

2021 Annual Report to The School Community



School Name: Sandringham Primary School (0267)



- 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 07 April 2022 at 11:43 AM by Louise Neave (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 09 May 2022 at 08:27 AM by Adam McConnell (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

At Sandringham Primary School, we are strongly connected to our community and neighbourhood. Our parents move freely within the school to assist and participate in the children's learning. Our school is one of the oldest schools in Victoria, turning 166 years old this year. We have close links with local kindergartens and neighbouring primary and secondary schools. Sandringham Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. This process is undertaken at the beginning of each year. The shared expectations are intended to support individual students and families from a diverse range of backgrounds, communities and experiences. Sandringham Primary School learning community works together to create an environment in which our school values are developed and upheld. These values, relationships, responsibility, respect, resilience and resourcefulness, have been co-created to foster a supportive and effective learning community, and underpin a culture of connectedness and belonging. Our vision is to develop an inclusive, effective, caring and dynamic learning community in partnership with all key stakeholders.

Our Human Literacy Pedagogy strengthens our educational philosophy which is centred on the whole child. This enhances their learning and wellbeing to ensure all children thrive in their lives with confidence, self-belief, strong voice, empathy and compassion. We believe in educating our children for the future, not merely to take their place in the future, but to thrive and contribute to the world of the future. We also believe that we, as their teachers, must also be learners. Learning areas at Sandringham Primary are stimulating and promote a strong sense of belonging. We have flexible, multi-modal learning environments and spaces that support personalised, differentiated learning and programs that meet the needs of all students. The tone of our school is calm and inviting. Our students are happy, motivated and engaged in their learning and student voice, agency and leadership are enabled through our pedagogy and engagement in community events. Our students are empowered to develop 21st-century skills and attitudes and we provide learning experiences that support our students to transfer knowledge, skills and attitudes to future learning experiences. Digital technology is embedded throughout the curriculum using iPads, laptops and robotics. The Microsoft platform supports our BYOD laptop program. Sandringham Primary School is a school of choice for many families who are seeking outstanding educational outcomes in a school that values contemporary research-based teaching practices.

The staff profile consists of 2 principal class, 29 equivalent full-time teachers and 7 Education Support Staff. The school has a highly professional and committed group of teachers and Education Support personnel whose many skills, attributes and experience provide an innovative, challenging and supportive learning environment for students. A range of extra curricula activities is offered to accommodate the diverse interests, passions and talents evident in our students. The model of collaborative decision-making and distributed leadership underpins and enriches the collective responsibility staff have for the effective operation of our school and we enjoy a strong collaborative relationship with our network and cluster of schools. The school was successfully reviewed in 2019 with the establishment of a new strategic plan until 2023.

On the first Friday day of term 1 2020, approximately 60 % of Sandringham Primary was destroyed in a fire. The impact on the whole community was significant. With the support of our community, DET and our network schools we were able to have our students back in the classroom at 2 local schools and we relocated to 'Sandy Primary Village' in term 2 2020. Throughout the remainder of 2020 and 2021, Sandringham Primary embarked on a design and rebuild process, and moved back to our original site at Bamfield Street on the 18th of December 2021.

Throughout the planning and rebuilding of Sandringham Primary during 2020 and 2021, we ensured attention to historical elements of our school were maintained. Our new state of the art learning spaces includes purpose-built STEAM, art and library facilities and our teaching and learning spaces enjoy practical areas, breakout rooms, natural light and connection to a range of outdoor spaces. Within our new design we have incorporated an Infrared Hearing Augmentation System, enhancing our strong focus on Inclusive Education.

Framework for Improving Student Outcomes (FISO)

Sandringham Primary School is committed to providing a comprehensive, challenging curriculum to continually improve student learning outcomes. Our FISO priority is Excellence in Teaching and Learning, focussing on Evaluating Impact on Learning, and Building Practice Excellence. In 2021 we continued to focus on strengthening collaborative practices and through the implementation of Middle Leaders we embarked on implementing Rapid Action Improvement Cycles particularly in Mathematics and continued to strengthen the consistency of our instructional model. A team of leaders participated in the Victorian Professional Learning Communities (PLC) Initiative which will further strengthen our approach to curriculum planning and assessment in 2022. A whole school data wall was introduced to support assessment of student achievement and enhance whole school data analysis. The successful implementation of our SPS Discovery Cycle document, has ensured a guaranteed and viable curriculum p-6.

A strength of SPS continues to be its strong culture of professional learning. The Leadership Team, Teacher Experts and Educational Consultants facilitated a range of focussed professional learning for our teachers to support in the achievement of our whole school goals. Our staff engage in professional learning through a range of whole school sessions, PLCs, briefings, graduate mentoring, modelling and observation, Learning Specialists and educational conferences and courses.

To support the achievement of KIS- Building Practice Excellence, middle leaders engaged in the Professional Learning Communities Initiative, with full implementation expected by the second half of 2022.

Achievement

Sandringham Primary School continues to be recognised as a high performing school as evidenced by assessment against Victorian Curriculum and NAPLAN. We recognise that high quality teaching in every classroom every day is crucial to improving student outcomes. We are committed to the continual development of the school and throughout 2021 our strategic strategy focussed on ensuring our student learning outcomes in all areas continued to improve. To support our strategic direction, we undertook the following: Continued to refine our model for student learning from P-6. Throughout Home Learning and on-site, the whole school focused on student centred pedagogy, explicit teaching, and the full integration of ICT and eLearning opportunities, in all areas of the learning and teaching. This model was implemented in collaboration with the teachers and consultants who work across our school. The model was evaluated on an ongoing basis and adjusted to improve its effectiveness. Whole school implementation the Human Literacy S.P.I.C.E.® elements throughout the school to focus the learning and teaching on the Social, Physical, Intellectual, Cultural and Emotional needs of the whole child. We continued to work with the reading framework, Comprehension, Accuracy, Fluency and Expanded Vocabulary (CAFE) and writing framework, Vocabulary, Organisation, Ideas, Conventions, Explore Vocabulary, Sentence Fluency and Presentation (VOICES+P) to build consistency of instruction and expectations throughout the year levels. Structured Word Inquiry continued to underpin students' understanding of spelling, morphology, etymology and phonology. The learning support teachers, one whom specialises in dyslexia, continued to work with students from Prep to Year 4. Our Prep students were screened to determine their individual phonemic awareness and Learning Support teachers joined the class teachers to provide focused teaching programs for the Prep students. We continued with our whole school approach to assessment, planning, documentation and teaching of Literacy and Numeracy, using SPA Markbook and SPA continuum as a whole school assessment and diagnostic tool. These tools support consistent data analysis and inform student learning needs and identify students for the Tutor Learning Initiative. Throughout Term 4, SPS prioritised Literacy and Numeracy to support students on their return from Home Learning. The ongoing support of our students post Home Learning will continue in 2022 through the Tutor Learning Initiative, Inclusive Education Framework, point of need instruction and differentiation across cohorts.

Throughout 2021, despite periods of Home Learning, we continued our whole school improvement strategy in Mathematics. With the implementation of a Maths Improvement Role, in conjunction with our middle leaders we have

increased the percentage of students meeting or above benchmark growth and decreased the percentage of students in the bottom 2 bands in year 5 resulting in the performance group 'Influence' on our school performance report, indicating a positive improvement trajectory.

Additionally, Sandringham Primary has seen an increase in the percentage of year 5 students in the top 2 bands in Naplan- Writing, the highest percentage in the top 2 bands over the last 5 years.

SPS continues to see a high percentage of students with achievement at or above the expected level in line with the Victorian Curriculum in both English and Mathematics.

Reading and viewing 93% Speaking and Listening 97% and Writing 90%

Measurement and Geometry 93% Number and Algebra 94% and Statistics and Probability 93%

Planning for improved student outcomes in 2022, Sandringham Primary School has prioritised student learning - with an increased focus on numeracy, spelling, and student wellbeing through the 2022 Priorities Goal.

Engagement

Engagement was a priority throughout 2021 at SPS due to the significant factors we faced relocating after the fire in 2020, and extended periods of Home Learning. It was essential to consolidate and build on the growing understanding of our teachers on how best to engage students in their learning through further application of 21 Century Learning Design elements, High Impact Teaching strategies and Practice Principles whilst focusing on student wellbeing through our Human Literacy Pedagogy. To ensure that all students stayed engaged and motivated in their learning and connected to teachers and peers, we continued to review and improve IT tools and strategies to strengthen partnerships between home and school and support student engagement during Home Learning periods.

Our strong focus on engagement during 2020 and 2021 is evident in the significant improvements we made on the 2021 Student Attitudes to School Survey.

2021 Target

Differentiation Positive Endorsement from 82% to 85%

Stimulated Learning Positive Endorsement from 76% to 80%

Effective Teaching Time Positive Endorsement from 81% to 85%

Sense of Connectedness Positive Endorsement from 77% to 85%

2021 Outcome

Differentiation Positive Endorsement- 92%

Stimulated Learning Positive Endorsement - 84%

Effective Teaching Time Positive Endorsement -91%

Sense of Connectedness Positive Endorsement- 84%

Most students at Sandringham Primary remained engaged throughout Home Learning with Sense of Connectedness Positive Endorsement increasing from 77% to 83% and Motivation and Interest Positive Endorsement increasing from 77% to 81%

Wellbeing

Our ongoing commitment to supporting the health and wellbeing of students, staff and families throughout 2021 remained our priority. We continued to review and modify how we supported students and their families throughout

Home Learning and were responsive to individual needs.

To promote wellbeing and a culture of caring, throughout the year we continued to offer activities and events for teachers, students and their families to support their wellbeing, resilience, inclusion and sense of belonging. During remote learning teachers met online with their students every day for tuning in, explicit teaching sessions, small group guided instruction 1:1 conferencing, assessment, feedback and daily reflection.

During Home Learning teachers met online with their students every day for tuning in, explicit teaching sessions, small group guided instruction 1:1 conferencing, assessment, feedback and daily reflection. All staff met online every morning to keep informed about school events, updates from DET regarding COVID and to maintain the collegiality in their teams.

The following Wellbeing supports continued throughout 2021:

Staff met online every morning to keep informed about school events, updates from DET regarding COVID and to maintain the collegiality in their teams.

Staff developed video messages for our school community to develop our sense of connectedness and empathy during remote learning.

Weekly video messages were incorporated into the newsletter.

Annual Sandy's Got Talent competition successfully transitioned to online.

Our strong focus on resilience and wellbeing was underpinned by our well-established school values. Each class co-created classroom norms as the foundation for a respectful, constructive, positive collaborative virtual classroom environment.

SOG meetings continued online.

The Resilience Project tenants of Gratitude, Empathy and Mindfulness (GEM) supported resilience and wellbeing of students, staff and families.

We participated in a wellbeing parent information evening that our community was invited to attend, hosted by The Resilience Project.

Our Upstanders team continued to collaborate with several neighbouring schools.

Our involvement with Resilience Youth Australia also informed our student wellbeing and welfare programs, to support and promote acceptable behaviours to enable a safe, inclusive and orderly school environment.

Teachers continued to use Circle Time to build the students' social/emotional skills, sense of connectedness to school, student voice and agency, and to reinforce our school values.

Whole school assemblies on-line/on-site.

Prep teachers conducted home visits for all their students in the first few weeks of school to help the students make the link between their home environment to their learning environment at school.

Students revisited the use of eSmart tools and strategies to promote safe online practices.

Student wellbeing programs included the Buddies program encompassing Reading, Digital Technologies, Friendship and Pastoral Care, Upstanders, Peacemakers and PLAY Leaders programs.

The leadership team and our teachers facilitated a range of on-line presentations to enrich student pathways and

transitions from the preschool sector into the school

Implemented a modifies prep transition program

Year 5 and Year 6 students participated in the transition programs offered by local secondary colleges

Student Attitudes to School Survey- Management of Bullying continued to show high positive endorsement at 84.5% well above similar schools.

Finance performance and position

The main source of funding for our school is delivered through the Student Resource Package from the Department of Education and parent contributions. 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. The school's commitments were closely monitored by the School Council.

The generosity of the school community through the building fund, the library fund and fund raising events, provides money to help maintain the facilities, both old and new, the grounds, invest in resources including digital technology, our chess program, the kitchen garden, and contribute to the resourcing of the specialist programs. In 2021, the school community raised \$69,000 for the construction of a new bike shed at Bamfield Street.

Our school was provided with a small amount of equity funding, however as a proactive learning organisation, considerably more than the allocated amount was used to support our Learning Support Program. The school also received targeted funding for Student Excellence Program, Swimming in Schools and The Sporting Schools Grant.

Sandringham Primary is committed to continuing the provision of high-quality educational opportunities and initiatives aimed at improving outcomes for all students, as well as maintaining facilities to a high standard in line with the expectations of our staff, learners and school community and considerable human and financial resources are provisioned to support this.

For more detailed information regarding our school please visit our website at
<https://www.sandyps.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 455 students were enrolled at this school in 2021, 231 female and 224 male.

5 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).

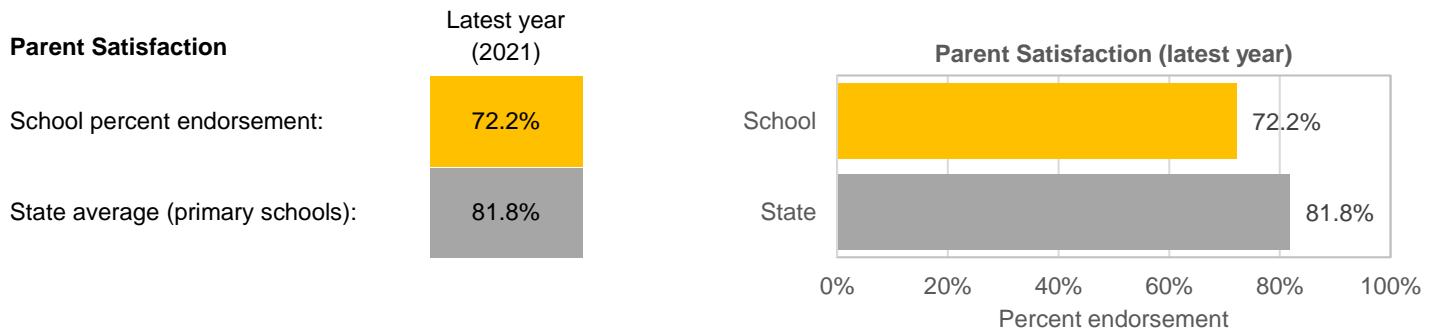
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

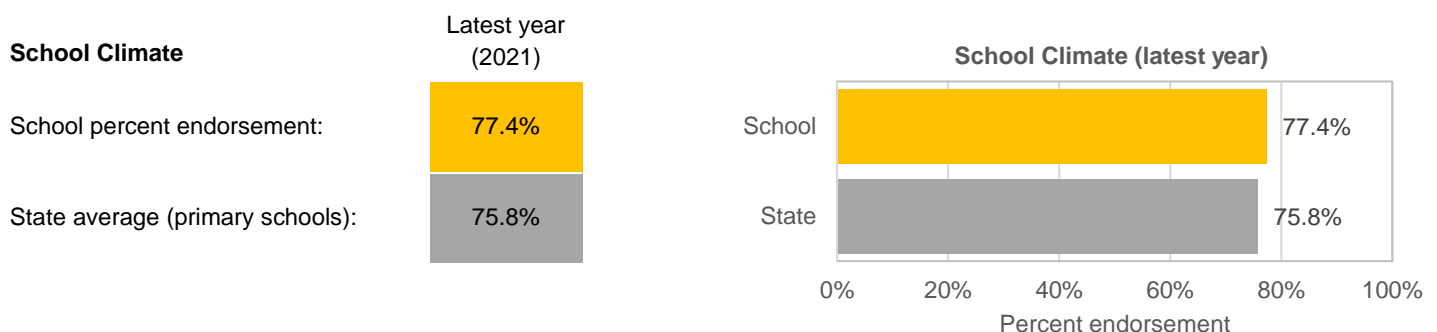


School Staff Survey

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:

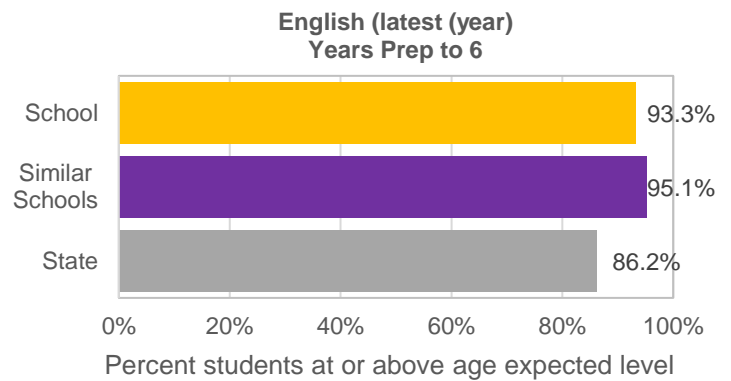
93.3%

Similar Schools average:

95.1%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

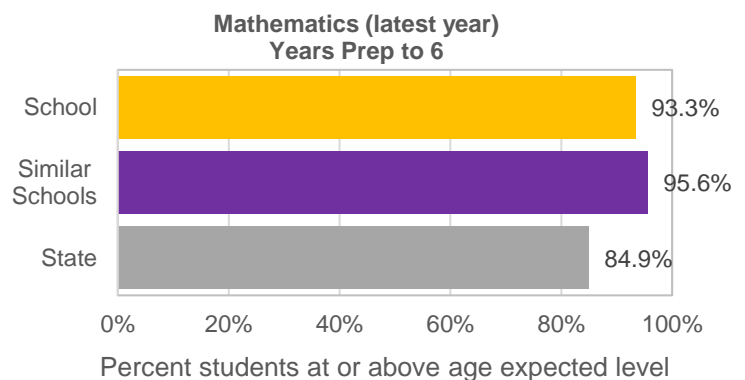
93.3%

Similar Schools average:

95.6%

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.

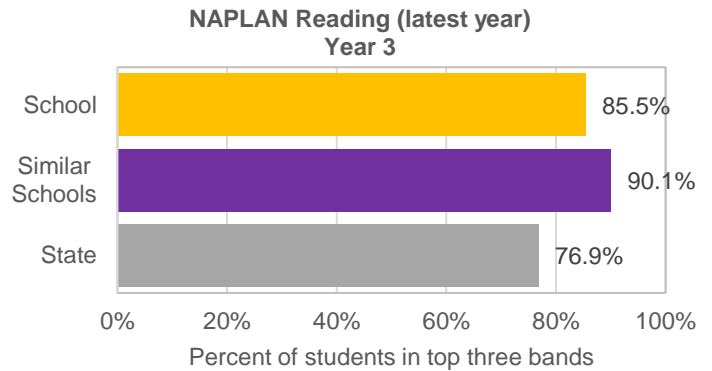
NAPLAN

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.

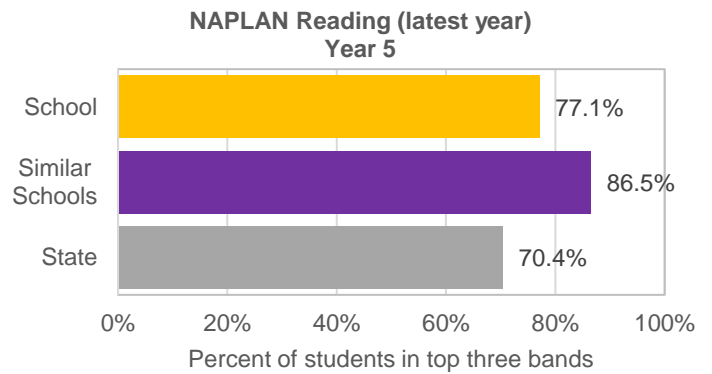
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.5%	83.3%
Similar Schools average:	90.1%	89.8%
State average:	76.9%	76.5%



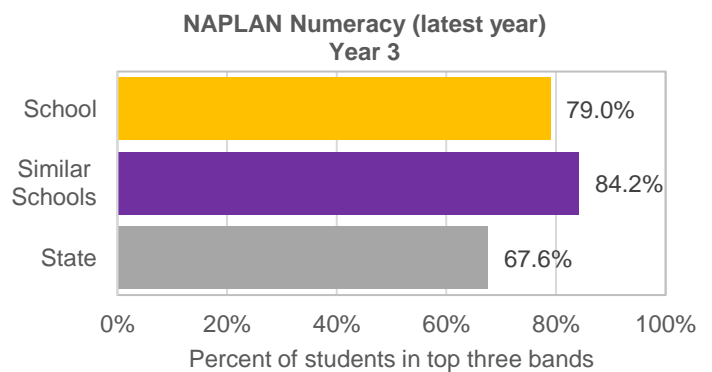
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.1%	80.6%
Similar Schools average:	86.5%	84.5%
State average:	70.4%	67.7%



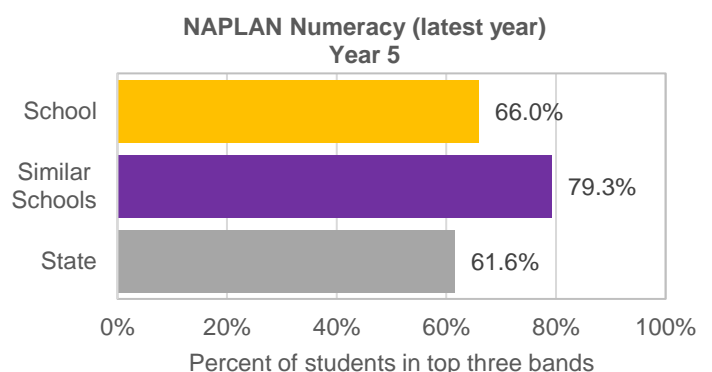
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	79.0%	86.2%
Similar Schools average:	84.2%	85.8%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.0%	73.4%
Similar Schools average:	79.3%	79.1%
State average:	61.6%	60.0%



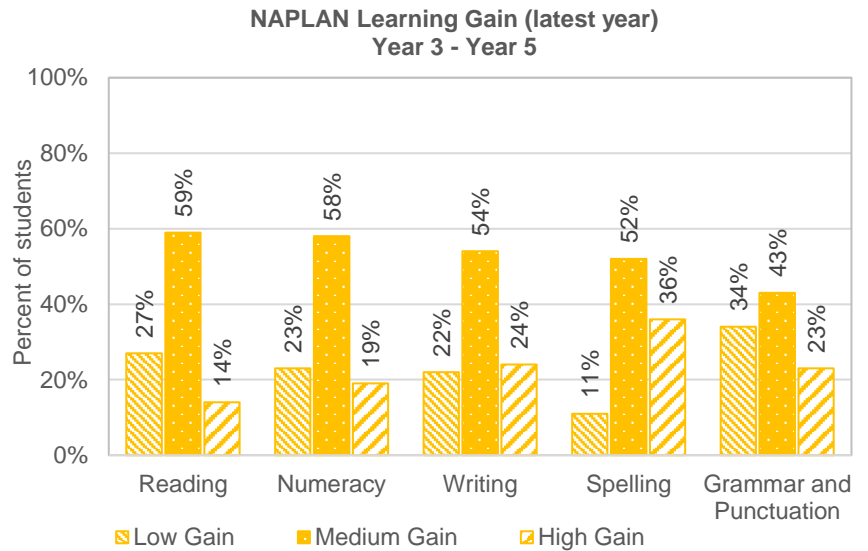
ACHIEVEMENT (continued)

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:	27%	59%	14%	29%
Numeracy:	23%	58%	19%	28%
Writing:	22%	54%	24%	30%
Spelling:	11%	52%	36%	26%
Grammar and Punctuation:	34%	43%	23%	25%



ENGAGEMENT

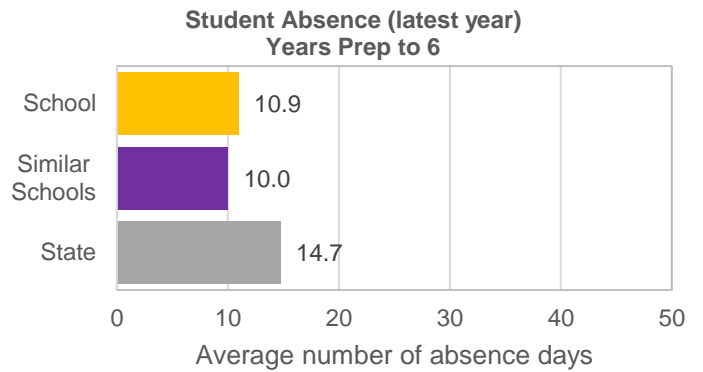
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.9	12.0
Similar Schools average:	10.0	11.4
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	95%	95%	95%	95%	94%	93%	93%

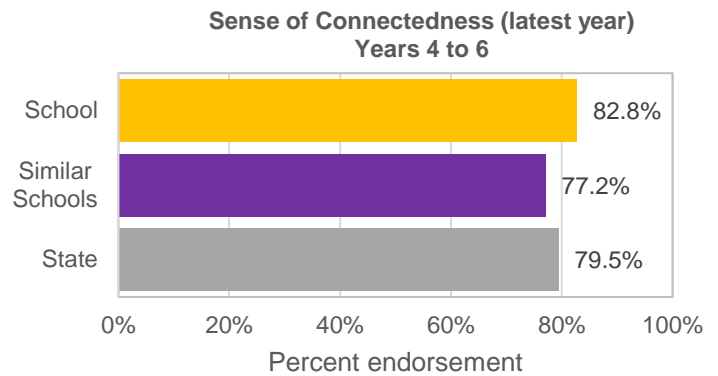
WELLBEING

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:	82.8%	84.5%
Similar Schools average:	77.2%	78.6%
State average:	79.5%	80.4%

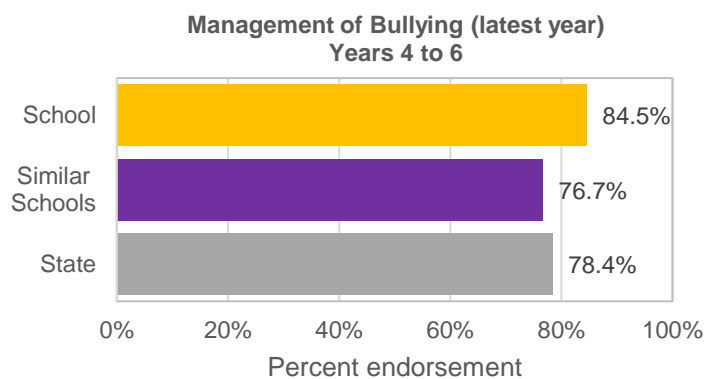


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	84.5%	85.9%
Similar Schools average:	76.7%	78.6%
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.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,691,688
Government Provided DET Grants	\$358,146
Government Grants Commonwealth	\$14,400
Government Grants State	\$0
Revenue Other	\$692,190
Locally Raised Funds	\$478,395
Capital Grants	\$0
Total Operating Revenue	\$5,234,819

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,584
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$12,584

Expenditure	Actual
Student Resource Package ²	\$3,839,993
Adjustments	\$0
Books & Publications	\$16,900
Camps/Excursions/Activities	\$135,941
Communication Costs	\$7,433
Consumables	\$72,787
Miscellaneous Expense ³	\$152,601
Professional Development	\$8,571
Equipment/Maintenance/Hire	\$331,106
Property Services	\$73,724
Salaries & Allowances ⁴	\$227,011
Support Services	\$120,644
Trading & Fundraising	\$32,377
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$8,866
Total Operating Expenditure	\$5,027,953
Net Operating Surplus/-Deficit	\$206,865
Asset Acquisitions	\$2,965

- (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	\$839,324
Official Account	\$3,136
Other Accounts	\$118,212
Total Funds Available	\$960,671

Financial Commitments	Actual
Operating Reserve	\$185,916
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$182,569
School Based Programs	\$432,493
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$148,305
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	\$949,283

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.