

2021 Annual Report to The School Community



School Name: Grovedale West Primary School (5076)



- 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 10 March 2022 at 11:25 PM by Gretta Lynch (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 08 April 2022 at 12:46 PM by Catherine Carey (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

Grovedale West Primary School is situated between the Great Ocean Road and the Surf Coast Highway in the Geelong suburb of Grovedale.

The school is recognised in the community and valued by families for the collaborative team approach to teaching and learning and the provision of contemporary and authentic learning experiences.

Large learning spaces enable flexible learning opportunities supported by extensive ICT infrastructure, and generous sporting and recreational facilities.

The school grounds are expansive and incorporate a gymnasium and synthetic basketball and tennis courts. The children enjoy several play areas, including active and passive spaces and outdoor discovery learning areas and a large soccer area and oval.

Grovedale West Primary School also incorporates the Geelong Deaf Education Centre (P-6) with students transitioning to the Deaf Facility at Grovedale College (7-12). The Centre provides specialist staff including Teachers of the Deaf and AUSLAN Interpreters who provide specialised educational support.

The school's socio-economic band in 2021 (SFOE) was 0.3744.

The 2021 school year began with 365 students and had 17 home-groups and offered four specialist areas - (Science, Italian, Art, Health and PE).

The school's Strategic Plan vision is based on the Melbourne Declaration – Educational Goals for Young Australians - 2008. The goal is to enable students to love learning, to embrace life and to become successful learners, confident and creative individuals, and active and informed citizens.

Grovedale West Primary School focuses on the development of the 6C capabilities (Communication, Citizenship, Creativity, Collaboration, Character, and Critical Thinking) through all areas of the curriculum. The school also nurtures the school values of RISE – Responsibility, Inspiration, Strength of Character, and Empathy. The educational program provides learning experiences that enable students to develop their skills and self-reflective capabilities through authentic learning experiences and skill development.

The educational team value the strong community support received with parents and members of the community assisting with classroom support, fundraising, School Council and in many other ways around the school. Unfortunately, parent direct engagement in the school was impacted by Covid 19 restrictions in 2021. The school fundraising strategy is aligned to our student leadership model and the students ran a highly successful fundraising activity for the Royal Children's Hospital along with other projects in 2021.

During the 2021, Grovedale West Primary School students experienced nine and a half weeks of remote learning through the year due to Covid 19. The school continued to educate students of essential workers and vulnerable students onsite with up to sixty students on average attending daily, during the remote period. The Before and After School Care service also provided ongoing care during the Remote Learning period.

The education team provided a comprehensive and differentiated online program, for all students working remotely. This included online individual and small group support including a Reading Tutoring Program for many students.

The school's classroom Music program continued to be an enjoyed and valued part of the curriculum. The students also enjoyed Performing Arts opportunities, Djembe drum group and Ukulele sessions. Unfortunately, many of the performances within the school and community were cancelled due to Covid 19.

The school was pleased to host the Annual School Concert at the end of the year, despite the COVID restrictions, with the gym becoming a theatre and the performance professionally videoed for families to enjoy. Importantly it was a memorable experience for the students.

The Stephanie Alexander Kitchen Garden program, continued to place a strong focus on environmental sustainability, biological and food science. The student Landcare group maintained and developed areas around the school and the students also continued to develop their kitchen garden.

Sustainability and the development of Student Voice and Agency is a key focus of the school. Continued involvement in the New Pedagogies Deep Learning Global Project, enabled staff to engage and learn with colleagues across the globe with the focus on developing student agency and voice through deep learning experiences. The teachers and students were also involved in learning partnerships with Deakin University Gals in Stem and the Waurm Ponds Library.

In 2021 the following staffing profile was in place:

- Two Principal Class Leaders,
- One Literacy / Pedagogy Learning Specialist,
- One Math /Science Learning Specialist
- One Teacher of the Deaf
- One full time Tutor
- 20 EFT teachers, and 4 EFT support staff
- Two Administration staff
- 0.6 Primary Welfare Officer/Chaplain.
- The school also provides one Teacher of the Deaf and 2.6 Communication Assistants to service Grovedale College.

Framework for Improving Student Outcomes (FISO)

In 2021 the school was in the third year of the 2019 -2023 Strategic Plan. The schools FISO improvement strategy in 2021 was focused on:

- Curriculum Planning and Assessment,
- Evidence Based High Impact Teaching Strategies
- Intellectual Engagement and Self Awareness
- Empowering Student sand Building School Pride

The Key Improvement Strategies were:

- Learning, catch-up and extension priority
- Happy, active and healthy kids' priority
- Connected schools' priority

During the Covid19 remote learning period and when at school, the teachers worked within their Professional Learning Team (PLT), teaching, and planning together. This ensured support for one another and consistency in practice, supporting the development and provision of an online differentiated program for all students, including a comprehensive school program.

During Remote Learning, the teachers connected with students by video at the beginning and end of each day to tune them in and to review the days learning in addition to connecting online or by phone / WebEx throughout the day. They also provided explicit teaching sessions to support cohorts of student. A key focus was placed on differentiating tasks in Literacy and Numeracy while supporting student and family wellbeing. The teachers also used the online program to assist students to develop their self-reflective practice, modelling and supporting the students to articulate the stages of their learning and goals.

The teachers engaged in weekly Professional Learning Community (PLC) meetings with the Leadership Team continuing their professional development in addition to undertaking several other online professional learning opportunities.

The school's Writing pedagogical model continued as a PLC focus and was embedded in core practice with staff undertaking related professional learning, supported by the Assistant Principal who is a Bastow Literacy Master

Trainer.

The online model of practice during remote learning empowered parents with a deeper understanding of their child's learning needs, how they are taught and what they are learning. This provided families with an insight into their child's learning stamina, and the expectations of their differentiated program.

In 2021, the school continued to leverage the knowledge gained during 2020 to provide parents with information and to support students with varied ways to engage in their learning. The school provided an extensive number of technology resources to families to assist them through the remote period.

Achievement

In 2021 the school was in the third year of the 2019 -2023 Strategic Plan.
The schools FISO improvement strategy in 2021 was focused on:

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- Evidence Based High Impact Teaching Strategies
- Intellectual Engagement and Self Awareness
- Empowering Student sand Building School Pride

The Key Improvement Strategies were:

- Learning, catch-up and extension priority
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The school's Writing pedagogical model continued as a PLC focus and was embedded in core practice with staff undertaking related professional learning, supported by the Assistant Principal who is a Bastow Literacy Master Trainer.

Despite the impact of the lockdown period, the educational team provided learning continuity for our students, showing strong collegiate support and commitment, to do this work.

They were highly responsive and adaptive to the constantly changing situation during 2021 and continued to develop and refine the remote learning program to meet the education and wellbeing needs of students and parents. Their level of cohesion and support for one another and the students was exemplary.

The staff acknowledged the difficulty for many families in educating their children at home. They valued and appreciated their support, willingness to take on new learning to support their children and their positive communication with staff through this difficult time.

Considering the complexities of 2021 the school achieved very positive outcomes as indicated in the following data.

Above State average for all Vic Primary Schools in the following areas:

- Parent Satisfaction percent endorsement
- School Staff Survey percent endorsement

Above similar schools and the State average in the following areas:

- Teacher Judgement P-6 English (percent of students above age expected level)
- Teacher Judgement P-6 Maths (percent of students above age expected level)
- NAPLAN Year 3 – Reading (percent of students in top three bands)
- NAPLAN Year 5 – Reading (percent of students in top three bands)
- NAPLAN Year 3 – Numeracy (percent of students in top three bands)
- NAPLAN Year 5 – Numeracy State (percent of students in top three bands)

Higher Learning Gain than similar schools in:

- Reading
- Numeracy

Higher than Similar Schools average and State average in 2021 and over the past 4 years in the following areas:

- Attitude to School survey Sense of Connectedness Year 4-6 percent endorsement
- Management of bullying percent endorsement Year 4-6

Engagement

Attendance data accuracy was impacted due to Covid19. Attendance was based on students logging in to Compass or attending school during the 9.5 weeks of remote learning. Family situations varied with some students doing manual learning rather than using technology and not logging in each day. The data also reflected a small cohort of students who had unapproved extensive absence and people opting to home school because of Covid.

On average in 2021 our students had 16.7 days absence compared to the State average of 15.2 days and Similar Schools 14.7 days.

The school continued to promote student attendance and a small number of students with chronic absenteeism were engaged with support.

Through the year the students had the opportunity to participate in a range of school camps, excursions, assemblies and special school events when restrictions permitted. They also enjoyed events such as Cross Country, Swimming, Athletics and Book Week. This supported student health and wellbeing.

Importantly the teachers supported students to rebuild their stamina for a full day of learning and their social reconnection with friends after the disruption caused to school based learning.

Wellbeing

In 2021 the school had several students enrolled in the Geelong Deaf Education Centre P-6. Support was also provided to other hearing-impaired students using the Deaf Education staff. The deaf and hearing-impaired students received comprehensive language intervention support as individuals, in small groups and within the regular classroom. Additional support was provided in the classroom through the provision of additional teaching staff, Classroom Assistants and Speech Pathology support. All students demonstrated growth in the learning.

Several students were provided with comprehensive intervention programs supported through the Program for Students with Disabilities and the provision of Classroom Assistants with them all working towards their goals and making positive progress. Our students with additional needs were also supported by External Health Providers and the valued skills of the Regional Network Specialist Team of Psychologists, Social Workers and Speech Pathologists.

The school also valued the ongoing collaboration with Deakin Universities Occupational Therapy Department and the therapy programs provided by two training Occupational Therapists in our Year P-2 classrooms.

In 2021 the school provided a Tutoring Program that provided periods of intervention to support over one hundred students to maintain their learning growth, in addition to ongoing targeted intervention support for those students requiring support.

The school has a strong focus on student agency and active engagement in learning with students using the 6c capabilities to develop their learning disposition.

Covid 19 restrictions limited the regular process of collaborative learning, but teachers and students innovated their practice to enable collaboration and the Year Five students hosted a very successful school Market requiring extensive planning, collaboration, creativity, and organisation. This also had a positive impact on student wellbeing.

The facilitation of the School Wide Positive Behaviour program has resulted in students actively demonstrating their RISE values and a strengthening of social/ emotional awareness. The RISE Positivitree behaviour recognition acknowledges student achievement in relation to the RISE values. It has seen a continued growth in the number of students achieving positive recognition.

The school provided an adjusted transition program for students into, through and from our school. Regular communication was provided to parents via newsletters and updates and regular video messages were provided by the Principal and Learning Specialist to ensure families were well informed and connected to the school during the remote periods.

The Kinderlinks program, provided 4-year-old students in the community with a school experience through the provision of an online Kinderlinks program during the remote period. The student's engaged in Music, Science, Art and storytelling activities. The transition program for our new Foundation students also occurred enabling them to engage in a school-based activity.

Prospective Prep parents were supported through the transition program with the opportunity to engage in personalised tours of the school and parent information sessions when restrictions permitted. Our Foundation teachers also engaged in an Early Years Network and with neighbourhood Early Years colleagues through the year.

During Year 6, our students developed their leadership skills through the provision of authentic learning and leadership experiences. A distributed student leadership model supported the students with varied leadership roles and activities supported by the educational team.

The Year 6 graduation was an important celebration with students acknowledged for their individual achievements, goals and contribution to their own learning and their school community. We were pleased to be able to offer this to our Year 6 students and their families with a formal outdoor presentation followed by a student outdoor dinner and disco enjoyed by all.

The end of year assembly which included parents, was a celebration of student learning during 2021 and their persistence and effort over the year. Students were also recognised for their academic and learning growth achievement. The annual celebration dance at the end of the assembly, ended the year with a sense of fun and demonstrated the very connected student community that we have at Grovedale West Primary School.

Finance performance and position

The surplus funds listed are committed to several programs and our DET Building and Capital Works program. The funds also include Deaf Facility funding that supports the P-12 Deaf Facility shared with Grovedale College. The school has benefited from a philanthropic grant from the Beth McLaren Smallwood Foundation to assist our deaf and hard of hearing students.

In 2021 the school received equity funding which was used to support a full time pedagogy leader to mentor teachers and enhance the curriculum to support the needs of all students. Tutoring finding also enabled many students to receive this targeted support.

The school also received National Chaplaincy funding to supplement the costs for a school Chaplain.

The school was engaged in design work through 2021 in readiness for Stage One of the \$6.559 million school upgrade with the building scheduled to commence around Term 3, 2022.

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at https://www.grovedale.west.ps@education.vic.gov.au](https://www.grovedale.west.ps@education.vic.gov.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 365 students were enrolled at this school in 2021, 179 female and 186 male.

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

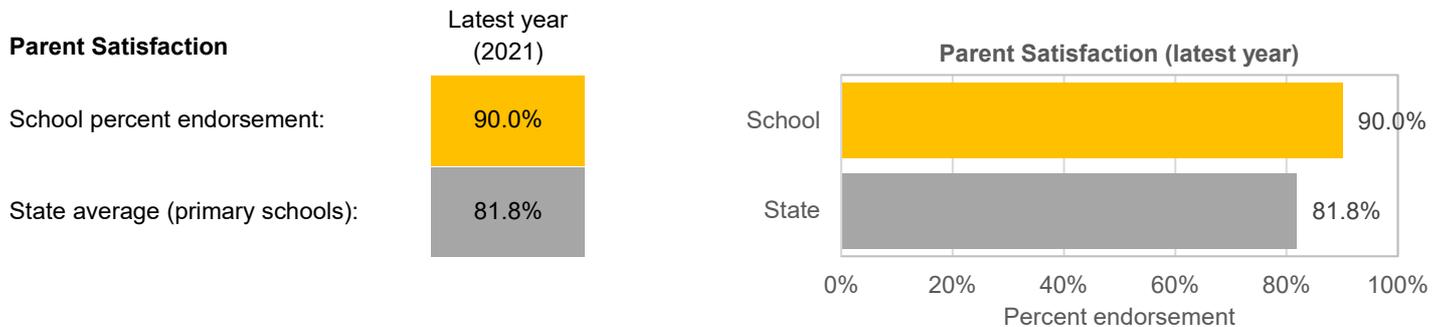
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

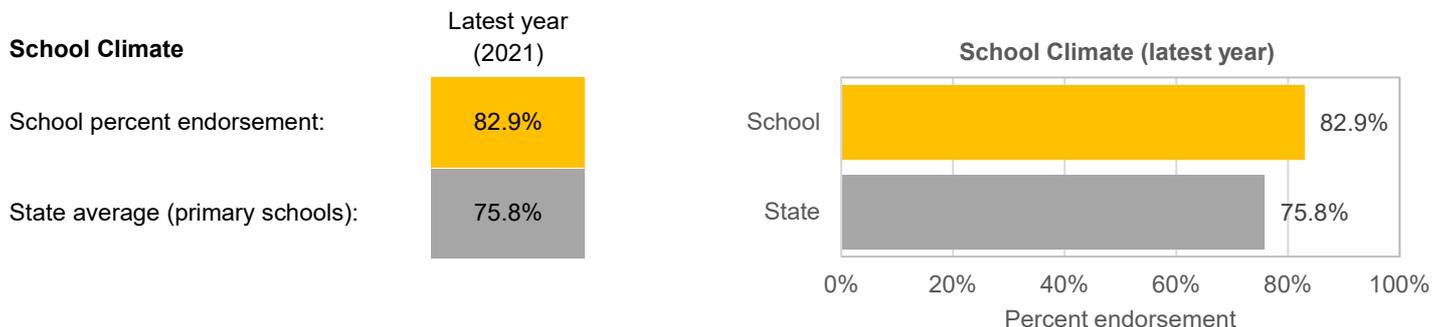


School Staff Survey

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:

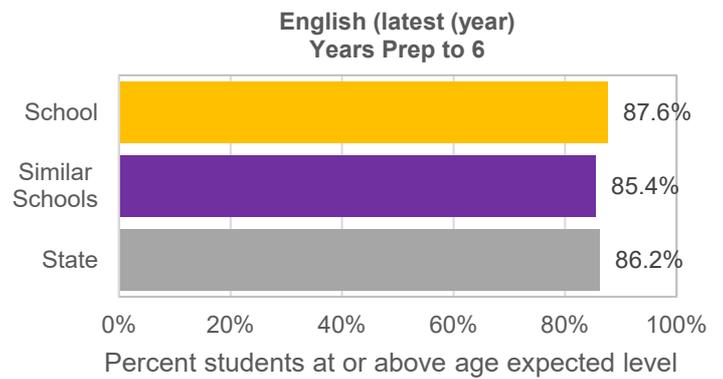
87.6%

Similar Schools average:

85.4%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

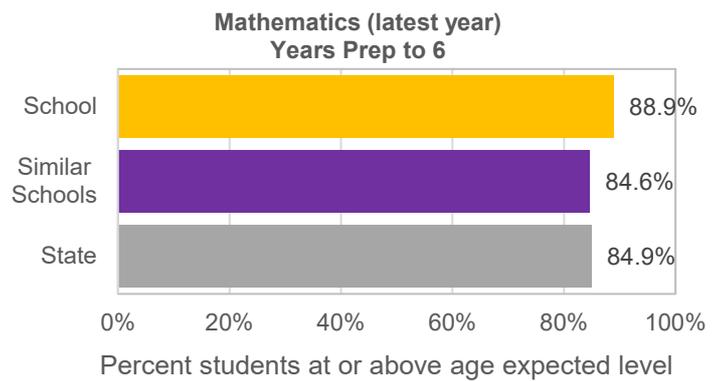
88.9%

Similar Schools average:

84.6%

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.

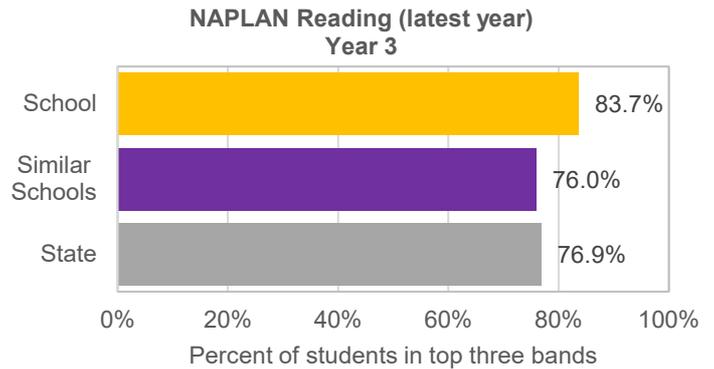
NAPLAN

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.

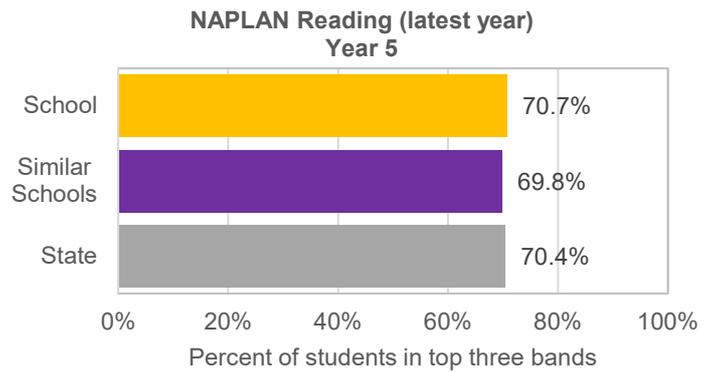
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.7%	77.7%
Similar Schools average:	76.0%	75.7%
State average:	76.9%	76.5%



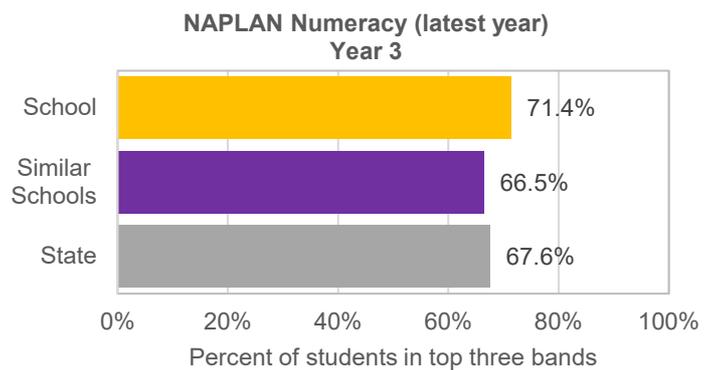
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.7%	71.9%
Similar Schools average:	69.8%	66.8%
State average:	70.4%	67.7%



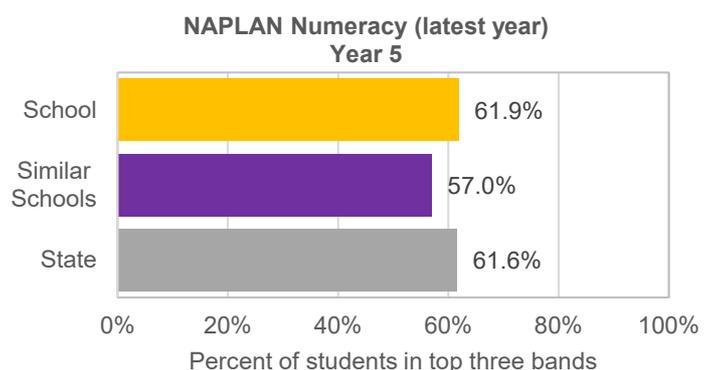
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.4%	64.7%
Similar Schools average:	66.5%	68.4%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.9%	54.5%
Similar Schools average:	57.0%	55.8%
State average:	61.6%	60.0%



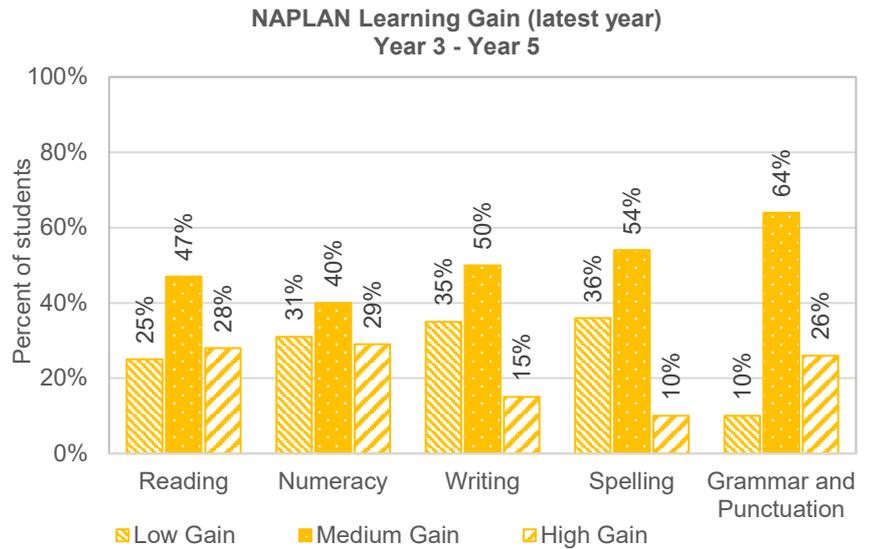
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	47%	28%	23%
Numeracy:	31%	40%	29%	22%
Writing:	35%	50%	15%	19%
Spelling:	36%	54%	10%	19%
Grammar and Punctuation:	10%	64%	26%	22%



ENGAGEMENT

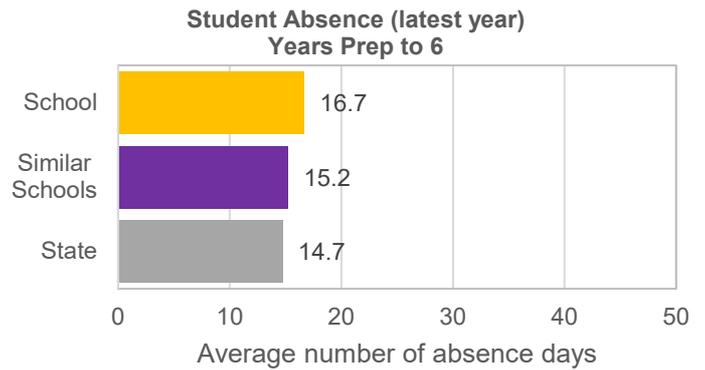
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.7	16.8
Similar Schools average:	15.2	15.0
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%	91%	94%	91%	93%	89%	89%

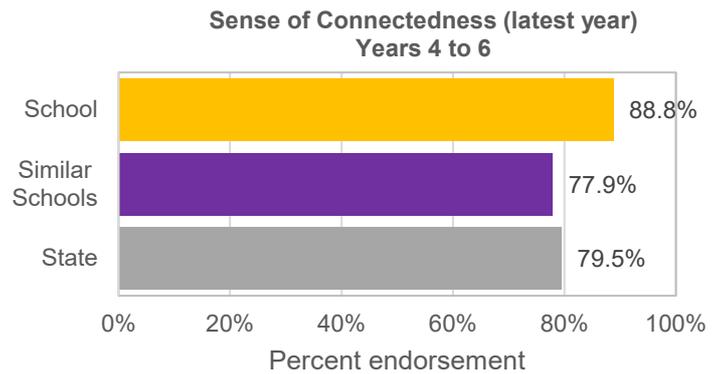
WELLBEING

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:	88.8%	88.2%
Similar Schools average:	77.9%	78.7%
State average:	79.5%	80.4%

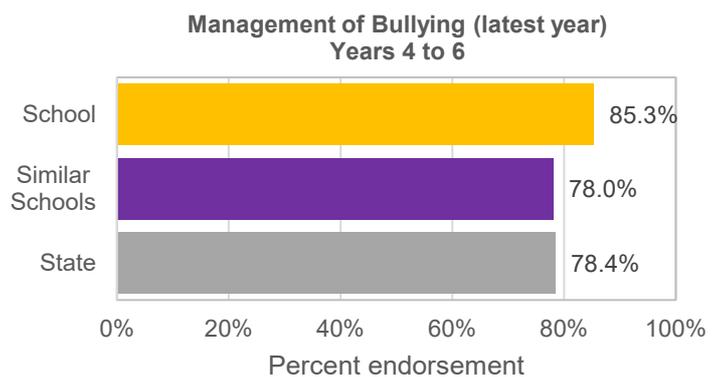


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	85.3%	84.6%
Similar Schools average:	78.0%	78.9%
State average:	78.4%	79.7%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,641,736
Government Provided DET Grants	\$548,780
Government Grants Commonwealth	\$201,280
Government Grants State	\$0
Revenue Other	\$5,794
Locally Raised Funds	\$251,839
Capital Grants	\$0
Total Operating Revenue	\$4,649,428

Equity ¹	Actual
Equity (Social Disadvantage)	\$90,928
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$90,928

Expenditure	Actual
Student Resource Package ²	\$3,594,982
Adjustments	\$0
Books & Publications	\$6,186
Camps/Excursions/Activities	\$62,552
Communication Costs	\$11,141
Consumables	\$55,456
Miscellaneous Expense ³	\$9,990
Professional Development	\$3,128
Equipment/Maintenance/Hire	\$81,526
Property Services	\$116,241
Salaries & Allowances ⁴	\$299,903
Support Services	\$18,230
Trading & Fundraising	\$34,270
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,275
Total Operating Expenditure	\$4,324,878
Net Operating Surplus/-Deficit	\$324,549
Asset Acquisitions	\$31,344

(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	\$1,435,421
Official Account	\$74,315
Other Accounts	\$0
Total Funds Available	\$1,509,736

Financial Commitments	Actual
Operating Reserve	\$116,801
Other Recurrent Expenditure	\$40,462
Provision Accounts	\$0
Funds Received in Advance	\$14,934
School Based Programs	\$12,455
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$237,942
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	\$422,594

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.