

# 2021 Annual Report to The School Community



**School Name: Iramoo Primary School (5152)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 28 March 2022 at 09:33 PM by Raquel Tweedley (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 March 2022 at 10:17 PM by Christopher Bowen (School Council President)

## How to read the Annual Report

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### 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.

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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### School context

Iramoo Primary School is located in Wyndham Vale in Melbourne's rapidly growing outer western suburbs. The school is well established, has excellent facilities and has provided outstanding education for local children since 1978. Iramoo promotes student excellence in literacy, numeracy, physical education/sports and all areas of the arts. The school currently also provides students with specialised classes in Science, Spanish language, Digital Technologies, Visual & Performing Arts and Physical Education, including a 1:1 iPad program for all students from Years 4 -6.

Iramoo had a population of approximately 652 students in 2021 and continues to enrol students who live in the immediate neighbourhood area. This allows the school to maintain relatively small class sizes with a current average of approximately 24 students per grade arranged in 32 single year level classes from Prep to Year 6. Iramoo has a richly diverse community where our students develop strong intercultural understandings, tolerance and respectful relationships with others. Iramoo Primary School has approximately 38 Indigenous students and 18 students in Out of Home Care who are supported by Education Improvement Plans and Student Support Groups. Equity funding will continue to be used to redress the disadvantage of these students in 2022.

Our school has 57.8 equivalent full-time staff including one who is Aboriginal, 4 Principal Class, 1.4 Leading Teachers, 4 Learning Specialists, 36.2 teachers and 12.2 Educational Support staff.

Iramoo is extremely well resourced and has modern buildings and grounds that are maintained to a high standard. The school's very well presented classrooms and impressive external environment have been greatly enhanced by major landscaping works in recent years providing students with six adventure playgrounds in addition to several very attractive outdoor learning and passive recreation areas.

The purpose of Iramoo Primary School is to create an environment in which our children thrive and all available human and physical resources are devoted to this goal.

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### Framework for Improving Student Outcomes (FISO)

When our school community re-entered an extended period of remote and flexible learning during 2021, our staff were able to adapt programs to reach the maximum number of students possible.

Actions taken at Iramoo Primary School to continue improving student learning outcomes in 2021 and address the welfare and wellbeing of our students and their families included:

#### CURRICULUM PLANNING AND ASSESSMENT- LEARNING FROM HOME

Teachers developed sequences of learning activities and designed 3 – 4 lessons per day. Families could access the activities/lessons in three ways:

1. Hard paper copies (fortnightly programs of lesson guides and activities that families could collect each fortnight).
  2. Weekly learning plans (daily work plan and activities) uploaded on our school website, available to download and print each week.
  3. Daily lesson guides posted on Google Classroom for Years P – 6. Students could choose to work online and post comments to teachers. Teachers provided feedback to students via written posts.
- Google Classroom from Prep, Years 1, 2 & 3 was set up and introduced to staff, students and families remotely.
  - Explicit examples of the activities were included in the learning packs.
  - Staff made frequent tutorials for specific lessons and posted them on Google Classroom and our website.
  - Daily activities included Physical Activity, Literacy and Numeracy, Integrated Curriculum Specialists /other activities.

Although our teaching and learning was remote and flexible for the majority of 2021 our staff continued to:

- Build the guaranteed and viable curriculum.
- Maintain a consistent whole school approach to curriculum planning supported by School Leaders.
- Improve the ability of teachers to make judgements of student learning through analysing data using the Student Performance Analyser (SPA) and Common Assessment Tasks.

- Investigate ways to strengthen assessment and reporting through the use of multiple sources of data.
- Expand moderation strategies to enhance and improve teacher judgement of student progress.
- Support students in reflecting on their strengths and weaknesses in Literacy & Numeracy.
- Ensure that students engaged in meaningful goal setting in Literacy and Numeracy with direction from class teachers, intervention teachers and school leaders.

#### POSITIVE CLIMATE FOR LEARNING

During the remote and flexible learning period our staff were dedicated to monitoring and supporting the health and wellbeing of every student and their families.

Teachers contacted families regularly to discuss how the student and family was coping, how learning was going and to offer assistance where possible.

We identified at least 40 at risk students. This included students in Out of Home Care, KOORIE, Program for Students with Disability (PSD) and English as an Additional Language (EAL) students. The following actions were taken:

- Regular contact with the Department of Health and Human Services (DHHS).
- Regular contact with external Community Based Services.
- Liaising with external allied health professionals where necessary.
- Regular contact with carers/guardians to provide advice and guide them through learning tasks/wellbeing.
- Involvement of Learning Mentors and Wellbeing staff where necessary.
- Referrals and on-referrals where necessary, i.e. Chaplaincy, food banks and other health professionals.
- Involvement with Koorie Education Support Officer (KESO) if required.
- Providing hardcopy packs of work to parent/guardians including delivery of these in some cases.
- Facilitating on-site attendance where necessary.
- Regular check-ins with teachers – via telephone, Google classroom or on-site where necessary.
- Providing access to devices where there was no access and facilitating payment of devices or loan agreements.
- Student Support Group meetings.
- Review and implementation of Flexible and Remote Individual Learning Plans (ILP).
- Facilitating internet access via third parties providers (i.e. ABCN / State Schools Relief) for families without internet access.
- Provided additional IT support and advice.
- Regular communication to parents/carers via Compass.
- Reviewed and developed safety and behaviour plans as necessary.
- Reviewed current Court Orders.
- Ensured that Child Safety Policy, Mandatory Reporting Policy and Child Safety Code of Conduct were adhered to and access resources as needed via PROTECT.
- Provided carers/guardians and students with Wellbeing Supports and Contacts.
- Regularly monitored attendance and recorded on Compass. Followed up non-attendance promptly using various methods.
- Monitored engagement in learning tasks and wellbeing.
- Liaised with Multicultural Education Aide (MEA).
- Provided EAL and interpreter booking information to staff.
- Advice and involvement with Student Support Services (SSS) and LOOKOUT as necessary.

#### BUILDING PRACTICE EXCELLENCE

Most of the actions below were carried out remotely during 2021. Our staff were dedicated to continual improvement regardless of the unprecedented circumstances

- Build teacher content, pedagogy knowledge and capacity through whole staff Professional Learning and Professional Learning Communities (PLCs) + reference to FISO initiatives (VTLM, Practice Principles, HITS and Amplify)
- Enhance professional learning and teaching through the continued implementation of Literacy and Numeracy programs via Professional Learning Communities including:
  - Implement the Victorian Curriculum.
  - Teachers supported through the deployment of Education Support Staff.
  - Literacy and Numeracy Learning Specialists supporting classroom teachers.
  - Maintain a whole school agreed model of instructional practice and delivery.
  - Implement a systematised approach to the use of data and evidence to inform action and build in 'intervention

at the point of need' as a strategy for all teachers with all students.

- In 2021 as part of DET's Tutor Learning Initiative (TLI) program, 6 intervention teachers were employed to support students' progress in Literacy & Numeracy. 230 students were identified from Years 1-6. Our Intervention teachers provided additional support out of class at least 3 times a week, in small groups. Remote learning provided many challenges initially, but our teachers were able to upskill and move literacy intervention to remote learning.
- Speech pathologist and occupational therapist engaged to support identified students.

Although faced with obvious challenges of remote and flexible learning for the main part of 2021, our teachers continued to do their best to create an environment in which our students could thrive. We are very proud of the strengthened relationships and communication between school and home during 2021 and aim to maintain this in the future.

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## Achievement

According to teacher judgements, Iramoo students' achievement in English and Mathematics is at or above other schools taking into account the background characteristics of our students. Ensuring accurate teacher judgement of student achievement, particularly in English and Mathematics will continue to be a focus for our teachers in 2022. This reflects our school's continuous efforts to improve the quality of teaching and learning in these areas.

During the remote and flexible learning period, many of our students responded well to the opportunities provided to them via the use of Google Classroom.

Early intervention programs and strategies continued online via Google Classroom. In 2022 there will continue to be a strong focus and consolidation of our Literacy and Numeracy Intervention programs using resources provided via equity funding and the Tutor Learning Initiative.

During 2021 our school continued to establish and refine the Professional Learning Communities (PLC) initiative to support and address the goals in our Strategic Plan. Our School Improvement and Middle Leaders will lead this initiative and continue to work with staff to improve students' early literacy and numeracy development through comprehensive data analysis, planning, learning walks and peer observations & feedback in 2022.

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## Engagement

Our school provides opportunities for all students to reach their potential academically, socially and became engaged in their learning and promote comprehensive curriculum which focuses on equity for all children from all backgrounds. Learning environments consist of:

- Respect, tolerance and positive attitudes.
- High expectations, encompassing relevant and challenging curriculum based on students individual differences.
- Learning communities where there is cooperation and teamwork and where the child's needs are central.
- Students are encouraged to become involved in extra curricula activities that extend their talents.

Various programs promote student connectedness to their peers and connectedness to the school community such as lunchtime clubs.

The average number of student absence days at Iramoo Primary School in 2021 was 16.3 days per student. This result is an increase of 3.1 days per child taking into account COVID implications and the background characteristics of our students. Although circumstances were extraordinary during 2021 this result is lower than similar schools. In 2022 we will continue to support positive engagement. This will be achieved through our 'Top 10 Not Negotiable' social skills program, specific support programs and support staff including a student welfare Assistant Principal, school speech pathologist, occupational therapist, chaplain and attendance management procedures.

Parent surveys were completed to gain further information, especially during flexible and remote periods. Data was analysed and adjustments were made based on feedback.

Our Year 4, 5 & 6 students completed the Student Attitudes to School Survey in 2021. Their responses and data from the survey indicated that they were feeling well supported and cared for by our staff during remote and flexible learning. The data was very informative and assisted us to focus our goals and priorities to address our 2022 Priority Goal -

student wellbeing.

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## Wellbeing

A continuing focus of Iramoo Primary School in 2021 was to improve the quality of universal, targeted and individual supports and welfare for all students. Student responses and data from the Student Attitudes to School survey indicated that they were feeling well supported and connectedness to our school. The data was very informative and assisted us to focus our goals and priorities to address our student well being priority goal.

This was achieved through the development of policies and programs including:

- Building teacher capacity and skill in explicit Literacy and Numeracy teaching strategies.
  - Ensuring that students engage in meaningful goal setting in Literacy and Numeracy, including the development of Individual Learning Plans.
  - Developing and implementing common understandings of teaching and learning practices for differentiated teaching and personalised learning.
  - Creating a physical environment & school routines that promote positive behaviour.
  - Simple rules and procedures pertaining to school wide behaviours that are clearly established and well known to all students and staff (e.g. Top 10 Not Negotiable Social Skills).
  - Well-articulated rules and procedures for general classroom behaviour, beginning and ending the school day, transitions between lessons, managing interruptions, use of materials & equipment, group work and independent work.
  - Ensuring that all teachers and students have worked through the DET Acceptable User Policy in relation to the use of information technology.
  - Continuing to develop and implement a holistic approach to cyber safety throughout the school.
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## Finance performance and position

A net operating surplus of \$562,749 was recorded in 2021. This surplus is significantly lower compared to 2020 net operating surplus of \$1,037,937.00. This is due to the unprecedented and extraordinary circumstances of 2021.

Our 2021 surplus is due to some of the following contributing factors:

\* During 2021 there was a significant increase in the amount spent on school facilities. This was due to various upgrades and maintenance projects that were completed e.g. new PA system, additional CCTV cameras, roof works, new carpet and improvements to the school grounds.

\* During 2021 communication costs were higher while many obvious other expenses, electricity, gas, water etc., increased as the school was used more to its usual capacity.

More than 50% of our families are socio-economically disadvantaged but with the assistance of increased needs-based Equity Funding in 2021 we were able to ensure that our children were not disadvantaged.

Our additional Equity Funding also helped us to provide Literacy and Numeracy Learning Specialists to work alongside our teachers, ensuring that every child in each of our 32 classes received the highest quality instruction (most of which was remotely). Our additional 2021 funding also enabled us to continue employing a part time science teacher, two speech pathologists and an occupational therapist.

Iramoo Primary School has approximately 37 Indigenous students and 18 students in Out of Home Care who are supported by Education Improvement Plans and Student Support Groups. Equity funding will continue to be used to redress the disadvantage of these students in 2022.

**For more detailed information regarding our school please visit our website at <http://www.iramoops.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 652 students were enrolled at this school in 2021, 348 female and 304 male.

29 percent of students had English as an additional language and 6 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).

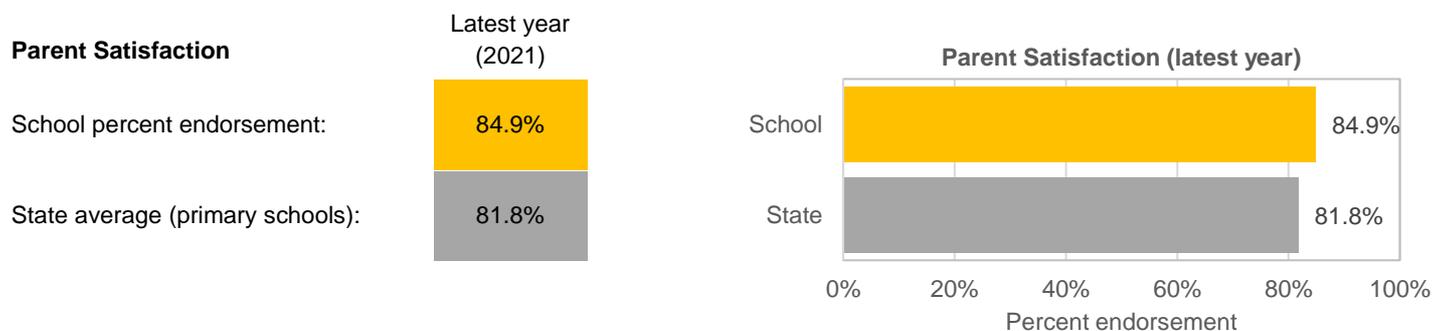
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### 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.

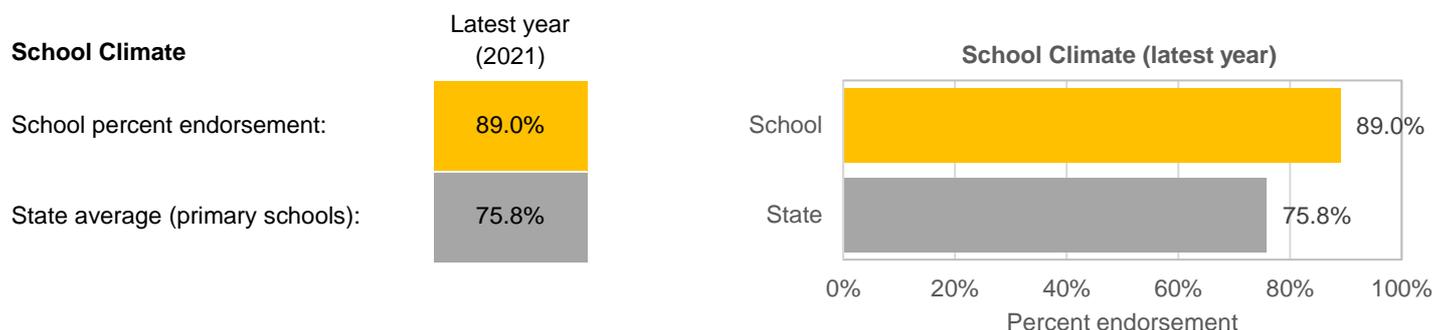


### School Staff Survey

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:

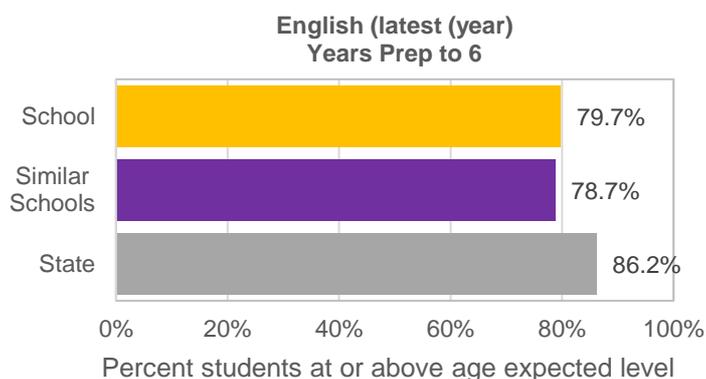
79.7%

Similar Schools average:

78.7%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

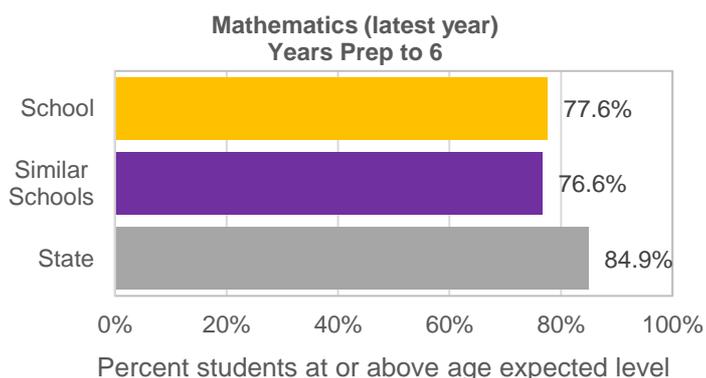
77.6%

Similar Schools average:

76.6%

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.

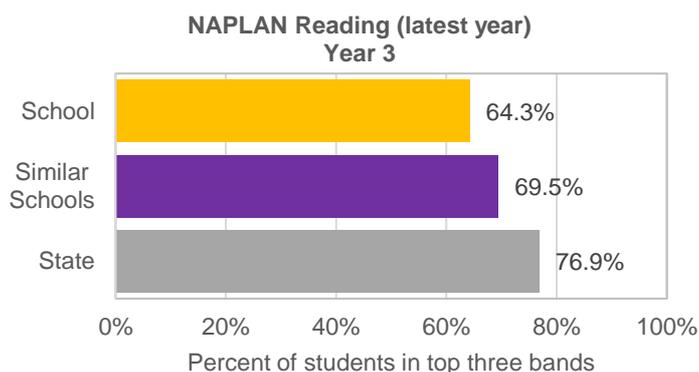
### NAPLAN

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.

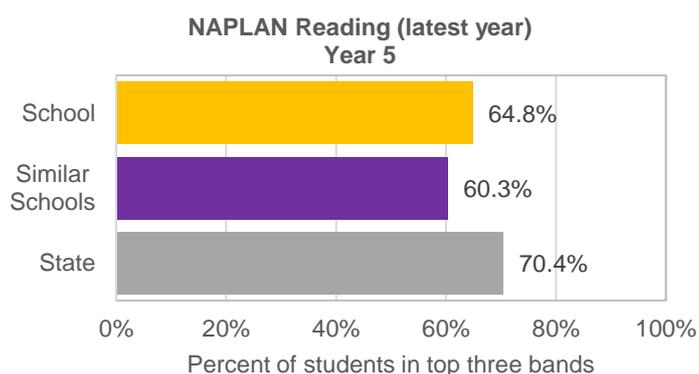
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.3%	73.2%
Similar Schools average:	69.5%	69.7%
State average:	76.9%	76.5%



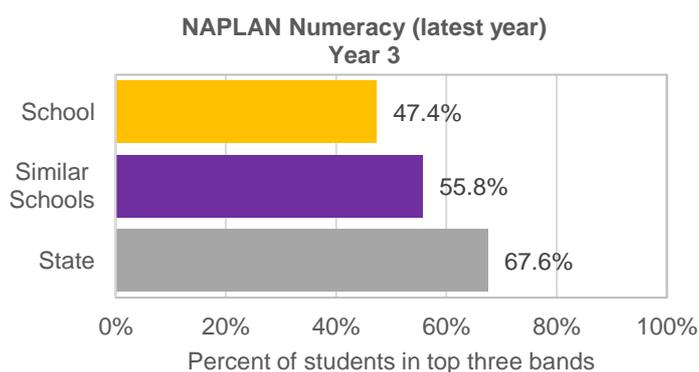
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.8%	59.5%
Similar Schools average:	60.3%	56.6%
State average:	70.4%	67.7%



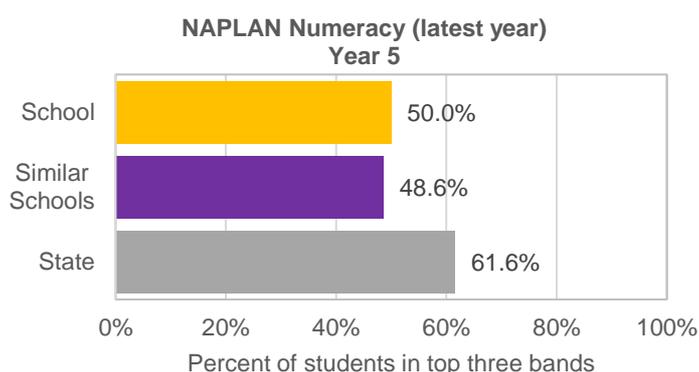
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	47.4%	64.6%
Similar Schools average:	55.8%	57.4%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	52.2%
Similar Schools average:	48.6%	46.5%
State average:	61.6%	60.0%



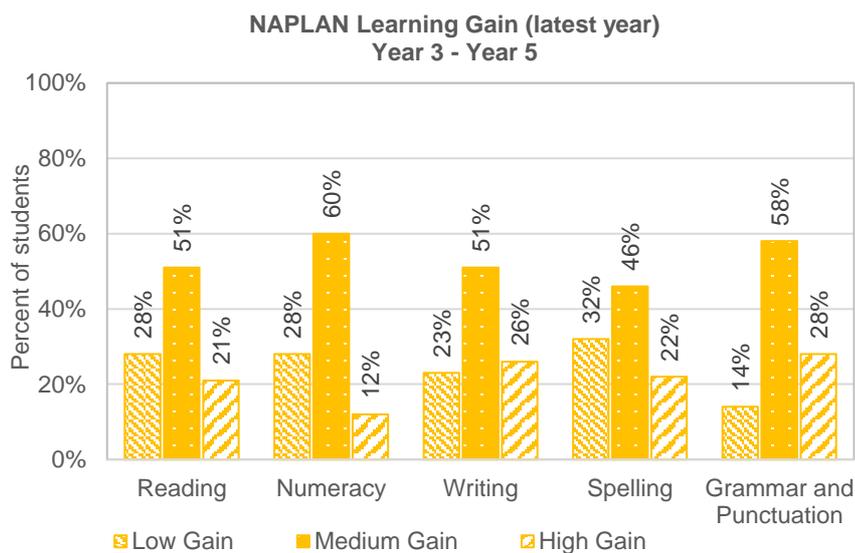
## ACHIEVEMENT (continued)

### 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:	28%	51%	21%	20%
Numeracy:	28%	60%	12%	21%
Writing:	23%	51%	26%	21%
Spelling:	32%	46%	22%	21%
Grammar and Punctuation:	14%	58%	28%	21%



## ENGAGEMENT

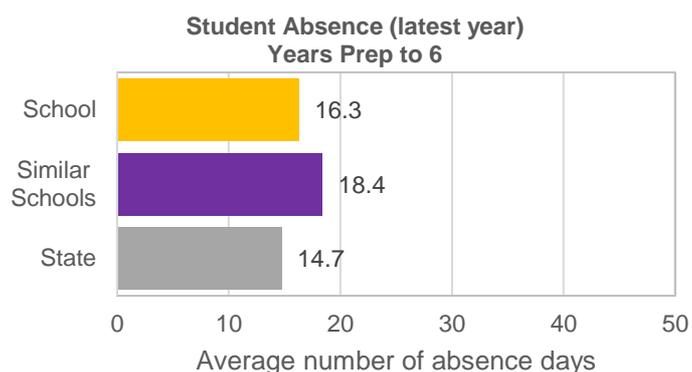
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	16.3	15.3
Similar Schools average:	18.4	17.8
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):	89%	92%	92%	92%	92%	92%	92%

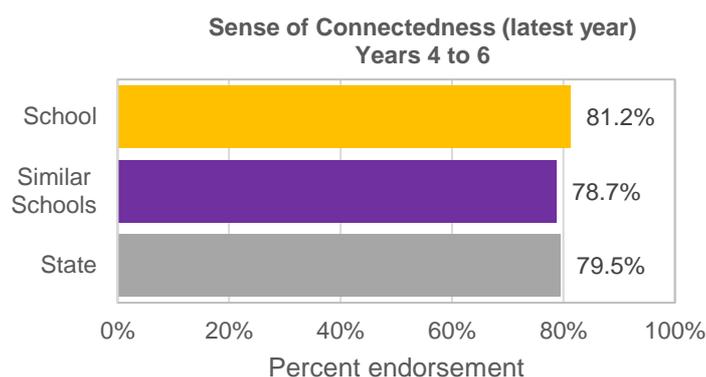
## WELLBEING

**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:	81.2%	86.9%
Similar Schools average:	78.7%	79.9%
State average:	79.5%	80.4%

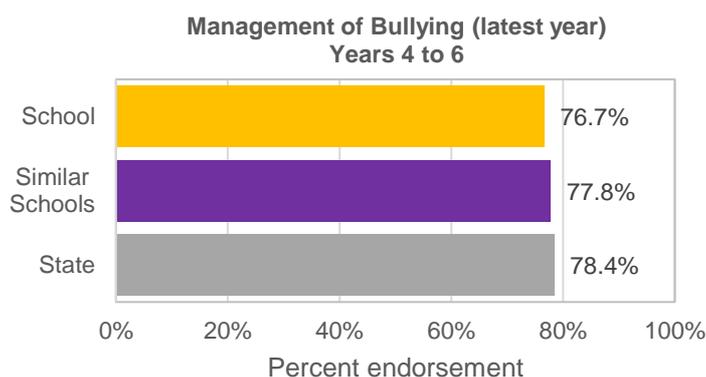


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	76.7%	87.0%
Similar Schools average:	77.8%	79.1%
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	\$6,795,487
Government Provided DET Grants	\$1,176,111
Government Grants Commonwealth	\$1,953
Government Grants State	\$0
Revenue Other	\$28,784
Locally Raised Funds	\$372,534
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,374,869</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,269,479
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,269,479</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,777,471
Adjustments	\$0
Books & Publications	\$3,445
Camps/Excursions/Activities	\$110,961
Communication Costs	\$5,588
Consumables	\$131,377
Miscellaneous Expense <sup>3</sup>	\$32,437
Professional Development	\$9,556
Equipment/Maintenance/Hire	\$183,872
Property Services	\$313,163
Salaries & Allowances <sup>4</sup>	\$98,335
Support Services	\$15,441
Trading & Fundraising	\$85,265
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$45,211
<b>Total Operating Expenditure</b>	<b>\$7,812,121</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$562,749</b>
<b>Asset Acquisitions</b>	<b>\$22,084</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$2,499,314
Official Account	\$20,302
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$2,519,616</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$125,187
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$1,693,493
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$190,000
Maintenance - Buildings/Grounds < 12 months	\$384,202
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,392,882</b>

*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.*