

2021 Annual Report to The School Community



School Name: Bimbadeen Heights Primary School (5011)



- 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 11 March 2022 at 11:49 AM by Adele Gregson (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 29 April 2022 at 08:13 AM by Troy Hovey (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

Bimbadeen Heights Primary School is committed to providing high quality education and an environment for learning where each child is valued and encouraged to reach their full potential intellectually, socially and personally.

The Bimbadeen Heights Primary School vision describes the aspirations of our school community and is to prepare our students to develop the knowledge and skills that will help them become life-long learners who are successful and happy individuals who participate fully in and contribute to our community and the world around us.

Our core values reflect the belief that an effective school is one that embeds student safety and wellbeing throughout all school practices. The focus on developing positive, supportive relationships between all members of the school community is a key component in our teaching of these values. Our school values are:

- Respect for self, others, property and the environment is shown when people speak and act towards each other with courtesy, consideration, care and appreciation.
- Resilience is demonstrated when there is the capacity to recover confidently from difficulties with persistence and optimistic thinking, actions and attitude.
- Integrity is shown through an attitude of fairness and honesty that requires a sincere, truthful relationship between members of the school community.
- Compassion is shown when all members of the school community embrace diversity through demonstrating a kind, caring and understanding attitude and a willingness to help others.

These core values are supported by the School Wide Positive Behaviour Support Framework and the Respectful Relationships program.

We encourage and enjoy family participation in all aspects of school life to foster a positive partnership in learning. The excellence of our reputation is built largely on the quality of the relationships we have built between all stakeholders and our warm and welcoming atmosphere is often commented on.

The 2021, our school staffing profile comprised 32 FTE teachers, including part-time and full-time classroom and specialist teachers, one leading teacher, two Learning Specialists, a Principal, and an Assistant Principal. We have 10 Educational Support Staff members including a Business Manager, two administration staff, one teacher support staff member and six integration aides.

Bimbadeen Heights Primary School is in the suburb of Mooroolbark, within the North-Eastern Victoria Region, Outer Eastern Melbourne Area. The school shares close links with neighbouring primary and secondary schools within the Lilydale District Network.

In 2021, the school had an enrolment of 490 students (272 female and 218 male) with 6 percent of students classified as EAL (English as an Additional Language), 82 students identified as socially disadvantaged, 10 students funded under the program for students with disabilities, and 1 percent of students classified as Aboriginal and Torres Strait Islander.

The school's overall socio-economic profile reflects a Student Family Occupation and Education (SFOE) index of 0.3040 places the school in the 'low-medium' range for overall socio-economic profile. The school's overall socio-economic profile shows an increasing trend over the past 5 years, with overall lower levels of social-economic disadvantage.

The school facilities include 16 permanent and 10 portable classrooms, an art room, Chinese room, music room, two instrumental music rooms, a canteen and library. The school's hall is used during school hours for assemblies, incursions and specialist physical education classes and outside hours for local sporting groups and associations through established school council hire agreements. An accredited out of school hours care program operates from a large additional portable building. The school grounds include multiple surfaced playing areas as well as a large,

grassed oval, running track and three playgrounds for student recreational and sporting activities.

Bimbadeen Heights Primary School is a dynamic learning environment where teachers work in teams, to deliver a guaranteed and viable curriculum utilising evidence-based best practices to ensure every student's individual learning needs are met. Our Instructional Model is based on the Gradual Release of Responsibility approach to teaching and learning. Our school provides safe, orderly and structured learning environments for our students where we cater for the different learning styles and needs of each child.

The school curriculum reflected the Victorian Curriculum framework, with specialist programs offered in Music, Physical Education, Art and L.O.T.E (Chinese Mandarin). We maximise the learning potential of students through a data informed, differentiated approach to teaching and learning and the addition of extension, support and a range of extra-curricular programs, catering for the full range of individual differences.

Our school is committed to meeting the current and future needs of our students by developing knowledge, skills, and resilience to be successful global citizens. Information technology is well-resourced and incorporated across the curriculum to help broaden and deepen student learning.

Framework for Improving Student Outcomes (FISO)

In 2021, the school focused our work on the FISO improvement priorities of 'Excellence in teaching and learning' and 'Positive climate for learning'. Data was used to measure these areas for improvement and progress, however due to remote learning our progress in some areas was not as expected, yet teacher collaboration and ICT skills continued to develop.

Our two goals within the FISO dimension of 'Excellence in teaching and learning', related to the FISO initiative of 'Building Practice Excellence'. We focused on the goals of 'improving learning growth for students in Literacy and Numeracy' and 'improving the consistency of quality teaching and learning across the whole school'. We adopted the key improvement strategies of 'developing a curriculum plan for consistency and quality of the teaching of reading and numeracy across the school', and 'identifying the elements of quality teaching and learning and ensuring staff understand the link between the expected practices and student outcomes' as well as 'ensuring consistency of assessment practices'.

Despite the challenges of remote learning, we were able to design an action plan to accelerate improvement, develop a curriculum plan and embed a consistent pedagogical approach from F-6 in 2021, and develop the capacity of teachers to use data and evidence to differentiate Literacy and Numeracy lessons to meet students' individual point of learning need significantly grew. We were able to achieve this through our engagement with Teaching Partners as part of the Differentiated School Support Initiative, and focused Professional Learning with all staff members throughout the year. Our work in this area was supported and monitored by the school's Learning Specialists in Literacy and Numeracy, and the School Improvement Team.

We had two goals in the FISO dimension of 'Positive climate for learning', related to the FISO initiative of 'Setting expectations and promoting inclusion'. We focused on the goals of 'improving the climate for learning and reducing the levels of disruptive student behaviour', and 'engaging students more authentically in their learning'. We adopted a range of key improvement strategies including 'determining preferred research-based behaviour management process', 'providing comprehensive and ongoing training of staff in the agreed behaviour management process', 'engaging the parent community in the implementation of the behaviour management process', and 'increasing the level of student voice in their learning'.

Despite the challenges of remote learning, good progress was made in this area and the school continued to develop the School Wide Positive Behaviour Support Framework and Respectful Relationships program, linking behaviours to our school values, and increasing the opportunities for student voice across the school.

At the end of 2021, the School Improvement Team conducted a self-evaluation against the new FISO 2.0 continua of practice and identified areas of success, progress and current areas of need within our school. Along with the

recommendations from the 2017 School Review Report, this FISO 2.0 analysis will guide the strategic direction of the school. Our focus will continue in Term 1, 2022 on 'Building practice excellence' and 'Setting expectations and promoting inclusion'. Our School Review in Term 1, 2022 will help set a new strategic direction for our school.

Achievement

A 2021 goal was to improve student achievement in literacy and numeracy. The targets set as measures against the goal were to improve school performance as reflected in teacher judgement data against the Victorian Curriculum framework and the National Assessment Program – Literacy and Numeracy (NAPLAN).

Our student achievement data is higher than the median of all Victorian Government schools. This has been a consistent trend over the past 3 years.

Teacher Judgement of student achievement results show in 2021, the majority of students in Years Foundation to 6 were working at or above age expected standards in English (89.7%) and Mathematics (89.9%). These results are above the State average, and the results achieved by similar schools.

Student performance data in NAPLAN shows the percentage of students in the top 3 bands of testing at Year 3 was lower than the State Median and similar schools in Reading and Numeracy. However, the 4-year average for Reading has remained above the State Median and similar schools. Student performance data in Year 5 NAPLAN shows the percentage of students in the top 3 bands of testing are above the State Median and similar schools, while testing in Numeracy was marginally below the State Median and similar schools. NAPLAN learning gain of students from Year 3 to Year 5 demonstrated better than similar school results in Reading, Numeracy, Writing and Grammar and Punctuation, and better than State data in the areas of Numeracy, Writing and Grammar and Punctuation.

During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. Students responded well to self-directed learning during the remote learning period. In 2022, we plan to incorporate more self-directed learning into our curriculum and continue to develop staff capacity to use student learning data to inform teaching and learning programs.

Bimbadeen Heights Primary School has high aspirations for all students and will continue to focus on developing high quality, data-driven, responsive teaching and learning programs to enhance our student learning outcomes in Literacy and Numeracy.

Engagement

At Bimbadeen Heights we facilitate a whole school focus on Student Engagement through a teaching and learning lens. In every classroom a structured and orderly learning environment exists where explicit teaching approaches are adopted, and specified learning intentions and success criteria are made clear to all students. Teachers engage in regular teaching and learning conversations with students through individual and small group conferences, ensuring that they get to know their students well to best meet their learning and developmental needs, and teach to each child's point of learning.

In 2021, the average rate of attendance across all year levels was above 93% which is fewer absences than the State average and similar schools. Our 4-year average shows a significantly stronger attendance rate than both similar schools and the State average.

During Remote Learning we focused on ensuring all students and staff remained engaged and connected with the school. We achieved this through daily check-ins, regular online meetings for whole classes, small groups and individuals (with academic and wellbeing focuses), and by providing on-site supervision of students who were unable to be supervised at home. As a school we continually reflected on these practices, gathered regular feedback from students, families and staff, and adjusted as necessary, to improve student engagement.

In terms of reducing student absences, we are regularly promoting to our students and wider school community the need to be at school every day (whilst still considering the extra vigilance required with unwell students staying home during this time of a global pandemic).

Non-attendance is addressed through the monitoring of attendance data by teaching staff. Absence reports are always accessible via the Sentral platform and absence data is a regular agenda item in School Improvement Team and Year Level Team meetings. Unexplained absences are followed up by class teachers in the first instance. In the case of patterned absences, the School Leadership Team will initiate contact with families concerned to offer support and plans are put in place to improve attendance behaviours where necessary. Common reasons for non-attendance included illness and extended family holidays.

Wellbeing

At Bimbadeen Heights Primary School, student wellbeing is a major focus, and we believe it has equal importance to academic learning.

The wellbeing goal in our current School Strategic Plan is to 'improve the climate for learning, reduce the levels of disruptive student behaviour and engage students more authentically in their learning'.

Wellbeing activities were a regular part of the daily curriculum in 2021, both on-site and during remote learning. Led by the school's Wellbeing Team and embraced by all staff, we took a pro-active approach to developing our students' capacity to build positive emotions, positive relationships, celebrate their accomplishments and build their resilience. This was particularly crucial in a year that was very challenging for many families at the school.

Our School Chaplain and Wellbeing Leading Teacher continued to provide valuable support to students and families, and we utilised DET resources including calling upon the expertise of Regional support staff to work on issues in relation to student wellbeing. We also added four part-time counsellors to our school community through the Monash University Master of Counselling program.

Highlights included the many school celebrations, Lunchtime Clubs, Active Club and Breakfast Club, our STARS program, and the continued strengthening of the School Wide Positive Behaviour Support Framework, through embedding the school values token system. We continued to embed the Resilience, Rights and Respectful Relationships program across the school.

The Student Attitudes to School Survey included responses from students in Years 4, 5 and 6. The addition of participants from Year 4 over the past 5 years has provided us with a more comprehensive picture of student attitudes to school. In 2021, we achieved a 100% participation rate in the survey.

Results show our students identified a strong 'sense of connectedness' to school, however data was less favourable than the State average in 2021. Student perspectives about the 'management of bullying' were more favourable than similar schools and the State average. Our 4-year average indicates that student endorsement of their 'sense of connectedness' is slightly below both the State average and similar schools, while the school's 'management of bullying' had higher positive responses than the State average over the 4-year period.

Finance performance and position

The school's financial performance was impacted by the global pandemic in 2021, resulting in an annual financial result of a net operating deficit of \$49,203. The school's continued healthy financial position through careful planning and management of school staffing, has ensured a good Operating Reserve, and total funds available of \$278,426 to ensure the provision of high-quality educational programs for the students of Bimbadeen Heights Primary School for 2022 and beyond.

Sources of funding the school received included equity funding to the sum of \$56,822. This was used to implement a

range of student support programs with a focus on supporting student learning needs.

Funds raised through parent contributions and local fundraising was largely used to support the school's Building and Grounds works and resource the school's Literacy and wellbeing programs, including the further development of School Wide Positive Behaviour Support.

Contracts, agreements, and arrangements entered into by School Council include multiple NDIS agreements with individual providers, and a number of school hire agreements with local sporting clubs and community groups, along with instrumental music providers. An existing agreement with OSHClub was in place to provide an out of school care program including facilities hire.

State and Commonwealth funding totalled \$397,995 was allocated to meet the needs of students consistent with the school's Strategic Plan and Annual Implementation Plan.

With management and the ongoing support of our school community, which values the provision of high-quality educational opportunities for our students, the school is well positioned to meet the challenges that lay ahead in 2022 and beyond.

For more detailed information regarding our school please visit our website at
<https://www.bimbadeenheightsps.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 490 students were enrolled at this school in 2021, 272 female and 218 male.

6 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

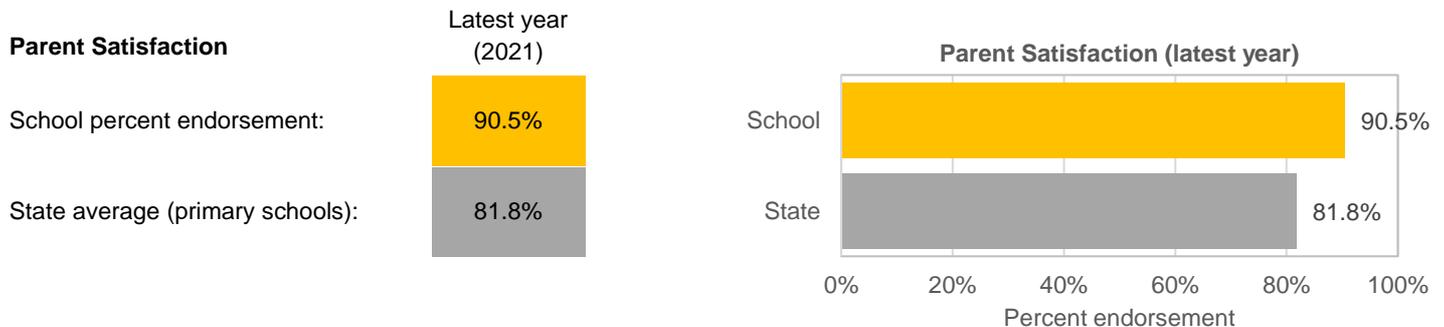
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

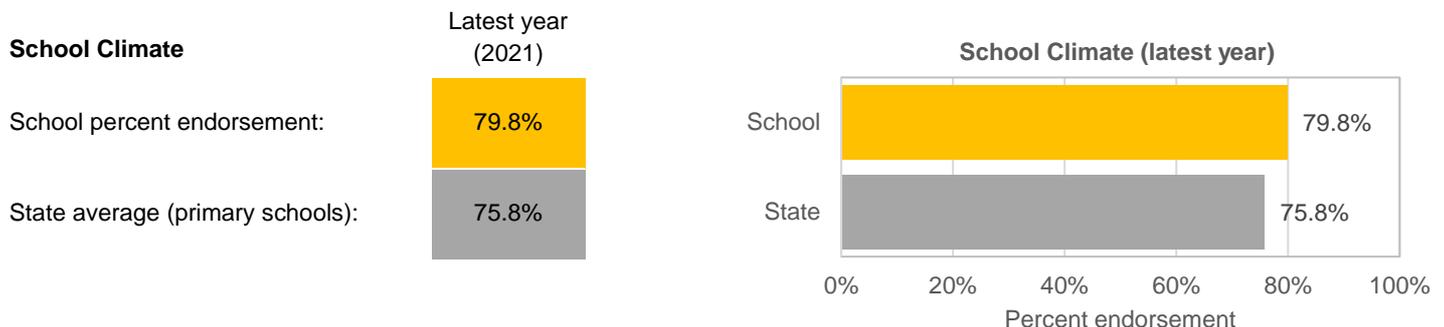


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

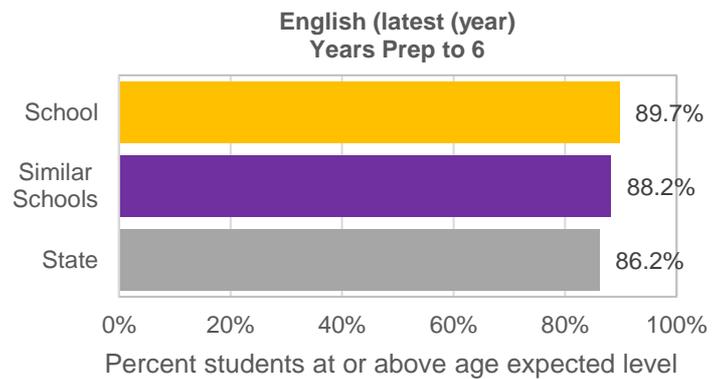
89.7%

Similar Schools average:

88.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

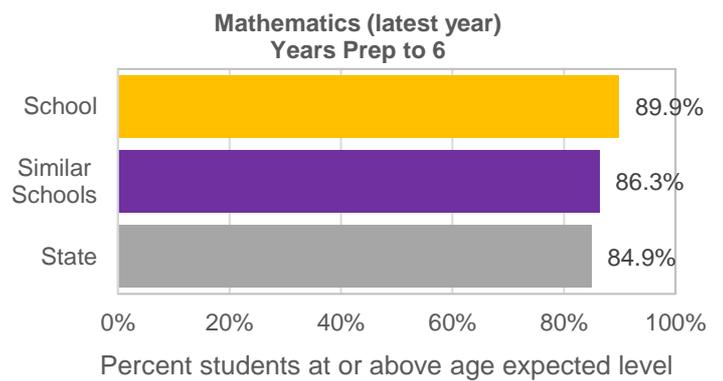
89.9%

Similar Schools average:

86.3%

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.

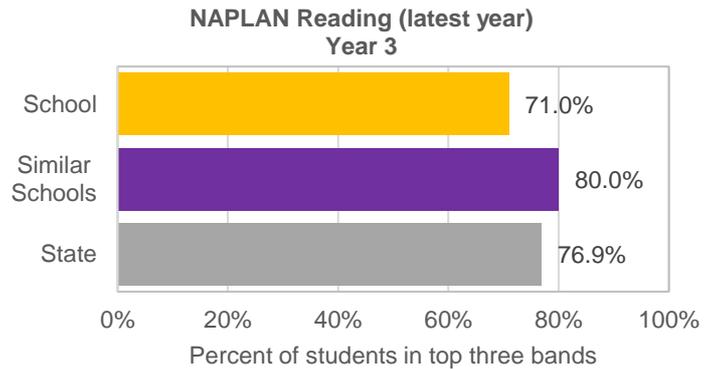
NAPLAN

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.

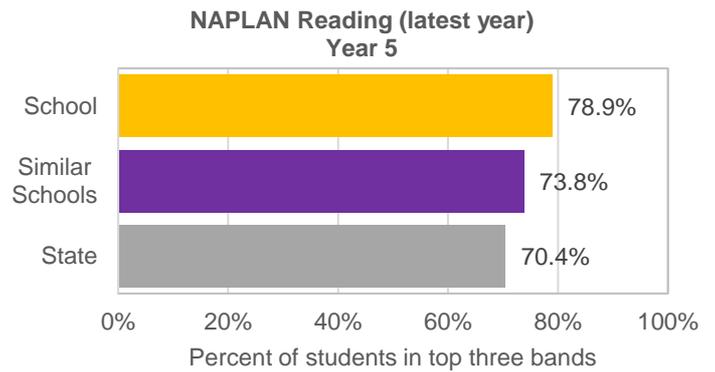
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.0%	80.5%
Similar Schools average:	80.0%	80.1%
State average:	76.9%	76.5%



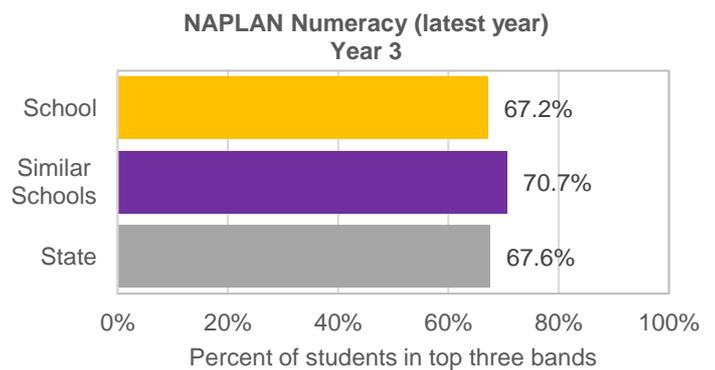
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.9%	66.3%
Similar Schools average:	73.8%	70.7%
State average:	70.4%	67.7%



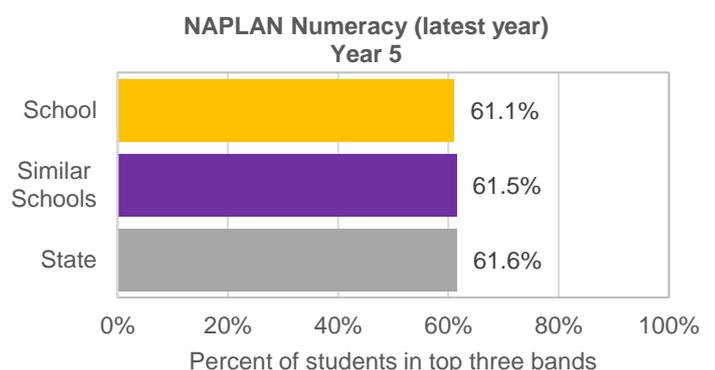
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.2%	71.4%
Similar Schools average:	70.7%	72.9%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.1%	55.6%
Similar Schools average:	61.5%	60.5%
State average:	61.6%	60.0%



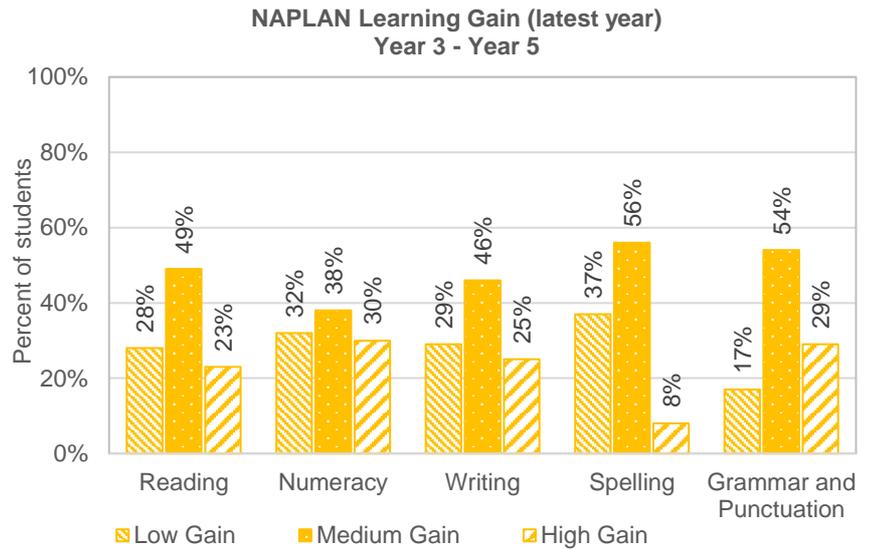
ACHIEVEMENT (continued)

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:	28%	49%	23%	22%
Numeracy:	32%	38%	30%	20%
Writing:	29%	46%	25%	20%
Spelling:	37%	56%	8%	20%
Grammar and Punctuation:	17%	54%	29%	21%



ENGAGEMENT

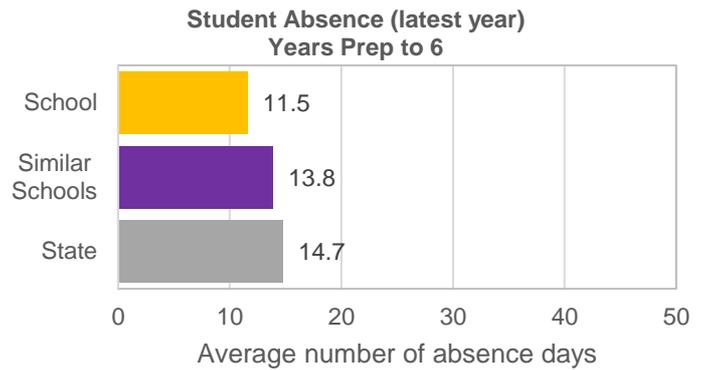
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.5	11.9
Similar Schools average:	13.8	14.1
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):	95%	94%	95%	95%	94%	94%	93%

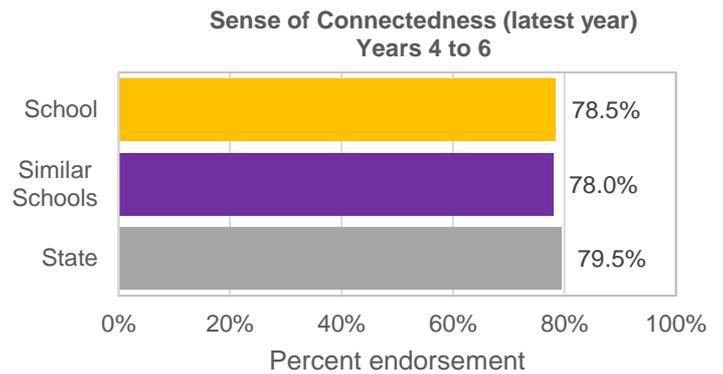
WELLBEING

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:	78.5%	79.2%
Similar Schools average:	78.0%	80.4%
State average:	79.5%	80.4%

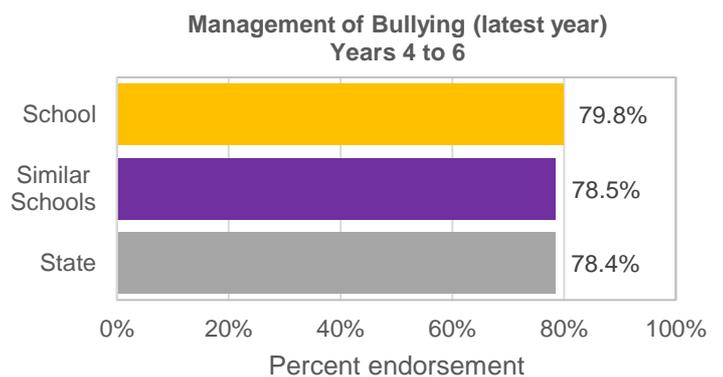


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	79.8%	80.3%
Similar Schools average:	78.5%	80.9%
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	\$3,998,588
Government Provided DET Grants	\$395,696
Government Grants Commonwealth	\$2,299
Government Grants State	\$0
Revenue Other	\$30,669
Locally Raised Funds	\$265,732
Capital Grants	\$0
Total Operating Revenue	\$4,692,985

Equity ¹	Actual
Equity (Social Disadvantage)	\$56,822
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$56,822

Expenditure	Actual
Student Resource Package ²	\$4,059,970
Adjustments	\$0
Books & Publications	\$9,858
Camps/Excursions/Activities	\$46,051
Communication Costs	\$8,952
Consumables	\$112,470
Miscellaneous Expense ³	\$11,338
Professional Development	\$11,680
Equipment/Maintenance/Hire	\$87,622
Property Services	\$59,722
Salaries & Allowances ⁴	\$149,492
Support Services	\$114,171
Trading & Fundraising	\$19,119
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$51,742
Total Operating Expenditure	\$4,742,188
Net Operating Surplus/-Deficit	(\$49,203)
Asset Acquisitions	\$55,267

- (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	\$255,912
Official Account	\$22,514
Other Accounts	\$0
Total Funds Available	\$278,426

Financial Commitments	Actual
Operating Reserve	\$107,447
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$4,561
School Based Programs	\$16,763
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$128,771

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.