

# 2021 Annual Report to The School Community



**School Name: Williamstown North Primary School (1409)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 27 April 2022 at 03:02 PM by Jim Cahill (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 28 April 2022 at 03:09 PM by Martin Gill (School Council President)

## How to read the Annual Report

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### 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.

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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### School context

Williamstown North Primary School's vision is to empower students to aspire to do their personal best and to make a positive difference with their learning.

WNPS is characterised as a dynamic and inclusive learning community that aims to promote personal excellence, critical thinking and empowerment.

School Values:

Respect - Treat others with consideration and respect another person's point of view.

Responsibility - Be accountable for one's own actions, resolve differences in constructive and peaceful ways, contribute to society & civic life and take care of the environment

Resilience – Be equipped to successfully bounce back from setbacks, changes or disappointments

Doing Your Best - Seek to accomplish something worthy and admirable, try hard and pursue personal excellence

Williamstown North Primary School is located in the seaside suburb of Williamstown, approximately 14 kilometres from Melbourne CBD. The school's SFOE (School Family Occupation & Education) Index of 0.1159 in 2021, placed the school in the low band and reflects the generally strong socio-economic profile of the school community.

On Census Day in February, 750 students were enrolled at the school (however enrolments continued to decline throughout 2021 as families continued to move to regional Victoria and interstate as a result of the COVID-19 pandemic.) The school operated with 33 grades, with an average class size of 23 students. As an established professional learning community, teachers at WNPS continued to collaborate deeply in 2021 to take a collective responsibility for the students within each professional learning team.

The number of FTE staff was 45.5, with no staff identifying as Aboriginal or Torres Strait Islander. The Education Support Staff profile consisted of three main office staff, six classroom aides, a nurse, ICT Technician, Canteen Manager, Grounds person and Maintenance person. At the beginning of the year, the school's leadership team consisted of 3 Principal Class members, 3 Leading Teachers and 3 Learning Specialists. At the end of 2021, this leadership team was reduced to 7 members as a result of a Leading Teacher and Assistant Principal successfully promoting to new positions beyond WNPS.

In addition to the challenging periods of lockdowns & remote learning, the school also needed to complete its Pre Reviews Self-Evaluation (PRSE), Validation Day, Fieldwork Days and Panel Day. The school review process was completed in early Term 4 and the school's new Strategic Plan was completed and endorsed by the end of the school year.

Strong NAPLAN data in 2021 was particularly pleasing in light of the pandemic over the previous 18 months. These robust results were also affirming of the school's remote learning provision during 2020 and 2021.

In 2021, the school timetable facilitated five specialist programs. All students participated in weekly Physical Education classes throughout the year, whilst Japanese, Visual Arts, Performing Arts and STEM were undertaken by students on a semester basis.

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### Framework for Improving Student Outcomes (FISO)

In 2021, WNPS entered into a whole school review of its Strategic Plan (2017 - 2020). Against the FISO framework, the school focussed its journey on excellence in teaching and learning through building practice excellence, as well as

further promoting a positive climate for learning through empowering students and building school pride.

In building practice excellence, the school finalised & reported against the four key improvement strategies listed below:

1. The endorsement and implementation of a School Wide Instructional Model.
2. The improved use of Compass as a communication platform.
3. The refined implementation of a whole staff coaching program.
4. Implement Science as a specialist program and broaden the School's Sustainability Platform.

In further empowering students and building school pride, the school finalised & reported against the four key improvement strategies listed below:

1. The implementation of the School Wide Positive Behaviours Support (SWPBS) program & Respectful Relationships.
2. The Health Hub focus to broaden support for student and staff wellbeing.
3. Enhanced student leadership program and broader lunchtime activities program.
4. Further develop student goal setting protocols to enhance feedback to students.

The school review process was rescheduled several times during semester one as a result of successive lockdown periods, with the process finally beginning on-site with Validation Day on Wednesday 14th July. Fieldwork Days planned for the 30th & 31st August were primarily undertaken remotely, with student focus groups comprising both vulnerable students and permitted worker students who were being supported on-site during lockdown. The final Panel Day also took place remotely on Wednesday 15th September 2021. The school received its Review Report in November and then completed its new Strategic Plan 2021 - 2025 by the end of the school year.

As the pandemic persisted throughout 2021, the school maintained a wonderful focus on the learning and wellbeing of all students. During periods of remote learning, daily learning programs uploaded through Google Classroom were of a very high standard, with junior classes providing extensive videos to support explicit instruction. Daily Google Meets were undertaken for all students, as well as small group instruction in areas such as reading and numeracy. On average, between 45 - 50 students were supported on-site each day during periods of lockdown. Approximately half of these students were the children of permitted workers, whilst half were deemed to be vulnerable. The efforts of volunteer teachers and ES staff to support these students on-site were exceptional; making a palpable difference to the wellbeing of these students during such a fragile period. Where a student was not attending on-site and not participating in their remote learning programs, families were contacted by a member of the school's leadership team to then ascertain any further supports that were needed. In several of these cases, this small group of students would come into school to work one on one with their regular classroom teacher for short periods, as part of a re-engagement strategy.

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## Achievement

In regards to student achievement, a highlight of 2021 was a return to consistently high NAPLAN results. This was particularly good news in light of the pandemic over the previous 18 months, with parents being both reassured and relieved to know that the school's general achievement levels continue to be so strong. Most test areas sat well above state mean scores as indicated in the results below. Those areas closer to state mean results, such as writing, have already been identified as new priorities in our school's new Strategic Plan 2021 - 2025.

Year 3 - Reading 452 (State) 481 (WNPS), Writing 433 (State) 442 (WNPS), Spelling 431 (State) 445 (WNPS), Grammar & Punct. 446 (State) 474 (WNPS) and Numeracy 414 (State) 439 (WNPS)

Year 5 - Reading 523 (State) 544 (WNPS), Writing 489 (State) 501 (WNPS), Spelling 506 (State) 512 (WNPS), Grammar & Punct. 513 (State) 535 (WNPS) and Numeracy 506 (State) 533 (WNPS)

The 2021 school year was punctuated with several periods of lockdown and remote learning. The school utilised the Google Classroom platform to post daily learning programs for students. Anecdotal feedback from parents noted the high quality of the remote learning slides each day, with F-2 parents being particularly grateful for the high level of instructional video content each day. During remote learning, all teachers undertook daily Google Meets (Yr 3-6) / WebEx (F-2) to mark rolls, orient students to their slides and check on the wellbeing of students. After each Meet, small

groups of students remained online to participate in literacy or numeracy sessions. In addition to this provision, members of the school improvement team facilitated additional on-line sessions in reading and numeracy as part of the school's intervention & extension structures. These sessions provided targeted and differentiated support for many students. As term 3 progressed, maintaining strong student engagement with the remote learning platforms became increasingly challenging for teachers. Interestingly, parent feedback echoed an increasing call for more direct face to face instruction on-line as the lockdown prevailed.

On-site provision for the children of permitted workers as well as students deemed vulnerable, supported approximately 50 students each day during the several periods of lockdown. Volunteer staff and Education Support staff did a wonderful job assisting these students with their remote learning platforms as well as providing intensive 1:1 support for many students each day. Daily slides were modified, with reasonable adjustments also made to sensitively support students on the Program for Students with Disabilities (PSD).

In Term 4, students excitedly transitioned back to face to face learning. Given the events of 2021, this transition back to the classroom was fairly seamless with students settling back into their classrooms routines and learning. To further support the wellbeing and re-engagement of students, a broad range of incursions/excursions & camps were facilitated by teachers during the latter part of Term 4.

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## Engagement

Overall student engagement levels varied throughout 2021 as students moved from face to face learning and remote learning on several occasions throughout the year.

When on-site for face to face learning, students demonstrated pleasing engagement as they were palpably grateful to be able to learn with their friends at school. During periods of remote learning, most students would log on at 9:00am to join into their Google Meets/WebEx meetings. During these meetings, teachers would actively undertake a wellbeing check with students and then begin to orient them towards their daily slides on Google Classroom. Each day, students would be asked to complete their slides and forward a selected piece of work for teacher feedback. In most cases, approximately 50 - 75% of students would return a piece of work back to their teachers. For those students who became increasingly absent during their Google Meets & WebEx's and who did not submit finished pieces of work, teachers and members of the school's leadership team would then make individual contact with families. Students deemed to be at risk, were invited to work 1:1 with their teachers on-site, or join the permitted workers/vulnerable students on site each day. The intervention and re-engagement work undertaken by teachers and education support staff was extraordinary; resulting in highly effective support structures for many students during the periods of lockdown.

A highly successful engagement strategy during periods of lockdown, was the 'Specialist Day', scheduled once a week for all students. The Specialist Day program was facilitated by the school's five specialist programs: Japanese, Visual Arts, Performing Arts, Physical Education & STEM. In addition to being a break from the daily literacy & numeracy programs, the Specialist Day provided a rich suite of engaging hands-on activities for students (and invariably for supervising parents at home). The standard of slides produced by all teachers was indeed excellent, with the specialist slides being particularly noteworthy.

In Term 4, when school returned for face to face learning, it was a particularly poignant moment when the school gates were opened for the first time after several months. Watching students run into the school grounds and hug their friends was indeed a very special moment. Universally, when speaking with students, they were so excited to be back at school with their friends and teachers. This set the scene for a fabulously engaging end to the school year, where teachers went above and beyond to support the learning and wellbeing of all students.

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## Wellbeing

As the pandemic proceeded through its second year, the wellbeing of all students was one of the school's highest priorities.

Ongoing support to families, was part of the school's daily landscape. Regular SSG's each term were vital for supporting students on the Program for Students with Disabilities. These SSG's were either facilitated face to face or via WebEx. For many other students, Individual Education Plans (IEP) were developed in consultation with families to ensure important learning and wellbeing goals were developed. As the year progressed, ongoing reasonable adjustments needed to be made to ensure the learning was manageable for all students.

Throughout 2021, social thinking sessions were regularly scheduled, being either face to face or via WebEx. This was a very important support structure to ensure some of our most vulnerable students were equipped with strategies to cope with the ongoing complexities of the pandemic.

As Term 3 progressed in lockdown, the daily wellbeing check-ins with students became extended and increasingly vital. Daily learning programs incorporated a heightened focus on wellbeing, which was exemplified by brain breaks, mindfulness, messages of positive affirmation etc. School Events such as Book Week continued to vary the learning landscape and provide a fun focus for students. 'Recharge Tuesday' was an incredible whole school focus on student wellbeing that promoted innovative activities for families at home and in the community. Students also increasingly participated in a range of digital excursions throughout the term hosted by organisations such as the Melbourne Museum.

At the conclusion of the school year, the large majority of parents expressed their thanks to the school for the incredible efforts of all staff during Term 4. Twelve months of activities were compressed into a period of 6 - 8 weeks, to somewhat compensate for the 'lost year' that most students had experienced. Seeing all students confidently perform on stage at the school's Community Carols during the last week of the school year, was testament to the wonderful support structures that had been established for students over the course of 2021.

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## Finance performance and position

Despite the ongoing challenges of 2021, the school was very fortunate to once again have strong financial support from the school community with 86% of families paying all essential items costs.

As the pandemic persisted throughout the year, all program budgets were closed and all expenditure for the remainder of the year was highly scrutinised as the school anticipated significant revenue losses resulting from OSHClub, hiring of facilities, canteen closure and the mandated employment of local CRTs as a result of DET guidelines. The prudent management of the school's funds in 2021 was vitally important for mitigating the potential losses over the course of the year.

Throughout 2021, the Facilities & Finance team continued to meet every month (except August) to carefully navigate the many complex challenges that impacted on the school's finance. We particularly thank Naomi Hill, who was appointed at the start of the school year as our new Business Manager, for competently managing the school's finances through this difficult period. Naomi completed 2021 in the role of Business Manager and then transferred to a new position in regional Victoria for 2022. We have been delighted to appoint Kylie Moverley to the role of Business Manager for 2022.

The school's unexpected further enrolment decline at the end of 2021, will have significant ramifications for the 2022 School Resource Package (SRP) and future program budgeting.

In regards to locally raised funds, the school will not proceed with its biennial Fete in 2022. The school will now begin to rebuild its fundraising platform with a series of more local scaled down events in 2022, as endorsed by School Council.

**For more detailed information regarding our school please visit our website at**  
<https://www.willynthps.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 750 students were enrolled at this school in 2021, 351 female and 399 male.

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

### Overall Socio-Economic Profile

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

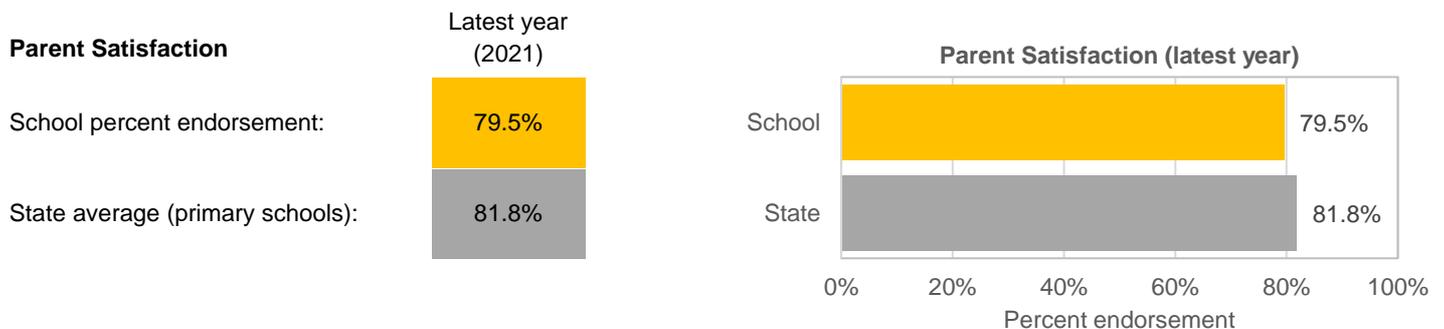
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

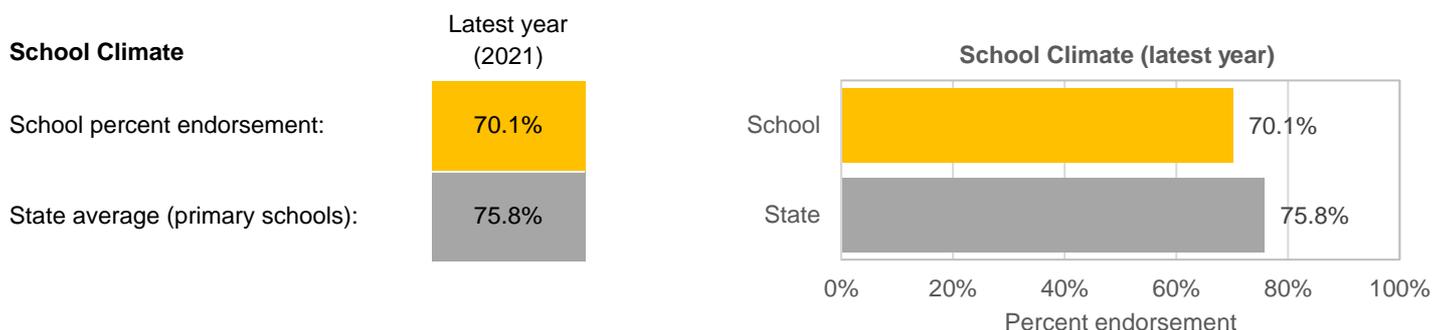


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

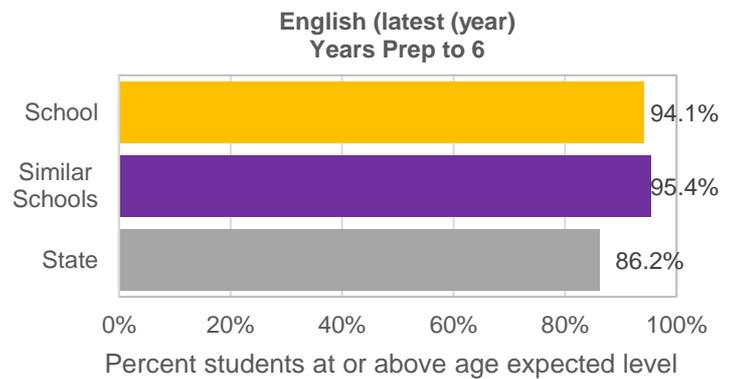
94.1%

Similar Schools average:

95.4%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

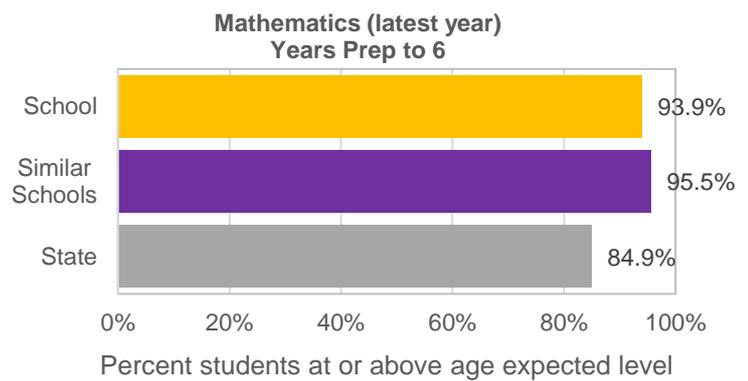
93.9%

Similar Schools average:

95.5%

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.

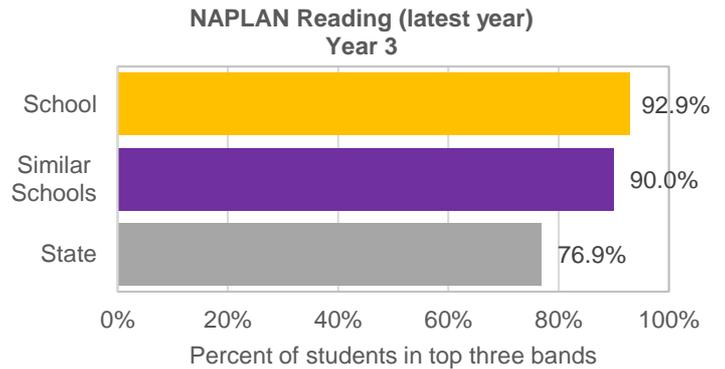
**NAPLAN**

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.

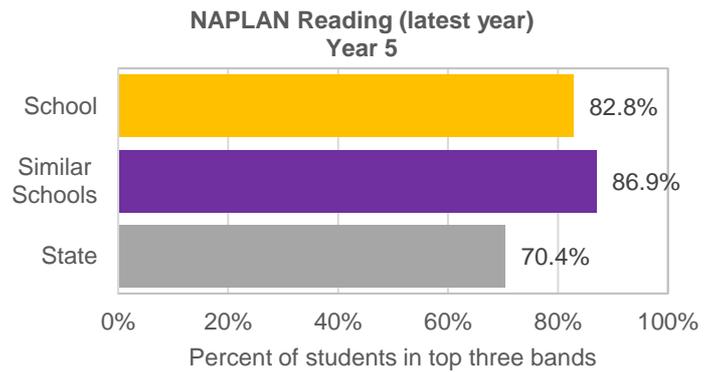
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	92.9%	90.8%
Similar Schools average:	90.0%	89.6%
State average:	76.9%	76.5%



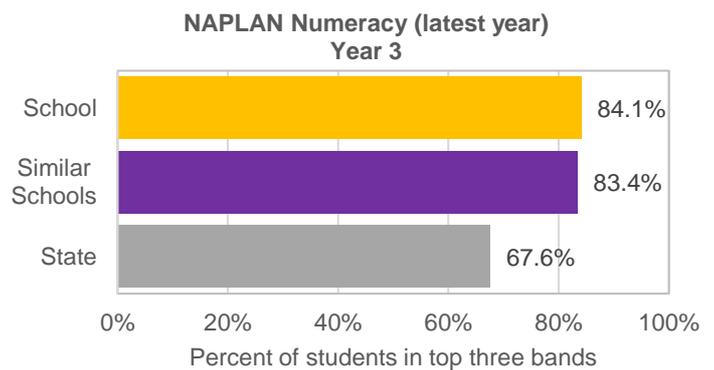
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.8%	82.2%
Similar Schools average:	86.9%	83.3%
State average:	70.4%	67.7%



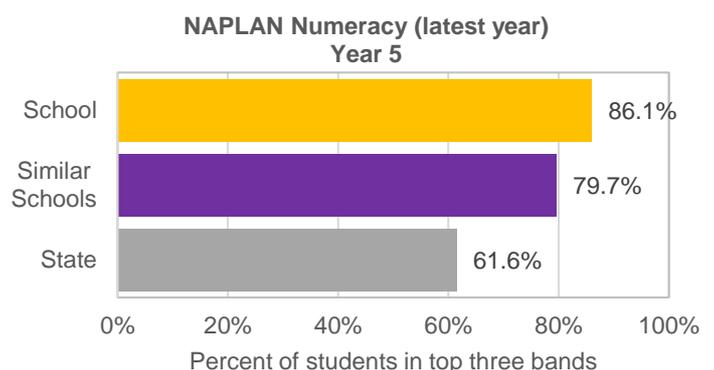
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.1%	86.8%
Similar Schools average:	83.4%	85.6%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.1%	82.1%
Similar Schools average:	79.7%	78.1%
State average:	61.6%	60.0%



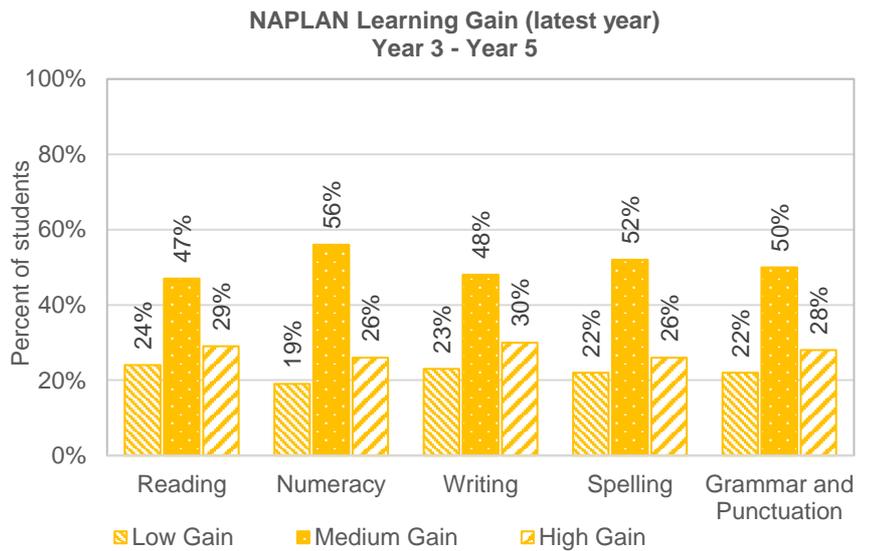
**ACHIEVEMENT (continued)**

**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:	24%	47%	29%	29%
Numeracy:	19%	56%	26%	27%
Writing:	23%	48%	30%	29%
Spelling:	22%	52%	26%	26%
Grammar and Punctuation:	22%	50%	28%	25%



## ENGAGEMENT

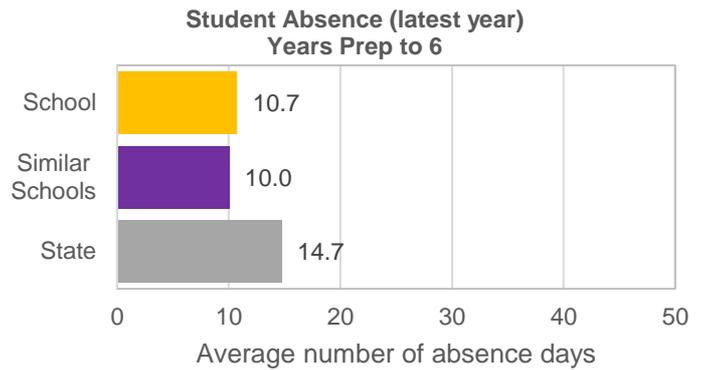
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	10.7	12.6
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):	96%	95%	95%	95%	94%	95%	93%

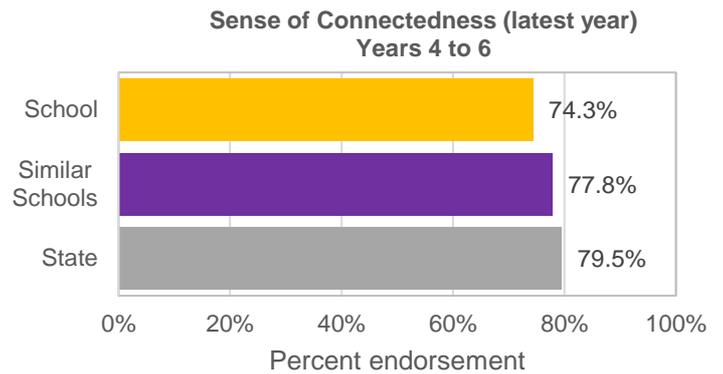
**WELLBEING**

**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:	74.3%	77.8%
Similar Schools average:	77.8%	79.4%
State average:	79.5%	80.4%

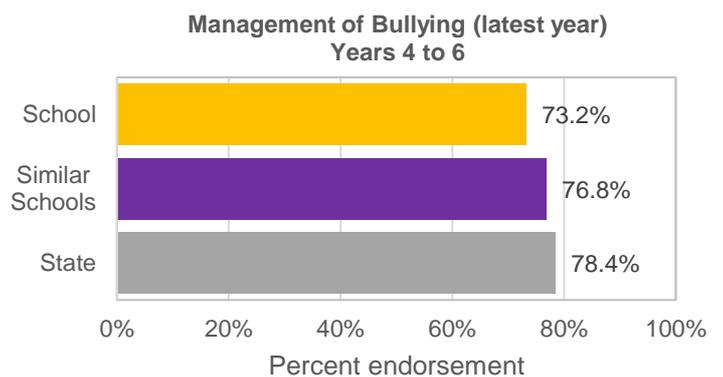


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	73.2%	78.7%
Similar Schools average:	76.8%	79.3%
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	\$5,949,966
Government Provided DET Grants	\$375,547
Government Grants Commonwealth	\$0
Government Grants State	\$2,100
Revenue Other	\$17,991
Locally Raised Funds	\$571,542
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,917,145</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$19,166
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$19,166</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,872,612
Adjustments	\$0
Books & Publications	\$15,707
Camps/Excursions/Activities	\$262,813
Communication Costs	\$4,965
Consumables	\$123,819
Miscellaneous Expense <sup>3</sup>	\$28,862
Professional Development	\$20,021
Equipment/Maintenance/Hire	\$238,372
Property Services	\$89,679
Salaries & Allowances <sup>4</sup>	\$266,419
Support Services	\$127,842
Trading & Fundraising	\$58,007
Motor Vehicle Expenses	\$31
Travel & Subsistence	\$0
Utilities	\$51,322
<b>Total Operating Expenditure</b>	<b>\$7,160,469</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$243,324)</b>
<b>Asset Acquisitions</b>	<b>\$26,166</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$535,295
Official Account	\$46,147
Other Accounts	\$36,924
<b>Total Funds Available</b>	<b>\$618,365</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$205,245
Other Recurrent Expenditure	\$2,534
Provision Accounts	\$2,613
Funds Received in Advance	\$171,283
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$6,951
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	\$7,678
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$396,304</b>

*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.*