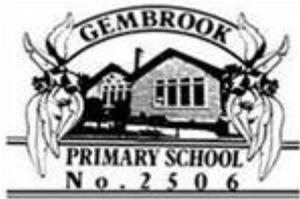


2021 Annual Report to The School Community



School Name: Gembrook Primary School (2506)



- 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 04 April 2022 at 01:07 PM by Brendan Fitzpatrick (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 10 May 2022 at 01:10 PM by Dean Prouse (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

Gembrook Primary School is a vibrant and aspirational education community located in the township of Gembrook in the semi-rural eastern end of the Dandenong Ranges approximately 75 kms from the Melbourne CBD. Our modern and well-resourced learning centres provide highly engaging learning spaces.

Our school commits to providing an outstanding education for our students that promotes academic achievement, independence, resilience, perseverance and a love of learning. We have a clear focus on improving student learning outcomes with a particular emphasis on literacy and numeracy. The school's vision is to provide every student with every opportunity to be the best they can be. Our aim is to assist our students to become higher order thinkers, effective problem solvers, and valued and conscientious contributors to society. We are a growing school and provide our 240 students with an engaging, challenging, safe and secure learning environment that specifically targets individual learning needs, and where excellence in teaching and learning is both supported and promoted.

Our school's SFOE (School Family Occupation and Education Index) is rated low-medium which places us above state average in terms of socioeconomic status.

Staff and students approach teaching and learning with a growth mindset, believing that we can all improve our learning by trying our best and that mistakes are simply part of the learning process.

We are very proud of the excellent home-school-community partnership that exists at our school. As partners in the learning process, parents are encouraged to actively participate in their child's education and in extra curricula events and programs, acknowledging that this has been difficult with COVID-19 restrictions over the past two years.

Our staffing profile consists of 2 principal class, 15.75 EFT teachers, 0.395 EFT School Wellbeing Officer and 7.66 EFT Educational Support Staff.

In 2021 we have 12 classes organised into single classes for Foundation and Grades 1 and 2 and composite classes in 3/4 and 5/6. We have 2 Literacy Coordinators, 2 Numeracy Coordinators and 2 ICT Coordinators. Our leadership team (Gembrook Improvement Focus Team – GIFT) drive school improvement via leading Professional Learning Communities and lead change across the school to support student learning and whole school improvement.

The school is well resourced in terms of technology with 84 laptops across three learning centres, as well as 90 iPads throughout the school to further support pedagogy. This technology complements our teaching and learning program, which is informed by latest research, targeted professional learning and leads to high levels of engagement across the school.

We have a number of innovative intervention programs in place for both Literacy and Numeracy that are highly effective and popular with our students. These programs include Levelled Literacy Intervention, and QuickSmart Literacy and Numeracy.

Our emphasis on educating the whole child involves a focus on Sustainability, LOTE (Italian), Science, Art, Sport and Physical Education. The three specialist classes are LOTE (Italian), Art and Physical Education. Whole school musical and dance productions are also popular annual events. Other programs we offer include Human Powered Vehicles, Swimming, Music, Woodwork, Toastmasters Public Speaking and Bike Education.

Student Voice and Agency is a priority and student leadership roles exist for School Captains, House Captains, Eco Warriors, eSmart, Art Monitors and Media Team. Our school also has an active Student Representative Council.

Our beautiful grounds are a special feature of the school, along with the superb views and scenery that provide such a stunning backdrop. We are an environmentally friendly school with features such as solar power, vegetable garden, native flora areas and rainwater tanks that provide the majority of water for daily use.

Our school values are 'Respect' and 'High Expectations' while our school motto is 'A View To The Future'.

Framework for Improving Student Outcomes (FISO)

The FISO Improvement Priorities for Gembrook Primary School are 'Excellence in teaching and learning' and 'Positive climate for learning'. In 2021 the school's Annual Implementation Plan (AIP) focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions 'Building practice excellence' and 'Empowering students and building school pride'. We have identified writing, reading and spelling to be a whole school focus area for improvement.

Our overall priorities for 2021 were Literacy - Writing (including conventions), Reading, Numeracy, Student Voice and High Expectations.

We are extremely proud of the remote learning program that was implemented as a result of COVID-19. Staff planned the remote learning program in teams and made adjustments and improvements throughout the year in response to student and parent feedback. For example, explicit teaching videos in literacy and numeracy were implemented in addition to regular webex class and small group sessions. The school's learning management system Compass provided an effective means of communication between school and home, enabling students to submit learning tasks and receive feedback.

Staff worked incredibly hard to ensure continuity of learning for our students, as well as maintaining school connectedness and student voice and agency throughout 2021.

During 2021 staff analysed data and engaged in targeted professional learning in order to build teacher capacity to record and utilise student learning data in order to improve planning and therefore improve pedagogical practice.

We engaged highly respected education consultant Danny Hyndman to facilitate Curriculum Days, additional staff professional learning and coaching in literacy.

Teaching staff also participated throughout 2021 in professional learning in literacy and numeracy, facilitated by our literacy and numeracy co-ordinators.

Achievement

In 2021 Gembrook Primary School continued to pursue improved student learning outcomes through research-based instructional practice, targeted professional learning, authentic learning opportunities and a high-quality remote learning program.

In 2021, 77.77% of students were assessed as achieving at or above the expected level in Reading, whilst 67.0% of students were assessed as achieving at or above the expected level in Writing. In Number, 73.0% of students were assessed as achieving at or above the expected level.

In Year 3, 64% of students achieved in the top 2 bands in Reading, 43% in Writing and 51% in Numeracy.

In Year 5, 36% of students achieved in the top 2 bands in Reading, 9% in Writing and 24% in Numeracy.

Our 2021 NAPLAN Relative Growth Data showed above state average growth in Grammar & Punctuation and Spelling, and above medium growth in Reading, Writing and Numeracy.

We have already achieved or surpassed some 4 year School Strategic Plan targets that were set in 2019, including Year 3 Top 2 Bands Numeracy and Year 3 Top 2 Bands Reading.

Literacy and Numeracy intervention programs including Quicksmart Literacy, Quicksmart Numeracy Levelled Literacy Intervention (LLI) and the Tutor Learning Initiative continue to improve learning achievement for students requiring additional support.

Emphasis is placed on differentiated teaching, where students learn at their point of need. Our extension maths program is popular in the senior school.

Students supported through the Program for Students with a Disability (PSD) all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

In 2021 and beyond, Gembrook Primary School will continue to strive for improvement through targeted professional learning with a clear focus on improving student learning in literacy and numeracy via research based, high quality instruction. We will continue to embed a whole school collaborative approach to our priority areas of literacy, numeracy, high expectations and student voice and agency.

Engagement

Gembrook Primary School students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement and social capacity.

Throughout 2021 and remote learning, students remained engaged and connected with their school via regular Webex conferences, outstanding communication between school and home via Compass LMS, teacher emails and phone calls, Compass updates, Facebook posts, student videos and student engagement projects such as Tiger Paw, Art Padlet Wall, GPS Home Virtual Athletics and Spectacular Splendid Swaps.

In spite of the many challenges around extended periods of lockdown and remote learning during 2021, our Student Attitudes to School survey data reflected strong student engagement and motivation for learning data with 82% positive endorsement for School Connectedness, 70% for Student Voice and Agency, 91% for Sense of Inclusion, 79% positive endorsement for Stimulated Learning, 74% positive endorsement for Student Motivation in Learning and 82% positive endorsement for Teacher Concern. Our absence data for 2021 reflected 15.20 days average absence.

The work in this area is ongoing and in 2021 included programs such as School Leadership roles and responsibilities, Step Up and Transition Programs and a Student Representative Council that represents all year levels and is increasingly focusing on promoting student agency.

Current research states that high quality teaching (including differentiated teaching to point of need), maintaining high expectations, positive relationships and student agency are major determinants of student engagement. As a school we are striving to build a culture that expects and delivers excellence in teaching and learning, instructional leadership and continuous improvement in pedagogical practice using study groups, coaching, GPS visible learning initiative and focused professional learning.

During 2021 we launched the GPS Positive Behaviours for Learning initiative following consultation with students, parents and our whole school community. This is a whole school approach to promoting positive behaviours via common language in a variety of school-based contexts involving rewarding positive behaviours, and redirecting inappropriate behaviours. Using Restorative Practices has been very successful when dealing with conflict and is continuing to develop individual and group responsibility for behaviour.

We also launched, Compass Chronicle communications to keep parents further informed and engaged.

An increased focus on Growth Mindset has further supported student engagement in learning with students now understanding that errors and taking risks with learning are simply part of the overall learning process.

Gembrook Primary School provides a wide range of extra curricula activities and opportunities for students that enhance engagement including music tuition, school band, Toastmasters Public Speaking Program, Human Powered Vehicles, EDEC Sports, Camps, Life Ed, First Aid Training, Student Representative Council and an expansive range of student leadership opportunities including School Captains, House Captains, Eco Warriors, eSmart Leaders, Art Monitors, Library Monitors and Media Team. The school has banks of modern technology with iPads and laptops for increased ICT engagement.

Results from the 2021 Parent Opinion Survey showed improvement with 61% of respondents satisfied with the school overall. The school strongly values and encourages parent and wider community engagement and participation in all core learning and extra curricula events and activities.

Wellbeing

Gembrook Primary School has strong programs in place to support the various elements of student wellbeing. Our School Wellbeing Officer has been an important contributor to the wellbeing of our students, staff and parents.

Once again, in spite of lockdown and associated restrictions, our Prep students' transition to school was aided by the excellent transition program conducted during the year prior to commencement, with all Prep students linked with a Grade 6 buddy. The school has a strong commitment to student voice and leadership through the Student Representative Council for students in grades Prep to 6, Eco Warriors, eSmart Leaders and the Grade 6 Leadership Program, involving the election of school captains and house captains.

2021 again saw strong Prep enrolments which is a great endorsement for the positive direction of the school. We run a Prep Information Night early in the year, as well as a follow up Saturday Open Day to ensure the school effectively communicates the wonderful opportunities that Gembrook Primary School provides.

Strong links exist with our local preschool and early learning centre, and regular visits and joint activities occur throughout the year.

Our Grade 6 students enrol for Year 7 at a range of local government and independent schools and we are involved in many transition events to ensure a smooth pathway to secondary school.

Gembrook Primary School promotes and utilizes the values and elements of the 'Health Promoting Schools' framework which provides guidance in promoting a healthy lifestyle for all school community members.

eSmart is the framework for supporting and promoting safe and secure practice in the use of technology.

Feeling connected is a clear determinant of health and Gembrook Primary School seeks and strongly encourages parent and community engagement in all areas of school life.

Results from the Attitude to School Survey shows 82% positive endorsement in relation to school connectedness.

As a result of remote learning and the events of COVID-19, the school ran an alternative kinder to prep transition program via a combination of Webex, combined with on-site visits to school.

Staff worked hard throughout the events of 2021 and remote learning to maintain student wellbeing via webex conferences, explicit teaching lessons, small group webex instruction and a variety of engagement activities such as Tiger Paw, Art Padlet Wall, GPS Home Virtual Athletics and Spectacular Splendid Swaps. Our school wellbeing office and teaching staff were in regular contact with families and students.

Finance performance and position

In 2021 the total Operating Revenue \$2,833,897. consisted of the Student Resource Package (SRP), State and Federal Government provided grants and locally raised funds. The SRP is composed of credit and cash. Credit is used for salaries. The cash component is used for the operating expenses at the school level. Locally raised funds include essential education items, voluntary contributions, fund raising, donations and community grants.

The total Operating Expenditure was \$2,660,863 This expenditure included significant investment in assets and infrastructure including:

- Classroom technology including screens.
- Bushfire preparedness items including a generator and satellite phone
- Significant modifications to existing playground equipment to ensure safety standards are maintained.
- Repairs to the original building which houses the library including replacement of glass panels in the heritage windows and replacement of deteriorating weather boards in preparation for repainting in early 2022.
- Replacement of deteriorated internal doors in wet areas.
- Maintenance of the many steps at the school including repairs to damaged concrete step edges and repainting the yellow safety markings on all edges around the school.

There was a Net Operating Surplus of \$173,034. The 2021 financial commitments include provisions for school-based programs including the Human Powered Vehicle Program, the swimming program, the respectful relationships initiative, the student excellence initiative, wellbeing and support programs, condition maintenance funds and the building fund. There continues to be provision for the construction of a roof over the walkway between the Parker Centre, the Barak Centre and the gym, and the redevelopment of the oval. The school holds funds from three grant projects which are in progress; the Department of Health shade grant for a shade sail over the sandpit, the VSBA outdoor learning space shade grant for shade between the basketball court and the Wilson centre, and the VSBA Bushfire preparedness grant which is funding further infrastructure for storing grounds maintenance equipment. The school is in a sound financial position with a total of \$294,365.93 available consisting of \$256,913.92 in the Set-Off Investment Account, \$24,589.81 in the Official Account and \$12,862.20 in the Building Fund Account.

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

<https://www.gembrookps.vic.edu.au/wp/>

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 247 students were enrolled at this school in 2021, 121 female and 126 male.

NDP percent of students had English as an additional language and 4 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).

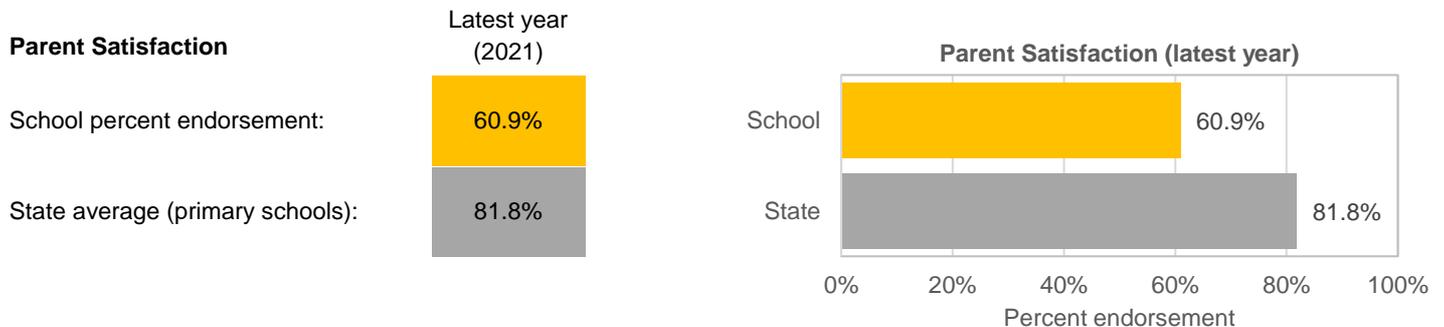
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

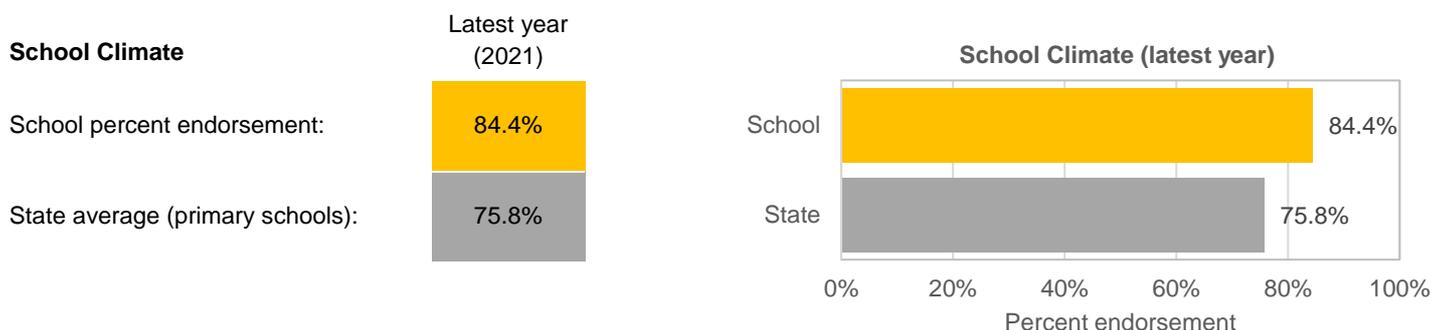


School Staff Survey

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:

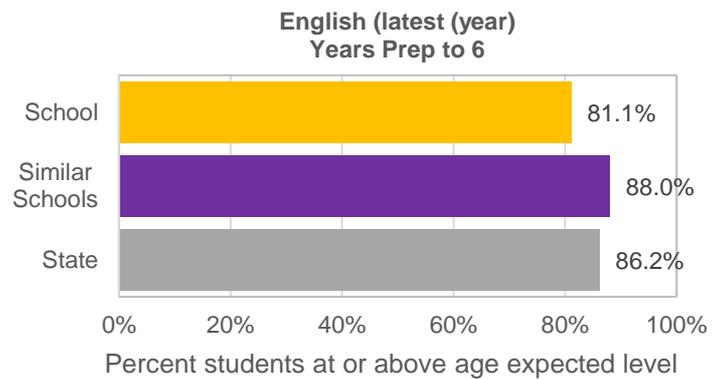
81.1%

Similar Schools average:

88.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

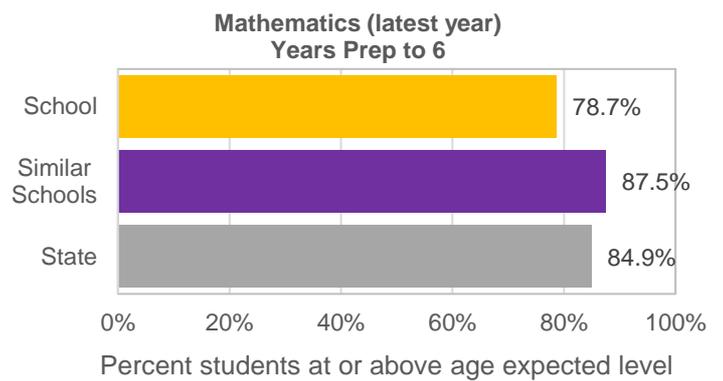
78.7%

Similar Schools average:

87.5%

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.

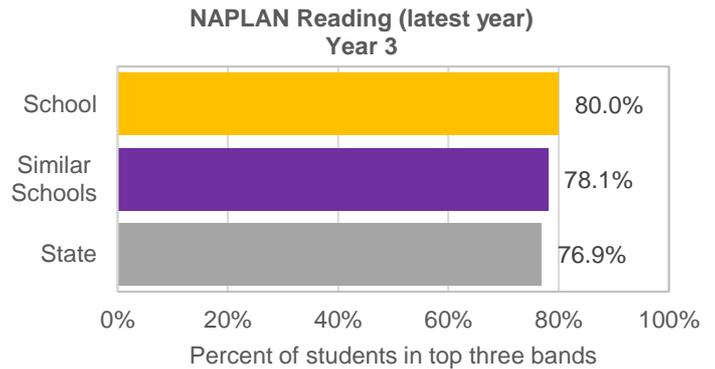
NAPLAN

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.

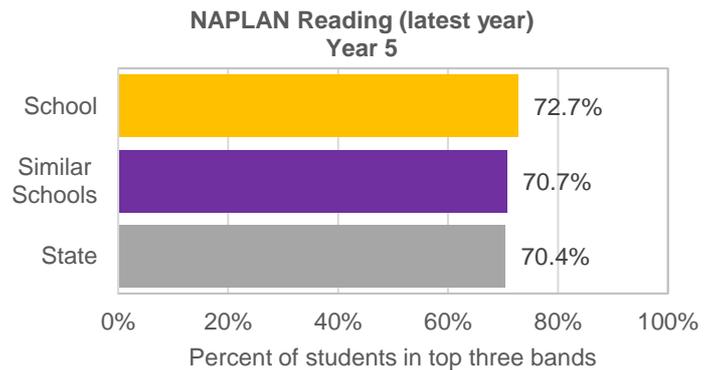
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	78.8%
Similar Schools average:	78.1%	78.0%
State average:	76.9%	76.5%



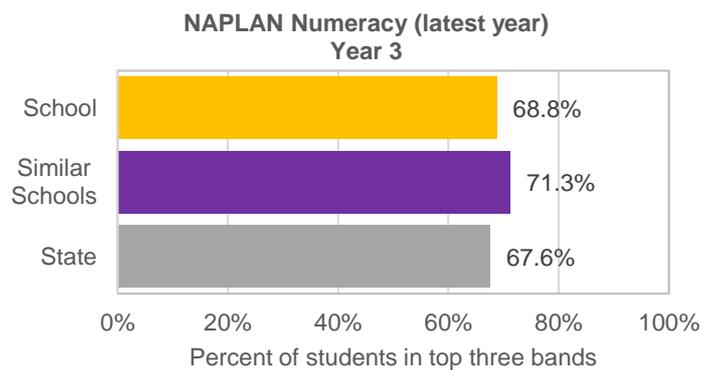
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.7%	63.5%
Similar Schools average:	70.7%	68.7%
State average:	70.4%	67.7%



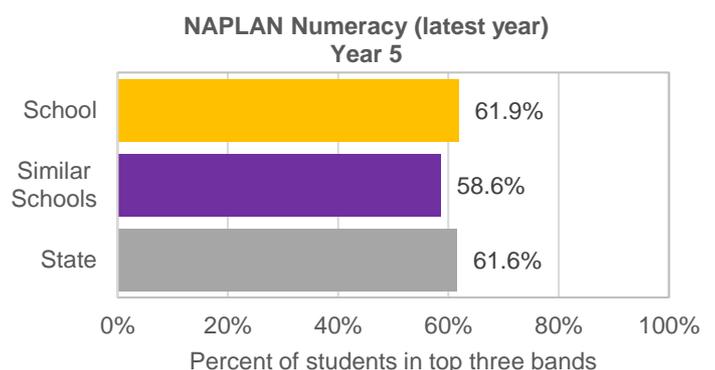
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.8%	74.4%
Similar Schools average:	71.3%	72.4%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.9%	60.6%
Similar Schools average:	58.6%	58.0%
State average:	61.6%	60.0%



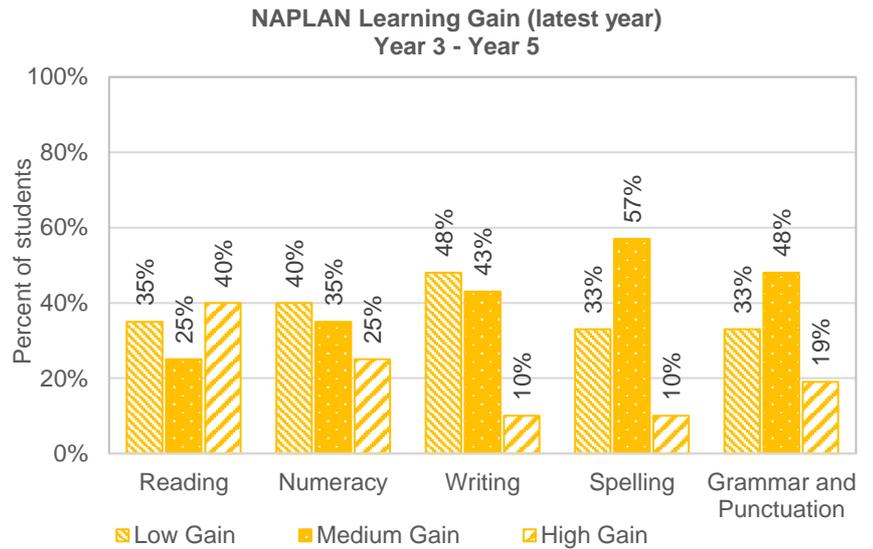
ACHIEVEMENT (continued)

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:	35%	25%	40%	23%
Numeracy:	40%	35%	25%	19%
Writing:	48%	43%	10%	19%
Spelling:	33%	57%	10%	19%
Grammar and Punctuation:	33%	48%	19%	22%



ENGAGEMENT

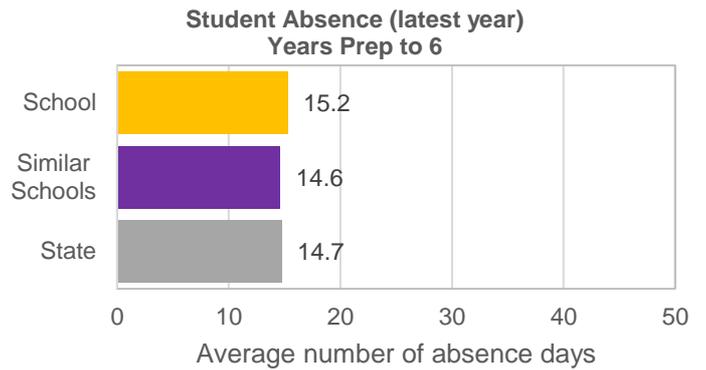
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	15.2	15.3
Similar Schools average:	14.6	14.6
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%	90%	94%	90%	91%	93%	94%

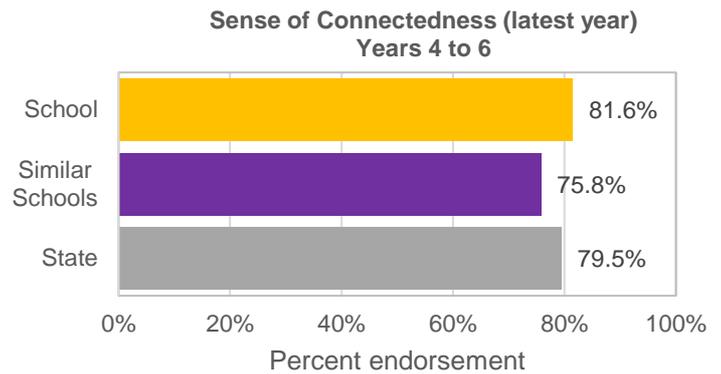
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.6%	76.2%
Similar Schools average:	75.8%	77.6%
State average:	79.5%	80.4%

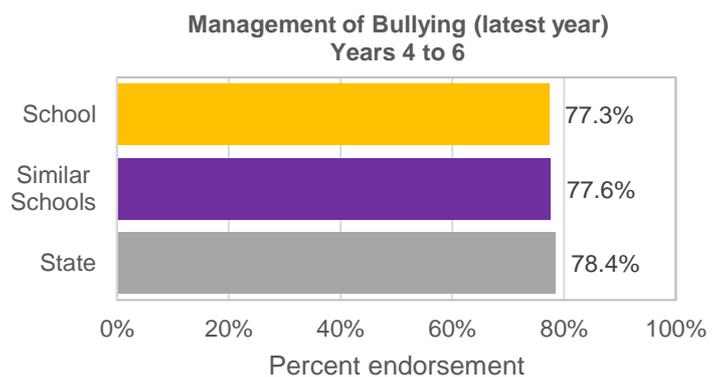


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	77.3%	79.1%
Similar Schools average:	77.6%	78.9%
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	\$2,396,214
Government Provided DET Grants	\$268,262
Government Grants Commonwealth	\$4,570
Government Grants State	\$7,400
Revenue Other	\$4,698
Locally Raised Funds	\$152,754
Capital Grants	\$0
Total Operating Revenue	\$2,833,897

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,297
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$24,297

Expenditure	Actual
Student Resource Package ²	\$2,242,656
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$62,296
Communication Costs	\$5,370
Consumables	\$57,378
Miscellaneous Expense ³	\$15,839
Professional Development	\$13,388
Equipment/Maintenance/Hire	\$36,336
Property Services	\$50,379
Salaries & Allowances ⁴	\$27,191
Support Services	\$108,624
Trading & Fundraising	\$25,134
Motor Vehicle Expenses	\$56
Travel & Subsistence	\$0
Utilities	\$16,217
Total Operating Expenditure	\$2,660,863
Net Operating Surplus/-Deficit	\$173,034
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	\$256,914
Official Account	\$24,590
Other Accounts	\$12,862
Total Funds Available	\$294,366

Financial Commitments	Actual
Operating Reserve	\$64,021
Other Recurrent Expenditure	\$1,065
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$51,955
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$127,596
Maintenance - Buildings/Grounds < 12 months	\$49,728
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$294,366

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.