

2021 Annual Report to The School Community



School Name: Toolangi Primary School (3237)



- 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 08 April 2022 at 04:15 PM by Sally Herbert (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 08 April 2022 at 04:21 PM by Rachael Dunkley (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 Toolangi Primary School our vision statement is to cultivate curious and innovative young minds. We encourage a life-long passion for learning through the promotion of academic excellence, communication skills and creativity. We engage in individualised teaching and learning in a beautiful natural environment that enables us to maximise the academic achievement and well being of every student.

Our school motto is 'Every Child by Name and Need' which reflects our vision of tailoring academic and social learning to the individual needs of every child.

The core values that underpin our actions and behaviours at Toolangi Primary school are:

Respect: Caring for and appreciating ourselves, others and the environment

Integrity: Being reliable, honest and taking pride in our own actions

Responsibility: Taking ownership of our behaviour and actions and setting a positive example to others

Understanding: Using our personal experiences to relate to others

Toolangi Primary School is nestled in the foothills of the Great Dividing Range and is located approximately 25 minutes from Healesville. Our grounds are abundant with nature and lush vegetation providing a natural bush setting for our students to play and learn. The school boasts an extensive kitchen garden that is a feature of our inquiry approach to learning and is utilized by the school community. The school buildings are representative of the Toolangi history and offer engaging and specialist areas for learning. The school contains a wealth of history and community connection with many generations of families attending our school over the last 100 years. The school is an integral part of the Outer Eastern Melbourne area within the Yarra Valley network.

In 2021 the current school enrolment is 19 students. The school's SFOE is 0.3869.

Toolangi Primary school has an enthusiastic and committed staff comprising of: 1 Principal class, 1 Business Manager (0.4), 1 full time teaching staff member, 1 teaching staff member (0.2), 1 Education Support staff (0.2) and 3 part time specialists including Physical Education, Art and MARC (Mobile Area resource centre).

The class structure is divided into the Senior class (years 3 -6) and the Junior class (years F - 2). The core business of English and Mathematics remains a high priority. Specialist staff work with all year levels on a weekly basis. Students are given opportunities to develop their Performing Arts capabilities in the area of Music, led by our Junior school teacher. This program is a highlight of our school's curriculum with students performing regularly both within our school and extending to the wider community. Toolangi Primary School is widely recognized for the Kitchen Garden program led by an Education Support staff member. This program provides students with engaging opportunities to learn about sustainability, science (including cooking), horticulture and biology through an inquiry approach to learning. The kitchen garden and music programs provide the stimulus for the school's annual events of the Harvest Festival, School concert and Community events.

TPS has a strong community connection with families regularly participating in community events, strong representation on school council, trade expertise in maintaining buildings and grounds and working together as the Parents and Friends association to fundraise through local community events. Extracurricular opportunities are varied including school camps, excursions, swimming and athletics programs and in school activities including sewing and cooking. Through the Sporting schools grant, TPS collaborates with other small schools in our district to participate in swimming carnivals, tennis tuition, athletics and gymnastics events providing our students with the opportunity to strengthen their skills, socialize and compete with other students within different sporting environments.

Framework for Improving Student Outcomes (FISO)

2021 (COVID 19) continued to be a year of uncertainty and disruption due to lockdown restrictions and intermittent return to remote and flexible learning.

Throughout this time we ensured regular communication with our school community through phone calls, home visits and online check-ins. Student attendance and engagement was constantly addressed and families provided with support as required.

We developed a remote learning program that was tailored to meet the individual needs of students and families. Our senior class used the google classroom platform to access their learning sessions in English and Mathematics and other specialist areas such as PE, Art and the Mobile Area Resource Centre (MARC) library program. Our Junior class varied between online lessons, specifically designed work packs and individualized tutoring based on individual needs. To support families with internet connectivity challenges we provided portable devices to ensure access to our daily online check-ins and explicit teaching sessions.

2021 marked the year of our school review. This review period provided a unique opportunity to reflect and review the goals within the school's strategic plan (SSP).

Our FISO goals for 2021 focused on the following key areas with subsequent high level actions and strategies to support the achievement of these goals.

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

In addition to these goals we also focused on:

- * improving student growth in the areas of English and Mathematics
- * fostering a learning community which support and nurtures the development of the whole child

A major focus within our Annual Implementation Plan (AIP) was to up level curriculum planning and assessment. Our high level actions included the development of a teaching and learning model that focused on the Gradual release of Responsibility. Aligned with this model is the targeted implementation of the High Impact Teaching Strategies (HITS) with particular reference to explicit teaching, collaboration and questioning. Through collaborative planning with teachers both in the classroom and in our tutor learning program we developed Individual Education Plans for students who are at risk or vulnerable. We prioritized our curriculum days and planning time to develop a whole school assessment schedule to accurately inform teaching and curriculum planning which enabled us to target teaching at student's point of need.

We focused on building teacher capacity through active involvement in Professional Learning Communities (PLC). This training was in collaboration with other small schools in our network and led to the implementation of the PLC framework within our teaching and learning sessions.

Achievement

During the period of remote and flexible learning we continued to use 'Google classrooms' as our online platform to deliver the curriculum to our senior students. Classroom teachers including our specialists provided learning experiences designed to engage our students and provide the necessary connection to the learning and to each other. Our junior students responded well to project based learning tasks during this lockdown period and this provided an opportunity to share learning upon the students return to school. Students that found remote learning difficult to complete were prioritized within our tutor learning program once they returned to school.

2021 marked our school review. This evaluative process provided valuable reflection of goals within our School Strategic Plan.

Some highlights of our school review included the following:

1. Communication:

This included our school's engagement and connection to families. Genuine partnerships with families were achieved by frequent contact with parents to discuss strengths and concerns relating to social, emotional and educational development. Parents and families expressed a pride in the school aligned with the school's inclusive response to family communication and engagement.

2. Kitchen garden, sustainability and inquiry learning program

A highly engaging and inclusive program enabling connection to the environment being a fundamental step towards respectful global stewardship. This program runs on a weekly basis with strong links to science, creative and critical thinking and inquiry with students working within the kitchen garden to conduct investigations, explore life cycles and prepare food for school celebrations and events.

3. Creative and Performing Arts program

Our school's commitment to music and performing arts provides multi-age lessons that provide maximum engagement and are thoroughly enjoyed by our students. These lessons often culminate in performances for annual events such as

Harvest Festival and concert.

Teacher Judgements in semester 2 demonstrated growth for students in the area of English and Number and Algebra

- * In Reading and viewing 27% of students were at above expected level
- * In Speaking and Listening 20% of students were at above expected level
- * In writing 20% of students were at above expected level
- * in Number and Algebra we had 33% of students at above expected level

NAPLAN data was difficult to measure due to the low numbers of students participating in this National Assessment at our school.

As per the findings of our school review, the following goals, targets and key improvement strategies (KIS) remain the focus for our future priorities and actions for the 2022 AIP

- * Increasing the percentage of students achieving above level, Teacher Judgement in reading, writing and number and algebra
- * Increasing the percentage of students with high benchmark growth (NAPLAN) in reading
- * Increasing student success in achieving targeted goals in English and Mathematics as prioritized in Individual Education Plans
- * Strengthening school connectedness and engagement in relation to attendance and learning

Engagement

Engagement was a high priority throughout 2021 with a priority on up-levelling our actions and support during the period of remote and flexible learning. In addition to the online lessons and work packs developed for our students we conducted regular online wellbeing check ins via the Webex platform. These sessions included themed days including pet day, construction day, book club and special lunches. These sessions were designed to encourage our children to communicate with each other in a fun and non academic way. Home visits (COVID safe), phone calls and emails were also conducted regularly to keep in touch with students and families and provide any additional support from a school and allied health level if required.

Attendance during remote and flexible learning continued to be a high priority with most students attending our check in sessions. During the latter periods of remote learning in semester 2 attendance became more of a concern with a small number of students experiencing 'lockdown fatigue' with parents finding it difficult to engage their children with their learning. This was addressed when the students returned to school with a focus on re-engagement to school and a return to face to face learning. Encouraging students to get back into the routine of coming to school and connecting with their peers was essential. Toolangi is a small community and the children found it very challenging to be away from their friends, making the return to school very significant. Most of our families enthusiastically returned to school with a small number of families continuing to home school due to uncertainty with recurring lockdowns and restrictions relating to the pandemic.

Engagement of students to their learning was strengthened during 2021 by providing targeted and explicit instruction in the core areas of the curriculum. We committed to high level professional learning relating to Professional Learning Communities(PLC). This training was in collaboration with other small schools in our network and focused on developing a professional learning team to focus specifically on learning, collaboration and results. Using student data we conducted learning sprints with our students specifically relating to English and Mathematics. This targeted intervention supported student engagement learning specifically relating to their needs.

With a focus on the goal of supporting our students to be healthy, happy and active we provided the following key learning experiences and activities:

- * offering an engaging physical education program including a successful sporting school's grant enabling us to participate in gymnastics and tennis with a specialist coach
- * attending a school camp at Alexandra Adventure Resort where the children participated in team building activities within an interactive and engaging setting
- * implementing an Outside School Hours Care (OSHC) program

- * providing a weekly school breakfast program that encourage healthy eating and provides a positive start to the day
 - * participating in the Kids Teaching Kids (KTK) program to provide senior students to present a research based project (Cane Toads) and provide information for publishing in the KTK book (Murrindindi shire)
 - * engaging in our whole school events such as end of year concert, harvest festival, graduation and activity days that are always thoroughly enjoyed by our school community
-

Wellbeing

The wellbeing of students and their families was an essential element of our work throughout 2021. Our wellbeing team comprises our entire staff, including the Principal, classroom teachers, business manager, specialists and our OSHC coordinator. Due to the small number of staff in our school we all work together to support the wellbeing of every child and family. We meet and greet our families every morning and afternoon and provide regular opportunities for families to speak with their child's teacher.

Staff continued to contact families regularly during remote and flexible learning and provided follow up support as required. Once our families had returning to school we actively communicated with our families to support a smooth transition back to face to face learning. We altered our timetable to support the transition back to school and address the fatigue that some students were experiencing to a full day at school. This was achieved by altering our learning times to shorter learning periods with regular brain breaks, outside learning and mindfulness sessions. On the whole our children were pleased to be back amongst their friends and quickly adjusted to the routine and stability that school was able to offer. Student referrals were followed up with School Support Services (SSS()) through our fortnightly key contact sessions. This support extended to referrals to allied health professionals (speech pathologists), further assessments and building teacher capacity to provide targeted intervention for students who identified as requiring extra support.

During Semester 1 we re-visited our school vision statements to reflect the current needs of our school. This process included community involvement and collaboration and resulted in the creation of a vision statement that emphasizes the social, emotional and academic needs of our school community. In 2022 we will be focusing on evaluating our school values and embedding them with our school culture with an emphasis on strengthening the sense of shared purpose and connection to our school.

Our Foundation student's transition to school was well supported by families, the local kindergarten and the staff with these children experiencing a 'sense of belonging' to their school before the year was completed. Our Year 6 students engaged in transition days to Healesville High School with an enhanced transition for a student with additional needs.

Finance performance and position

Toolangi Primary School has continued to allocate resources in line with the Strategic Plan and AIP to enable the achievement of the schools goals and priorities. Throughout 2021 the school has been operating within a deficit budget. Staffing allocation is in an excess situation due to a decline in student enrolment numbers. The school has been collaborating with the finance division of the Department of Education (DET) and School Council to manage the budget with the support of a workforce bridging plan.

School funds and Equity Funding has enabled to the school fund the following priorities:

- * Attending staff professional learning in the area of PLC training and student Individual Education Plans
- * Purchasing additional resources and staff training in curriculum planning and assessment
- * Funding specialist programs (kitchen garden/science teacher and related resources for program delivery)
- * Implementing remote and flexible learning program during the pandemic restrictions

As a result of the Tutor Learning Initiative (TLI) funding we were able to employ a part time tutor to work with at risk and vulnerable students.

We were also successful in an Outside School Hours Care (OSCH) grant to establish an after school care program with funds allocated to employ an OSHC coordinator and fund publicity and promotion to attract future enrolments. The

OSHC program is a school council led program with the OSHC coordinator as a school council employee.

TPS is on the Bushfire at Risk Register (BARR) and is required to ensure that buildings and ground are compliant with bushfire regulations. This funding provided minor works relating to vegetation removal, arborist inspection, gutter clean, maintenance of our shelter in place and sprinkler system and the installation of a generator to enable access to essential services as a result of power outages.

A grant was also received for a shade sail to create an outdoor learning space. The installation of this shade sail will occur in 2022.

Locally raised funds provided by our Parents and Friends association included the Harvest Festival Fundraiser, Bunnings Sausage Sizzle and parent donations.

**For more detailed information regarding our school please visit our website at
<https://www.toolangips.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 19 students were enrolled at this school in 2021, 8 female and 11 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

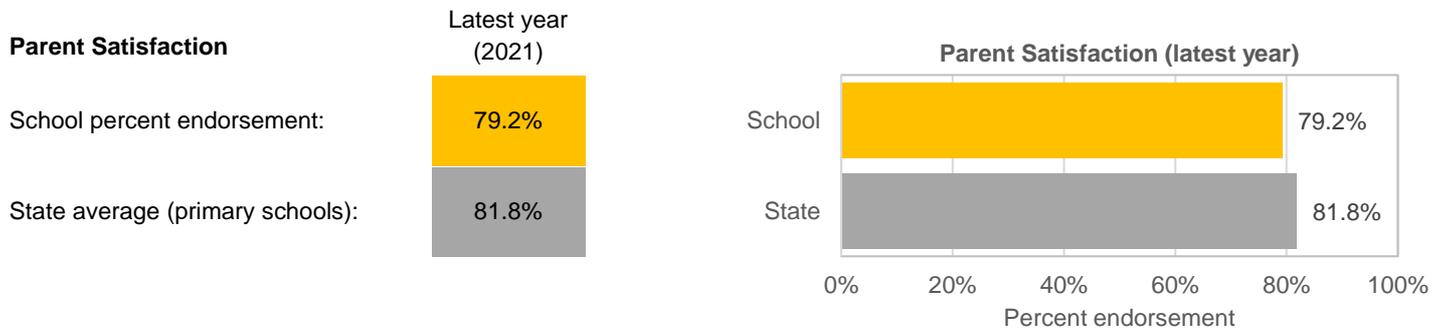
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

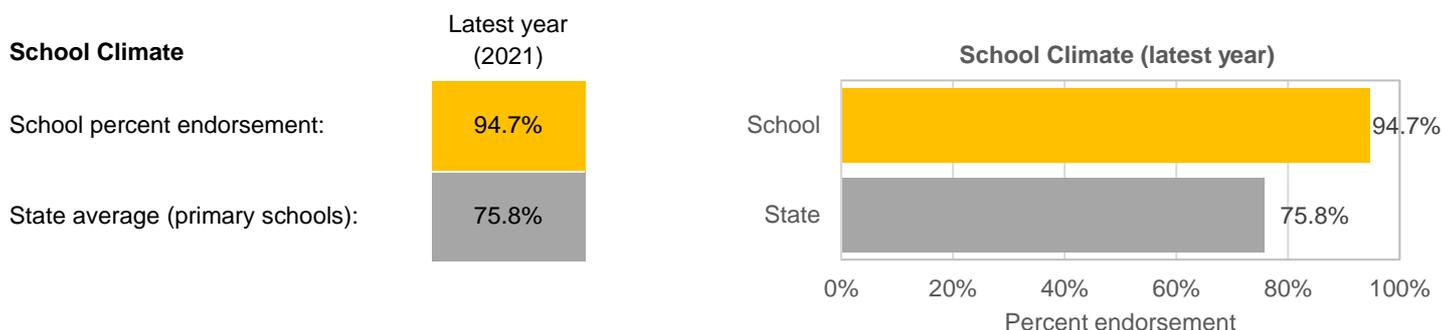


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

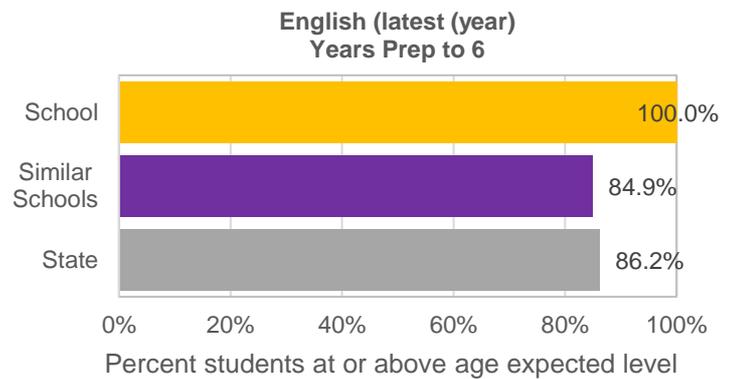
100.0%

Similar Schools average:

84.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

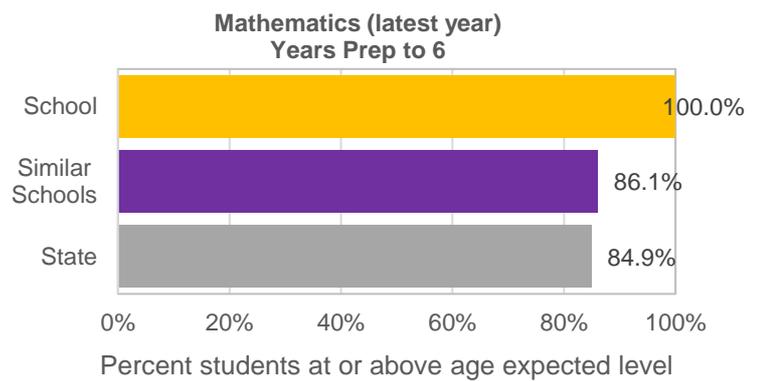
100.0%

Similar Schools average:

86.1%

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.

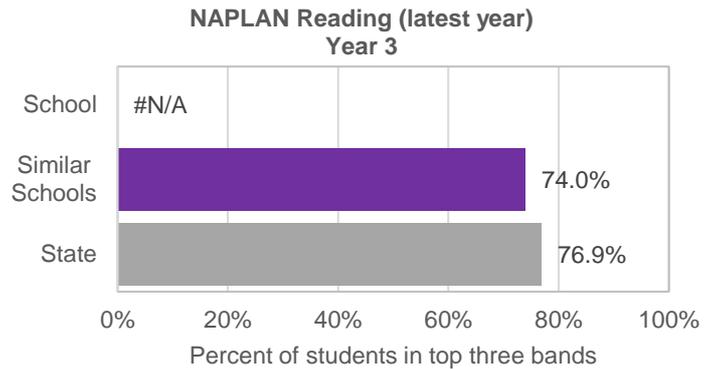
NAPLAN

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.

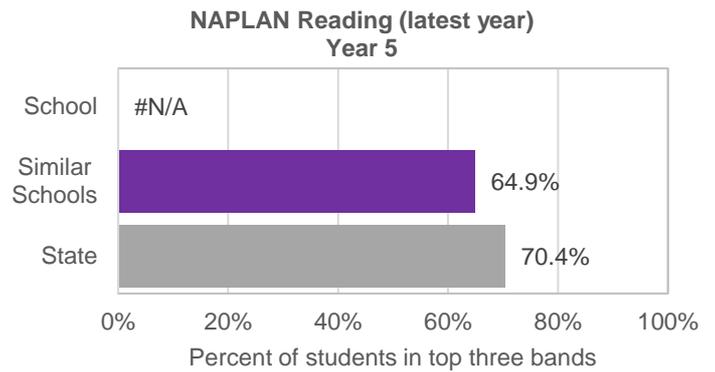
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	83.3%
Similar Schools average:	74.0%	76.3%
State average:	76.9%	76.5%



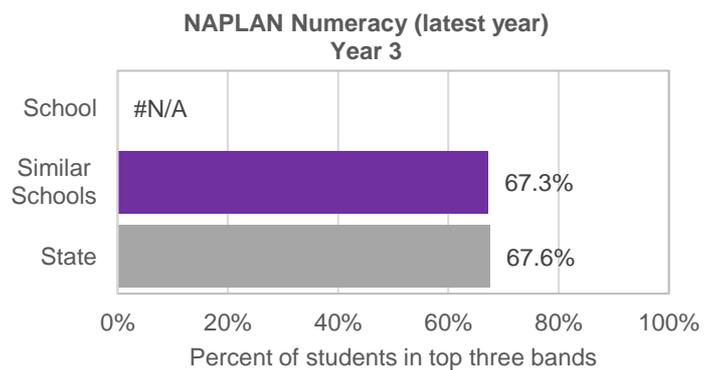
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	87.5%
Similar Schools average:	64.9%	64.2%
State average:	70.4%	67.7%



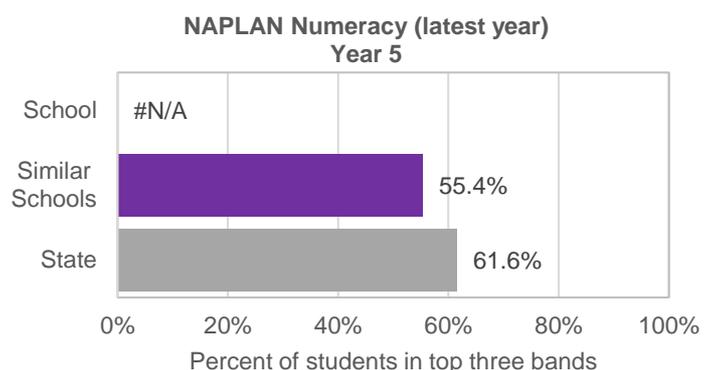
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	83.3%
Similar Schools average:	67.3%	73.5%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	62.5%
Similar Schools average:	55.4%	59.2%
State average:	61.6%	60.0%



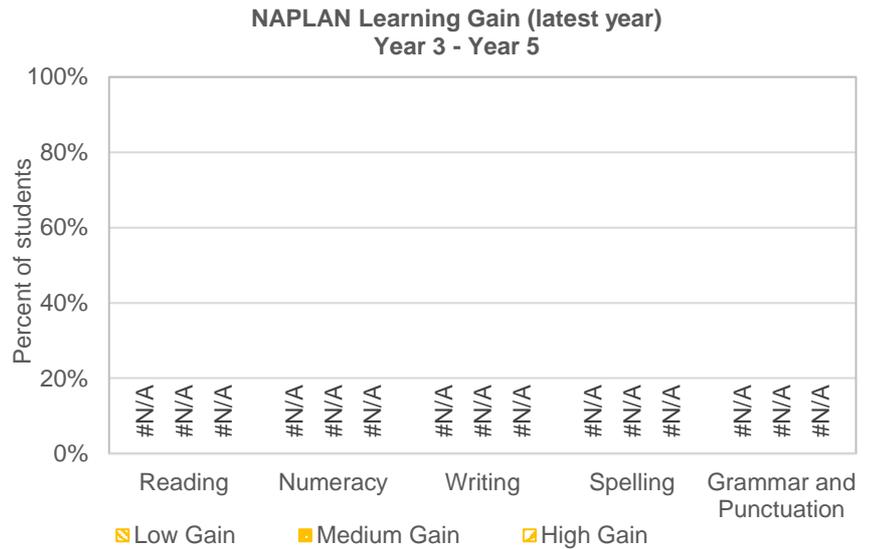
ACHIEVEMENT (continued)

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:	NDP	NDP	NDP	21%
Numeracy:	NDP	NDP	NDP	21%
Writing:	NDP	NDP	NDP	15%
Spelling:	NDP	NDP	NDP	16%
Grammar and Punctuation:	NDP	NDP	NDP	24%



ENGAGEMENT

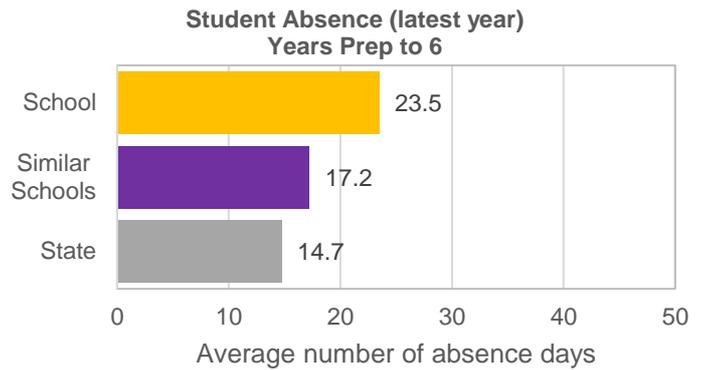
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	23.5	16.4
Similar Schools average:	17.2	15.7
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):	NDP	90%	NDP	NDP	94%	NDP	NDP

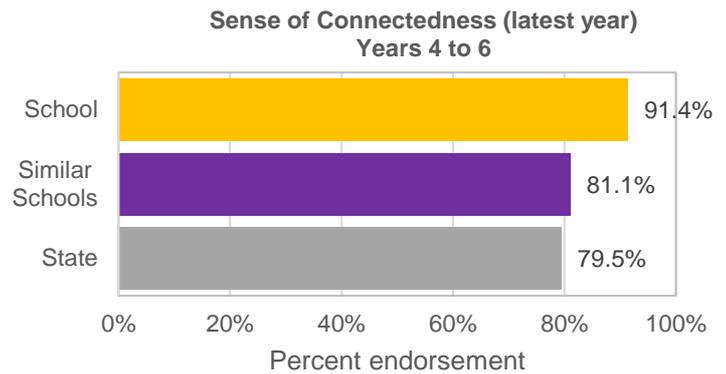
WELLBEING

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:	91.4%	91.2%
Similar Schools average:	81.1%	81.2%
State average:	79.5%	80.4%

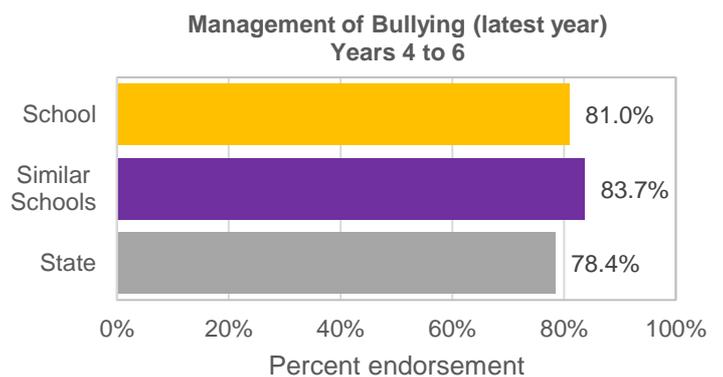


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	81.0%	89.3%
Similar Schools average:	83.7%	84.5%
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	\$366,115
Government Provided DET Grants	\$154,772
Government Grants Commonwealth	\$17,770
Government Grants State	\$0
Revenue Other	\$2,053
Locally Raised Funds	\$10,741
Capital Grants	\$0
Total Operating Revenue	\$551,452

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$367,764
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$7,139
Communication Costs	\$590
Consumables	\$6,043
Miscellaneous Expense ³	\$3,516
Professional Development	\$132
Equipment/Maintenance/Hire	\$2,290
Property Services	\$15,698
Salaries & Allowances ⁴	\$31,412
Support Services	\$2,059
Trading & Fundraising	\$4,257
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$5,887
Total Operating Expenditure	\$446,788
Net Operating Surplus/-Deficit	\$104,664
Asset Acquisitions	\$0

- (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	\$186,215
Official Account	\$3,847
Other Accounts	\$0
Total Funds Available	\$190,062

Financial Commitments	Actual
Operating Reserve	\$11,172
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$14,394
School Based Programs	\$64,600
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$47,453
Repayable to the Department	\$38,944
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$13,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$190,062

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.