit in our curriculum, and all classes follow our SEL scope and sequence. SEL sessions have continued all throughout 2021. Targeted support for our students on the Program for Students with Disabilities in the remote learning space was complex in 2021, and required a unique response. Our Education support team, with the support of our assistant principal, provided ongoing 1-1 video conferences with students all throughout this time. Feedback from parents strongly supported the value of these sessions, which also enabled the continuity of the Individual education plan for each student. A student support group (SSG) meeting is held each term to monitor and plan around the student's Individual Education Plan. Our dedicated and caring Education Support Staff team continued to provide highly effective support for students with high needs in 2021.

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## Finance performance and position

Amsleigh Park Primary School maintained an excellent financial position in 2021, with reduced expenditures in some areas leading to a small surplus. We maintain a healthy balance of funds for a school of our size, and we plan to use these financial resources to undertake improvements to our grounds, and continue to provide upkeep of buildings, such as our BER building, which is showing signs of wear. Examples of projects undertaken in 2021 include improvements to our grounds, ICT upgrades, new and upgraded furnishings across P-4. A small Student Resource Package (SRP) surplus from 2020 was carried into 2021 and enabled the school to confidently undertake our workforce plan. Managing our workforce plan remains a priority with variability in enrolment and an aging staffing profile needing consideration and careful management. Equity funding received in 2021 was used to increase tutoring support, and extended the TLI well beyond the official funding received. We were also successful in receiving a shade grant in 2021 for \$25,000 to construct a sail over our mandala. Works were organised for 2022. Careful financial management and a continuing focus on productivity and efficiency have all ensured that our school continues to utilise our resources to provide high standards of learning for students.

**For more detailed information regarding our school please visit our website at**  
[www.amsleigh.vic.edu.au](http://www.amsleigh.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 328 students were enrolled at this school in 2021, 157 female and 171 male.

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

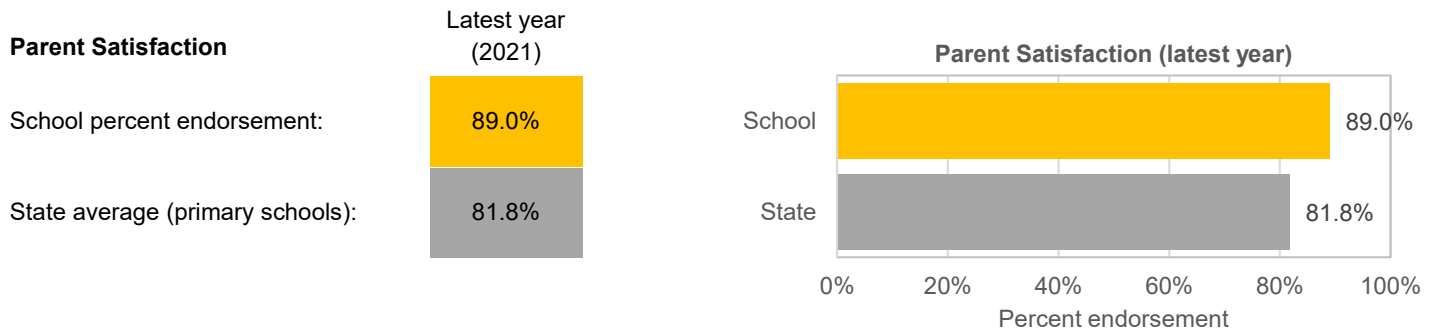
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

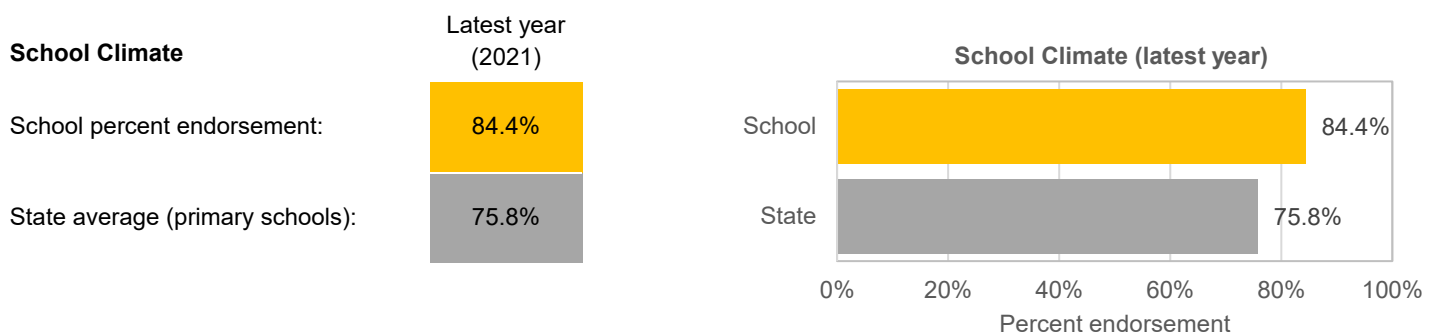


### School Staff Survey

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:

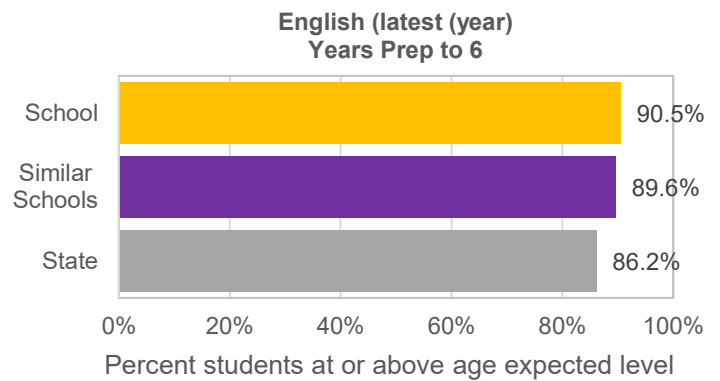
90.5%

Similar Schools average:

89.6%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

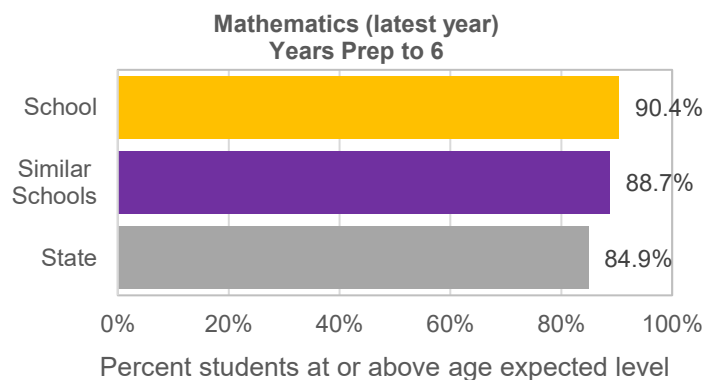
90.4%

Similar Schools average:

88.7%

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.

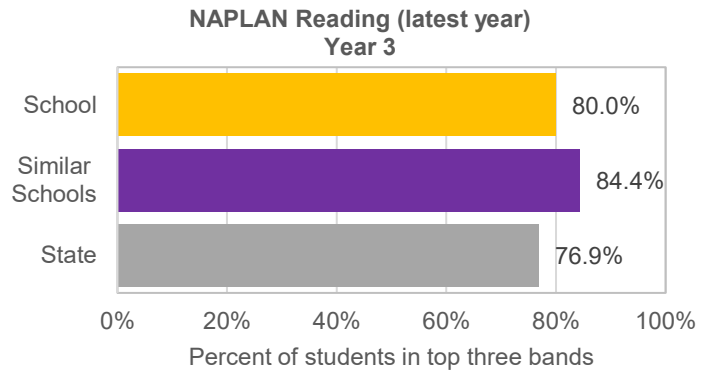
**NAPLAN**

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.

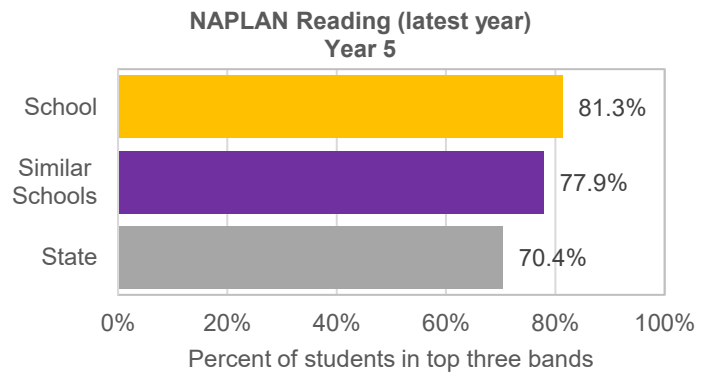
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	82.8%
Similar Schools average:	84.4%	83.5%
State average:	76.9%	76.5%



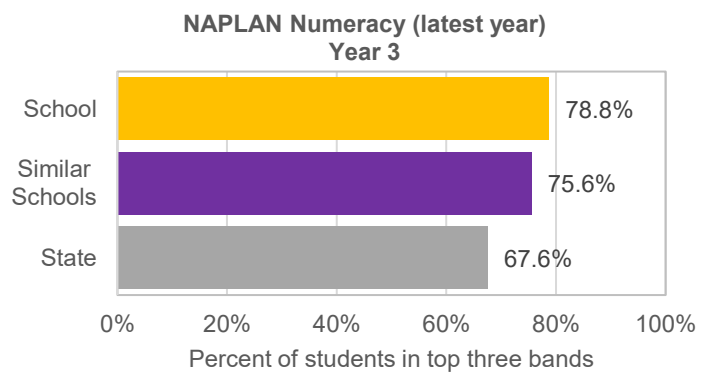
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.3%	76.8%
Similar Schools average:	77.9%	75.4%
State average:	70.4%	67.7%



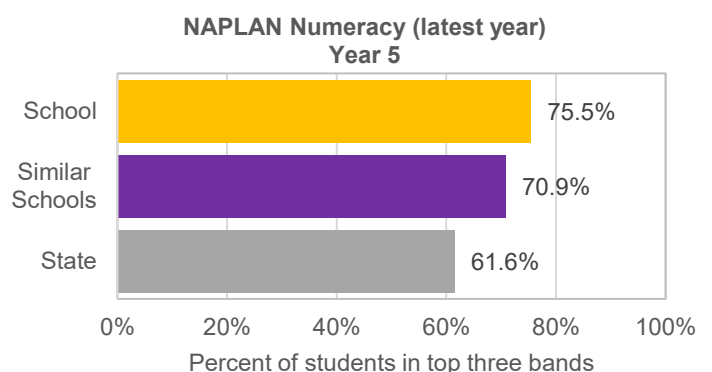
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.8%	78.0%
Similar Schools average:	75.6%	76.2%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.5%	64.7%
Similar Schools average:	70.9%	68.0%
State average:	61.6%	60.0%



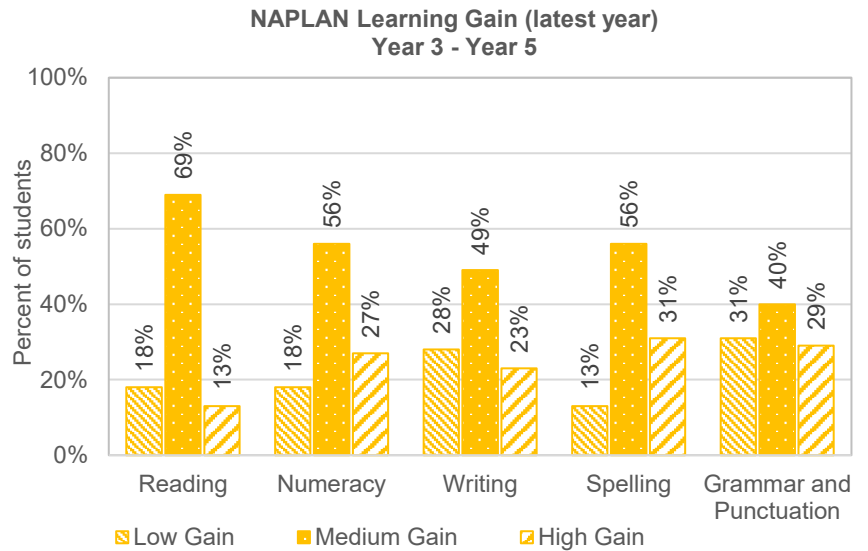
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

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

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	18%	69%	13%	24%
Numeracy:	18%	56%	27%	25%
Writing:	28%	49%	23%	27%
Spelling:	13%	56%	31%	26%
Grammar and Punctuation:	31%	40%	29%	26%



## ENGAGEMENT

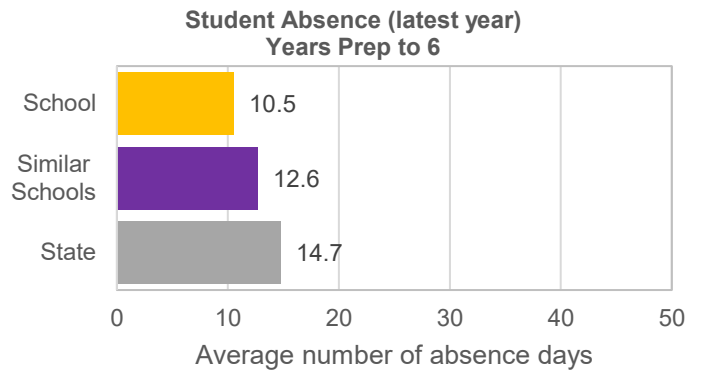
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	10.5	12.8
Similar Schools average:	12.6	13.4
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):	96%	94%	96%	92%	95%	96%	94%

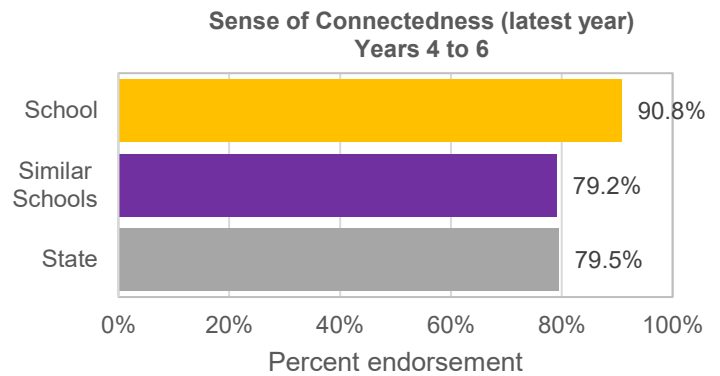
## WELLBEING

**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:	90.8%	88.2%
Similar Schools average:	79.2%	78.8%
State average:	79.5%	80.4%

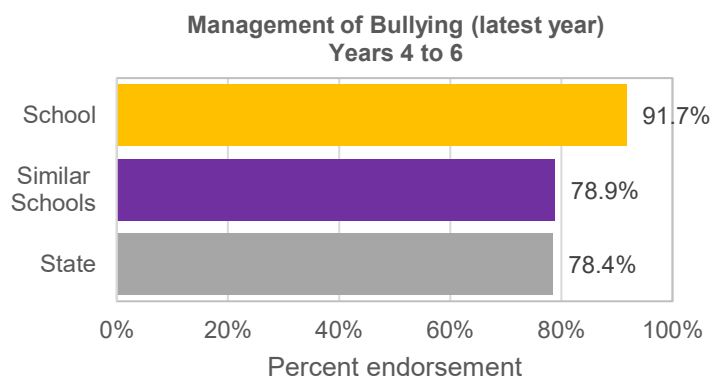


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	91.7%	87.7%
Similar Schools average:	78.9%	78.9%
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	\$2,834,507
Government Provided DET Grants	\$289,509
Government Grants Commonwealth	\$9,490
Government Grants State	\$0
Revenue Other	\$4,677
Locally Raised Funds	\$223,982
Capital Grants	\$72,132
<b>Total Operating Revenue</b>	<b>\$3,434,298</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$20,957
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$20,957</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,788,058
Adjustments	\$0
Books & Publications	\$3,181
Camps/Excursions/Activities	\$83,144
Communication Costs	\$2,793
Consumables	\$56,600
Miscellaneous Expense <sup>3</sup>	\$25,652
Professional Development	\$8,156
Equipment/Maintenance/Hire	\$83,700
Property Services	\$50,433
Salaries & Allowances <sup>4</sup>	\$62,287
Support Services	\$27,791
Trading & Fundraising	\$27,193
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,328
<b>Total Operating Expenditure</b>	<b>\$3,246,317</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$115,850</b>
<b>Asset Acquisitions</b>	<b>\$23,675</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	\$707,513
Official Account	\$19,897
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$727,410</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$69,318
Other Recurrent Expenditure	\$5,198
Provision Accounts	\$0
Funds Received in Advance	\$27,826
School Based Programs	\$32,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$60,000
Capital - Buildings/Grounds < 12 months	\$369,020
Maintenance - Buildings/Grounds < 12 months	\$25,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$588,862</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.*