

2021 Annual Report to The School Community



School Name: Kismet Park Primary School (5180)



- 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 20 April 2022 at 04:38 PM by Katarina Cvitkovic (Principal)

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

Attested on 27 April 2022 at 06:24 PM by Sean Bassett (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

Established in 1980, Kismet Park Primary School is located in Sunbury, approximately 40 kilometres north-west of Melbourne within the City of Hume.

Generalist teaching areas consist of flexible learning spaces including classrooms clustered around internal learning galleries. All classes from Prep to Year 6 are straight classes. We offer specialist programs in Japanese, Performing Arts and Physical Education while our classroom teachers deliver a Visual Arts curriculum through integrated/inquiry units and have access to a fully equipped Visual Arts Room. Our Performing Arts program aims to nurture student skills and interests in Dance, Drama and Music while in Physical Education we encourage an active, healthy lifestyle through involvement in a wide range of physical activity. The Japanese language program promotes an understanding of how languages work while teaching students about the Japanese culture.

Our school's vision is to provide a comprehensive program that supports and develops each student's academic, emotional, physical, social and cultural needs in a positive, calm and supportive environment. We prioritise developing skills and building capacity in Literacy and Numeracy in order to ensure that each child has every opportunity to achieve their greatest potential. We aim to stimulate curiosity about the world around us, using technology to bring education to life with an engaging and interactive curriculum. Sitting at the centre of our work, we believe in high expectations of all students. Student Leadership roles including School Captains, Junior School Council, House Captains and Performing Arts Captains provide opportunities for students to have voice in school decision making processes. Dedicated, caring staff work together to 'Build the Foundations for Success and Happiness'.

In April 2022 our enrolment was 506 students. We currently have no enrolled overseas students. Three (0.59%) of our students have English as an additional language and 11 (2.57%) students are Aboriginal or Torres Strait Islander. The school Family Occupation index is 0.3812 (Low – Medium). Kismet Park promotes inclusion for all students with 9 students supported through the Program for Students with Disabilities.

Our staff, none of whom have an indigenous background, comprises of two Principal Class Officers, 2 Learning Specialists (Teaching and Learning Focus), 26.6 teachers, 8 Education Support Staff (5.2 EFT), 3 Administration Staff (2.9 EFT), a First Aid Coordinator (0.78 EFT) and a Chaplain 3 days a week.

Framework for Improving Student Outcomes (FISO)

Goals, targets and key improvement strategies for the 2021 Annual Implementation Plan were developed through a collaborative process involving self-evaluation against the FISO Continua of Practice and rigorous data analysis. Staff focused on the FISO dimensions of Building Practice Excellence and Curriculum Planning and Assessment.

Through ongoing professional learning and collaborative planning, teachers continued to deepen their knowledge of the Victorian Curriculum. Our planning for learning processes were strengthened using Kismet Park curriculum planning documentation, including yearly overviews, term planners and weekly work programs. During remote learning planning documentation was modified to reflect a day of remote learning lessons. Planners included links to See Saw (P-4) and Google Classroom (5/6), pre filmed mini lessons and online options for students sharing work with classroom teachers. Teachers continued to participate in additional online professional learning to improve instructional practices relevant to remote and flexible learning options. Teachers further improved on the skills and knowledge required to deliver a remote and flexible learning program that incorporated digital technologies.

In 2021 we began to further develop the skills and understandings of school leaders and teachers to use data and evidence to inform point of need teaching and learning. Teachers remained focused on building their capacity to understand assessment data to effectively analyse multiple sources of student data and apply this to curriculum planning. Ongoing professional learning continued to build understandings of formative assessment practices in

literacy. Guided by our Learning Specialist and PLT leaders teachers were collecting ongoing information about student learning to inform their planning. Many students required additional support during remote learning, with learning goals adapted according to assessment data. The use of assessment tasks was embedded in weekly planners and the information gathered from these tasks was used to set individual goals and evaluate the impact of the learning. Teachers had daily opportunities to work with their team online to discuss student learning and to moderate tasks. Formative assessment data was used to provide students with feedback on their learning and areas for improvement.

Kismet Park Primary School delivered on our key improvement strategy addressing learning catch up in the area of Literacy. The Learning Specialist supported teachers to build their data literacy to inform understanding of student needs and progress, and identify students requiring additional support. We established a response to intervention in Literacy (RTI) framework and operated small group tutoring programs where students were taken out of the regular classroom program.

Student performance and growth was supported through the school's PLC structures which support teacher collaboration and planning. Learning Specialists together with PLT leaders strengthened the use of High Impact Teaching Strategies in classrooms, with a focus on Explicit Teaching and Feedback. The focus on developing teacher knowledge and capacity to improve practices in line with the HITS was supported by the sharing of pedagogical knowledge through collaborative planning and sharing of instructional videos during the remote and flexible learning period.

Planning days allowed teachers to engage in professional learning to build practice excellence and improve pedagogical practices in line with our Literacy and Numeracy Workshop Models. The use of and reference to departmental resources such as the Literacy Toolkit and Numeracy Toolkit assisted teachers to plan, teach and assess. During remote and flexible learning periods our teaching practices became increasingly transparent, and reflection of our practices led to professional discussions and evaluations. These evaluations formed the basis of a need to set clear and explicit learning intentions and success criteria that were consistent across all year levels.

Achievement

Victorian Curriculum – Teacher Judgements:

In the area of Student Learning, Kismet Park Primary School achieved below similar and state schools in both English and Mathematics. The school's English Victorian Curriculum results were lower than both similar and state school averages with a difference of 8.5% (similar schools) and 8.8% (state schools). The school's Mathematics Victorian Curriculum results were also lower than both similar and state school averages with a difference of 4.5% (similar schools) and 0.3% (state schools).

2021 Year 3 NAPLAN:

In 2021 students in Year 3 performed 0.1 ABOVE the State mean in Reading. However, the school's four-year averages of students achieving in the top 3 bands was 3.8% lower than the 2021 cohort.

In Numeracy students in the top 3 bands performed 0.2% lower than the state average however the 2021 cohort achieved a 3.4% increase on the school's four-year average.

2021 Year 5 NAPLAN:

Students in Year 5 have performed 5.2% lower than the state average, in Reading however consistent with the school's four-year average (0.4% difference). In Numeracy students in the top 3 bands performed significantly lower than the state average (12.3% lower) however maintained our four-year average.

When comparing the learning gains of our year 3 2019 students to our year 5 2021 students – this is the same cohort of students, the data shows the following results:

Reading: 69% Medium – High Gain

Numeracy: 82% Medium - High Gain

Writing: 77% Medium – High Gain

Spelling: 88% Medium – High Gain

Grammar and Punctuation: 75% Medium – High Gain

Kismet Park Primary School's future direction will be on strengthening PLC culture and effective use of data to drive planning, teaching and assessment. In 2021 it was identified that a whole school focus on building leadership capacity to nurture self and collective efficacy was required in order to embed PLC values.

Our data shows that consistent implementation of the school's instructional model in our junior years is having a positive impact on our reading data. However, as students' progress through the school the data shows that these gains are not maintained. For example, 31% of year 5 students made low gains in Reading compared to their year 3 NAPLAN results (matched cohort). In 2022 the school is working on documenting a whole school scope and sequence for Literacy. The scope and sequence will reference the Big 6 of Reading including Phonemic Awareness, Phonics, Fluency, Comprehension, Vocabulary and Oral Language.

Our Naplan data in Mathematics showed that our Year 3 cohort achieved similar results to our four-year average and state schools. However, our Year 5 cohort achieved 12.3% lower than the state mean. In 2022 the school is addressing our practices in Numeracy beginning with the documenting of our Essential Learnings, review of our instructional model and assessment practices.

Engagement

Achievement and engagement outcomes are directly influenced by attendance. Educators recognize that there is a strong correlation between student attendance and learning outcomes. If students miss school regularly, they miss out on learning the fundamental skills that will set them up for success in the later years of school. There is no safe number of days for missing school – each day a student misses puts them behind and can affect their educational outcomes. Each missed day is associated with progressively lower achievement in numeracy, writing and reading. Our students are absent from school an average of 16 days per year. This figure is equal to the school's four-year average. This figure is higher than the state average (15 days). At Kismet Park Primary School there is a 92% average attendance rate across the P-6 cohort, with the Prep cohort recording the highest attendance in 2021 (95%) and the Year 6 cohort recording the lowest attendance rate at 89%.

To improve student engagement and promote student voice and agency we provided ongoing opportunities for students to have meaningful input into their learning. This included setting goals and providing feedback. This practice was evident during the remote and flexible learning period. Opportunities for authentic student agency included the choice students had over the topics for investigation and writing. With an increase in assessment practices upon students' return to onsite learning, students engaged in regular goal setting in collaboration with their teachers and received regular feedback on their learning progress. Our Attitudes To School Data in the factor area Student Voice and Agency in 2021 was 59% in comparison to state at 67% positive endorsement. The factor area Motivation and Interest was 72% positive endorsement in comparison to state at 79%. In response to this data PLC's are focusing on providing authentic learning opportunities for students that includes goal setting and strategies, feedback, greater choice and problem solving. A School Improvement Team has been formed in 2022 with a focus on creating a Program Logic/Action Plan that documents key actions and strategies for promoting and embedding authentic voice and agency in classrooms. In 2022 students who require Individual Education Plans or Behaviour Support Plans have the opportunity to provide input into their goals and strategies. This provides these students with a sense of agency and ownership.

Wellbeing

In 2021, Kismet Park Primary School continued its focus on supporting student health and wellbeing. We continued to promote an environment that centred on supporting student wellbeing and adjusted the supports to encompass remote and flexible online learning. In addition to leadership and classroom teachers, resources employed by the school included our Chaplain, First Aid Coordinator and our Education Support Staff. Our 2021 Attitudes To School Data in the factor area Teacher Concern was 67% positive endorsement compared to the state average of 75%. Students' Sense of Connectedness data was 76% positive endorsement in comparison to the state average of 80%. Despite the supports provided in 2021 we recognize that moving forward, more work needs to be done in this area so that our students believe that all staff are invested in them.

During remote and flexible online learning periods teachers and Education Support Staff engaged in daily check ins with students. Students identified as vulnerable were provided with care and onsite supervision. Provisions were made for our disadvantaged students that included digital devices and internet data (dongles). The school worked closely with our external agencies and support services to address social, emotional and financial concerns.

In 2021 with ongoing disruptions to onsite learning and moving between remote and flexible learning some of our students experienced social and emotional challenges. Our Attitudes To School data in the domain of Management of Bullying was 70% positive endorsement in comparison to state average of 78%. In direct response to this data we have formulated a School Improvement Team centred on promoting and strengthening School Wide Positive Behaviour Supports (SWPBS).

In 2021, in addition to COVID_19, our school experienced changes in leadership which affected the structures and processes within the school. During this transitional period of instability, the staff had access to Employee Assistance Program and the SEIL worked closely with the school to support the health and well being of students and staff. The Staff Opinion Data in the School Climate module was 53% positive endorsement in comparison to the state average of 76%. In addition the factor area of Academic Emphasis was 48% positive endorsement well below the state average of 68%. Staff positive endorsement in the factor area of Collective Efficacy was 58% and the state average was 75%. As a result of this data the school is closely monitoring our school climate, student and staff well being and professional relationships established through our Professional Learning Communities. The school is exploring the Positive Emotion, Engagement, Relationships, Meaning, Accomplishment and Health (PERMAH) wellbeing framework.

Our school community values positive home and school partnerships. We recognize that strong and healthy family and school relationships is central to supporting student learning and wellbeing. The 2021 Parent Opinion Survey data in the module Parent Community Engagement in the factor area of Parent Participation and Involvement was at 60% positive endorsement in comparison to state 77%. With a return to onsite learning in 2022 we are committed to strengthening opportunities for our parent community to meaningfully engage with our school. We started 2022 with a Meet and Greet afternoon where our families were able to meet, introduce themselves and share strengths, interests and other relevant information about their child with teachers. Moving forward the school will work closely with our School Council, Parent Community Association and all families to maximize opportunities for positive community engagement.

Finance performance and position

The school continued to manage its staffing and resources operating within the allocated Student Resource Package. Expenditure was adjusted to reflect the demands of Remote and Flexible learning. Kismet Park Primary School remains in a satisfactory financial position. The school ended the 2021 year with a small surplus of \$95,827.

Special projects to be funded in 2022 include Minor Capital works of our school oval with a grant of \$461,502 from the

Government provided DET grants. In 2021 we applied for shade sail grant and were successful in being awarded \$25,000. It is anticipated that this work will be completed before the end of the 2022 school year.

In 2022 the school has committed to strengthening our learning and wellbeing practices. A large portion of our equity funding has been directed towards Numeracy and Literacy consultants. In addition equity funds have been allocated towards exploring the PERMAH well being framework and allocating an additional day for our chaplain – moving from 2 days in previous years to 3 days in 2021.

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

<https://www.kismetparkps.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 511 students were enrolled at this school in 2021, 248 female and 263 male.

2 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).

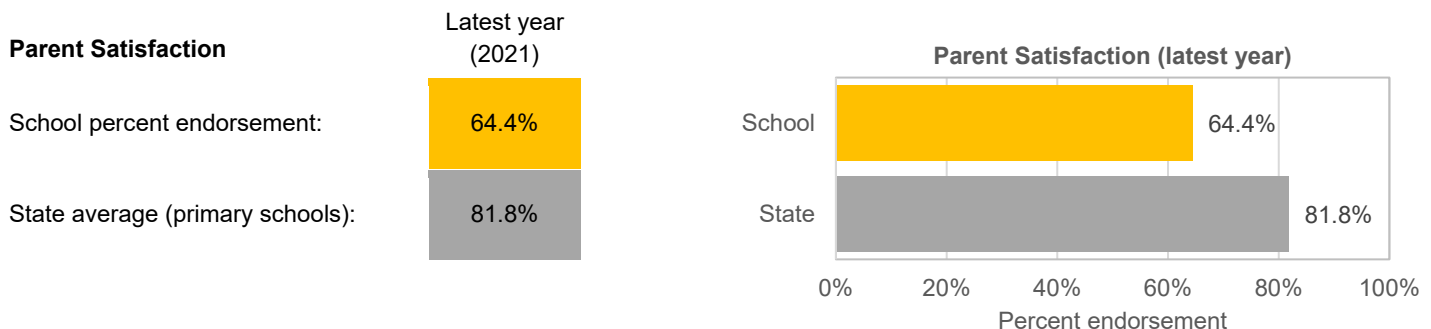
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

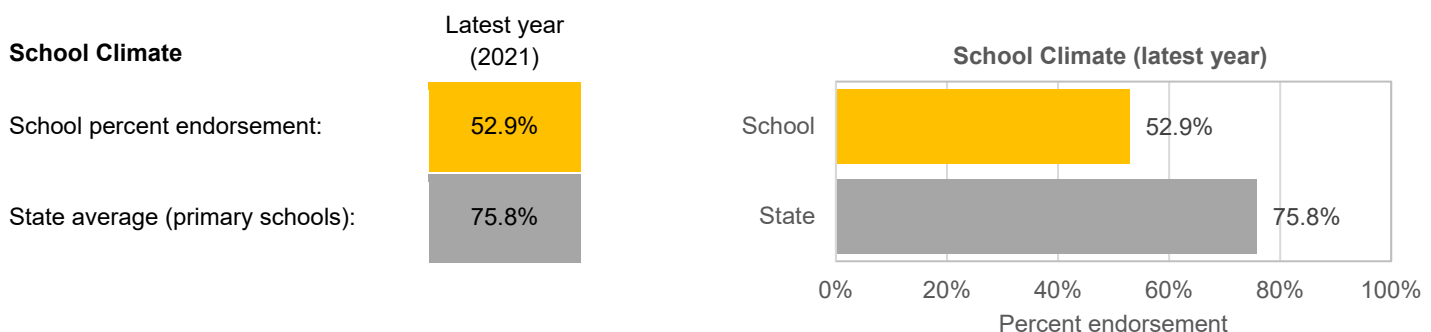


School Staff Survey

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:

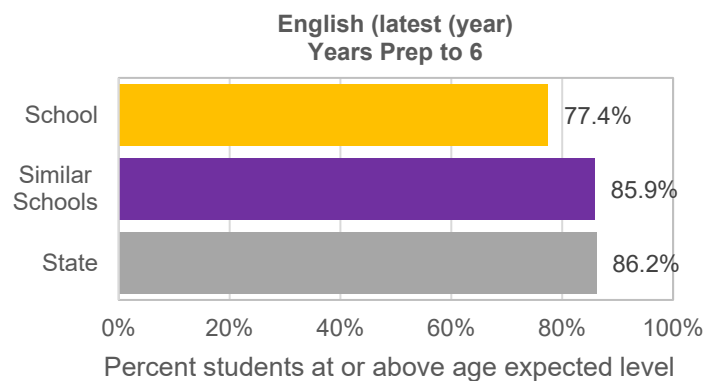
77.4%

Similar Schools average:

85.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

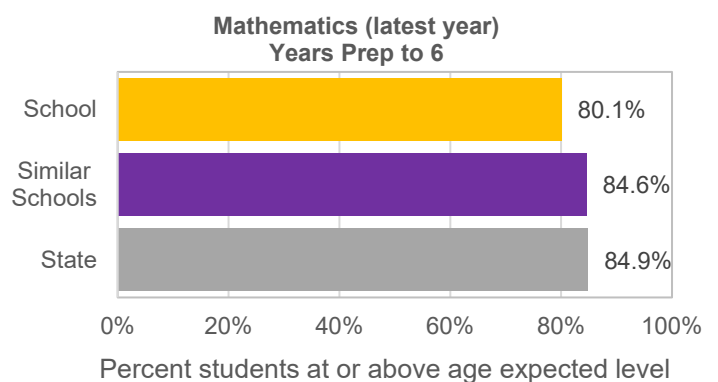
80.1%

Similar Schools average:

84.6%

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.

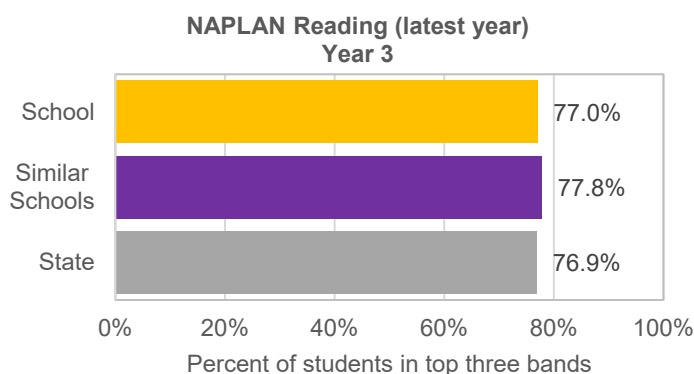
NAPLAN

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.

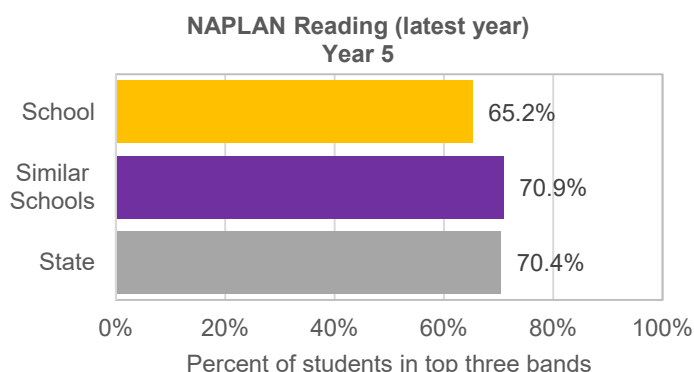
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.0%	73.2%
Similar Schools average:	77.8%	76.7%
State average:	76.9%	76.5%



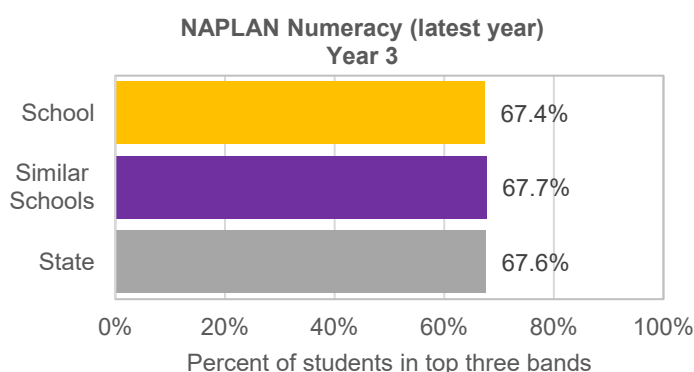
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.2%	64.8%
Similar Schools average:	70.9%	67.6%
State average:	70.4%	67.7%



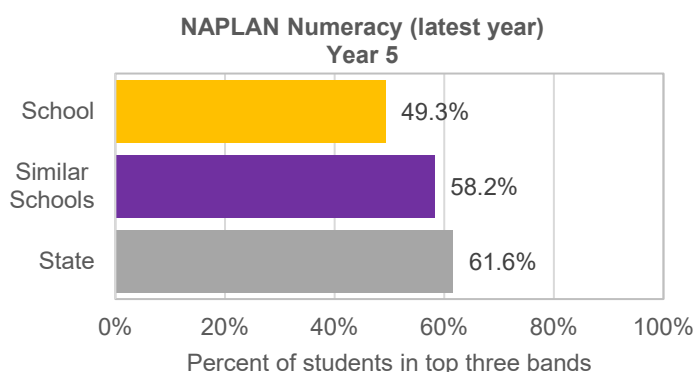
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.4%	64.0%
Similar Schools average:	67.7%	69.4%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	49.3%	49.3%
Similar Schools average:	58.2%	57.1%
State average:	61.6%	60.0%



ACHIEVEMENT (continued)

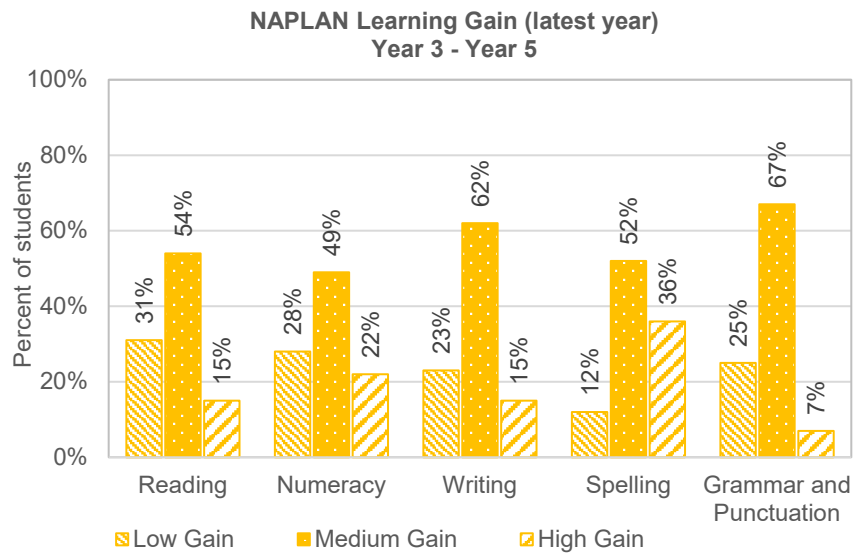
NAPLAN Learning Gain

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

Learning Gain

Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	54%	15%	21%
Numeracy:	28%	49%	22%	21%
Writing:	23%	62%	15%	19%
Spelling:	12%	52%	36%	19%
Grammar and Punctuation:	25%	67%	7%	21%



ENGAGEMENT

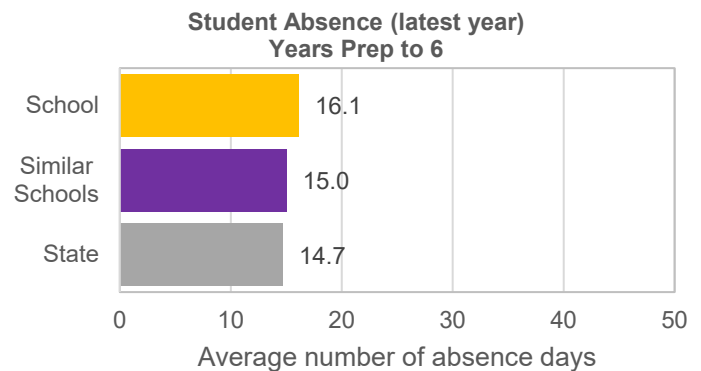
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.1	16.1
Similar Schools average:	15.0	14.8
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	95%	91%	91%	93%	90%	93%	89%

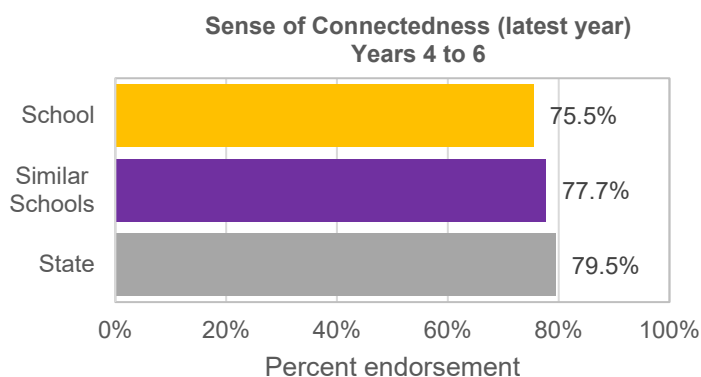
WELLBEING

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:	75.5%	74.1%
Similar Schools average:	77.7%	79.4%
State average:	79.5%	80.4%

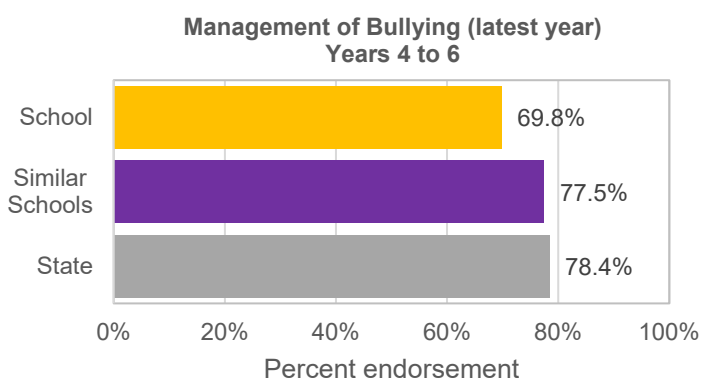


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	69.8%	73.8%
Similar Schools average:	77.5%	79.3%
State average:	78.4%	79.7%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,077,696
Government Provided DET Grants	\$461,502
Government Grants Commonwealth	\$1,740
Government Grants State	\$0
Revenue Other	\$29,968
Locally Raised Funds	\$279,334
Capital Grants	\$0
Total Operating Revenue	\$4,850,240

Equity ¹	Actual
Equity (Social Disadvantage)	\$77,592
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$77,592

Expenditure	Actual
Student Resource Package ²	\$4,028,738
Adjustments	\$0
Books & Publications	\$331
Camps/Excursions/Activities	\$59,076
Communication Costs	\$3,966
Consumables	\$71,073
Miscellaneous Expense ³	\$18,807
Professional Development	\$14,373
Equipment/Maintenance/Hire	\$68,986
Property Services	\$162,238
Salaries & Allowances ⁴	\$104,909
Support Services	\$134,312
Trading & Fundraising	\$51,033
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,572
Total Operating Expenditure	\$4,754,413
Net Operating Surplus/-Deficit	\$95,827
Asset Acquisitions	\$68

- (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	\$131,835
Official Account	\$65,973
Other Accounts	\$19,134
Total Funds Available	\$216,942

Financial Commitments	Actual
Operating Reserve	\$96,570
Other Recurrent Expenditure	\$7,074
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$50,579
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,719
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$55,000
Total Financial Commitments	\$216,942

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.