

2021 Annual Report to The School Community



School Name: Niddrie Primary School (5410)



- 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 29 April 2022 at 10:36 AM by Sarah Dalton (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 29 April 2022 at 04:05 PM by Jess Spring-Brown (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

Niddrie Primary School aims to maximise individual potential, to develop learning skills and attitudes, and to give each child the opportunity to become a worthwhile and happy member of society. The school is committed to the safety and wellbeing of all children and young people by providing a safe and secure environment in which learning can be enjoyable, while at the same time ensuring that all children can achieve success. We hold three clear values that assist us to maintain our school ethos, they are Respect, Resilience, and Learning. We are focused on delivering a comprehensive learning program to our students that is differentiated at each child's point of need.

Niddrie Primary School was established in 1961 to serve the educational needs of the urban development of Niddrie and Airport West. This well-established area is adjacent to the Calder Freeway and is well-served by public transport. Niddrie Primary School shares land titles with the adjoining Essendon Keilor College (EKC) Niddrie Campus. The School facilities include an administration block and staff room, a Professional Learning Community (PLC) room, thirteen air-conditioned and heated classrooms, two mod-5 portables, well-equipped specialist areas for Science, Art, Italian and Physical Education, a multi-purpose hall, a canteen, a music room, an all weather oval and a shade covered basketball court.

The 2021 school population was 330 students. 2% of students identified as Aboriginal or Torres Strait Islander, and 11% identified as having English as an Additional Language (EAL). Enrolments within our school zone are steadily increasing, reflecting population growth and urban development trends in Niddrie and Airport West. The backgrounds of students reflect a cultural and socio-economic diversity. The school has a Student Family Occupational (SFO) index of 0.32 which is low-to-medium. Niddrie Primary School has a rich mix of students from varying backgrounds and attracts International students through word of mouth. International students are paired with a buddy for their schooling and regular and consistent communication with families is prioritised whereby additional supports are identified. Students are provided with additional English language support through the tutor learning initiative and through small group instruction in their regular classroom. Individual Education Plans are co-constructed with families to ensure the best learning experience for all International students.

Organisationally the school is structured in professional learning communities (PLCs): Foundation, Year 1/2, Year 3/4 and Year 5/6. In 2021 our staffing profile consisted of a Principal, an Assistant Principal, two Learning Specialists, 21.8 full time equivalent (FTE) teachers and 4.3 (FTE) education support members. None of our staff identify as Aboriginal or Torres Strait Islander.

Our teachers work in highly effective PLC teams, planning for the success and learning of every child in the school. The timetable is designed to support each team with at least one period of PLC time together during the school day. The professional learning schedule is structured with PLC meeting time after school one day a week. All professional learning times are structured to have a Strategic Plan/Annual Implementation Plan (AIP) focus to support the achievement of our long-term school goals. An emphasis on curriculum, instruction, assessment and feedback is evidenced through the use of the Niddrie Instructional Model.

The School Wide Positive Behaviour Strategies (SWPBS) framework and the Resilience, Rights and Respectful Relationships (RRRR) program promote positive relationships, security and a sense of belonging for all.

Specialists' programs in 2021 include Italian, Physical Education, Science and Visual and Performing Arts.

Framework for Improving Student Outcomes (FISO)

In 2021, Niddrie Primary School focused on the Department-led 2021 priorities goal which encompassed three parts 1. Learning, catch up and extension priority 2. Happy, active and healthy kids priority 3. Connected schools priority

FISO - Building Practice Excellence - Key Improvement Strategy 1a. Learning Catch-up and extension priority.

In 2021, the school identified students requiring additional support for catch-up or extension using multiple sources of data (Fountas & Pinnell, PAT-R, NAPLAN, On Demand) and established a small group tutoring program where the focus was on reading improvement aligned to our strategic priority of reading. Students attended individual or small group tutoring for reading with an experienced teacher. The composition of students in the tutoring program was reviewed on a termly basis, with students entering and exiting the program according to achievement of identified goals. Students were identified to participate in the Victorian High Ability Program and this continued on-site and during remote learning.

Developing data literacy and the building of collective teacher efficacy through the PLC inquiry cycle to continuously track and monitor individual students, subgroups and whole-school progress enabled more accurate planning and greater consistency in the triangulation of student learning data for assessment and reporting. The ongoing monitoring of student learning and provision of feedback during remote and flexible learning enabled staff to make more accurate decisions around small group versus whole class instruction. PLC inquiry cycles continued to retain a focus on Literacy and Wellbeing throughout 2021.

FISO - Empowering Students and Building School Pride - Key Improvement Strategy 1b. Happy, active and healthy kids priority

As part of the 2021 School Review/VRQA requirements, NPS refreshed our understanding of, and adherence to, the Child Safe Standards through the clear documentation of Child Safe Policies and Student Wellbeing and Engagement Policies. School staff and School Council engaged in professional learning to understand the rights and responsibilities associated with the Standards to ensure that our knowledge base was current and being implemented with fidelity. Staff completed training to update our knowledge of the Victorian Teaching Profession's Code of Conduct.

We continued to embed, monitor and review the Schoolwide Positive Behaviour Strategies, and the SWPBS team drafted our initial Positive Pathway which was distributed to students and staff for feedback before releasing our first version. Students were given input into the processes and visualisation of the Positive Pathway as a way of making pathways to success more clearly visible to students and staff. A parent representative was invited to join the SWPBS team in 2021 to maximise all stakeholder voices and to seek input from our parent community.

Staff continued our Respectful Relationships training and through a distributed leadership model, different members of staff began to lead the continued professional learning for all members of staff. The Respectful Relationships curriculum was implemented and maintained across all year levels throughout 2021.

Staff continued to build our capacity to collect, analyse, monitor and respond to student engagement data and to build our understanding of the three-tier model of intervention supports.

Building student leadership, voice and agency in learning remained a priority throughout 2021 with the school seeking opportunities, particularly during remote learning, for students to provide feedback to their teachers about their learning and for the teachers to use the feedback to modify curriculum. This will continue to be prioritised in 2022.

FISO - Building Communities - Key Improvement Strategy 1c. Connected schools priority

In 2021 a whole school approach to increase student engagement and attendance was implemented. This was based around the three-tier attendance model and prioritised increasing the number of students having 0-9 days absence and decreasing the amount of students with 20+ days absence. Student absence data was made transparent and achievable goals were set and monitored. The school was able to achieve our target, through clear communication and home-school partnerships that encouraged every student to attend school every day.

A Community Engagement in Learning (CEIL) Team was formed to strengthen and embed the school-wide approach to parent engagement in learning. Often throughout 2021, remote learning and COVID-19 School Operations guidelines made it difficult for families to engage with school in the traditional sense. The CEIL team were creative and looked at ways to bring families into the learning, through publishing termly overviews of the learning in classrooms, gaining on-going feedback from families through numerous surveys and forums, introducing a CEIL section in the fortnightly newsletter and leading the charge on updating our School Vision and Values as part of the School Review process.

Niddrie Primary School's Victorian Curriculum data (percentage of students at or above age expected standards) in English was consistent to Similar Schools. Mathematics was also consistent with Similar Schools. Both English and Mathematics were also higher than the State average in all areas with the exception of Speaking and Listening which was 2% lower.

NAPLAN was conducted in 2021, and our percentage of students in Year 3 that were in the top two and middle two bands was on par with similar schools, network schools, and above State. NAPLAN 2021 and our School Review process highlighted the need for greater challenge and further differentiation of student learning to ensure the maintenance and growth of the top two and middle two bands for year 5 students across all areas of the curriculum in English and Mathematics. This will continue to be a focus in 2022.

During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. Niddrie Primary School offered a remote learning program that involved a combination of face-to-face Webex sessions, self-directed tasks, and small group instruction. The school regularly sought feedback with regard to the remote-learning program, and adjusted our offerings accordingly. Our aim was to be flexible and adaptive to the needs of the students and the parent community throughout remote learning in 2021. Our School Review process highlighted the positive endorsement from the NPS community for our remote and flexible learning program during the COVID-19 pandemic.

Students in the Program for Students with Disabilities were encouraged to attend school for much of the remote learning period when the School Operations Guidelines enabled them to do so. With a greater need for support identified, these students were able to access teaching staff and education support staff on a daily basis to assist with learning and personal and social goals. All students in the PSD are continually monitored with an Individual Education Plan (IEP) which is discussed at termly Student Support Group (SSG) meetings with all stakeholders. SMART goals are co-constructed with families and monitored for success. Additional resources required to enhance student learning continue to be purchased, including sensory toys, wobble chairs, and C-PENS.

Engagement

In 2021, the school focused heavily on educating families about the importance of attendance at school. When students were absent without explanation, the school followed up on the day of the absence and called/emailed families. The school also made attendance data transparent through newsletters and monitored average attendance with a target of 15 days or less average absence as a goal. Some students had an attendance action plan with agreed upon home and school attendance strategies to improve attendance. Home visits were conducted when students had not turned up to school over several days and no contact was able to be made with families. Celebrating attendance through certificates and assembly acknowledgement was actioned throughout the year.

To support student engagement during the transition back to on-site learning, the school focused heavily on social and emotional learning and the wellbeing of students to ensure all students had the skills to re-engage with the on-site school environment and to be confident around their peers and teachers. Students were asked to continuously provide feedback to their teachers to adjust the learning programs to their point of need taking into account individual readiness to learn.

Our Attitudes to School Survey data in 2021 showed that NPS students are positive about their schooling life at Niddrie Primary School, with nearly all measures in the survey rating higher than similar schools, Network and State results. This was highlighted in the School Review process as being a credit to the school and the wider NPS community.

Additional programs are implemented across the school to support student engagement including chess club, the instrumental music program, and student-led clubs that encompass such things as Lego club, dance clubs, or sporting clubs.

We build leadership capacity in students through an active Student Leadership Team, Unwasteables Team (student environmental group), Sports Captains and our Buddies Program (with Year 5/6 and Foundation students). Our student leaders attend the GRIP student leadership conference annually to engage in learning with peers and to build their skills to be leaders of change within their own schools.

Technologies are integrated across the curriculum with increased access to iPads, laptops, desktops and televisions to support student learning. There is also a 1:1 BYOD iPad program running in our senior years. Continuing to leverage technology to engage students with learning, critical and creative thinking, feedback and problem solving will also help enhance student agency in learning.

Age specific transition programs for students and their parents are provided annually. We continue to support students entering their next year of schooling through our 'move up' transition sessions during term four. All student transitions are supported by teachers and the use of student learning and achievement data. Students and parents are provided with opportunities to provide feedback and learning partner requests for the new year ahead. School tours and formal transition programs are offered to all new Foundation students entering the school and this process begins early in term 2 each year.

Wellbeing

Niddrie Primary School is recognised within the greater community for the care and support we provide to all children and their families. We have worked diligently to maintain that status in 2021 and will continue to do so in 2022. During remote and flexible learning all families were contacted by staff for check-ins, to ensure they were connected to the school, accessing remote learning, and were able to ask questions or offer feedback in relation to teaching and learning. The school encouraged all families to reach out to school staff with any concerns around mental health and general wellbeing during remote learning. Schoolwide data sets and prior knowledge of learners were used to identify students 'at risk' or 'vulnerable' during the remote learning period and additional supports and referrals were implemented accordingly.

Our school prioritised student and staff health and wellbeing during remote learning and surveyed all stakeholders regularly to ensure the right level of support was in place for our school community. Our online notification portal was used to share resources with our school community and to maintain up-to-date communication which helped to lessen the anxiety associated with the global pandemic. Daily wellbeing check-ins and social and emotional learning were timetabled in and implemented during the remote learning period and the school aims to continue this in an ongoing manner in 2022. The school continuously monitored all students and staff during the re-integration to on-site learning and adjusted professional learning schedules and teaching programs to be flexible to the needs of all.

Finance performance and position

The financial position of the school at the end of 2021 indicated a healthy surplus. The operating position of the school at the end of the year was very positive due to diligent budget monitoring and planned spending. Surplus money has been budgeted to contribute to major capital works in 2022. The school prioritised curriculum spending to upgrade student learning materials for every classroom in 2021, with a significant amount of hands on materials purchased for Mathematics and the expansion of the classroom libraries and home readers for English.

The school successfully attracted a \$10,000,000 major works grant to update and modernise the main building, and these works are due to run from 2021 - 2024. The school completed an Asset Management Plan (Master Plan) in 2021 which aims to ensure the school is able to meet the needs of our growing community into the near future and to update the facilities and services accordingly.

A small Equity funding grant was used to provide additional tutoring support for students identified through the DET. This funding was also used to ensure students had access to all the learning materials required for remote learning and to provide additional resources on an individual needs basis.

The school used the Tutor Learning Initiative funding to provide a small group tutoring program to students identified as requiring additional support or extension throughout 2021. As this was a priority, the school also utilised additional SRP funding to provide additional hours of teaching support to the program.

The School took part in the 'Transforming the First Years of Teaching Pilot' and utilised the funding to support two graduate teachers to transition into the profession with greater ease and to train two experienced teachers to become effective mentors, undertaking the Cambridge Effective Mentoring Program.

For more detailed information regarding our school please visit our website at
<https://niddrieps.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 330 students were enrolled at this school in 2021, 178 female and 152 male.

11 percent of students had English as an additional language and 2 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).

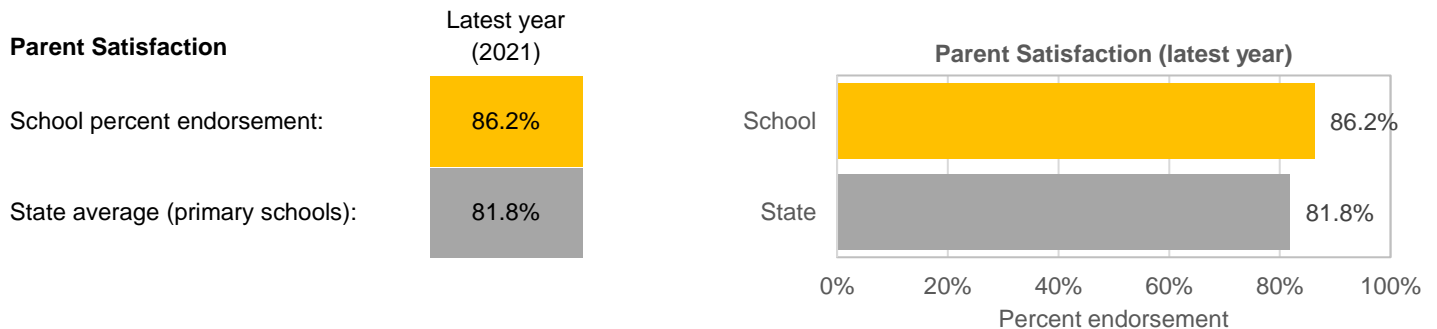
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

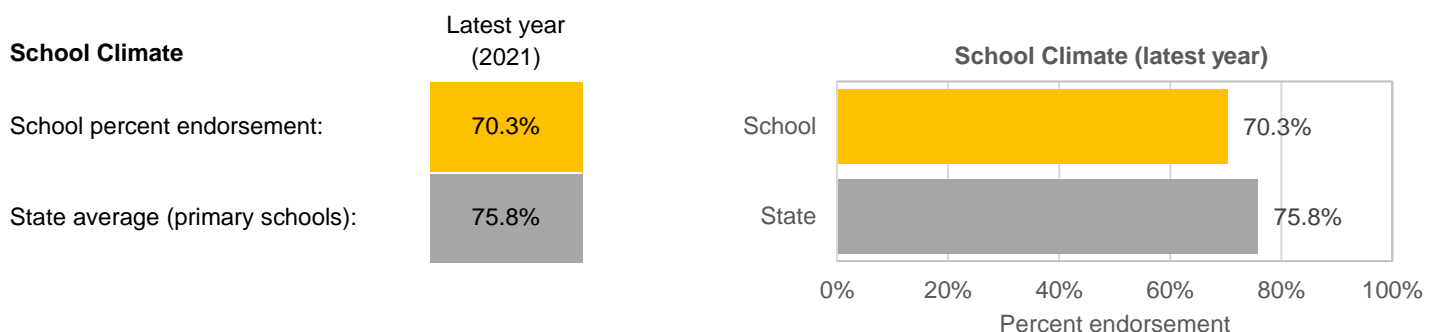


School Staff Survey

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:

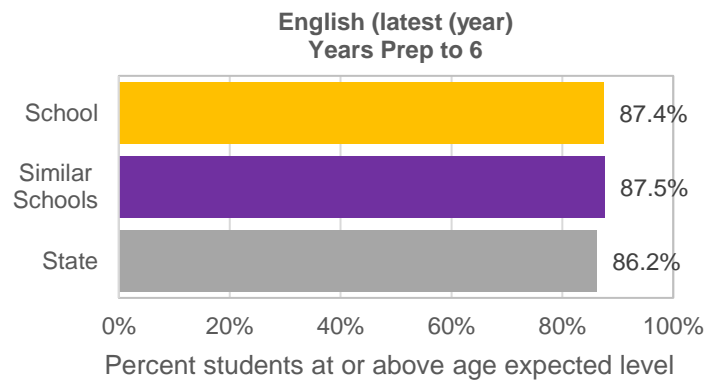
87.4%

Similar Schools average:

87.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

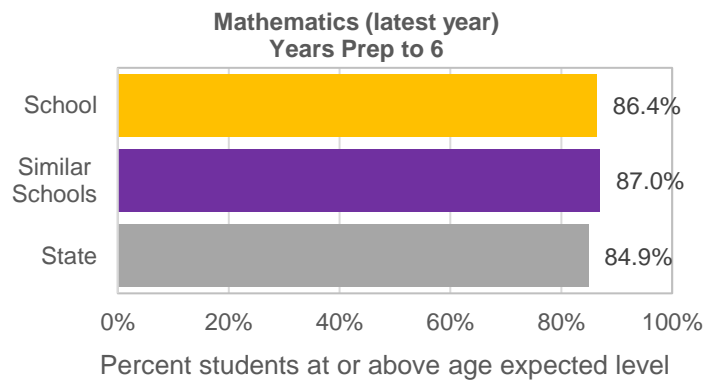
86.4%

Similar Schools average:

87.0%

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.

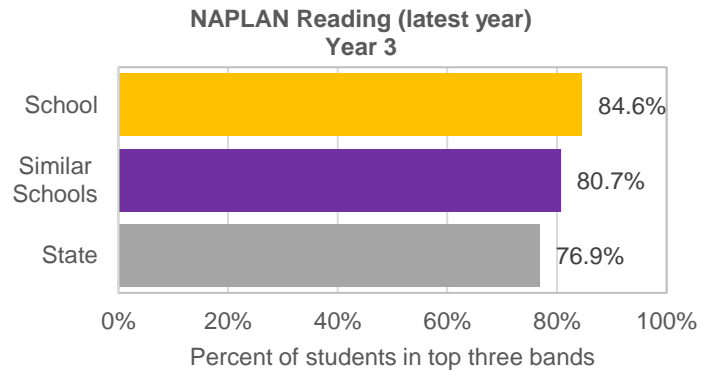
NAPLAN

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.

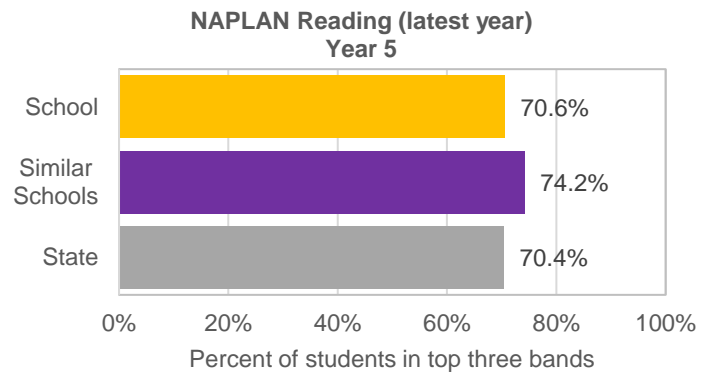
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.6%	85.5%
Similar Schools average:	80.7%	80.6%
State average:	76.9%	76.5%



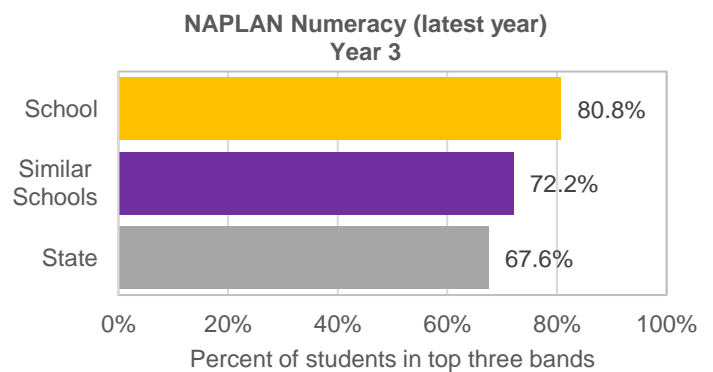
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.6%	68.3%
Similar Schools average:	74.2%	70.1%
State average:	70.4%	67.7%



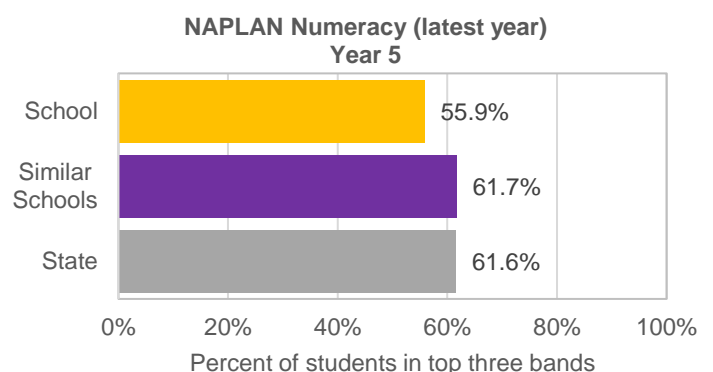
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.8%	81.6%
Similar Schools average:	72.2%	72.8%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.9%	64.0%
Similar Schools average:	61.7%	60.3%
State average:	61.6%	60.0%



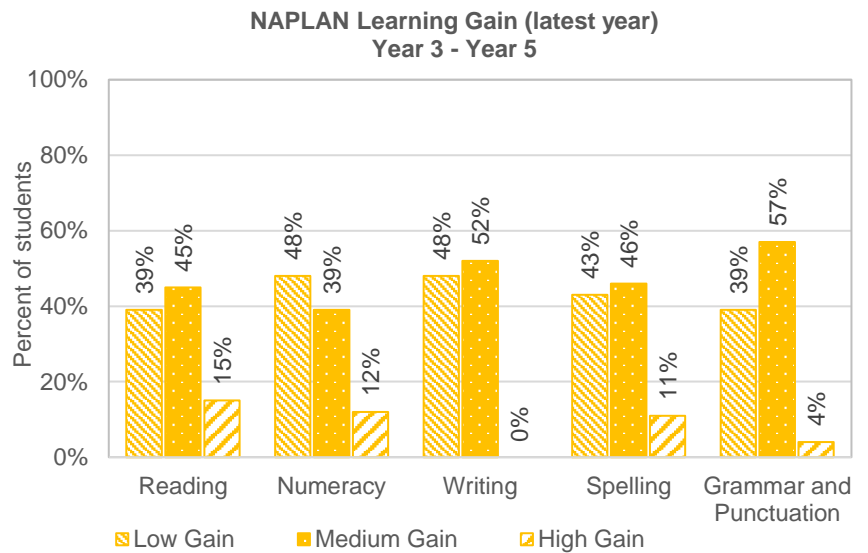
ACHIEVEMENT (continued)

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:	39%	45%	15%	22%
Numeracy:	48%	39%	12%	21%
Writing:	48%	52%	0%	21%
Spelling:	43%	46%	11%	21%
Grammar and Punctuation:	39%	57%	4%	22%



ENGAGEMENT

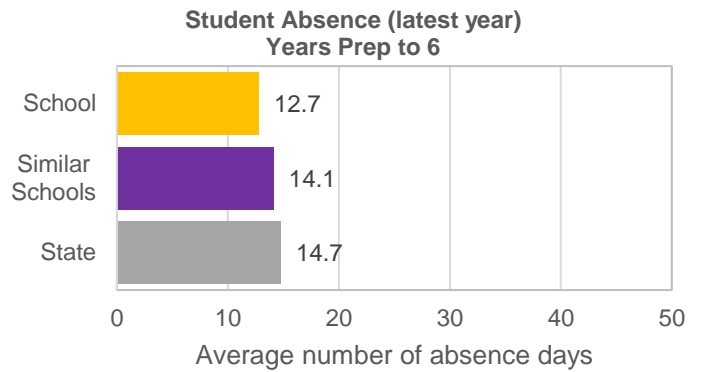
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	12.7	14.0
Similar Schools average:	14.1	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%	95%	94%	93%	94%	93%	92%

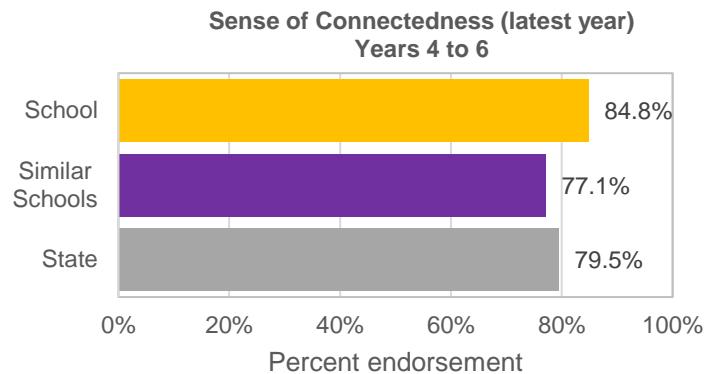
WELLBEING

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:	84.8%	84.9%
Similar Schools average:	77.1%	79.6%
State average:	79.5%	80.4%

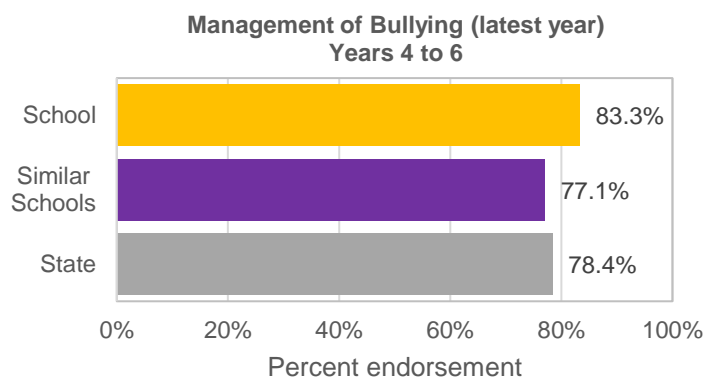


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	83.3%	85.1%
Similar Schools average:	77.1%	79.6%
State average:	78.4%	79.7%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,109,057
Government Provided DET Grants	\$300,741
Government Grants Commonwealth	\$15,460
Government Grants State	\$0
Revenue Other	\$17,943
Locally Raised Funds	\$236,446
Capital Grants	\$0
Total Operating Revenue	\$3,679,648

Equity ¹	Actual
Equity (Social Disadvantage)	\$47,626
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$47,626

Expenditure	Actual
Student Resource Package ²	\$2,896,132
Adjustments	\$0
Books & Publications	\$3,200
Camps/Excursions/Activities	\$33,827
Communication Costs	\$7,955
Consumables	\$176,788
Miscellaneous Expense ³	\$7,924
Professional Development	\$10,329
Equipment/Maintenance/Hire	\$112,280
Property Services	\$127,049
Salaries & Allowances ⁴	\$88,564
Support Services	\$60,397
Trading & Fundraising	\$20,325
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,522
Total Operating Expenditure	\$3,579,291
Net Operating Surplus/-Deficit	\$100,357
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	\$302,064
Official Account	\$41,317
Other Accounts	\$0
Total Funds Available	\$343,380

Financial Commitments	Actual
Operating Reserve	\$94,177
Other Recurrent Expenditure	\$0
Provision Accounts	\$6,108
Funds Received in Advance	\$21,382
School Based Programs	\$55,188
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$786
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$52,141
Capital - Buildings/Grounds < 12 months	\$45,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$105,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$379,782

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.