

2021 Annual Report to The School Community



School Name: Seaholme Primary School (4440)



- 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 31 March 2022 at 01:49 PM by Ashley Craig (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 31 March 2022 at 04:47 PM by Andrea Kehoe (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

Located in Altona, a short walking distance to the beach and Cherry Lake Reserve, Seaholme Primary School comprises a 19-year-old architect designed building and a state of the art learning environment building. Our present and future students have access to innovative and engaging classroom spaces in permanent buildings. Over recent years the School Council has developed areas of the playground to make them attractive, safe and stimulating for our students. A secure high fence surrounds the school with extensive grounds and gardens, which include an oval with a running track, a basketball court, six down-ball courts, three adventure playgrounds, two sandpits, and a rebound wall.

In 2021 there were 345 students enrolled in the School, supported by a workforce of 27.72 equivalent full-time staff comprising 2 principal class, 18.88 equivalent teaching staff and 6.84 equivalent Education Support staff. We had four International Students who have integrated into Seaholme Primary School exceptionally well and were ably supported by the teachers and support staff. Effective home-school relationships were developed, which supported these students' academic, social and emotional growth through the extensive programs offered at our school.

At Seaholme Primary School, we work with our community to ensure 'Success for All'. We provide a stimulating, creative and challenging learning environment where students are encouraged and enabled to achieve their personal best. They are supported to grow socially, emotionally and academically and become respectful, responsible and resilient members of a global community. We offer a robust educational experience for all students through effective communication, strong collaboration and high impact, research-based teaching practices.

In late 2020 Seaholme Primary School had its review and developed a new School Strategic Plan (SSP). Over the next four years, the goals within our SSP are to:

- improve the learning outcomes of all students,
- enhance student engagement in all facets of school life, and
- enhance the health and wellbeing of every student.

The key improvement strategies to achieve these goals are to:

- enhance teacher capacity to use curriculum, assessment and pedagogy to enable effective differentiation and challenge for all students,
- enhance student agency in learning,
- build the instructional and shared leadership of all staff,
- enhance opportunities for student voice, agency and leadership,
- build a positive and inclusive learning environment, and
- continue to foster networks with parents, carers and the wider community to enhance student wellbeing, achievement and engagement.

Seaholme Primary School provides an outstanding, comprehensive teaching and learning program in all curriculum areas and continues to achieve excellent academic results. Additional programs include visual art, physical education, STEM and Mandarin. Out of School Hours Care (OSHC), swimming, camps for years 2-6, lunchtime clubs, instrumental music and incursions and excursions are provided with the aim of enabling every student to reach their full potential.

The active participation of parents and carers within the school community is a highly valued feature of our school. A strong partnership with parents has been developed and is considered essential in our endeavours to ensure the successful learning achievement for every child. Seaholme Primary School prides itself on being a small community school.

Framework for Improving Student Outcomes (FISO)

In 2021, Seaholme Primary School focused its work on the Framework for Improving Student Outcomes (FISO) priority of Excellence in Teaching and Learning through the dimension of Curriculum Planning and Assessment and the priority of Positive Climate for Learning through the dimension of Setting Expectations and Promoting Inclusion.

With reference to the area of Curriculum Planning and Assessment, Seaholme Primary School moved to a holistic approach to curriculum, pedagogy and assessment to create a consistent sequential program of learning across the school. The school has built a Professional Learning Community culture that has deepened the capacity and capability of all staff to have a shared understanding and collective responsibility for student learning. The writing instructional model and scope and sequence were developed with staff, and the pedagogy within this model was refined through professional learning. Further work on feedback strengthened the teacher's ability to further support students at their point of need. In 2022, work documenting developmental continuums for Numeracy will be a focus and complement the already established pedagogical work completed in previous years.

With reference to the area of Setting Expectations and Promoting Inclusion, Seaholme Primary School employed a specific wellbeing leader to further support inclusion. The school felt that after the interruptions of the pandemic, students would require greater support with their wellbeing. The wellbeing leader provided professional learning to staff on practical inclusive practices, established a sensory room, liaised with allied health professionals and provided one on one support to students. This work provided a safe environment for students to return to between stints of remote learning. These refined inclusion practices were embedded into our first 15 days of school unit, 'Setting Up For Success'.

The Professional Learning Communities (PLC) continued to access contemporary research and resources to enrich teaching and learning programs and to enhance student engagement. Teams of teachers used evidence to regularly monitor the effectiveness of our teaching and learning programs to meet student learning needs and establish challenging learning goals.

Due to the continued Covid-19 pandemic and school closures, the work of the school also focused on best teaching and learning practice during Flexible and Remote Learning. The school deliberately used the FISO Improvement Cycle to drive continuous improvement of its delivery. We collected regular feedback from the students, families and staff and used this data to drive staff professional learning and improvements. Throughout this process, the school developed the staff capability in using digital technology to leverage Google Classroom and WebEx video conferencing to support student wellbeing, engagement and connectedness. Staff also researched, developed and implemented effective feedback practices to ensure the continuity of learning for students. This resulted in a successful Flexible and Remote Learning program, as evidenced by the positive feedback from our community.

Achievement

In 2021, Seaholme Primary School focused on building high impact professional learning communities that facilitated and fostered the improvement of teacher practice while measuring teacher impact on student learning. This has ensured the implementation of research-based, best practice in all classrooms and allowed us to constantly refine and improve our pedagogy.

We are very proud of our students' learning outcomes in 2021, considering the challenges they faced with school closures due to the Covid-19 pandemic. These results are a true reflection of the hard work and team approach to student development to which the students, staff, parents and carers, and the wider community of Seaholme Primary School have contributed. We set quite challenging targets, which we have been able to achieve. Our school's academic results in 2021 were generally above similar schools and significantly above the state average.

In Reading and Viewing, we have 93% of students deemed at or above the age expected standard compared to 90% and 86% of similar schools and state average, respectively. In Grade 3 and Grade 5, 72% and 51% of students were in the Top 2 Bands of NAPLAN compared to 71% and 50% of students from similar schools.

In Writing, we have 93% of students deemed at or above the age expected standard compared to 86% and 81% of students of similar schools and state average, respectively. In Grade 3 and Grade 5, 71% and 10% of students were in the Top 2 Bands of NAPLAN compared to 62% and 22% of students from similar schools.

In Mathematics, we have 94.3% of students deemed at or above the age expected standard compared to 90% and 85% of students of similar schools and state average, respectively. In Grade 3 and Grade 5, 50% and 43% of students are in the Top 2 Bands of NAPLAN compared to 50% and 35% of students from similar schools.

Based on their growth from 2020, some students accessed the Tutor Learning Initiative 2021. Students participated in three 60-minute sessions a week for one semester. During Semester One, tutoring groups focused on core Literacy skills. During Semester Two, tutoring groups focused on Literacy or Mathematics as per the students' identified needs. Students who were not selected to participate in the Tutor Learning Initiative had their progress monitored closely through our Professional Learning Communities (PLC) inquiry cycles.

Students supported by the Program for Students with Disabilities (PSD) showed progress in achieving their individual goals. All students on the PSD had Student Support Group (SSG) meetings, and Individual Education Plans (IEP) were developed specifically for each student.

Going forward, we will continue to develop our Professional Learning Communities (PLC) as a part of being a PLC Link School in 2022. We will further develop our own practice and that of other schools in our region to improve their teaching practice and student outcomes through the PLC Inquiry Model. We are very proud to be able to share our achievements and work practices with other schools.

Engagement

In 2022, Seaholme Primary School will continue to focus on student engagement.

In 2021, students averaged 9.8 days absent. This result is significantly lower than the 4-year average and that of similar schools. This suggests that the Flexible and Remote Learning program provided to students challenged and engaged them while also supporting their wellbeing. The school will continue to regularly promote attendance and punctuality as a vital component for school success. This will be actioned through the newsletter, reminder news feeds via Compass and at parent events. Office administration will also follow up unexplained absences as required.

Leadership opportunities were extended to students across the school. Student representatives from Grade 3-6 participated in the Junior School Council (JSC), which actively worked to improve the school for all students. The Grade 6 students continued to be motivated and inspired to nominate for school captain and vice-captain, house captain and other leadership positions. Environmental Leaders were selected from each grade with a focus on sustainable environmental practices.

Student voice, agency and leadership across the school were again a focus for improvement. The planned professional development work was put on hold somewhat due to remote teaching and learning. We have seen a decline in our systematic student data through the Attitudes to School Survey, and therefore student engagement goals will be a focus again.

Feedback from the Parent Opinion Survey indicated strengths compared to similar schools and the state. The areas of strength included the modules of Connection and Progression, Parent Community Engagement, Safety, School Ethos and Environment, and Student Cognitive Engagement.

The 2021 School Staff Survey endorsed the view that there is a strong and positive collective focus on student learning, efficacy and responsibility. Examples of staff opinion data that support this include; Collective Responsibility 98% positive endorsement, Staff Trust in Colleagues 98% positive endorsement, and Intellectual Stimulation 99% positive endorsement.

Wellbeing

Seaholme Primary School encourages a strong sense of community and belonging at all levels of the school. The school community continues to demonstrate our school values of Respect, Responsibility and Resilience.

Due to the global pandemic and the effects lockdowns had on our students, we employed an experienced staff member into the role of Wellbeing Leader. Using a tiered approach, the wellbeing Leader supported students by either whole school health and wellbeing strategies, individual and or group skill-based sessions and also facilitated external allied health professionals to work with higher need students.

In 2021, we continued to refine and update our School Wide Positive Behaviour framework (SWPB) in accordance with the feedback we received from all stakeholders; students, staff and parents. This framework is now fully embedded into Seaholme Primary School through weekly planning documents demonstrating evidence of SWPB routines, student SWPB record charts and the language used by all members of our school community. SWPB is beginning to be reflected in improved data. In the Parent Opinion Survey, the module of Safety, 88% of response indicated positive endorsement, which is above similar schools.

Our Flexible and Remote Learning program had a heavy focus on student wellbeing. Staff worked with families to support individuals and the overall remote learning program changed to support students. Due to the restrictions, students lost physical contact with peers but were able to interact digitally with their peers through our live learning programs. Further live lunchtime programs were provided to allow students more time to interact with their friends and classmates. Students also participated in a daily wellbeing survey, with results tracked and students provided with further support if required. Students deemed vulnerable were able to access our on-site learning program during this time to support their wellbeing. We averaged approximately 10% of the student population attending the on-site learning program during the school closures.

Due to restrictions, we were unable to hold our traditional transition programs to school. However, we modified these to virtual experiences for 2022 students and families. These included live information nights, online school tour, Pre-Foundation Reading videos and small group on-site sessions.

In 2021, the Program for Students with Disabilities (PSD) supported eleven students across the school with vision, intellectual, and social and emotional disabilities. Support was provided to students, and regular Student Support Group (SSG) meetings were held with parents. Individual Education Plans (IEPs) were developed for these students as well as being reviewed and updated regularly. All students worked hard to achieve their individual goals and progressed well. We also further expanded this support network to other students in the school who require SSG meetings and IEPs.

Our school continues to work hard to improve the students' Attitudes to School Survey results.

Student engagement and wellbeing is enhanced through a strong focus on developing student knowledge and skills in interpersonal development and personal learning. A safe, supportive and purposeful learning environment encourages and enables students to be socially competent, resilient and lifelong learners.

Finance performance and position

The annual financial result was a surplus of \$46,274 due to effective staff employment and management of the Student Resource Planning (SRP). Our workforce plan was aligned to our Annual Implementation Plan (AIP) goals. A number of government and Department grants were received. The equity funding was used to support our AIP goal, to have all students annually achieve 12 months growth or more in Literacy, which included professional learning for staff, and teacher resources. We also received in excess of \$3,000 in tax deductible donations from parents to our Building Fund. Our fundraising committee was able to raise just over \$7,000 for the school, which was a fantastic effort

considering the lockdowns. We continued to receive Professional Learning Communities Link school funds which was used to support our own staff professional learning as well as five other local schools focus on continuous improvement.

We applied for but were unsuccessful in obtaining the Minor Capital Works Fund grant. These funds would have been used to redevelop the current school oval into an all-inclusive space that could be used for all students within our school. The plan would have included active play and gross motor skills areas, discover and explore sections, quiet and cooperative spaces and integrated learning zones. In 2022 the School Council will continue to look at how we can obtain the funds necessary to begin this project.

For more detailed information regarding our school please visit our website at
<https://seaholme.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 345 students were enrolled at this school in 2021, 166 female and 179 male.

12 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).

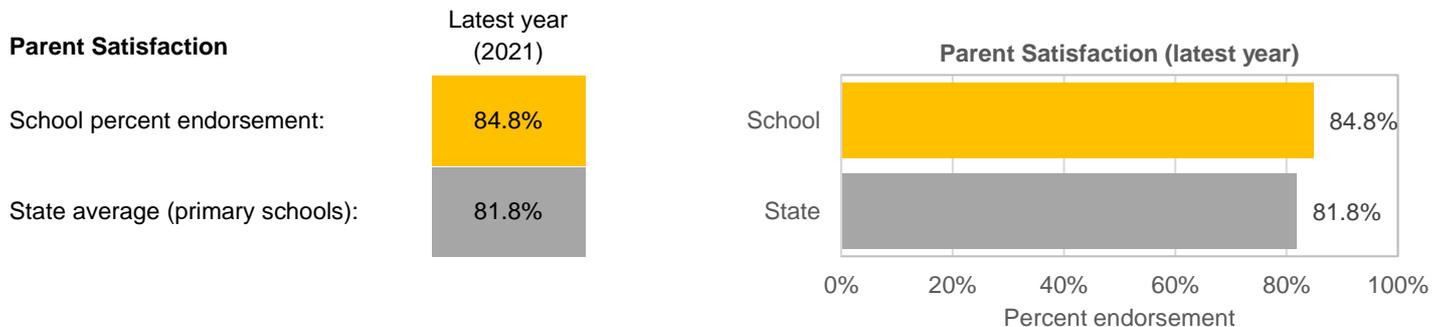
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

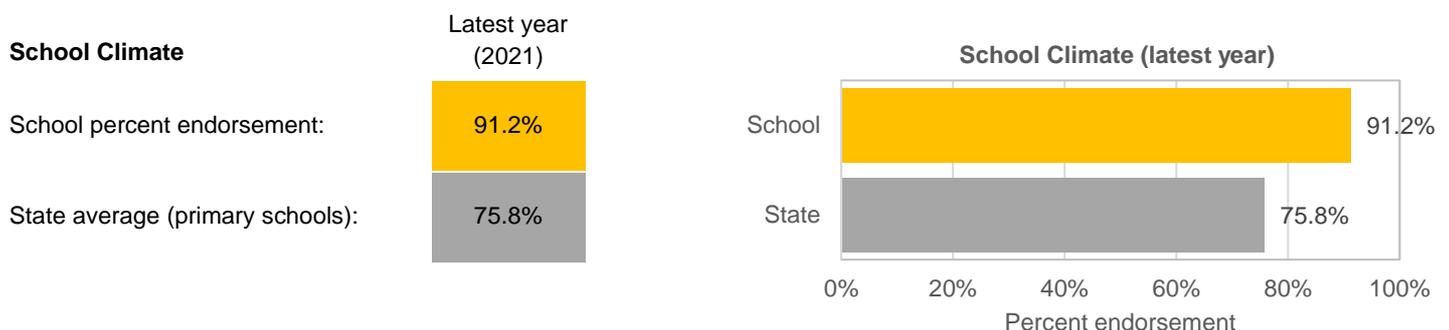


School Staff Survey

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:

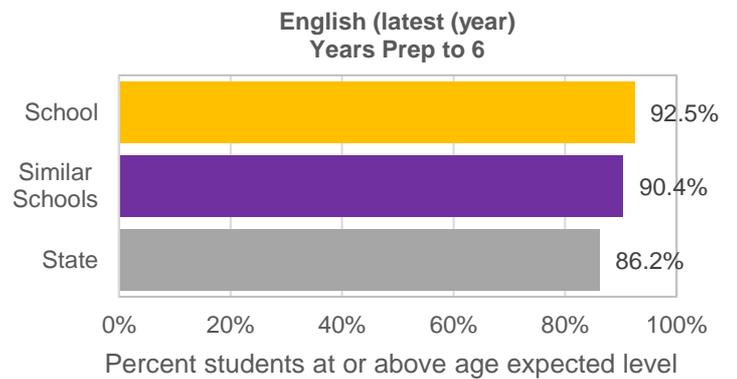
92.5%

Similar Schools average:

90.4%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

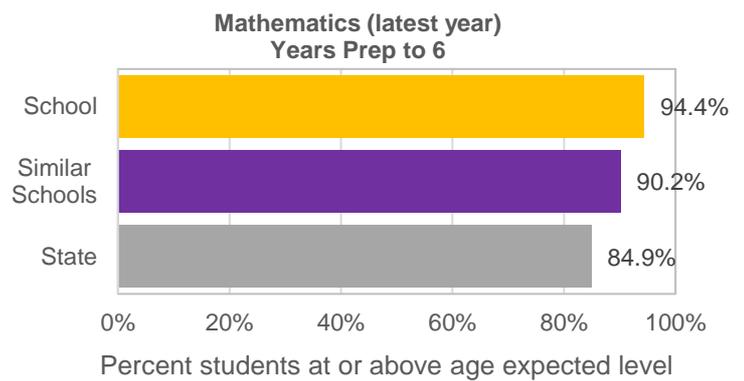
94.4%

Similar Schools average:

90.2%

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.

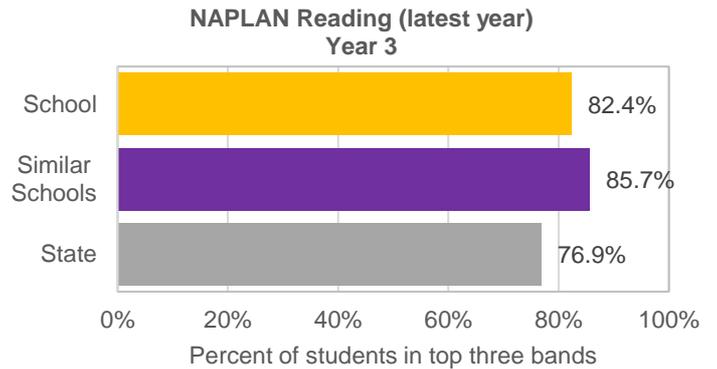
NAPLAN

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.

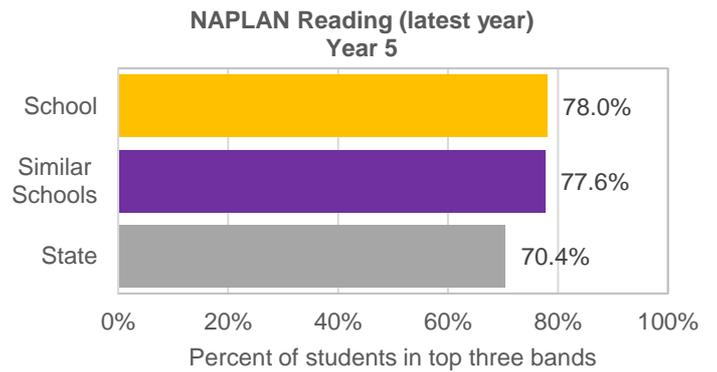
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.4%	81.4%
Similar Schools average:	85.7%	84.5%
State average:	76.9%	76.5%



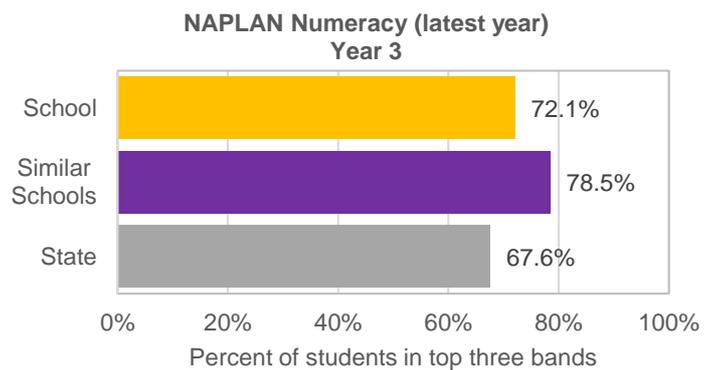
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.0%	75.8%
Similar Schools average:	77.6%	76.3%
State average:	70.4%	67.7%



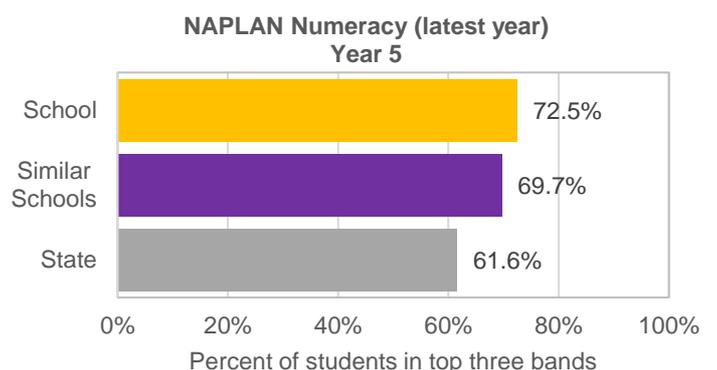
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.1%	73.1%
Similar Schools average:	78.5%	78.8%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.5%	77.0%
Similar Schools average:	69.7%	68.6%
State average:	61.6%	60.0%



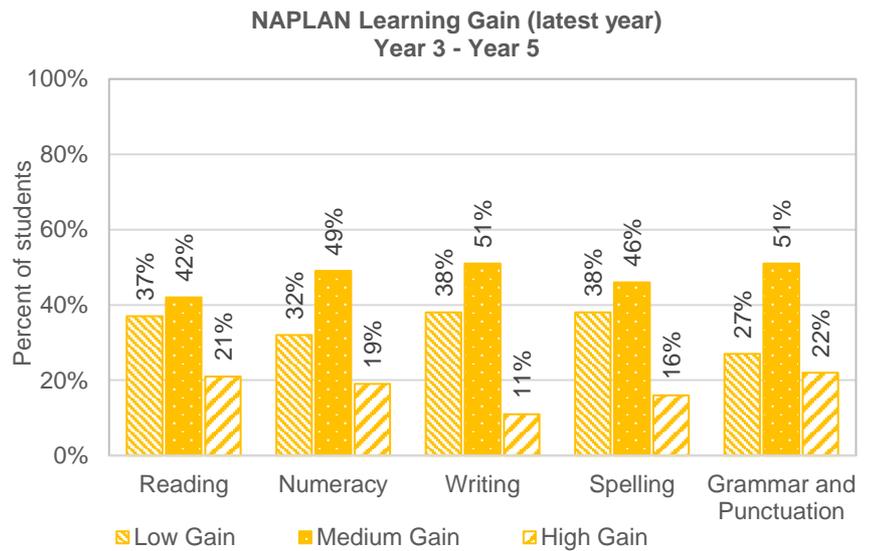
ACHIEVEMENT (continued)

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:	37%	42%	21%	25%
Numeracy:	32%	49%	19%	23%
Writing:	38%	51%	11%	24%
Spelling:	38%	46%	16%	24%
Grammar and Punctuation:	27%	51%	22%	26%



ENGAGEMENT

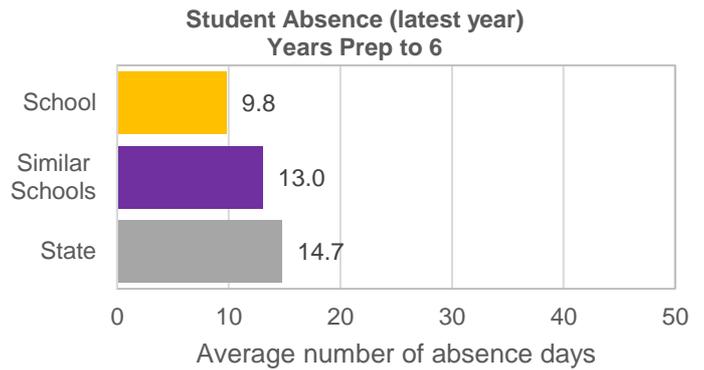
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	9.8	11.4
Similar Schools average:	13.0	13.7
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):	95%	95%	94%	95%	95%	96%	95%

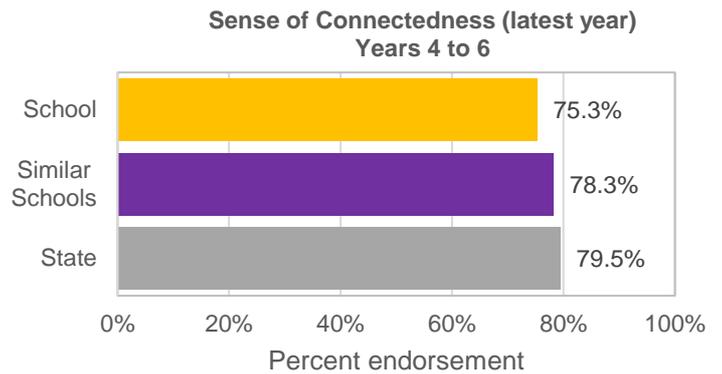
WELLBEING

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:	75.3%	72.6%
Similar Schools average:	78.3%	79.3%
State average:	79.5%	80.4%

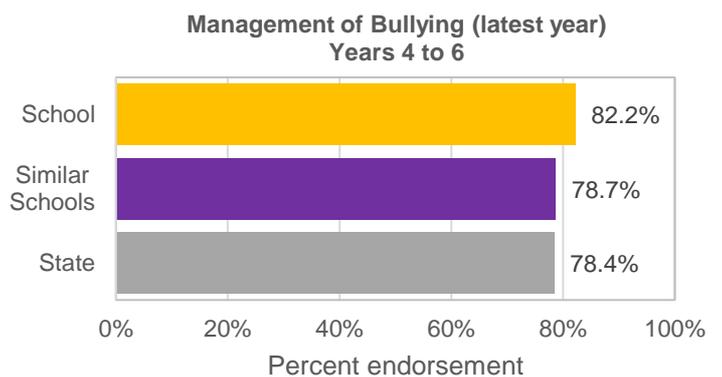


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	82.2%	77.0%
Similar Schools average:	78.7%	79.7%
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	\$2,905,054
Government Provided DET Grants	\$314,168
Government Grants Commonwealth	\$108,419
Government Grants State	\$10,500
Revenue Other	\$17,256
Locally Raised Funds	\$232,201
Capital Grants	\$0
Total Operating Revenue	\$3,587,599

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,762
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,762

Expenditure	Actual
Student Resource Package ²	\$2,858,780
Adjustments	\$0
Books & Publications	\$16,937
Camps/Excursions/Activities	\$53,040
Communication Costs	\$3,364
Consumables	\$62,805
Miscellaneous Expense ³	\$20,466
Professional Development	\$12,713
Equipment/Maintenance/Hire	\$40,883
Property Services	\$58,771
Salaries & Allowances ⁴	\$120,678
Support Services	\$59,142
Trading & Fundraising	\$26,764
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,373
Total Operating Expenditure	\$3,362,714
Net Operating Surplus/-Deficit	\$224,885
Asset Acquisitions	\$6,505

- (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	\$870,827
Official Account	\$17,189
Other Accounts	\$3,525
Total Funds Available	\$891,542

Financial Commitments	Actual
Operating Reserve	\$76,576
Other Recurrent Expenditure	\$4,221
Provision Accounts	\$4,918
Funds Received in Advance	\$100,788
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$72,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$458,503

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.