

2021 Annual Report to The School Community



School Name: Echuca Primary School (0208)



- 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 04 April 2022 at 09:28 AM by Andrew Judd (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 04 April 2022 at 09:34 AM by Jonno Bell (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

Echuca Primary School first opened in 1858 and was relocated from its original site in 1995 to the current site - nestling between the Campaspe River and the central business district. The school grounds have been developed extensively and the location at the corner of High and Pakenham Streets is extremely attractive. The school enjoys strong support from parents, school council, staff and local community. Great emphasis is placed on caring for our students, staff and parents by providing an environment that is both safe and secure. The buildings and grounds were specifically designed to meet the school community's needs with active and passive play areas and provision of shade areas. School facilities include 25 classrooms, Library, Arts Room, Science Room, Canteen and Gymnasium. The school has 42.99 full time equivalent staff members. 34.21 are teaching staff and 8.78 are Education Support Class. We have one Aboriginal and Torres Strait Islander staff member who works as a Koori Education and Support Officer (KESO).

The school follows the Victorian Curriculum and offers a seven-year sequential program in each of key learning areas. At Echuca Primary School we integrate ICT into all classrooms to engage students and support their learning. We try to balance the use of ICT with other mediums such as pencils, paper books, etc. but we are also conscious of preparing students for the world in which they are living. We deliver strong cyber safety programs to teach students about online etiquette, cyber-bullying and how to stay safe online. A bring your own iPad program commences in Grade 3. Prep – Grade 2 students have access to school iPads.

Echuca Primary School has outstanding student engagement and wellbeing programs. We use the School Wide Positive Behaviours Support Framework to promote positive behaviour and social competence. Expected behaviours are linked to our values and are explicitly taught through classrooms programs. Another program we use to teach personal and social capabilities is the Respectful Relationships Program. This program starts in Prep and includes topics such as emotional literacy, personal strengths, positive coping, problem solving, stress management and help-seeking.

Other programs we offer to make student feel more connected include:

- Foundation to grade 6 Buddy Program
- Student Leadership Program – Community Group Leaders (Grade 1 - Grade 6)
- Breakfast Club Program
- Camps and Excursions Program
- Multi-Age activities
- Drumbeat Program – facilitated by our Welfare Officer
- Hands-On Learning Program

Our school also hosts a wide range of special events to enrich the curriculum and make school a fun and exciting place to learn.

Sport is a really important part of our school program and we encourage everyone to participate and have a go. We also support students who excel at sport to compete at zone, regional, state and national levels of competition. We do not offer any programs for overseas students.

Framework for Improving Student Outcomes (FISO)

Goal 1- Our first goal was the Department of Education's 2021 Priorities Goal which included:

- Learning catch-up and extension: Some of our students had thrived in the remote and flexible learning environment, others had maintained their learning progress, and some had fallen behind, despite their best efforts and those of their families and teachers. To support students to catch-up and extend their learning our Key Improvement Strategy was to establish a small group tutoring program. This program provided a platform for classroom teachers and tutors to engage regularly in reflective practice and discuss student progress. This included moderating student writing samples and collaborating to make judgements about where to place students along the learning continuum. Mid-year reports indicated that 82% of students in the tutor program from Grade 2 - Grade 6 received 6 months growth and 100% of Grade 1 students in the tutor program received 6 months growth. In semester two, due to COVID-19

interruptions, we altered the program to accommodate students learning on-site and tutors were re-assigned to level teams to work with small groups of students.

- **Happy, active and healthy kids:** To support students to be happy, active and healthy our Key Improvement Strategy was to increase opportunities for student voice and agency. The Grade 3-6 students completed the Student Attitudes to School Survey and all students completed the Kids Matter Survey in Term 1 and Term 3. This data was analysed by staff and used to set a focus for Circle Solutions lessons throughout the year. Community Group Assemblies were also introduced, and the focus of these assemblies was to share Liveschools data and to celebrate student achievement whilst building community spirit and pride. During remote and flexible learning, Circle Solutions continued in an online capacity to support student well-being and connectedness.
- **Connected schools:** To build on the stronger connections that we had established with families, carers and communities through 2020 our Key Improvement Strategy was to use Google Classrooms across the whole school to allow students, teachers and families to communicate, collaborate and share work online. Students were set up with a Google Classroom account and every student in the school uploaded writing samples, learning goals and examples of work from our Arts Program. During remote learning, staff broadened their use of Google Classroom by conducting weekly Google Meet sessions with students.

Goal 2 – Our second school goal was to improve student outcomes in Numeracy which links to the FISO dimension of Evaluating Impact on Learning. Our Key Improvement Strategy in this area was to build teacher capacity to analyse and use data to teach to point of need. Staff met weekly as a Professional Learning Community (PLC) to plan and discuss data. Our Leading Teacher also provided further support on how to analyse and use data to drive teaching and learning. An Assessment Schedule was developed which allowed for whole school data to be tracked and analysed. Essential Assessment was utilised more effectively in classrooms and staff knowledge of the Victorian Curriculum improved. During interruptions caused by COVID-19, we were unable to gather whole school data which hampered our progress in this area.

Goal 3 – Our third school goal was to Improve student outcomes in Writing which links to the FISO dimension of Evidence-based High Impact Teaching Strategies. Our Key Improvement Strategy in this area was to embed a consistent Writing instructional model and explicit practices for the teaching and assessment of Writing. All staff participated in an online PD facilitated by Literacy Consultant (Literacy Solutions), Angela Ehmer, on the Six +1 Traits of Writing. With an increased focus on Writing, students P-6 completed a minimum of 2 cold writes aimed at assessing student skill base and indicating the 'where to next' in the explicit teaching of the craft of Writing. Staff moderated cold writes through and across levels, referring to the Writing moderation wall, the Victorian Curriculum and the Literacy Teaching Toolkit.

Students also used Writer's Notebooks with greater purpose, consistency and frequency as guided by their teachers. Furthermore, teachers continued to make valid attempts to move away from the idea of genre instruction, rather slowing down the process to teach more specifics about crafting a piece of writing – whatever the genre. In specific levels, staff trialled further programs to support the implementation of the Six Traits including Tristan Bancks' Masterclass Writing Workshop, Australia Post's Pen Pal Club and Jocelyn Seamer's Teach Along Writing Success course. EPS also subscribed to the Jetsetter program as an incentive for students to write with purpose and have their written work published online.

Classroom teachers liaised with tutor teachers in order to align programs and monitor student progress. The Leading Teacher and Learning Specialist provided ongoing support to teams in order to plan an explicit Writing program underpinned by increased teacher knowledge and a greater selection of resources. During interruptions caused by COVID-19, motivating students to write became quite challenging and this in turn impacted learning progress. Staff were also unable to refine their classroom practice and apply their learnings from Semester One.

Achievement

Teacher Judgements:

Teacher judgements of student achievement for English indicates that the percentage of students at or above age expected standards is higher than the 'Similar Schools' average and is slightly below the state average.

Teacher judgements of student achievement for Mathematics indicates that the percentage of students at or above age

expected standards is higher than the 'Similar Schools' average and is slightly below the state average.

Numeracy:

The Leading Teacher and Numeracy Specialist conducted Professional Learning in relation to numeracy testing. This involved selecting and collating more explicit learning outcomes using the data obtained from Essential Assessment. Due to these changes all area teams conducted Professional Learning Community (PLC) meetings to study data more closely. Slight changes were made to way content descriptors were taught. Discussions around the teaching of numeracy were more frequent, both within levels and across the entire school.

Number Fluency was targeted using a range of tools such as SumDog. Goals were set and students received allocated time throughout the week to work on these goals. The younger students worked on their skip counting skills and set individual goals. Teachers ensured that all students were extended and supported in this area. The Four Processes continued to be a focus through our 'Old School' maths sessions. Data was collected and collated more thoroughly. This supported differentiation to occur and goals to be set.

Writing:

Staff continued to build on their knowledge of the 6 Traits of Writing through professional readings sent from the Literacy Specialist and from school-based presentations. Staff conducted assessment pieces that were analysed using specific features of the 6 Traits of Writing. This information was sent home to parents through Google Classrooms. Teachers worked hard to develop structures in their classrooms to enable them to complete writing conferences with individual students. This allowed them to provide feedback and feed forward information to the students.

NAPLAN:

Reading achievement in Year 3, based on percent of students in top three bands, indicates that our students were well above the 'Similar Schools' average and above the state average.

Reading achievement in Year 5, based on percent of students in top three bands, indicates that our students were above the 'Similar Schools' average and slightly below the state average.

Numeracy achievement in Year 3, based on percent of students in top three bands, indicates that our students were well above the 'Similar Schools' average and above the state average.

Numeracy achievement in Year 5, based on percent of students in top three bands, indicates that our students were above the 'Similar Schools' average and slightly below the state average.

High NAPLAN Learning Gain achieved by our students from Year 3 (2019) to Year 5 (2021) indicates that our students were comparable in the areas of Reading, Numeracy, Writing and Grammar and Punctuation with 'Similar Schools'.

Our results in Spelling were slightly below that of 'Similar Schools'.

Tutoring:

Data was collected in relation to the amount of growth obtained by every student across the key areas of Number, Reading and Writing. All students growth was measured by teacher judgements. Students who had less than 12 months growth were identified. These students were selected for the tutoring program with a continued focus on Writing. The students were then timetabled to work with our tutors in a 50 minute session, 3 times a week. The tutors created a Googledoc where they entered information about each session, selected goals and gave feedback to the students and their teacher. This allowed all parties to know what teaching and learning occurred.

The tutors were timetabled to have a session where they planned and were able to collaborate data and ideas. The Leading Teacher attended these sessions to ensure a strong link between tutors and classrooms teachers was maintained.

PSD funding:

Program for Students with a Disability funding was used to provide aide support. Student Support Group (SSG) meetings were conducted each term to monitor progress towards goals.

Engagement

Echuca Primary School continued to display pleasing results in relation to student engagement and attendance. The 2021 data indicates that students were absent from school on an average of 13.7 days for the year compared to 17.0 for similar schools and 14.7 for the State. Echuca Primary School implemented a number of strategies to address

attendance. Staff made contact with families after 2 consecutive days of non-attendance. The Wellbeing Team made regular home visits and worked closely with the Koorie Education Support Officer to track students who were at risk of disengagement or non-attendance. Data from the Wellbeing Supplementary Report demonstrates an 89% positive endorsement in Attitudes to Attendance (Grade 4-6) which is above the State average and places it in the excelling level. Students from Grades 4-6 have also endorsed Stimulating Learning with 83% positive responses and Student Voice and Agency, 75% positive responses both well above Similar Schools and the State Average. This also places Echuca Primary School at an excelling level for these 2 components.

Students were monitored closely during periods of remote learning with regular Webex meetings as well as communication via Google Classrooms. The Wellbeing Team were informed by staff if students were not engaging and this was addressed by the Wellbeing Team or Koorie Education Support Officer.

Echuca Primary School continued to address student engagement by providing a number of alternative programs to engage students and encourage Student Voice. Hands on Learning, Bike Repair Club, Inclusion Club, Gardening Club, Jam Band, Choir and Drumbeat provided a diverse range of students with activities away from their regular classroom structure.

Student Leadership was encouraged through the development of Community Group Leaders across the school from Grade 1-6. Regular Community Group meetings were held with the leaders hosting the assembly with support from staff. Meetings included student celebrations, grade level news and sharing of Liveschools data.

Wellbeing

Echuca Primary School's Wellbeing data indicates that our students' 'Sense of Connectedness (83%), Management of Bullying (84%) and Emotional Awareness and Regulation (81%)' are all above Similar Schools and the State Average. Throughout 2021, the Wellbeing team prioritised staff, student and family wellbeing by providing regular check-ins to ensure families were coping with remote learning as well as supported with the transition back to on-site learning. Staff identified students who had not been in contact during remote learning and this was followed up by the Wellbeing Team. The Wellbeing Team modified the face to face delivery of health and wellbeing supports to students and families reverting to phone calls, texts and email to ensure vital communication and connections remained. The Wellbeing team utilised the Breakfast Club supplies to conduct regular food drops, whilst families considered vulnerable or required extra support were given the opportunity to attend on-site learning. The Wellbeing Team worked closely with the Koorie Education Support Officer to engage our Koorie families both throughout remote learning and with assisting in the transition back to on-site learning.

Finance performance and position

2021 brought with it many challenges in managing the cash budget. As a result of increased COVID 19 restrictions and continued lockdowns throughout the year, many activities and camps were required to be cancelled. Families were credited or reimbursed for these activities, camps with any unallocated funds brought forward to 2022. Building works that were scheduled for completion in 2021 had to be postponed and funds held over for 2022. As a result our annual financial position was in a surplus due to funds being credited and brought forward from previous years. The financial commitment summary for 2022 includes: Building works such as air-conditioning upgrades, library remodel and tracked balances for school based programs such as Breakfast Club and Campaspe Wellbeing Cluster.

For more detailed information regarding our school please visit our website at <https://www.echucaps.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 553 students were enrolled at this school in 2021, 277 female and 276 male.

2 percent of students had English as an additional language and 6 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).

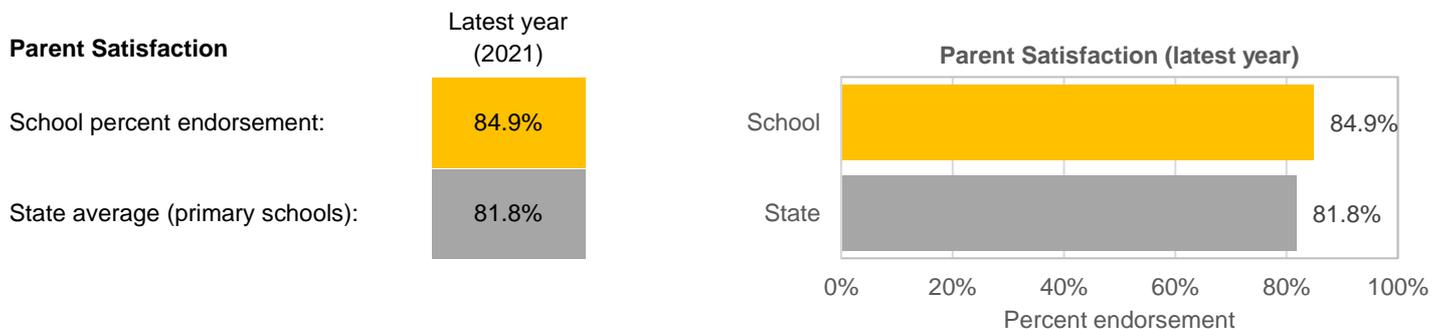
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

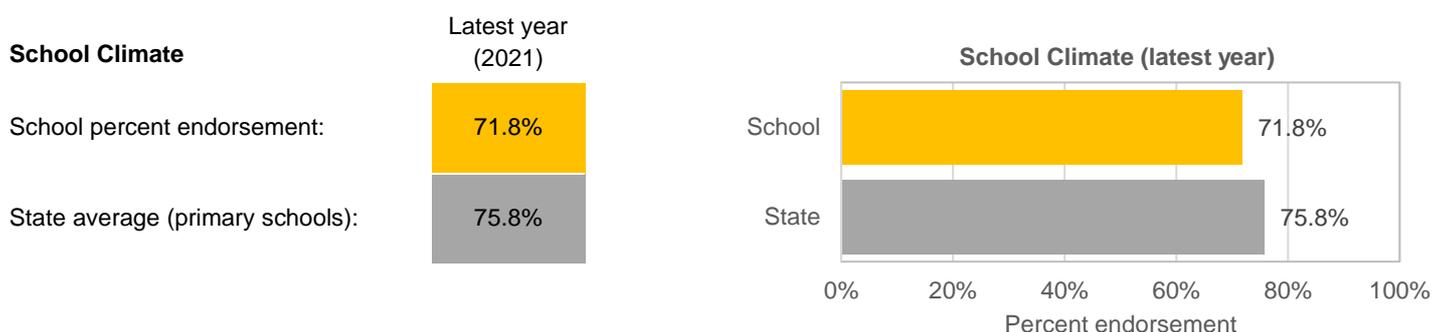


School Staff Survey

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:

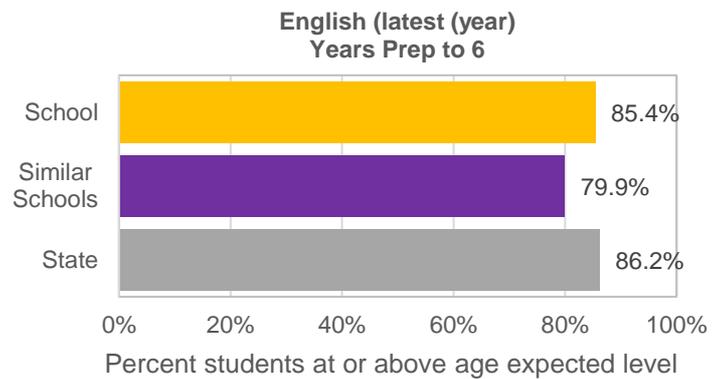
85.4%

Similar Schools average:

79.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

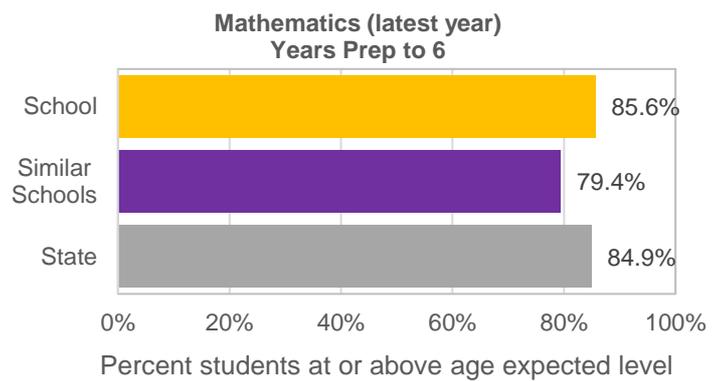
85.6%

Similar Schools average:

79.4%

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.

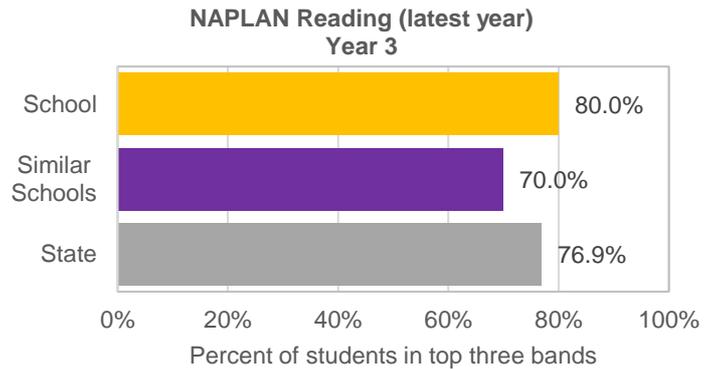
NAPLAN

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.

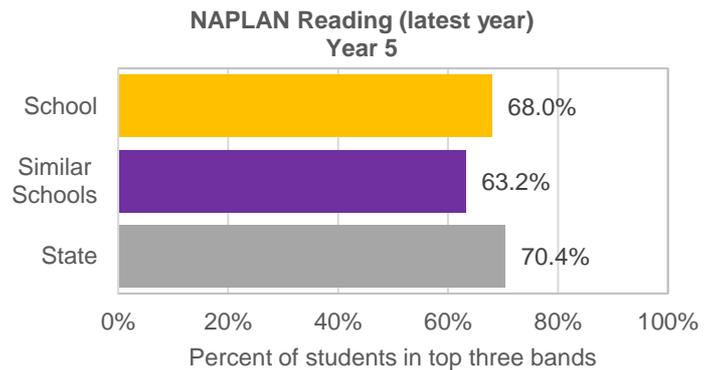
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	80.9%
Similar Schools average:	70.0%	70.7%
State average:	76.9%	76.5%



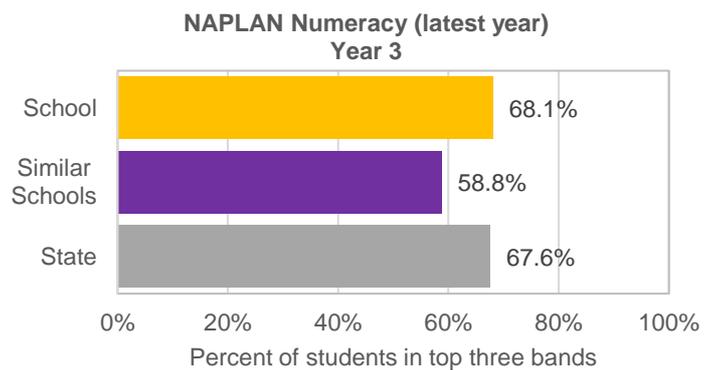
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.0%	71.2%
Similar Schools average:	63.2%	61.8%
State average:	70.4%	67.7%



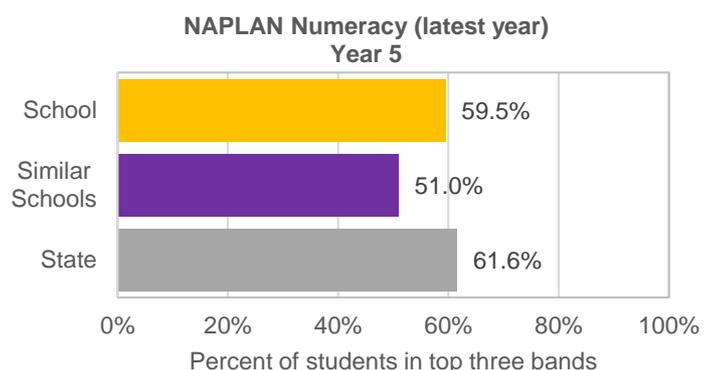
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.1%	71.0%
Similar Schools average:	58.8%	61.7%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.5%	59.6%
Similar Schools average:	51.0%	50.6%
State average:	61.6%	60.0%



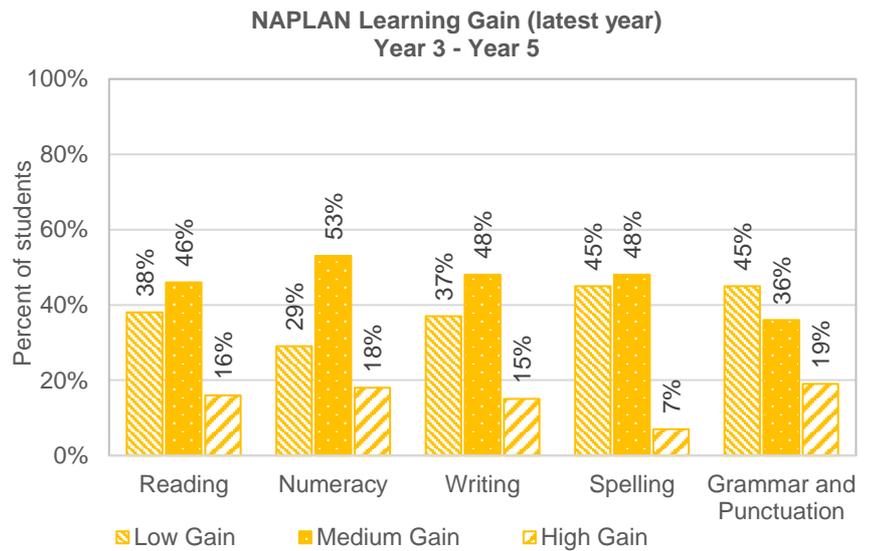
ACHIEVEMENT (continued)

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:	38%	46%	16%	18%
Numeracy:	29%	53%	18%	20%
Writing:	37%	48%	15%	18%
Spelling:	45%	48%	7%	17%
Grammar and Punctuation:	45%	36%	19%	20%



ENGAGEMENT

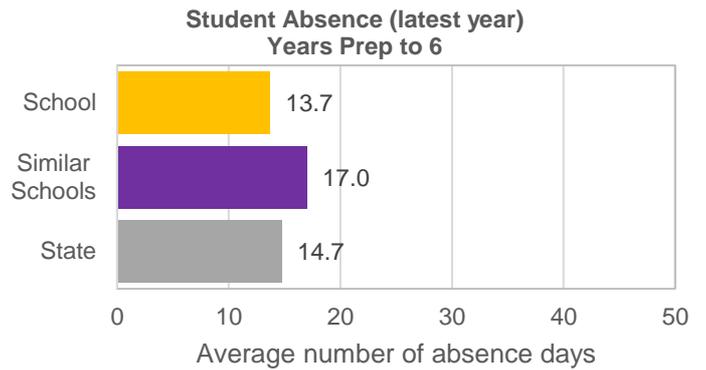
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.7	13.8
Similar Schools average:	17.0	16.1
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):	93%	93%	92%	94%	93%	94%	93%

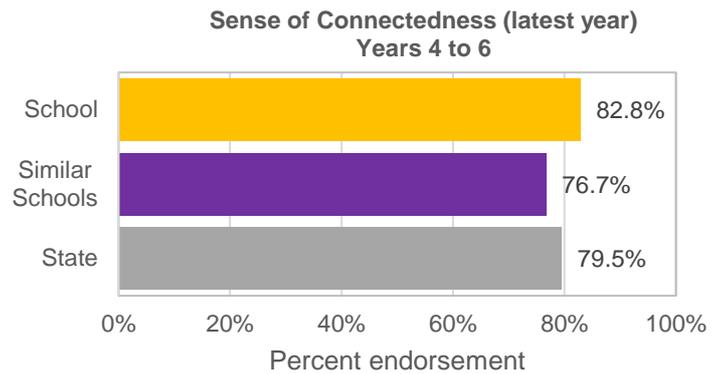
WELLBEING

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:	82.8%	85.0%
Similar Schools average:	76.7%	78.8%
State average:	79.5%	80.4%

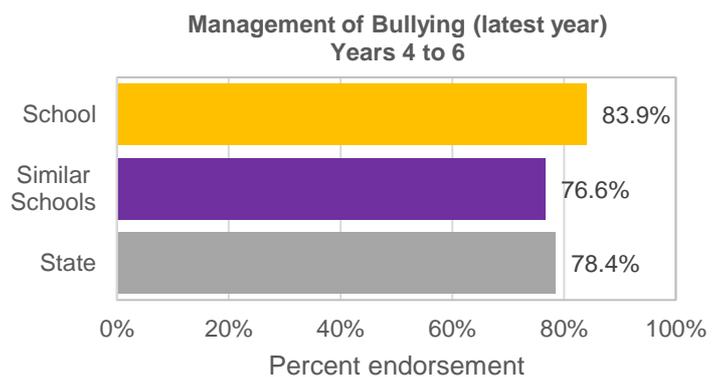


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	83.9%	84.7%
Similar Schools average:	76.6%	79.2%
State average:	78.4%	79.7%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$5,171,416
Government Provided DET Grants	\$749,556
Government Grants Commonwealth	\$6,010
Government Grants State	\$0
Revenue Other	\$12,890
Locally Raised Funds	\$192,065
Capital Grants	\$0
Total Operating Revenue	\$6,131,938

Equity ¹	Actual
Equity (Social Disadvantage)	\$275,528
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$275,528

Expenditure	Actual
Student Resource Package ²	\$4,746,043
Adjustments	\$0
Books & Publications	\$3,222
Camps/Excursions/Activities	\$89,027
Communication Costs	\$10,403
Consumables	\$105,290
Miscellaneous Expense ³	\$16,973
Professional Development	\$19,673
Equipment/Maintenance/Hire	\$39,515
Property Services	\$128,970
Salaries & Allowances ⁴	\$213,147
Support Services	\$8,914
Trading & Fundraising	\$61,240
Motor Vehicle Expenses	\$27
Travel & Subsistence	\$0
Utilities	\$53,906
Total Operating Expenditure	\$5,496,350
Net Operating Surplus/-Deficit	\$635,588
Asset Acquisitions	\$25,168

- (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	\$1,097,689
Official Account	\$53,079
Other Accounts	\$0
Total Funds Available	\$1,150,768

Financial Commitments	Actual
Operating Reserve	\$119,383
Other Recurrent Expenditure	\$1,804
Provision Accounts	\$0
Funds Received in Advance	\$137,850
School Based Programs	\$27,344
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$114,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$450,881

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.