

2021 Annual Report to The School Community



School Name: Porepukah Primary School (1144)



- 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 21 March 2022 at 10:24 AM by Jill Gillies (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 02 May 2022 at 11:52 AM by Elita Sams (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

Porepukah Primary School is located on the banks of the Ovens River near the foot of Mount Buffalo and adjacent to the National Park. It has an enrollment of around 110 students and serves an accessible rural community that is steadily growing. There has been a Primary School in the township of Porepukah since 1873 and the school boasts a long tradition of community involvement, pride and a real feeling of ownership. Porepukah Primary School has a history of commitment to the best interests of its students, their educational development, their long-term welfare and their overall safety and the school is excitedly anticipating their 150th celebrations in 2023. The staffing profile of the school in 2021 was 1.0 Principal, 6.6 EFT Teaching Staff including a 0.8 Learning Specialist, 0.8 Business Manager, 1.0 ES working with students identified through the Program for Students with Disabilities and casual workers in the school including the school library and admin support, maintenance and gardening. The school operates an Outside of School Hours Care Program for both Before School Care and After School Care and a Vacation Care Program, this service is supported by a casual workforce.

The school vision is one that places every learner at the centre, to ensure all students achieve success in their learning. Our purpose is to create an inclusive, safe and high-quality learning environment where learners are guided in the development of a love of learning, healthy self-esteem, rising to challenges, developing confidence, independence and are happy, positive children who strive for excellence through lifelong learning. At Porepukah Primary School we value persistence, kindness and respect.

Porepukah Primary School prides itself as being a central part of the community. We have a shared responsibility for the education of all students. Our school promotes an open-door policy where members of the community are encouraged to be part of the learning process. We are committed to instilling learners with the values of respect for self and others, confidence, resilience, honesty, tolerance, persistence, pride in their achievements in their school and in their community and a desire to achieve at the highest possible level.

Porepukah is a place where learning is valued and supported by all. We believe this level of value and support contributes directly to the achievement of successful outcomes for all our students. This culture of high expectations directly links to the care and commitment from the staff who create learning environments, which aim to improve student outcomes. We have an experienced and stable staffing profile to enable the best learning to take place every day.

This is demonstrated in the following beliefs:

- We have a commitment to high standards and the expectation that each child will be given every opportunity, encouragement and assistance to attain their full potential.
- We believe the concepts of self-confidence, self-esteem and pride are critical to successful development.
- We encourage commitment, self-discipline and the notion of personal best.
- We provide the best possible learning environment where we respect the rights of every person.

In 2021 the school transitioned in an out of Flexible and Remote Teaching and Learning during the ongoing impact of the COVID-19 pandemic and community restrictions. The teaching staff were able to design a program of teaching and supported learning that adapted to a remote teaching and learning model and that utilised resources available to families. As a response to the changing situation, the school, teachers, students and parents worked together to ensure that a realistic expectation of accountability and minimum requirements were met.

All curriculum planning uses the Victorian Curriculum and in 2021 students were assessed against the achievement standards in English and Mathematics only. The School prides itself on its comprehensive Literacy program, where all students are involved in Literacy based learning activities for two hours each day. Due to the introduction of the Tutor Learning Initiative, we were able to continue running a reading Intervention Program for those students who required additional support and continued to implement the 'Toe by Toe' intervention. Students have access to a high-quality Numeracy program for a one-hour session each day utilizing the Number Fluency Assessment that gives teachers information about each child. A highly skilled workforce ensures that teaching and learning programs are targeting the point of need for every child and this was evident during a second disruptive school year.

The School has an Italian language program. Students participate in Italian lessons that promote understanding of the language and Italian culture. We currently offer specialist teaching and learning in The Arts and Digital Technology. The Physical Education program is taught by each classroom teacher and where possible the school has been able to access the Sporting Schools Grants Program to give the students additional sessions of specialist coached sports lessons such as Cricket and Gymnastics in 2021. The usual sporting opportunities of Athletics, Skiing and Interschool Sport were not available for students to access during the school year. The exception to this was the Interschool Swimming Sports and a Cross Country competition.

The School usually offers instrumental music lessons on a user pays systems where lessons are conducted during school hours, however due to restrictions, these were held very infrequently.

In 2021, with support from the Australian Children's Music Federation, the school received a grant of a music teacher for one day each week and a supply of high quality musical instruments to support the teaching of music. This program was led by a local musician.

Porepunkah Primary School offers a comprehensive camping program that was able to go ahead in and around lockdowns and when restrictions eased. The Year 1/2 students went to Tallangatta High Country Camp, the year 3/4 students went to 15 Mile Creek in Greta and year 5/6 students went to Howmans Gap. Woorabinda camp was offered to year 4/5 students however this did not go ahead due to the pandemic.

Our physical environment has undergone great change over the years and we are very proud of the facilities we have to offer our community. Although small, our play spaces are safe and enhanced by suitable playground equipment. We are also able to access the adjacent recreation reserve, community hall and tennis courts. Our proximity to all town facilities is seen as an advantage and serves to make the school one of the focal points of the community. Students are able to utilise the Porepunkah Recreation Reserve during recess and lunch times to increase the play space available. There are gates on Martley Street that are closed between 10am and 2pm to enable students to cross to the reserve in a safe way.

The School is committed to the principles of democratic decision making, consultation, effective evaluation and long term planning. The parents and the broader community are both encouraged to be involved in all aspects of the School's operations. To this end, we have a vibrant and inclusive School Council and an enthusiastic Parents and Friends group. Open communication is seen as a vital part of building an effective partnership in education and an equally important part of developing pride and ownership in the School. The School seeks involvement in mutually beneficial local clusters and co-operates effectively with neighbouring schools and community groups.

Framework for Improving Student Outcomes (FISO)

Through the 2021 Annual Implementation Plan, Porepunkah Primary School selected the 2021 AIP Post Remote Recovery Goals.

Actions and activities were selected based on these goals and the school staff felt the strong sense of urgency to put a variety of measures in place to 'catch up' on learning, social play and student wellbeing.

The school continued to focus on the Framework for Improving Student Outcomes in:

- Excellence in Teaching and Learning
- Positive Climate for Learning

The impact of COVID continued to mark the 2021 school year with multiple snap lockdowns and staggered returns to school. This made the implementation of FISO within the AIP difficult to sustain.

The progression through the FISO continuum was viewed through the lens of the pandemic, the implementation of remote and flexible learning and the re-establishment of a consistent school routine where possible. Within the dimension of Building Practice Excellence, the staff remain as Evolving moving towards Embedding. Staff worked hard to implement the new Professional Learning Community framework, continued to develop and support student learning and adapt their teaching practices. The appointment of a Learning Specialist enabled work around improving student

outcomes in writing to continue, conducting professional learning and leading the staff in training for the Professional Learning Communities implementation.

COVID restrictions severely limited our ability to grow in the FISO area of Empowering Students and Building School Pride as many aspects of school life were delayed or adapted. While we tried to focus on providing opportunities for connection as a whole school, there were many restrictions on what we could do. Students and staff were supported as needed and the school worked hard on ensuring the school camping programs went ahead in term four. This brought groups together and developed a stronger sense of connectedness to our school. Staff and students had the opportunity to select projects utilising bushfire relief funding. The students selected equipment to support play such as sports equipment, gardening tools, sandpit toys and supporting active travel. The staff identified the refurbishment of the staff resource room into a dedicated work and meeting area.

Achievement

Porepunkah Primary School continues to have strong learning achievement outcomes as compared to Similar Schools. The positive learning environment coupled with high expectations for all learners has ensured that our students have access to high quality teaching and learning each day. In 2021 there was considerable disruption to the standard teaching and learning program which was reflected in some NAPLAN learning gain results.

In English, the school had 93.3% of students ranked at or above age expected level and compares with Similar Schools at 86.7%. In Mathematics, the school also outperformed both Similar Schools with 86.7% and the state average of 84.9% with 92.5% of students being assessed as at or above age expected standards.

The NAPLAN assessments were conducted in 2021 after a year hiatus. Our year 3 students scored significantly higher than Similar Schools in Reading and Numeracy. Year 5 students outperformed Similar Schools in Reading however there was only a small difference between our score in Numeracy with 63.6% and Similar Schools with 62.7%.

NAPLAN Learning Gain measure of students over a two-year period and showed 36% of student achieving High Gain in Reading, 27% High Gain in Spelling but less students achieving High Gain in Numeracy, Writing and Grammar and Punctuation with 9%, 9% and 18% respectively. These results confirm the impact of the pandemic on teaching and learning in Numeracy and Writing. Pleasingly there were 45% of students who showed Medium Gain in Numeracy and 64% of students who showed Medium Gain in Writing from 2019 to 2021.

Overall, these results show the dedication of teachers, parents and students in focusing on teaching and learning throughout another disrupted year. The teaching team acknowledge the continued work in 'catching up' and 'extending' students following the impact of remote and flexible learning and utilised the Tutor Learning Initiative to support students. The Victorian High Ability Program in English was also accessed by students identified as having performed well in their learning along with the Writers' Club and the High Tech group that enabled students with interests in these areas to be extended in their learning. There is always so much to celebrate, and the students, staff and parents have certainly remained resilient in prioritising student achievement in all scenarios.

Engagement

Porepunkah Primary School navigated the global pandemic for a second year in 2021 making small changes to the flexible and remote learning program based on feedback from the school community. With a whole school focus on strict hygiene, social distancing measures and a zero tolerance for attending when unwell there was a small, positive effect on school absence data. The average absence attendance days in 2021 was slightly lower than the four year average. The school's rules for engagement during remote and flexible learning supported students to 'attend' each day and complete learning tasks.

In 2021 the school had more days of student absence with 16.3 days compared to Similar Schools 15.2 days. The cohort with the lowest attendance rate was year five students who attended school only 87% over the course of the

school year. The best attenders were students in year two who achieved an attendance rate of 95%.

Family holidays, several students with severe illness, school refusal, difficulty with re-engaging with school during and after remote learning, parent choice due to the COVID restrictions and the impact of a zero tolerance for attending school while unwell had an impact on attendance rates during 2021. This area continues to be a focus for the school with follow up for students with poor attendance rates being a priority along with reigniting whole school events, student voice and leadership, playing their role.

Activities such as the school concert, high ability groups, fun themed days and student led activities contributed to provide an engaging setting during a difficult school year. The Student Leaders, Gardening Club, Junior School Council and the Active Travel Ambassadors gave students voice, agency and choice in shaping their school environment. Parents supported the students and staff where they could to make the best of an ever-changing situation.

Wellbeing

Students at Porepunkah Primary School continue to be ranked below students at both similar schools and when compared to the state average for their Sense of Connectedness and Management of Bullying in 2021.

Attitudes to School Survey data indicate that students 'like this school' with a positive endorsement of 71%. Within the Management of Bullying, 76% of students say they 'feel safe at this school' but don't believe that 'this school deals fairly with bullying problems' at only 53% positive endorsement. Work in this area continues to be a focus to ensure that the students feel connected to their school, are helped to understand how problems and issues are dealt with and know what to do and where to go if they need help.

In 2021 the work on revitalizing the school vision and values continued with the values of Persistence, Kindness and Respect being adopted by students, staff and parents. The 'catch cry' of Persistence, Kindness and Respect - Porepunkah Kids Rock! was promoted during our return to onsite learning. Utilising systems and programs already in place and drawing on new programs such as Respectful Relationships has seen our student opinion data improve. Upon return to onsite learning, the staff focused on how to return to social play with explicit instruction on how to be 'problem solvers' and to 'bounce back' from small problems.

The school was able to run a full Foundation Transition Program and participated in a Year 6-7 Transition Program at the end of the school year. In 2021 the school continued to provide regular email parent updates, the school newsletter continued and the ClassDojo platform was utilised as the main communication system. Due to the changing restrictions and difficulty in navigating online communication, our parent community adapted well to the changing communication style around student progress, this was evidenced through the Parent Opinion Survey where parents felt supported by the school and the teachers, when managing learning from home.

Support from the Student Support Services Network and NDIS support workers continued to be challenging due to the restrictions and work from home orders, however support was provided utilising alternative platforms such as WebEx and Tele-Health.

Finance performance and position

Porepunkah Primary School continues to be in a good financial position with overall total funds available at the end of 2021 being \$489,836 compared with \$445,424 for 2020. This moderate increase in available funds was due to monies being available for each student as part of additional CSEF payments and a general decrease in spending due to the impact of COVID.

The Student Resource Package expended less money than revenue by \$794 while still being able to provide additional

Education Support staff to support students. Equity funding of \$13,116 and the Tutor Learning Initiative funding of \$26,364 was used to support staffing for catching students up on learning missed in Literacy and Numeracy.

The Parents and Friends Club were able to raise some funds to subsidise transportation costs for school camps, catering for student activities and purchase of some equipment.

The school finished the 2021 school year with a net operating surplus position and a small surplus in the Student Resource Package which was an extremely positive result.

For more detailed information regarding our school please visit our website at
www.porepukahps.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 110 students were enrolled at this school in 2021, 56 female and 54 male.

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

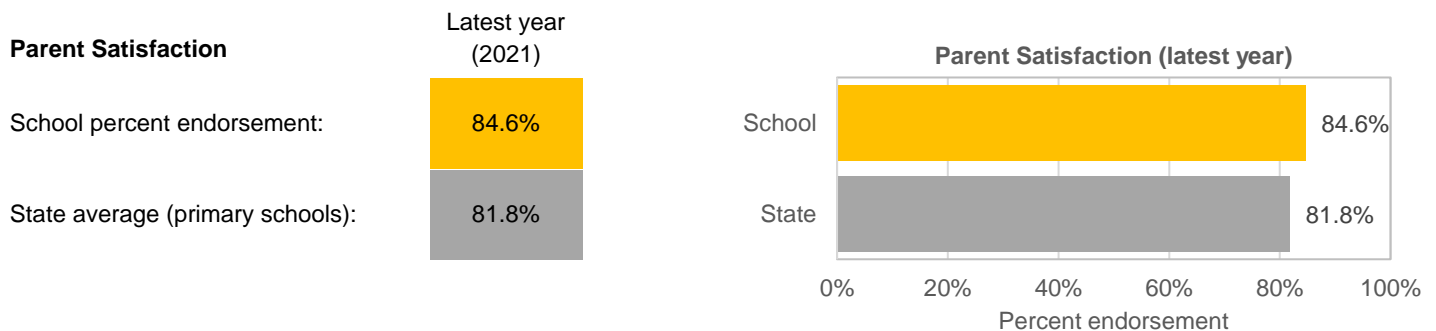
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

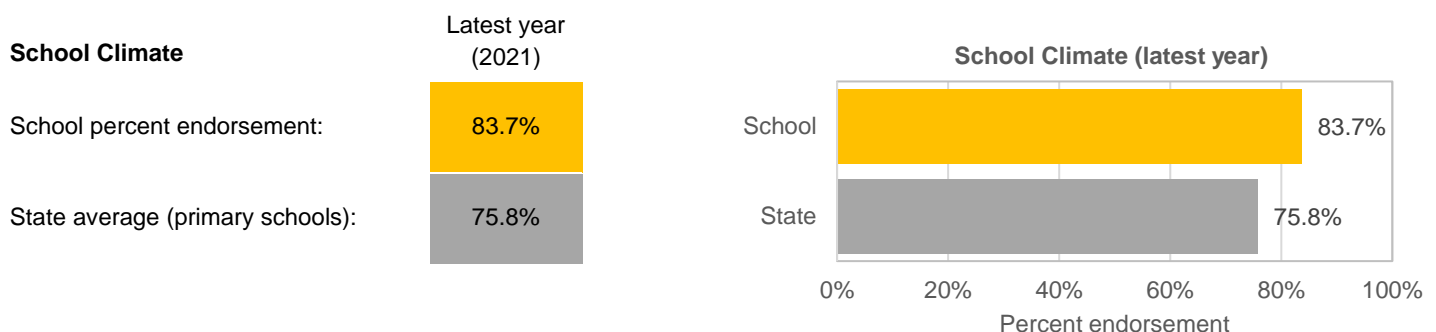


School Staff Survey

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:

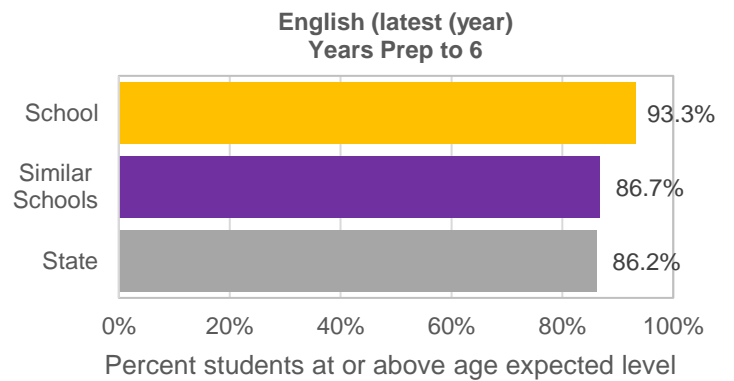
93.3%

Similar Schools average:

86.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

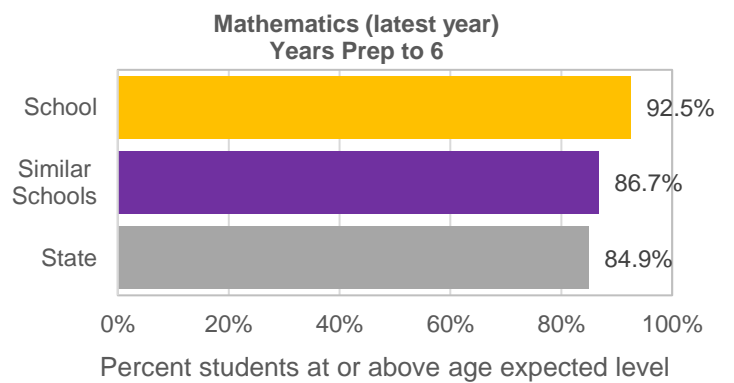
92.5%

Similar Schools average:

86.7%

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.

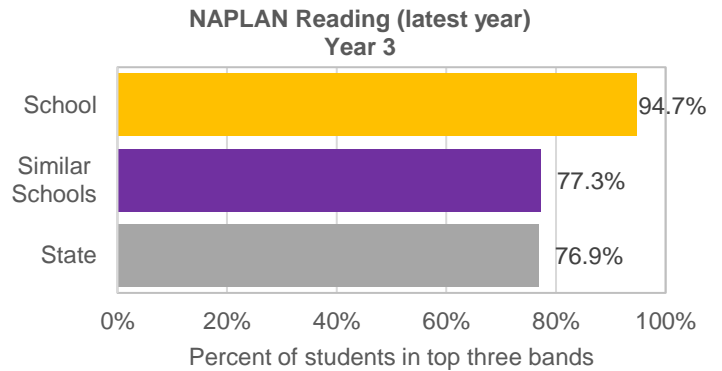
NAPLAN

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.

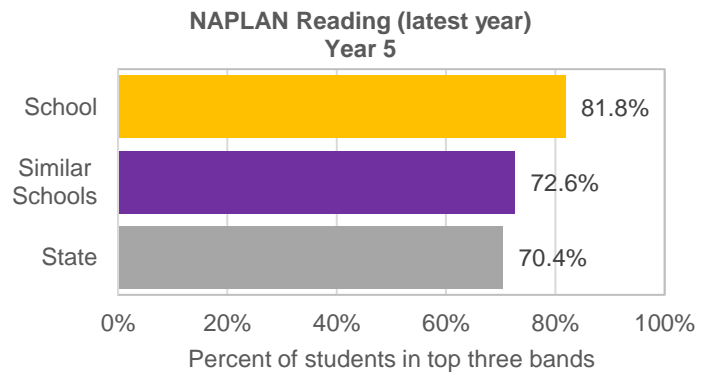
Reading Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 94.7% | 82.0% |
| Similar Schools average: | 77.3% | 76.8% |
| State average: | 76.9% | 76.5% |



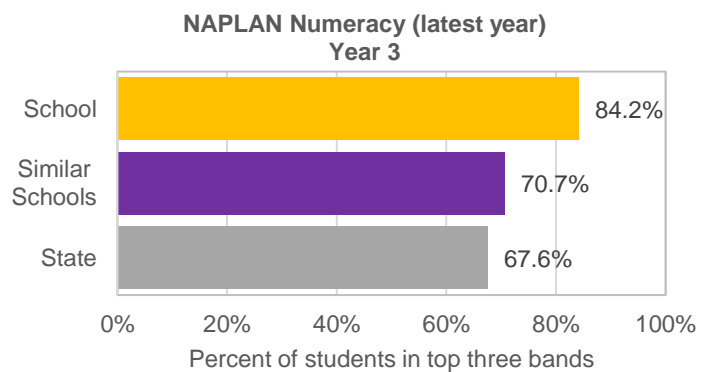
Reading Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 81.8% | 80.0% |
| Similar Schools average: | 72.6% | 68.7% |
| State average: | 70.4% | 67.7% |



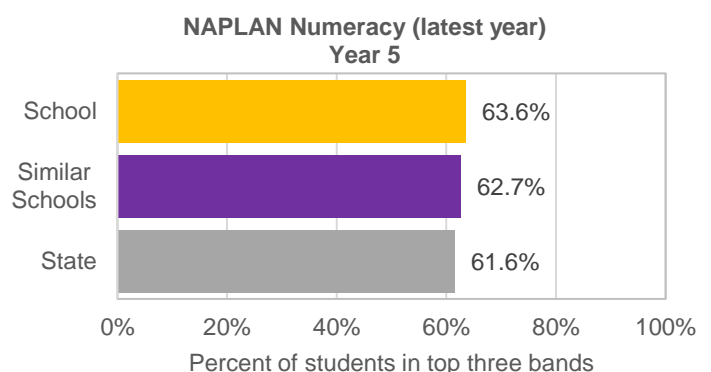
Numeracy Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 84.2% | 84.0% |
| Similar Schools average: | 70.7% | 71.7% |
| State average: | 67.6% | 69.1% |



Numeracy Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 63.6% | 77.5% |
| Similar Schools average: | 62.7% | 59.7% |
| State average: | 61.6% | 60.0% |



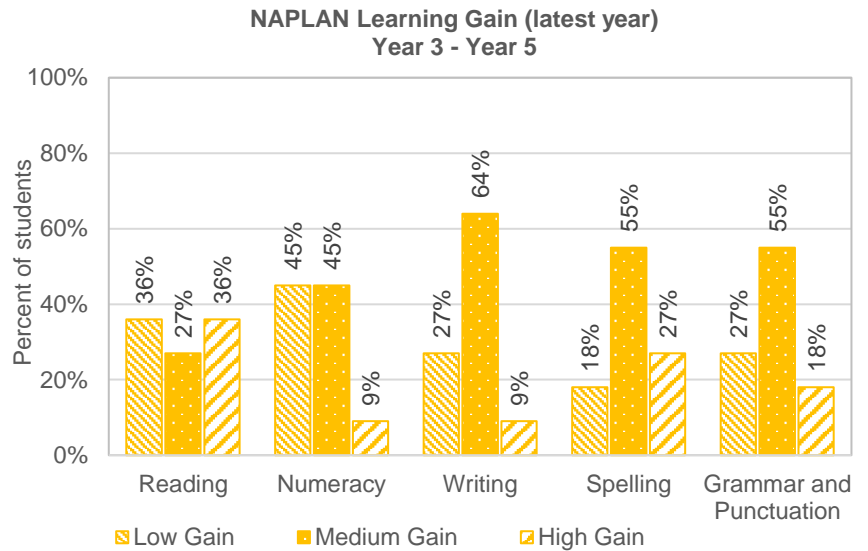
ACHIEVEMENT (continued)

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: | 36% | 27% | 36% | 21% |
| Numeracy: | 45% | 45% | 9% | 24% |
| Writing: | 27% | 64% | 9% | 18% |
| Spelling: | 18% | 55% | 27% | 19% |
| Grammar and Punctuation: | 27% | 55% | 18% | 19% |



ENGAGEMENT

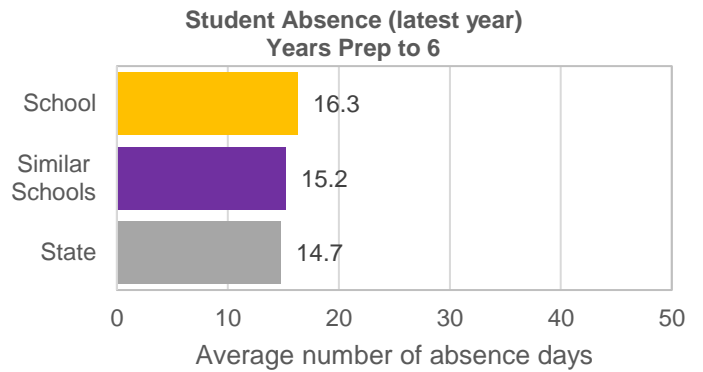
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 16.3 | 16.6 |
| Similar Schools average: | 15.2 | 15.2 |
| 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% | 92% | 95% | 93% | 92% | 87% | 90% |

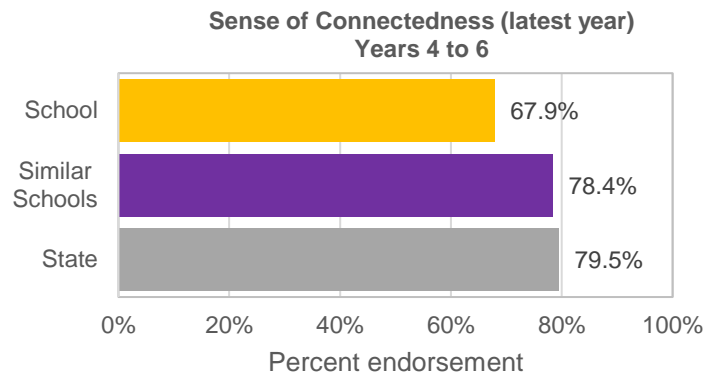
WELLBEING

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: | 67.9% | 63.7% |
| Similar Schools average: | 78.4% | 80.1% |
| State average: | 79.5% | 80.4% |

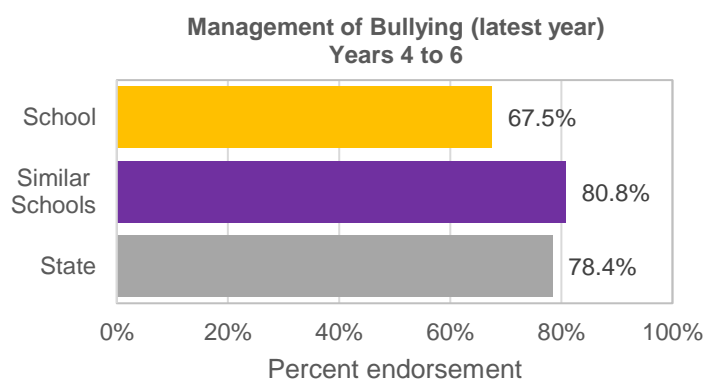


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 67.5% | 68.1% |
| Similar Schools average: | 80.8% | 81.8% |
| 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 | \$1,046,719 |
| Government Provided DET Grants | \$181,581 |
| Government Grants Commonwealth | \$2,100 |
| Government Grants State | \$65,240 |
| Revenue Other | \$3,768 |
| Locally Raised Funds | \$149,446 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$1,448,854 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$13,116 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$13,116 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$1,045,933 |
| Adjustments | \$0 |
| Books & Publications | \$2,537 |
| Camps/Excursions/Activities | \$24,762 |
| Communication Costs | \$2,672 |
| Consumables | \$28,311 |
| Miscellaneous Expense ³ | \$7,698 |
| Professional Development | \$3,180 |
| Equipment/Maintenance/Hire | \$16,387 |
| Property Services | \$56,438 |
| Salaries & Allowances ⁴ | \$149,341 |
| Support Services | \$0 |
| Trading & Fundraising | \$39,326 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$7,778 |
| Total Operating Expenditure | \$1,384,365 |
| Net Operating Surplus/-Deficit | \$64,489 |
| 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 | \$454,385 |
| Official Account | \$35,451 |
| Other Accounts | \$0 |
| Total Funds Available | \$489,836 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$47,618 |
| Other Recurrent Expenditure | \$1,905 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$24,402 |
| School Based Programs | \$390,798 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$10,000 |
| Capital - Buildings/Grounds < 12 months | \$5,435 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$480,157 |

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.