2021 Annual Report to The School Community

School Name: Footscray North Primary School (4160)

- 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 29 March 2022 at 09:29 AM by Kay Willmott (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 March 2022 at 10:57 AM by Daniel Maunders (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

Footscray North Primary School (FNPS) is an inner suburban primary school 6km from the Melbourne CBD. The population in the local area is changing. This is reflected in the changing SFOE: 2021- 0.2844 (2016-0.4493) at FNPS. FNPS is experiencing continued growth in student enrolments 2021 - 535 (2016- 350). During this time FNPS has enacted an enrolment strategy which has minimized the enrolments of students beyond our designated neighbourhood zone. Current trends indicate the school population is likely to continue to grow. There are a number of high-density housing redevelopments in the neighbourhood zone that will likely contribute to this. The growth in school population has been catered for by the allocation and provision of portable classrooms. Throughout 2021 a major building project was delivered to increase the capacity of the school by 200 students and for a competition grade gymnasium to be built. Concurrently, significant and urgent maintainance works were performed on the main administration building and an ISF Sensory Garden has also been delivered

Our student population is drawn from our local area. Nearly half (42%) our students speak a language other than English at home, with over 40 different language groups represented. Students who enrol speaking little or no English often spend a period of time attending the Western English Language School.

The growth in the student population, has also resulted in a growth in staffing requirements. Rigorous staff recruitment, induction and mentoring, along with retention of staff, have been and will continue to be an area that requires attention to ensure that high quality practices are consistently implemented across the school.

In 2021 Footscray North Primary School (FNPS) had a staff of 2.75 Principal Class, 3 Learning Specialists, 30.8 (EFT) teaching staff and 11.8 EFT education support staff. Curriculum programs were delivered through 22 classroom programs supported by 4 specialist programs. Significant investment through the Tutor Learning Initiative enabled an EFT of 3.4 teachers to support targeted students.

The school is housed on a very large site and is made up of 6 permanent buildings, 3 double portables, a new gymnasium and a number of active and passive play spaces. Our school facilities included 28 classrooms with adjacent office areas, collaborative spaces and breakout rooms, a performing arts room, a visual arts, room, 3 resource intensive learning spaces (LOTE/STEM), a library, Gymnasium, administrative area and community room (OSHC) and a fully equipped canteen area.

The school's mission is to "graduate empowered students who are high achieving, socially and emotionally intelligent, globally aware and active citizens in the community." Our school values are:
• Inclusion
• Excellence
• Respect
• Responsibility

Footscray North Primary School (FNPS) is committed to providing a safe, secure and stimulating learning environment, where students reach their full educational potential supported by a differentiated curriculum of the highest quality. FNPS recognises that student wellbeing and student learning outcomes are inextricably linked and understand that the school should promote this link both within the school environment and the classroom. We recognise the importance of the partnership between the school and parents/carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. The school provides a curriculum with a strong emphasis on English, Mathematics, Social Emotional Learning and an integrated topic based curriculum. The core curriculum is complemented by Specialist Programs in Physical Education, Visual Arts, Performing Arts and Spanish.

Footscray North Primary School has developed and embedded a universal culture of learning and a belief that all students can learn at high levels. We have implemented Professional Learning Communities as a way of ensuring that all students learn at high levels and staff continue to refine and develop high impact teaching strategies.

Professional Learning is an integral part of the operation of the school, and Professional Learning Communities are the focal point for planning, development and implementation of teaching and learning and collective inquiry to improve teacher practice. The school has invested significantly in strategies to ensure that all students learn at high levels. Strategies include:
• A research based disposition when making curriculum decisions.
• Development of Essential Learnings for each year level and specialist area.
• Providing time and support for teaching teams to collaborate and engage in Professional Learning Communities about student learning and instructional practice
• Establishment of SMART goals as a Professional Learning Community, aligned to the School Strategic Goals.
• The delivery of an explicit Social and Emotional learning program delivered through the lens of Positive Education and the Resilience, Rights and Respectful relationships program.

Framework for Improving Student Outcomes (FISO)

In 2021, the AIP focused on the delivery of the system wide priorities of
Learning, catch-up and extension
Happy, active and healthy kids
Connected schools

Embedded within these 3 priority areas were actions and activities we knew to support the areas identified within the 2019-2023 School Strategic Plan. Specifically, to continue to strengthen writing practices across the school, deepening the understanding of practices that support the Instructional Model

To support this work, a subschool model was adopted with an Assistant Principal worked with each subschool P/1, 2/3 and 4-6. Three Learning specialists were aligned to the 3 subschools to support teacher learning through coaching and mentoring. Tutors were aligned to year level teams and embedded within the teaching team allowing for responsive and targeted support to students.

Throughout 2021, schools and communities continued to experience significant disruptions due to the COVID-19 response. During this time the school continued to work towards supporting the learning and engagement of all staff and students.

Achievement

In 2021, to support the KIS of Learning Catch up and Extension, collaborative teams were supported to develop a rigourous and aligned view of the curriculum. Collaborative teams have refined proficiency scales that supported the delivery of the Guaranteed and Viable Curriculum in English, Mathematics and Social Emotional Learning. Through this, team members were able to build a shared and consistent understanding of the curriculum they were delivering and articulated what mastery of the curriculum may look like by providing examples of the rigour expected at each level. Collaborative teams regularly tracked student achievement and discussed differentiated strategies to support all students in progressing their learning across the core curriculum areas. This extended to periods of remote and flexible learning as well as when students were learning onsite.

The 2021 tutoring learning initiative has supported student achievement through
- targeting both literacy and numeracy
- having the same tutor working with each team
- the tutoring being a member of the collaborative team so that they were part of the team and discuss the data and intervention needed
- having high quality tutors (experienced and expert teachers) so that the students were receiving high quality instruction
- the tutors working with the same students during Remote Learning through small group work or other means.
- the tutors tracking and providing feedback to teachers using the same checklist.

The workshop model and associated planning documents support the school's instructional model (Gradual Release of Responsibility). Through the work of collaborative teams, mentoring and coaching, staff have been supported to embed the workshop model in their ongoing classroom practice. Weekly discussions at collaborative team meetings further develop and provide context for embedding the HITS and through engagement with our network colleagues at Parkville college initial explorations around the HIES (High Impact Engagement Strategies) has begun.

Teaching staff have engaged in learning focused on strengthening writing practices across the school. Learning has taken place through attendance at targetted professional learning, mentoring, coaching, peer observation and teacher learning within collaborative teams:
- Heggerty's phonological awareness program (prep team)
- scaffolding literacy (whole school)
- literacy toolkit (whole school)
- Smart Achievers Spelling program (years 1-6)

The learning progress of students funded under the PDS program was monitored through termly SSG meetings. Nearly all students demonstrated achievement of their learning goals supported through modification of the learning program and support within and beyond the classroom setting. A significant proportion of the PSD funded students did attend the onsite learning program for part of the week throughout the period of 'learning at home.'

Engagement

Opportunities for connection between home and school have continued to strengthen in 2021. Over 95% of families are regularly accessing the school data management system Sentral. To support families the leadership team developed a specific communication strategy so as not to overwhelm families during periods of remote learning. Teams consistently sent out weekly overviews about the week ahead, with a focus on curriculum, upcoming events and reminders.

Parents regularly (3 or more time a term) received updates about their child's learning program through the Continuous Assessment module on Sentral. Samples of student work and comments provided by the teacher were also shared with families. These results were updated throughout the year when greater proficiency was demonstrated and also made visible in the semesterly reports.

Whole school afternoon events became a feature of our remote learning in 2021. The specialist team supported by classroom teachers and student leaders ran daily "live sessions" with a focus on providing an opportunity for all members of a family or household to get involved and do the activity together.

During periods of remote learning staff were able to support families at their point of need. Teachers were regularly checking in with students and their families via phone or online platforms. This supported the return onsite after lengthy periods of learning at home.

In 2021, to support the KIS of happy, active and healthy kids, collaborative teams committed to tracking student progress on the proficiency scales that support the Social Emotional Learning program. During onsite learning this was done twice a term. During periods of remote learning, this was not a priority task. Teams did however prioritise wellbeing and connections through a range of online activities including lunchtime drop in sessions and whole school afternoon live events (the specialist team contributed significantly to this). During periods of transition from remote to onsite learning, staff were responsive to the needs of the cohorts incorporating movement breaks (also mask breaks), collaborative activities to support connections and working closely with families.

Various lunchtime activities were implemented throughout the year including chess, origami, math Olympiad, art and craft. Our Arts Captains were supported to facilitate Art Club and also the art based whole school live events during remote learning. FNPS was also selected to participate in the State School Spectacular is the mass dance and choir sections, and whilst there wasn't a performance for 2021, the students were able to share items at a school assembly.

In 2021 the home room time that was established in 2020 was maintained. These sessions were initially used to foster a calm and orderly environment and promote peer and school connectedness.

The development of student voice and agency supporting this KIS and also the 4 year strategic plan, was progressed through supporting students becoming more aware of the agency they have in their learning. Students (particularly those in years 3-6) are more familiar with the language of proficiency scales, learning intentions and success criteria and know how these relate to their learning. This knowledge lays a strong foundation for further developing school wide processes related to goal setting. Embedded within the workshop model, are multiple opportunities for goals to be set and for feedback from teachers, peers and self reflection to support the monitoring and progress towards the goals. Whilst learning remotely and face to face, teams have continued to draw from opportunities to use heat maps and bump it up walls to tune students into learning goals.

The Junior School Council approach was updated successfully and students were supported to work with greater agency in their roles. They gave insights into some of the date within the Attitudes to school survey for leadership and school council with a focus on student perception regarding the management of bullying. Later in the year they played a role with the working group that put forward the proposal around launching a House system throughout the school.

There was a working group that met several times in the second part of the year, with a focus on how student voice can be better incorporated into the reporting cycle. Ideas explored included
- students uploading evidence through Sentral through the Continuous reporting platform to share with their parents
- how can we build the capacity of our students to be able to facilitate conversations about their learning progress with their families (Celebration of learning)
- how can we better include our students in their SSG meetings (current practices include talking about the children rather than to them)

Wellbeing

School processes related to raising learning and engagement concerns are documented and followed. The structure of the Leadership team has been developed to support a sub-school model, where senior members of staff hold responsibility for the learning and engagement for the students in their sub school. These leaders supported the implementation of IEPs, SSGs and care teams meetings for students who were vulnerable. They were able to support the classroom teachers in implementation of strategies and offer further support in liaising with parents and allied health. Regular wellbeing meetings with school based staff (Speech Path, PSD coordinator, and Student Wellbeing Coordinator) and with HAWKC (Regional staff) supported a collaborative approach to capacity building and case management. This has supported one person being a key contact for the family, rather than hearing from many members of staff.

A whole school approach to behaviour management continues to be implemented. Sentral is used to track behaviour incidents. The wellbeing team used data from Sentral to identify, monitor and respond to trends in data.

Despite a challenging year for students and their families, FNPS has been able to ensure students and their families have remained active and engaged throughout the year. During extended periods of learning from home, FNPS developed innovative ways of connecting with and supporting students and their families.

Finance performance and position

Footscray North Primary School remains in a strong financial position. Initial plans developed late in 2020 for 2021 were structured to see a small, planned surplus. Planning models developed were done so with the limited number of classrooms that were onsite and a projected increase in the number of enrolments. The 2019-2023 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for allocation of funds to support school programs and priorities. Due to remote and flexible learning, the needs of the school and the allocations of resources varied across the year in a way that had not been projected. These higher than projected enrolments, limited classroom spaces and changes in the resourcing required due to remote and flexible learning, all contributed to

the net operating surplus. Surpluses from previous years, where limited classroom space constraints and strong enrolments, further contributed to the 2021 surplus.

Footscray North School Council manages a range of licences related to the use of school facilities. With the support of school council, expressions of interest were sought regarding the licence for the OSHC program, with TeamKids being appointed from the start of 2022 (3 year tenure).

For more detailed information regarding our school please visit our website at
www.footsnth.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 536 students were enrolled at this school in 2021, 232 female and 304 male.

44 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.

Parent Satisfaction	Latest year (2021)
School percent endorsement:	84.1%
State average (primary schools):	81.8%

Parent Satisfaction (latest year)

School	84.1%
State	81.8%

0%   20%   40%   60%   80%   100%
Percent endorsement
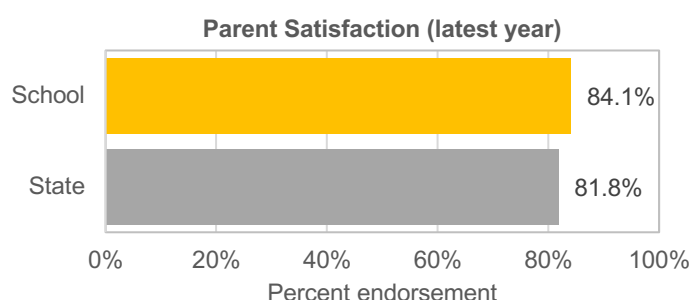
School Staff Survey

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.

School Climate	Latest year (2021)
School percent endorsement:	74.7%
State average (primary schools):	75.8%

School Climate (latest year)

School	74.7%
State	75.8%

0%   20%   40%   60%   80%   100%
Percent endorsement
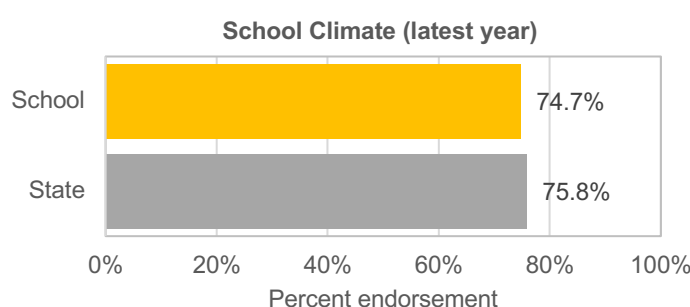
ACHIEVEMENT

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:	85.9%
State average:	86.2%

English (latest (year)
Years Prep to 6

School	89.7%
Similar Schools	85.9%
State	86.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
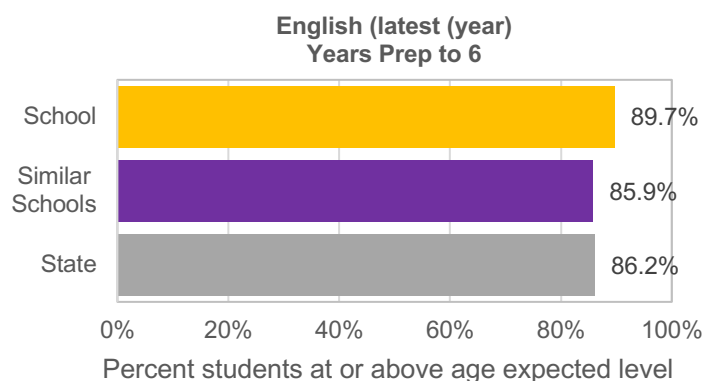
Mathematics **Years Prep to 6**	Latest year (2021)
School percent of students at or above age expected standards:	94.2%
Similar Schools average:	84.2%
State average:	84.9%

Mathematics (latest year)
Years Prep to 6

School	94.2%
Similar Schools	84.2%
State	84.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
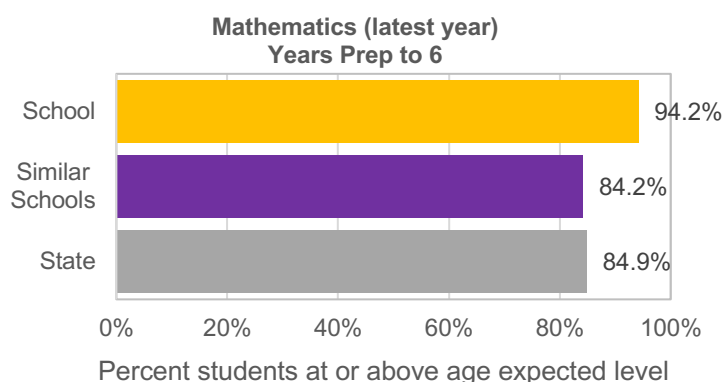
ACHIEVEMENT (continued)

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

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

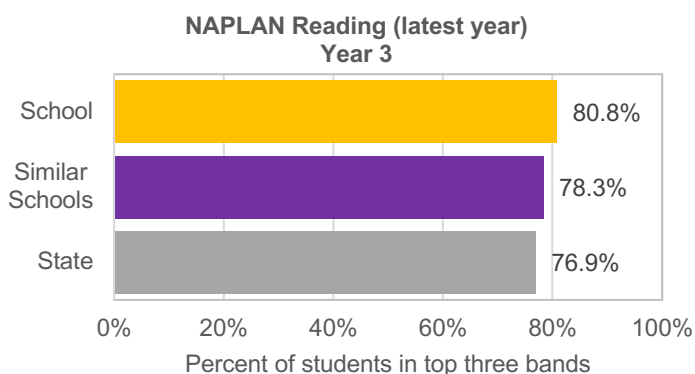| **Reading Year 3**	Latest year (2021)	4-year average
School percent of students in top three bands:	80.8%	83.1%
Similar Schools average:	78.3%	77.7%
State average:	76.9%	76.5%

NAPLAN Reading (latest year) Year 3

School 80.8%
Similar Schools 78.3%
State 76.9%

Percent of students in top three bands

Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	74.1%	71.9%
Similar Schools average:	71.7%	67.5%
State average:	70.4%	67.7%

NAPLAN Reading (latest year) Year 5

School 74.1%
Similar Schools 71.7%
State 70.4%

Percent of students in top three bands
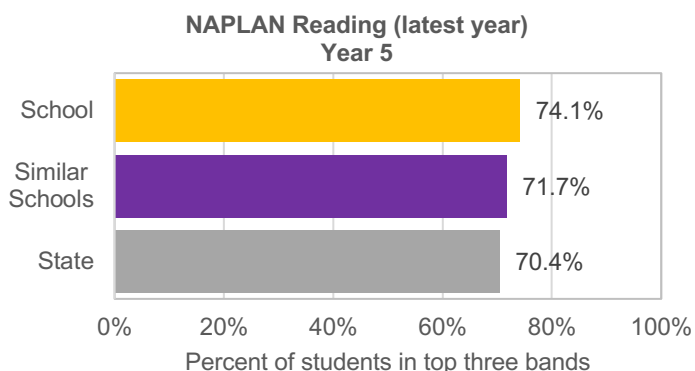
Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	68.1%	74.6%
Similar Schools average:	68.0%	68.9%
State average:	67.6%	69.1%

NAPLAN Numeracy (latest year) Year 3

School 68.1%
Similar Schools 68.0%
State 67.6%

Percent of students in top three bands
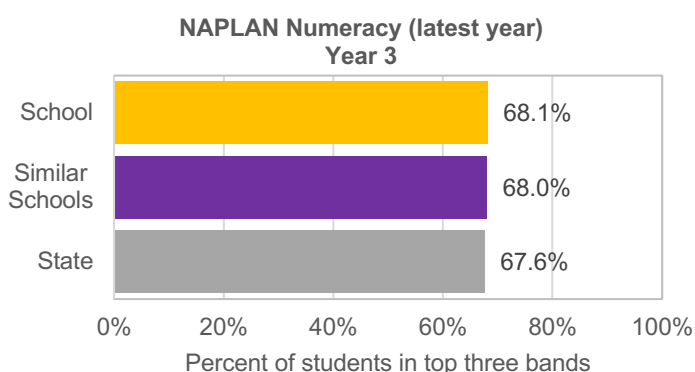
Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	77.8%	69.3%
Similar Schools average:	63.5%	61.3%
State average:	61.6%	60.0%

NAPLAN Numeracy (latest year) Year 5

School 77.8%
Similar Schools 63.5%
State 61.6%

Percent of students in top three bands
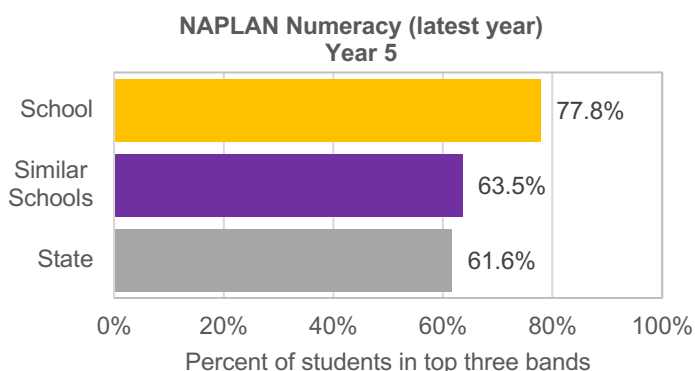
ACHIEVEMENT (continued)

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:	30%	43%	28%	26%
Numeracy:	31%	39%	29%	28%
Writing:	24%	57%	19%	24%
Spelling:	26%	54%	20%	26%
Grammar and Punctuation:	24%	52%	24%	29%

NAPLAN Learning Gain (latest year)
Year 3 - Year 5

Percent of students

	Reading	Numeracy	Writing	Spelling	Grammar and Punctuation
Low Gain	30%	31%	24%	26%	24%
Medium Gain	43%	39%	57%	54%	52%
High Gain	28%	29%	19%	20%	24%

■ Low Gain   ■ Medium Gain   ■ High Gain
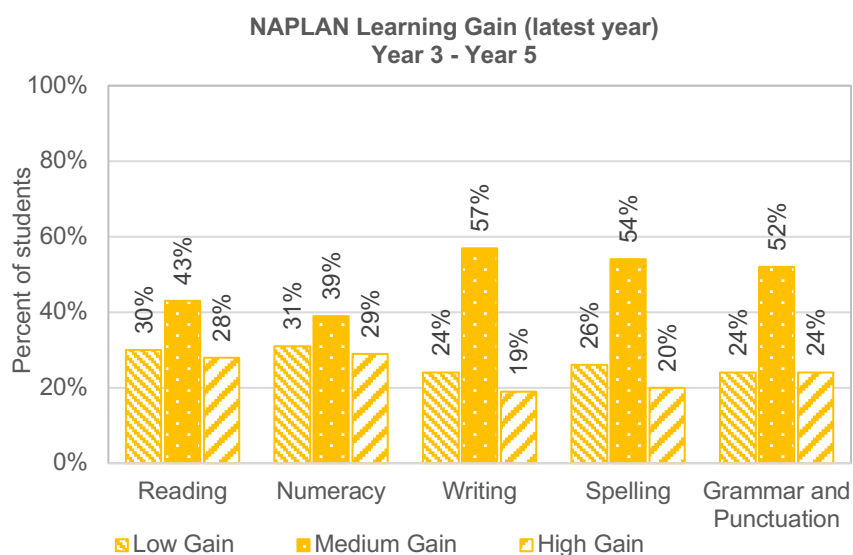
ENGAGEMENT

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:	15.5	16.8
Similar Schools average:	14.3	15.1
State average:	14.7	15.0

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	15.5
Similar Schools	14.3
State	14.7

Attendance Rate (latest year)

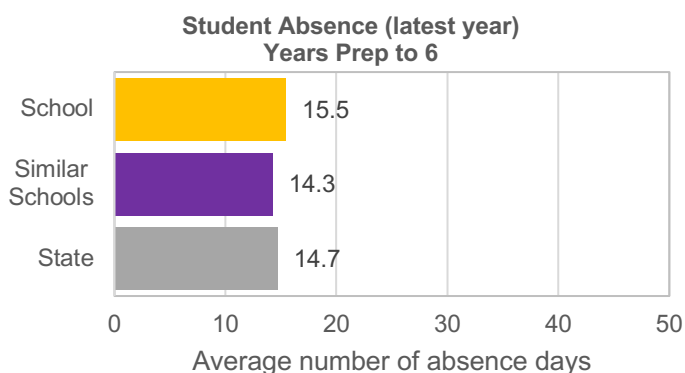|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	92%	91%	92%	91%	93%	93%

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.*
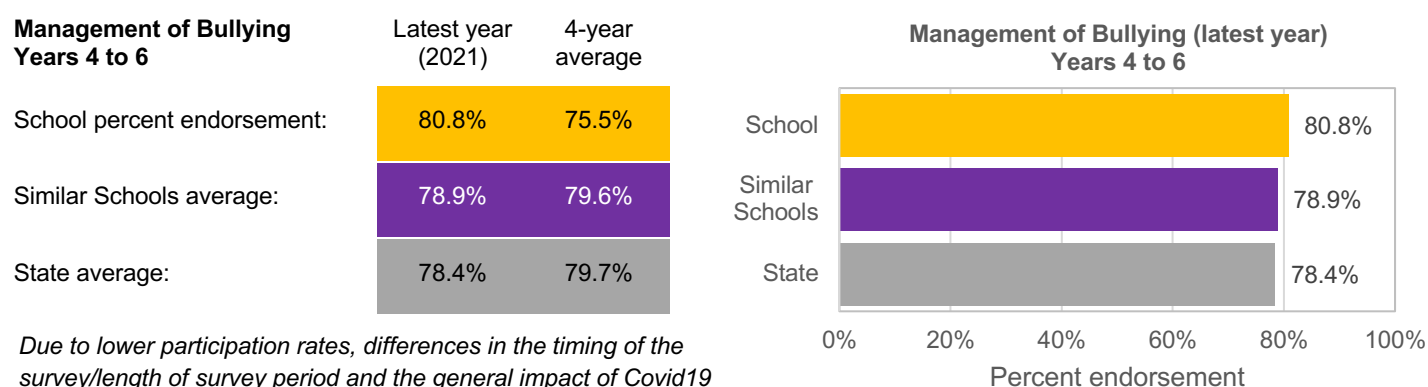
Student Attitudes to School – Sense of Connectedness

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:	81.1%	78.0%
Similar Schools average:	81.7%	81.7%
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.

**Sense of Connectedness (latest year)
Years 4 to 6**

	Percent endorsement
School	81.1%
Similar Schools	81.7%
State	79.5%

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:	80.8%	75.5%
Similar Schools average:	78.9%	79.6%
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.

**Management of Bullying (latest year)
Years 4 to 6**

	Percent endorsement
School	80.8%
Similar Schools	78.9%
State	78.4%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$5,279,629
Government Provided DET Grants	$663,192
Government Grants Commonwealth	$19,646
Government Grants State	$0
Revenue Other	$21,387
Locally Raised Funds	$206,061
Capital Grants	$0
Total Operating Revenue	**$6,189,914**

Equity [1]	Actual
Equity (Social Disadvantage)	$63,501
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$63,501**

Expenditure	Actual
Student Resource Package [2]	$4,721,493
Adjustments	$0
Books & Publications	$11,474
Camps/Excursions/Activities	$68,236
Communication Costs	$8,281
Consumables	$109,043
Miscellaneous Expense [3]	$6,367
Professional Development	$10,566
Equipment/Maintenance/Hire	$123,177
Property Services	$67,660
Salaries & Allowances [4]	$44,237
Support Services	$52,801
Trading & Fundraising	$9,690
Motor Vehicle Expenses	$527
Travel & Subsistence	$0
Utilities	$30,546
Total Operating Expenditure	**$5,264,100**
Net Operating Surplus/-Deficit	**$925,814**
Asset Acquisitions	**$142,693**

(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	$387,449
Official Account	$17,989
Other Accounts	$0
Total Funds Available	**$405,438**

Financial Commitments	Actual
Operating Reserve	$81,468
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$24,369
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	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$60,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$165,837**

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.