

2021 Annual Report to The School Community



School Name: Keilor Views Primary School (5539)



- 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 26 April 2022 at 01:15 PM by Matthew Borg (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 27 April 2022 at 01:16 PM by Evstratios Kalaitzoglou (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 Keilor Views Primary School, 'we empower every learner with the skills and dispositions to flourish'. Please join me in acknowledging the traditional owners of the land that our school sits on, the Wurundjeri people as the traditional custodians of the lands in which our school and community sits. Wurundjeri elders have taken on the role of educators for millennia, may we learn from the teaching of these elders to empower and re-educate the people of today and tomorrow. Lets re-educate ourselves and our students to recognise and celebrate that we, as Australians, are part of the oldest living culture on the planet.

We continue to embody and celebrate our school wide values of Respect, Responsible and Safety and hold high expectations of all students and stakeholders in the learning process, infused with strong emphasis on activating authentic student agency. We have the shared belief and understanding that learner agency is a core feature for the emerging future of learning. Keilor Views Primary School is situated in the well established Victorian suburb of Keilor Downs, within the City of Brimbank. Located approximately 25 km from the Melbourne Central Business District.

A total of 434 students were enrolled at Keilor Views Primary School in 2021, with 109 students having English as an additional language (EAL). Although at present we do not have any International Students enrolled, we welcome all International students to be enrolled and enriched by our highly diverse and inclusive community. In 2021, 21 students accessed the PSD funding Program and accessed our inclusive school initiative. The school has a SFOE index of 0.452 which places us in the medium band across the state. In 2021, the staffing profile comprised of 41.1 equivalent full-time staff including two Learning Specialists, a Leading Teacher (Wellbeing), an Assistant Principal and Principal.

As we are all so very well aware, the world has never been changing more rapidly, dislocating the ways we learn, work and live. The 2021 school year continued to have its challenges, as we navigated another school year with rolling lockdowns and Remote Learning.

We are a highly supportive learning community that is focused on our school wide vision of 'empowering learners'. Our dedicated and experienced educators work together in Professional Learning Communities, to build educator capacity, and improve student learning growth. Each educator leads collaborative learning from their sphere of influence by experiencing and reflecting on conditions that have supported their own learning as well as the co-construction of learning sprints. Our team utilises every single day to take the opportunity to make a positive impact on our classrooms, our school, and on those around us. As educators we don't miss a single chance to make a difference, and have a positive impact on those we serve. Our team trusts each other and we all are all intrinsically motivated to bring our whole and best self to our learning environment, and lead learning with our whole hearts. The percent endorsement of staff on positive School Climate, as reported in the annual School Staff Survey, indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey. Our staff's positive endorsement for our School Climate was 90.0%, above State average at 75.8%.

Framework for Improving Student Outcomes (FISO)

During 2021, we have in consultation with the community, delivered and embedded a school wide vision of 'empowerment' and further established our school values across the school.

At Keilor Views Primary School during 2021, we have built upon the establishment of structures that support the regular sharing of practice, promote a reflective culture, and the willingness to learn and adapt innovative and progressive professional practice. We have re-engineered our understanding of leadership to build the shared belief that we are all leaders of learning. As a Learning Leadership Team. we have refined a school wide call to action: "To empower our educators, who have chosen this vocation to be solution focused and be empowered to solve problems in a transformational and innovative way from the roles they hold. The solutions will come from everyone, not from top to bottom."

As a learning community in 2021, and aligned with our Annual Implementation Plan goals, we have been harnessing the power of collaboration and diverse thinking to effect real school improvement through the co-design of our professional learning teams and demonstrated what we can learn from the process.

Our educators have modelled and are consistent in using the agreed school wide instructional model of the gradual release of responsibility. Teachers, leaders and the school community shared a common understanding of the whole school approach to wellbeing. Teachers and leaders have integrated social-emotional learning into school practice, policies and programs. Students have reported feeling supported and engaged in their classes and contribute to a strong classroom culture, both on-site and remotely throughout the 2021 school year. At-risk students have been identified and received targeted support in a timely manner to ensure all students are flourishing. Families of at-risk students have received regular communication and support from the school.

Achievement

Students responded well to self-directed and project-based learning tasks during the Remote Learning period. In 2022, we will continue to incorporate more project-based learning into our curriculum and the use of amplifying learning and communication through the use of technology. During Remote Learning, we reflected and reviewed our Remote Learning approach with our staff, students and parent community. Most students were active participants in the daily morning meet, live lessons, small reading groups and individual conferences. They were eager to join class meetings and connect with their teacher and peers. They accepted their role in the various communications, tuning in for live lessons in the morning and midday. Throughout the day, teachers ran structured small group and individual conferences with students. We found that during the Remote Learning periods, students who fully participated have returned to face to face learning and continued the momentum of their learning.

We have developed a school wide initiative that meets the needs of students that are below expected level in the curriculum, our LIFE (Learning Intervention For Essentials) initiative is to empower and expedite the learning in literacy, numeracy, and social emotional learning needs to ensure that every student has the opportunity to flourish. This initiative, designed by the executive leadership team in collaboration with educators, is a response to the DET tutoring program and provides a research-based approach to meeting the needs of missed learning and provides a scaffold to achieve maximum growth. The LIFE initiative has evolved to further develop data literacy of teachers and education support staff, to improve the understanding of student needs and progress, as well as identifying students requiring additional support. We have embedded and maintained PLC structures to support teacher collaboration and reflection to strengthen teaching practice and reduce instructional variance but elicit differentiation. We also collaborated to prioritise curriculum 'essentials': mathematics, reading, writing and science and ensured these revisited across wider curriculum subjects -audit the curriculum to ensure ownership from staff.

Our school wide observations of the period of Remote Learning is as follows:

Greater advantage during Remote Learning (Positives):

- * One on one time with teacher
- * Parents taking time to read with students
- * Quiet learning space
- * Development of ICT skills and ability to communicate through ICT
- * Time management has improved - explicitly taught by teachers
- * Teachers still covered the curriculum, students have not missed out on essential learning
- * Students were more independent and responsible
- * Improved ability to independently problem solve and independence in general
- * Increased resilience
- * Relationships with teachers increased, as both student and teacher were more vulnerable
- * Relationships with peers improved, students missed their friends and appreciate each other more
- * Greater control of emotional regulation due to being at home in familiar environments
- * Ability to independently and responsibly contact their teacher, particularly if they required support with the learning

Disadvantages:

- * Lack of social and cooperative learning
- * Students who did not participate in Remote Learning had a lack of communication with peers
- * Students missed turn and talk and interacting with their peers
- * Evidence of students whose parents completed tasks during Remote Learning for their child

Students that did not participate in Remote Learning:

- * Inability to problem solve
- * Resilience has regressed
- * Emotional regulation decreased
- * Organisational skills
- * Struggling to participate and follow in known routines
- * Ability to focus and interact with others appropriately in and outside of the classroom
- * Regression academically
- * Regression in personal and social development

Our overall achievement as evidenced in, 'The teacher judgement of Student Achievement, demonstrated that our schools performance in both English and Mathematics were slightly above the performance of similar schools. In English, Years Prep to 6, our schools percent of students at or above age expected standards was 80.4% and similar schools were at 78.7%. In Mathematics, Years Prep to 6, our schools percent of students at or above age expected standards was 77.9% and similar schools were at 75.9%. We have experienced no issues with student socialisation upon returning to school and face to face learning, as we had provided students ways and means to communicate outside of Remote Learning, we observed an increase in online socialising during and outside of class time. During Remote Learning, staff were able to gain professional learning opportunities and utilise online resources for curriculum delivery and assessment, this consequently supported the development of new ways of differentiating learning for students.

Our NAPLAN Achievement performance achieved some positive results in Year 3 and Year 5.

- The percentage of students in the Top 3 bands for Reading in Year 5 was 66.7%, above similar schools average of 60.8%
- The percentage of students in the Top 3 bands for Numeracy in Year 3 was 57.7%, consistent of similar schools average of 57.8%
- The percentage of students in the Top 3 bands for Numeracy in Year 5 was 66.7%, way above similar schools average of 49.4% and the state average of 61.6%

Our 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).

- In Reading, we achieved 20% High Gain, which is inline with Similar Schools at 20%
- In Numeracy, we achieved 29% High Gain, which is above Similar Schools at 21%
- In Grammar and Punctuation, we achieved 26% High Gain, above Similar Schools at 23%

An area we have identified as a school and acted upon, is Spelling: 11% High Gain as opposed to Similar Schools at 24%. Through our collaborative practices in PLTs, we researched the best pedagogical approach to spelling, complementing and enhancing students reading and writing skills. Through the science of reading and implementing Littler Learners Love Literacy (LLLL), Evidence-based literacy research which shows the importance of explicit and sequential literacy teaching from the beginning. Our Foundation and Year 1 Team have begun implementing LLLL, focusing on phonemic awareness and phonics for spelling and reading, handwriting, reading fluency, and vocabulary and comprehension.

Engagement

To support student engagement during the transition back to onsite learning, our school worked tirelessly to ensure that students and families were participating in Remote Learning so the connection and rapport between teacher and students, and students and students were not lost. We used our online communication tool, XUNO, to enable two way communications between parents/carers and the school. Xuno was used to send work to students and families during

Remote Learning as well as used for communication of learning progress. This complemented Microsoft Teams as our live streaming for teachers and students. Parents and carers complimented the school in the way we have approached the unprecedented times that we experienced during the Victorian lockdowns, and our ability to make minor changes as the longevity of Remote Learning period continued. We strengthened and embedded our school-wide approach to communication with parents/carers, incorporating the new ways in which our school connected during Remote Learning. They also commented on our support of student engagement during the transition back to onsite learning. The parent satisfaction endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey demonstrated that parents felt the school supported them and their children evidenced by the results being 76.0% of the parents surveyed reporting positive responses (the state average for 2021, 81.8%).

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, however, through our efforts during Remote Learning and the focus of student wellbeing and engagement in our return to face to face learning, our average was 10.2 days per students, way below the Similar School average of 16.7 days per student and state average of 14.7 days per student.

Wellbeing

Teachers, leaders and the school community shared a common understanding of the whole school approach to wellbeing. Teachers and leaders have integrated social-emotional learning into school practice, policies and programs. Students have reported feeling supported and engaged in their classes and contribute to a strong classroom culture, both on-site and remotely throughout the 2021 school year. 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), 88.5% of our students indicated positive Sense of Connectedness, way above the Similar Schools at 76.5% and the State average 79.5%. At-risk students have been identified and received targeted support in a timely manner to ensure all students are flourishing. Families of at-risk students have received regular communication and support from the school.

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), 85.8% indicated positive response to how the school managed bullying, above Similar Schools at 75.9% and the State average of 78.4%.

The impact of the pandemic on the mental health and wellbeing of our community has continued to be at the forefront in our thinking during and post 2021. We continued the highest priority in 2021 being the wellbeing, particularly the mental health, of every student and member of staff. We successfully and effectively mobilised all available resources to support our most vulnerable students and enabling staff to access the relevant support services. Health and wellbeing supports such as the ongoing care during the lockdown of 'at-risk' and essential worker families were implemented during the lockdown period. The school continued to partner with DHHS and other outside agencies to support the wellbeing of students. Point of need initiatives prioritised for staff, students and their families during and after the lockdown periods. Our school modified the delivery of health and wellbeing supports to students and their families, by using our communication tools such as Microsoft Teams and XUNO to facilitate learning, check ins and hold Student Support Group (SSG's) meetings. During 2021, our school, continued to collaborate with the community, and demonstrate, that we as a community, can be flexible and adaptable in responding to the challenges of the COVID-19 pandemic. Moving forward we will continue to meet student needs as we look towards the year ahead in 2022.

Finance performance and position

Keilor Views Primary School maintained a sound financial position throughout 2021. The 2019-2023 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. We completed some major works in the school during 2021 to improve our school grounds and facilities. Through student voice and agency, and community consultation, we re-

designed our Junior Sandpit Area and Landscape, for recess and lunchtimes, but also complement outside learning for students. As a part of our re-designed Junior Sandpit and Landscape, our student leaders engaged with a local street artist to design a mural to compliment the area, representing our local species of birds at KVPS.

The Financial Performance and Position report shows an end of year deficit of \$23,498. This deficit occurred due to staffing variations and unexpected staffing stresses due to the COVID-19 pandemic. The school received Equity Funding, which contributed towards the employment of Educational Specialists and the schools literacy, mathematics and LIFE initiative program.

For more detailed information regarding our school please visit our website at

<https://www.kvps.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 435 students were enrolled at this school in 2021, 201 female and 234 male.

37 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).

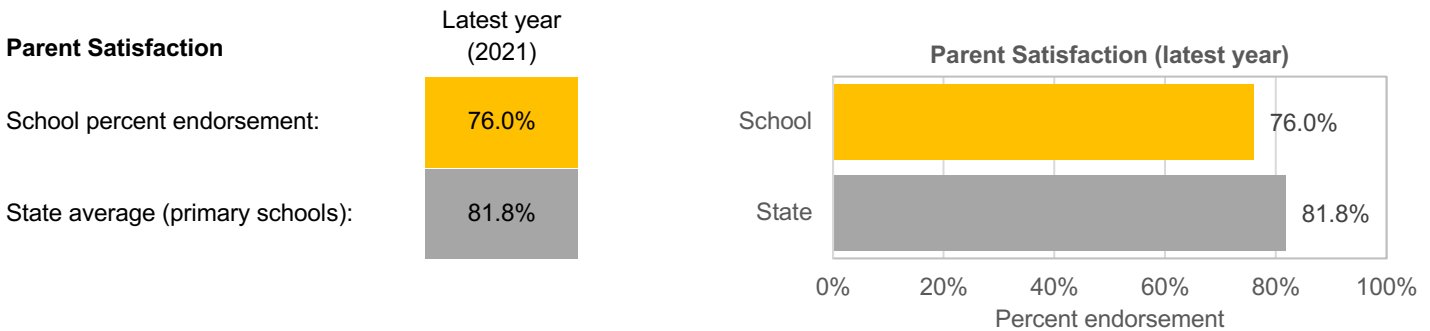
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

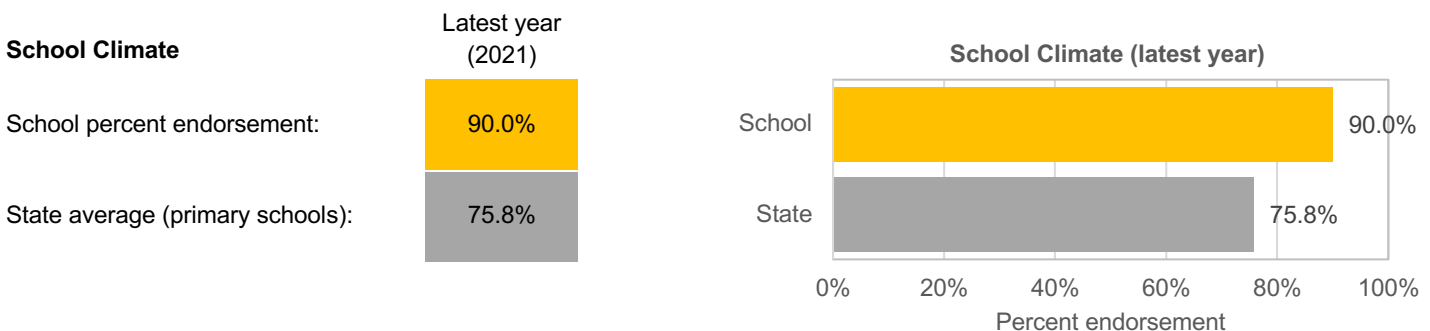


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

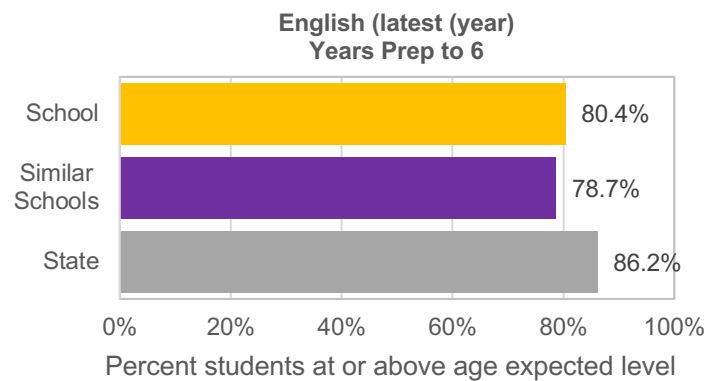
80.4%

Similar Schools average:

78.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

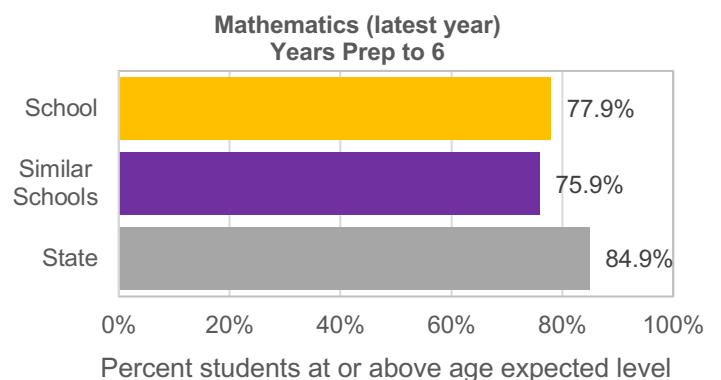
77.9%

Similar Schools average:

75.9%

State average:

84.9%



ACHIEVEMENT (continued)

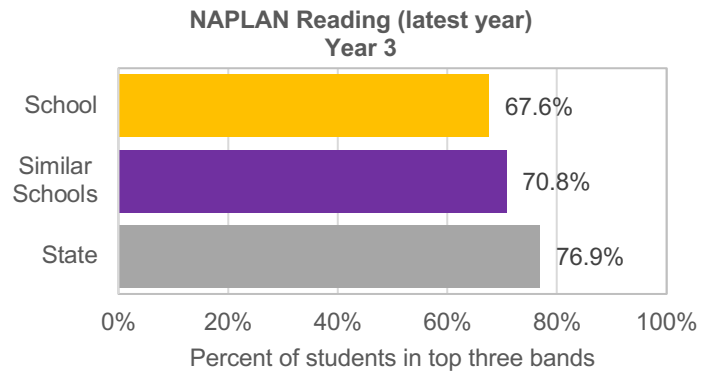
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

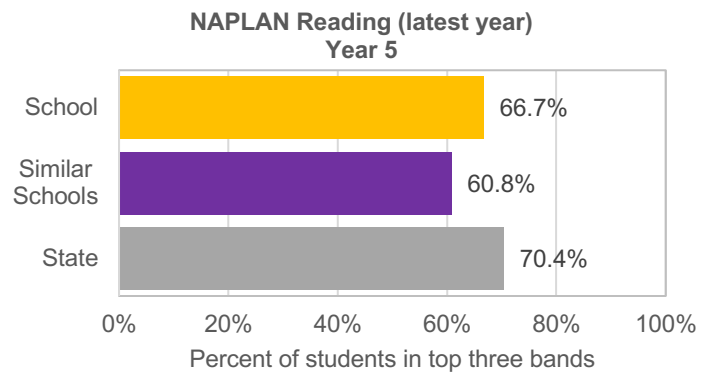
Percentage of students in the top three bands of testing in NAPLAN.

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

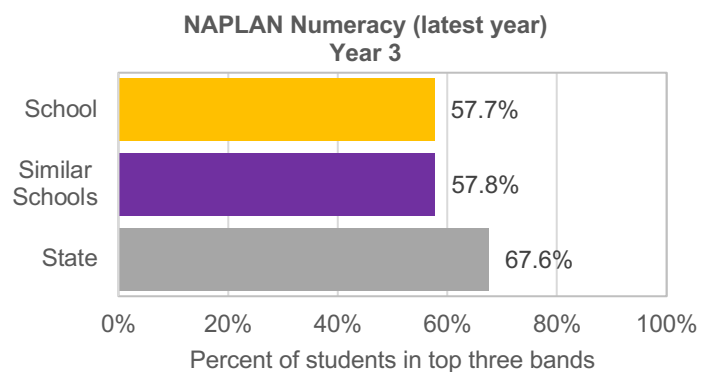
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	67.6%	71.2%
Similar Schools average:	70.8%	69.4%
State average:	76.9%	76.5%



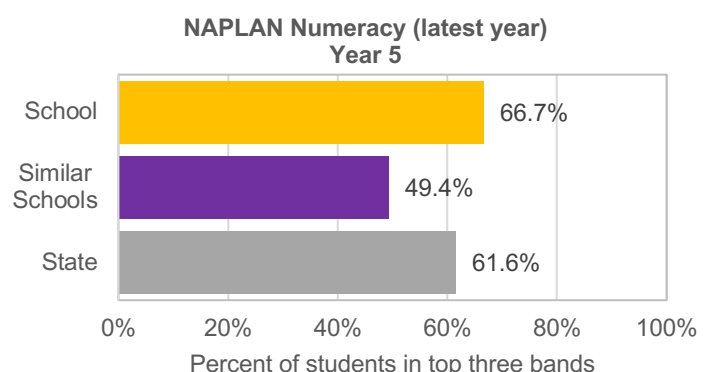
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	66.8%
Similar Schools average:	60.8%	57.8%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	57.7%	60.9%
Similar Schools average:	57.8%	58.2%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	54.4%
Similar Schools average:	49.4%	48.5%
State average:	61.6%	60.0%



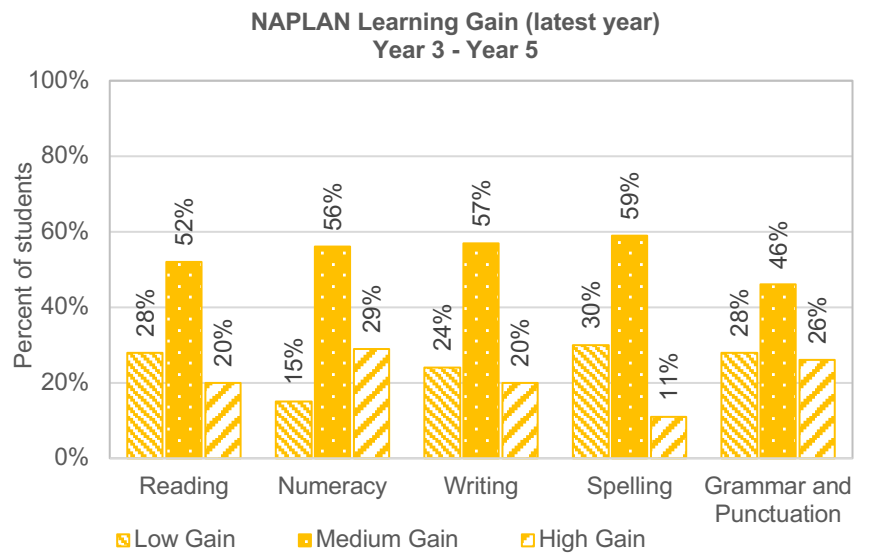
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	28%	52%	20%	20%
Numeracy:	15%	56%	29%	21%
Writing:	24%	57%	20%	22%
Spelling:	30%	59%	11%	24%
Grammar and Punctuation:	28%	46%	26%	23%



ENGAGEMENT

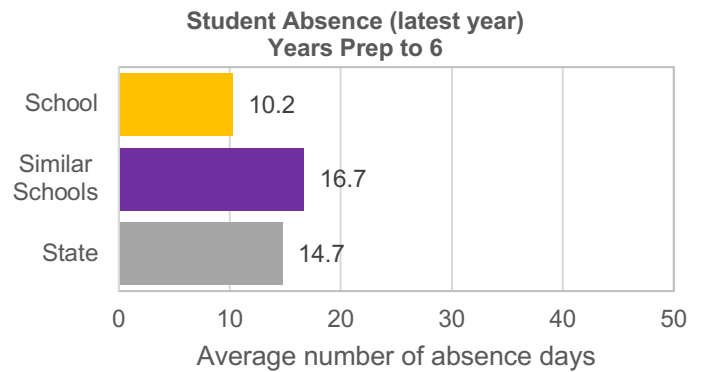
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.2	12.8
Similar Schools average:	16.7	16.8
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):	94%	95%	94%	96%	95%	95%	95%

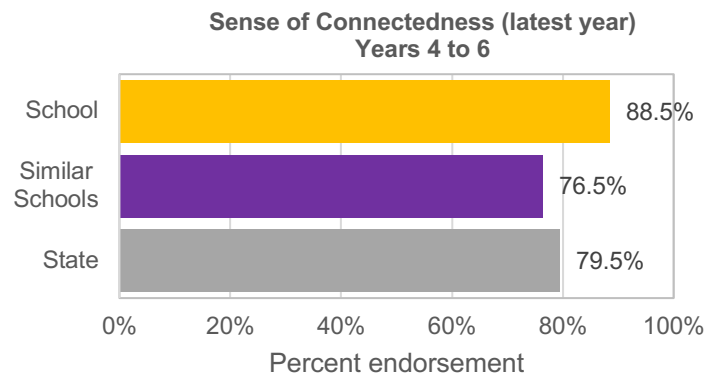
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	88.5%	88.8%
Similar Schools average:	76.5%	77.9%
State average:	79.5%	80.4%

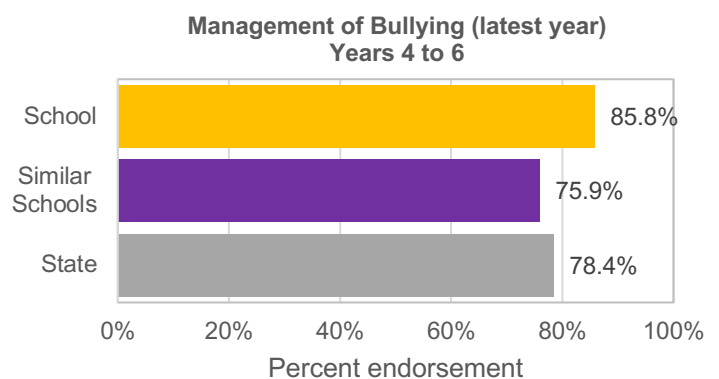


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	85.8%	88.0%
Similar Schools average:	75.9%	77.5%
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	\$4,392,164
Government Provided DET Grants	\$515,838
Government Grants Commonwealth	\$300
Government Grants State	\$0
Revenue Other	\$11,116
Locally Raised Funds	\$140,190
Capital Grants	\$0
Total Operating Revenue	\$5,059,609

Equity ¹	Actual
Equity (Social Disadvantage)	\$315,959
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$315,959

Expenditure	Actual
Student Resource Package ²	\$4,375,667
Adjustments	\$0
Books & Publications	\$5,053
Camps/Excursions/Activities	\$37,309
Communication Costs	\$6,452
Consumables	\$78,912
Miscellaneous Expense ³	\$42,639
Professional Development	\$74,882
Equipment/Maintenance/Hire	\$153,975
Property Services	\$75,954
Salaries & Allowances ⁴	\$44,685
Support Services	\$94,500
Trading & Fundraising	\$47,163
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$45,914
Total Operating Expenditure	\$5,083,106
Net Operating Surplus/-Deficit	(\$23,498)
Asset Acquisitions	\$16,004

(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	\$451,788
Official Account	\$63,645
Other Accounts	\$0
Total Funds Available	\$515,433

Financial Commitments	Actual
Operating Reserve	\$107,096
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$79,848
School Based Programs	\$83,489
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$110,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$135,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$515,432

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.