

2021 Annual Report to The School Community



School Name: Poowong Consolidated School (6245)



- 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 17 March 2022 at 09:53 AM by Cate McKenzie (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 28 April 2022 at 04:17 PM by Andrew Holman (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

Poowong Consolidated School is a primary school (Prep-6) located in the township of Poowong in the heart of South Gippsland. Poowong is surrounded by dairy farms, located at the edge of the Poowong township, however our school make-up is more far-reaching than this. Our school community draws on children from neighbouring townships as well as families who choose to travel to bring their children to the school from as far as Korumburra and beyond. Poowong Consolidated School is committed to our membership of the Karmai Alliance cluster, drawing on the experience and talents of colleagues in our local schools.

Poowong Consolidated School proudly serves our local community. We cater for children from Prep to Grade 6 in straight grades. We pride ourselves on our connection to the community and the experiences we offer. These currently include music (classroom and instrumental), visual and performing arts, science, woodwork, physical and health education, sustainability, a school-wide electives program and a variety of sporting programs. Our students are encouraged to challenge themselves both academically and personally in all aspects of school life.

Our staff believe in a team approach and are involved in regular meetings, where collaborative planning and sharing of resources occurs. Teachers are committed to remaining knowledgeable about curriculum and educational theory by participating in a range of professional development. Our staff view one another's teaching and give constructive feedback in order to continuously improve, through a coaching and peer observation process. Both teaching and non-teaching staff are supported professionally through regular, targeted professional learning opportunities as well as work within Professional Learning Teams. The development of Professional Learning Teams, with a focus on the data-wise process, allows staff to delve deeply into the learning needs of students and make decisions about their future learning needs. The support of colleagues within the Professional Learning Teams allows for teachers to share their ideas for the benefit of student learning.

At Poowong Consolidated School, the School Council is actively involved in the governance of the school and its members actively contribute to a range of school priorities. The School Council is responsible for endorsing school policy, programs and the budget as well as being involved in reviewing the school's progress and developing new policies. Many individual parents and community members volunteer in classrooms, at school events throughout the year and to assist with fundraising.

Poowong Consolidated School believes that every child, irrespective of disability, race or family background, can progress along the learning continuum in an environment of dignity and respect. It is the role of the school and its community to build on a child's strengths and talents to ensure that each child progresses at the highest rate. The school aims to develop students who are able to contribute to, and participate in all aspects of community life in a positive way, using a restorative approach to resolving issues that arise. Students will develop a wide range of skills to enable them to be successful citizens of the 21st Century.

The school's mission/vision is to create a growth culture, where every learner is reflective and supported in a learning community that provides a challenging and secure environment responsive to individual learning needs. We believe that effective learning occurs when outstanding and innovative teachers provide a variety of tasks that actively engage students who are encouraged to take responsibility for their own learning. The expectation is that students will be successful and enthusiastic learners capable of building positive relationships.

Poowong Consolidated School has developed an Instructional Model that supports our philosophy of Gradual Release of Responsibility and High Impact Teaching Strategies.

Poowong Consolidated School values are based on learning and growing together following our "I GROW" model

- Integrity
- Growth Mindset
- Relationships
- Openness

- Welcoming and Inclusive

As a school community, we have developed a growth culture, not only with our students, but also as a staff. This is underpinned by the value placed on Relationships, Challenge, Possibilities and Space. Our relationships are based on trust, respect, challenge, teamwork and flexibility. We believe that challenge should not be perceived as a negative rather an opportunity for self-reflection, collegiate support and situational growth. We believe that every day is a new adventure, a new opportunity for learning growth. We value new ideas, embrace open-mindedness and are positive about our impact. We value taking time to think, reflect and consider options, ensuring that our decisions are based on evidence and will meet the needs of our students.

Learning is maximised within a safe environment, where students feel both motivated and empowered as they strive to be the best they can be. Environmental awareness will be promoted across the school community, fostering respect for personal and communal property and our environment. PCS is committed to School Wide Positive Behaviours, Respectful Relationships and Restorative Practices to support this.

Learning is both collaborative and independent, following individual pathways to the future. Diverse learning styles, interests and abilities are catered for through flexible teaching styles. Learning is through participation in engaging, meaningful curriculum incorporating both broad curriculum and relevant life skills. It will promote creative thinking and problem solving and participation. Technology supports accessing the curriculum for all students.

Pedagogical principles identified to support achievement of our vision are:

- * The child is at the centre of all learning
- * High expectations are held for and by the learning community and all members within it.
- * Engagement will be facilitated through promoting thinking, active inquiry and relevant learning.
- * Diverse learning styles will be catered for and supported through use of a wide range of teaching strategies and learning technologies
- * Relationships are the key foundation to developing effective engagement with all members of the community. Interpersonal relationships and collaboration will be fostered within the school community.

The school philosophy will be enacted through:

- * Community consultation, newsletters and forums
- * Staff professional development and induction processes
- * Ongoing curriculum development
- * Parent and family support structures

In 2021, we had an enrolment of 145 students who were supported by 10 full time teaching staff (including the Principal), 0.4 intervention, 0.6 music and art and 0.4 PE. We also employed a 0.6 teacher as a Learning Specialist, curriculum leader, coach and classroom support. Additionally, the school employed 4 x 0.8 teacher integration aides plus an Active After School Program Coordinator as well as a 0.6 Admin assistant and 0.6 Business Manager.

Framework for Improving Student Outcomes (FISO)

In 2021, PCS underwent a rigorous school review, highlighting our positive performance at all levels of the school-student academics, student perception, staff perception and parent perception. The school review highlighted that, as a school, we have made significant progress towards our goals over the 4 year strategic period. This allowed us to celebrate our development of culture as well as work towards a consistent instructional model. With the assistance of the reviewer, challenge partners and members of school council, we were able to create new goals and key improvement strategies for the next 4 years.

At Poowong Consolidated School, we delivered on our Key Improvement Strategy to "Strengthen teacher capacity by embedding research and evidenced-based, high impact teaching and learning strategies to impact student learning growth positively". We continued to refine the role of coaching at PCS and set clear expectations and accountability

around peer observations. Ongoing development of staff capacity and resources to support staff in implementing and understanding the HITS was also a big focus during 2021. Some of the Annual Implementation Plan actions and professional development focus were modified to suit remote learning. We did this by providing regular opportunities for staff to meet via WebEx and via Skype in Professional Learning Teams. Peer Observation templates were utilised and regularly sent to the Principal for accountability and reflection purposes. Random spot-check of numeracy lessons saw 80% of staff showing evidence of each aspect of the Instructional Model. This was observed by the Literacy Learning Specialist, Curriculum Leader and the Principal as well as by the school review members on their walkthroughs. It was wonderful to hear the children able to articulate where they were in the learning cycle and what the learning objective and success criteria were.

In 2021, we prioritised work on building teacher capacity and understanding. In this, we made whole school agreements around writing and mapped out agreed writing resources and approaches moving forward to ensure consistency across the school. We developed greater understanding of evidenced-based resources for planning, across curriculum areas, and focused on good teaching skills and strategies, rather than online resources. We continued our Reading focus for the school, with an inquiry into Reading in Professional Learning Teams. Data Wise cycles have continued to be a focus of PLC work, with staff actively engaging in discussions around assessment, data, observations, teacher practice and agreed intervention strategies. PLCs have completed several cycles around Reading and this continues to be a piece of work for PLCs until the end of the school year. The richness of discussion has been helpful in driving whole school agreements around intervention, reading foci and guided reading. PLC work was significantly impacted by series of remote learning, where staff really struggled to continue their work remotely, as access to assessment data was not as straightforward. Some staff really disengaged with online meetings and this impacted on the Data wise cycle effectiveness. Other foci for 2021 including starting dialogue around differentiation, making school agreements around goal setting and starting to look at effective questioning strategies.

Three Way Conferences continued, although we needed to conduct these via WebEx meetings, rather than in person due to COVID restrictions. There was less student involvement than the beginning of the year goal setting conferences, which we need to do more work and preparation on so that the number of genuine student-led conferences occurs. Teachers, students and parents are now more comfortable with the 3-Way Conference format and this has helped with developing relationships and connections between home and school, with everyone understanding the agreed next steps in learning for each student. We still struggle with engagement from a small number of families who have become disconnected during remote learning, however we are confident in re-engaging these families once students are onsite and into 2022.

Digital portfolios have been built into remote learning, using the SeeSaw platform, and students, teachers and parents can regularly review student work samples and teacher feedback, as well as student self-reflection. This assists with any discussions between parents and teachers around learning tasks. The focus will shift to continuing the digital portfolios for students outside of the remote learning requirements in 2022.

In 2021, we engaged a school chaplain, who has spent considerable time working with assisting students with re-engagement, building relationships with families and supporting the school community as a whole. Julie's work with students around re-building friendships, grief and loss and developing coping skills and strategies to manage separation anxiety were vital during the ins and outs of remote learning during 2021 with students returning very unsettled at times. The additional support for students was helpful in strengthening immediate response and support to students when most needed.

Achievement

With the constant ins and outs of Remote Learning in 2021, students were still able to be challenged, supported and scaffolded in their learning within the classroom context via a variety of means. Due to local issues with internet, we resorted to a mix of online learning via SeeSaw and learning packs as well as the introduction of daily WEbEx catch ups for students and their teachers. This also enabled students to stay connected and ask questions about their learning.

Steady progress has been made despite remote learning across the school, however it has been particularly noted in the growth of students participating in the Tutor Learning Initiative in 2021. This has been evidenced by running records and anecdotal notes kept by the tutor. All students increased by a minimum of 2 reading levels between June and September. Classroom teachers noted students were using skills learnt in tutoring and applying these to other learning activities in the classroom. Four students in Grade 3 and 4 (carried over from Sem 1) have been working with the tutor one on one or in small groups to further develop reading stamina, comprehension (including inference and reorganisation skills).

Students responded well to self-paced learning tasks via the SeeSaw platform during the remote learning period as well as the differentiated learning packs provided during our many times of remote learning. During periods of on-site learning, we continued to incorporate more SeeSaw based tasks into our weekly planning as part of our literacy and numeracy blocks to assist with the continuity between remote learning and onsite learning. During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently developed new ways of differentiating for students. Utilising existing classroom and lesson structures that were familiar to students, was important in the transition to remote learning.

PAT testing completed in December 2021 (standardised testing in reading and numeracy) showed continued growth in most year levels, despite the time away from the classroom due to remote learning. In 2022, we will continue to focus on differentiation within the classroom and the use of technology, such as the SeeSaw platform to support this.

Engagement

A high proportion of students at Poowong Consolidated School, who previously experienced challenges in terms of their engagement, strongly connected with the opportunities for agency and self-paced learning during the remote learning period. The use of the SeeSaw platform, where teachers could leave instruction videos, slide shows and worksheets for their children to complete and then assess student learning and give feedback, really supported majority of students during this period. Reducing task expectations and introducing Wellbeing Wednesday (where students only completed specialist work eg. PE, Music and Art, ensured that there was balance in student learning and supported parents to manage this more effectively at home. Parent and student feedback was vital to ensuring that we continued to meet the needs of students and families during periods of remote learning.

To support student engagement during the transition back to onsite learning, our school enacted a Start-Back-Up week, focusing on re-settling back into the school environment, our school values, opportunities for our children to re-connect with their peers and looking for opportunities for students to reconnect with their learning. This was enacted after both blocks of remote learning and assisted with our students settling back in to the routine and expectations back in the school environment.

The school continued to monitor students with high absenteeism throughout the remote learning periods, as well as during on-site learning. Specific strategies were developed that were tailored to the reasons behind the absenteeism. We continued to phone parents and provide support every day of absence. Class WebEx meetings provided a way of keeping connections with students as well as an opportunity for social engagement. The social worker, funded by School Focused Youth Service, continued to support families highlighted as needing support with student attendance. Modification of work was needed for some students, through remote learning, in order for students to attempt learning tasks even without support. This was needed in many instances to ensure learning continued.

Our school-based surveys supported that students felt supported throughout remote learning periods, as well as on-site and that they were happy to return to school. Engagement of students continues to be a large focus, with significant long term absences continuing to be a challenge, as well as working with parents around unnecessary absences that are unexplained.

Wellbeing

Health and Wellbeing supports, such as additional planning time, providing staff with reduced meeting expectations and reducing workloads by encouraging collaboration of videos for remote learning, were prioritised during the peak of remote learning at Poowong Consolidated School. Ensuring that time, resources and regular check-ins occurred, were prioritised for staff, students and their families in 2021.

Regular phone calls home, throughout remote learning, was vital in keeping links with our families. This assisted the maintenance of relationships throughout the navigation of remote learning, but assisted also when students came back onsite, when parents were still unable to come into the school due to restrictions.

Car-park meet and greets were an effective way to manage face-to-face communication with families and this continued beyond the restrictions.

The employment of our school chaplain has had a positive affect on our school community, and has supported families through challenges such as separation anxiety, re-establishing friendship groups as well as the challenges of navigating changes in work requirements, and feeling comfortable in sending students back to school, particularly in Term 4.

Finance performance and position

In 2021, we prioritised the maintenance of buildings, building works for Occupational Health and Safety (such as the addition of whirly-bird fans in the multipurpose shed to reduce heat, plumbing works and electrical upgrades). We purchased additional teaching and learning resources, including guided reading sets, decodable take-home reading materials and allocated money to setting up our Before and After School Care facilities. We were able to allocate money towards professional learning for teachers around Challenging Learning, with George Telford, to ensure updated knowledge of best practice and continued skill development of our staff.

Additional cleaning was completed during this period and was funded by DET.

We did not utilise our full budgets for CRT replacements, as we would in any other year, as during remote learning we were able to supervise and set tasks for students that meant this was not needed. Usual budgets for photocopy paper and other consumables was far less than in previous years without teachers or students on site. We needed to prioritise some additional unexpected costs to support remote learning, such as subscriptions to the SeeSaw platform, which was not budgeted for in our start of year budget.

Despite all of the projects that were completed, the school was left with a surplus in our budget and this will be used to support teaching and learning, as well as further update projects in the school in 2022.

For more detailed information regarding our school please visit our website at
<http://www.poowongcs.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 144 students were enrolled at this school in 2021, 66 female and 78 male.

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

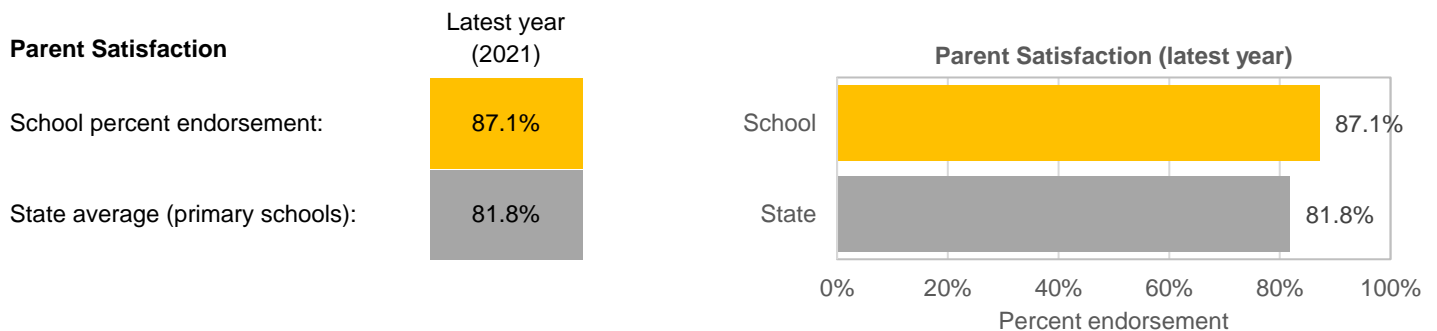
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

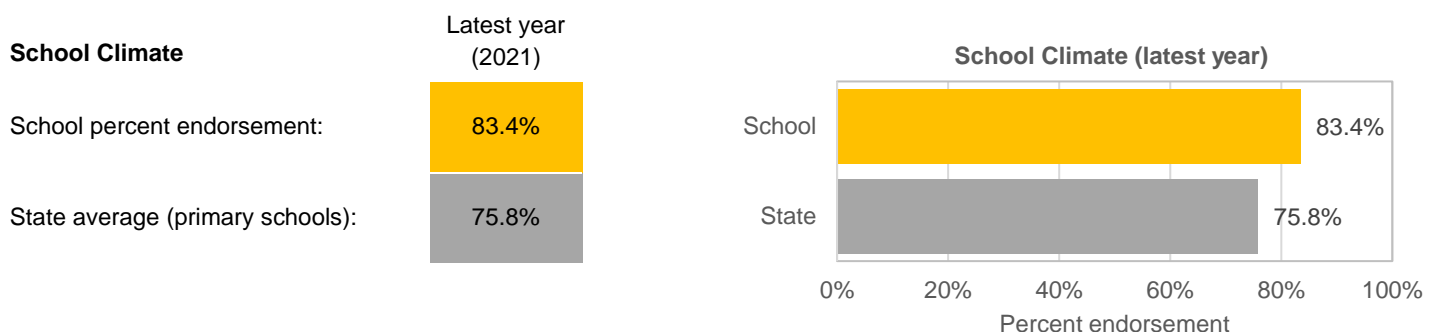


School Staff Survey

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:

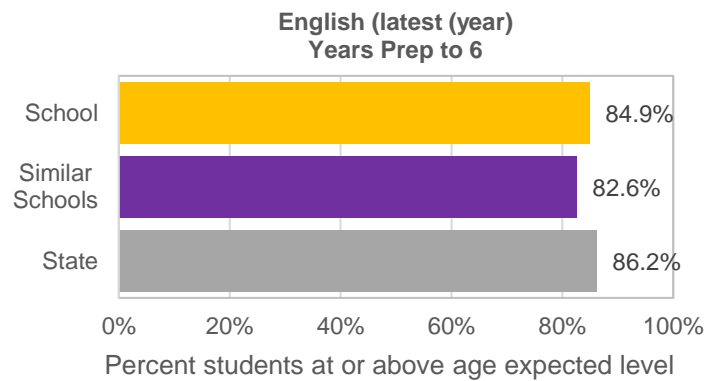
84.9%

Similar Schools average:

82.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

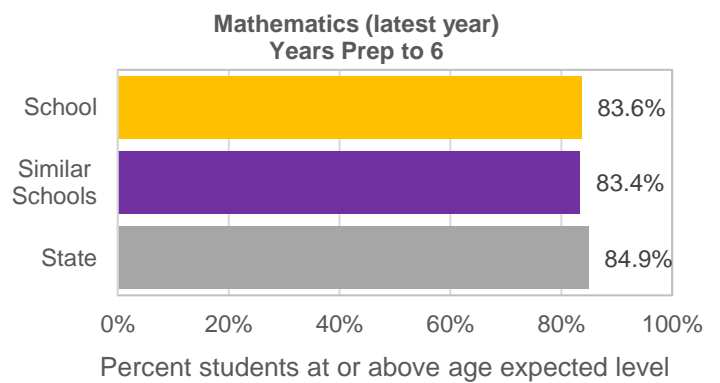
83.6%

Similar Schools average:

83.4%

State average:

84.9%



ACHIEVEMENT (continued)

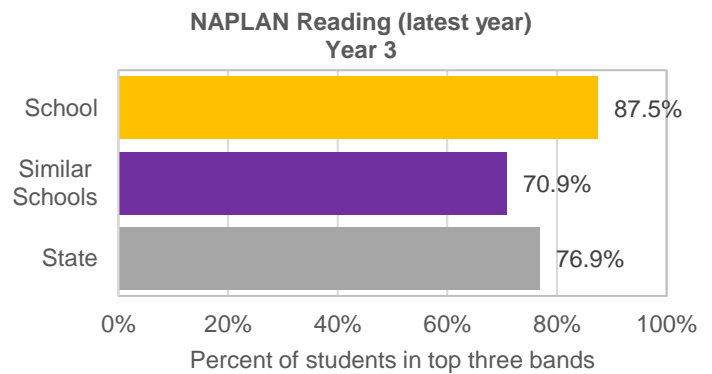
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

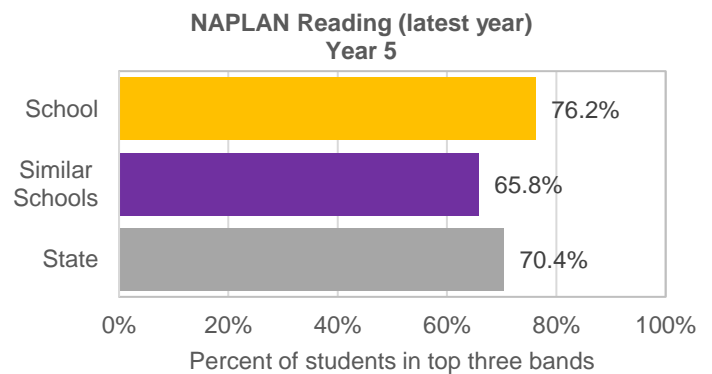
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

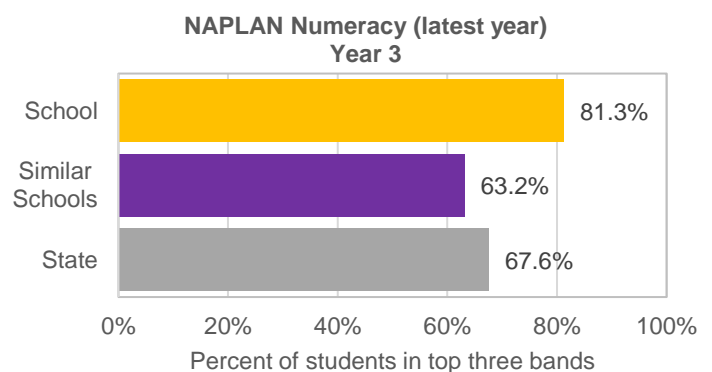
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	87.5%	75.5%
Similar Schools average:	70.9%	70.5%
State average:	76.9%	76.5%



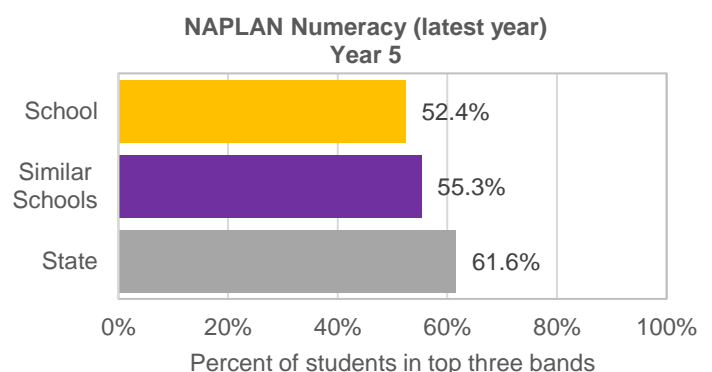
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	76.2%	73.3%
Similar Schools average:	65.8%	63.5%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	81.3%	56.9%
Similar Schools average:	63.2%	64.5%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	52.4%	65.0%
Similar Schools average:	55.3%	52.3%
State average:	61.6%	60.0%



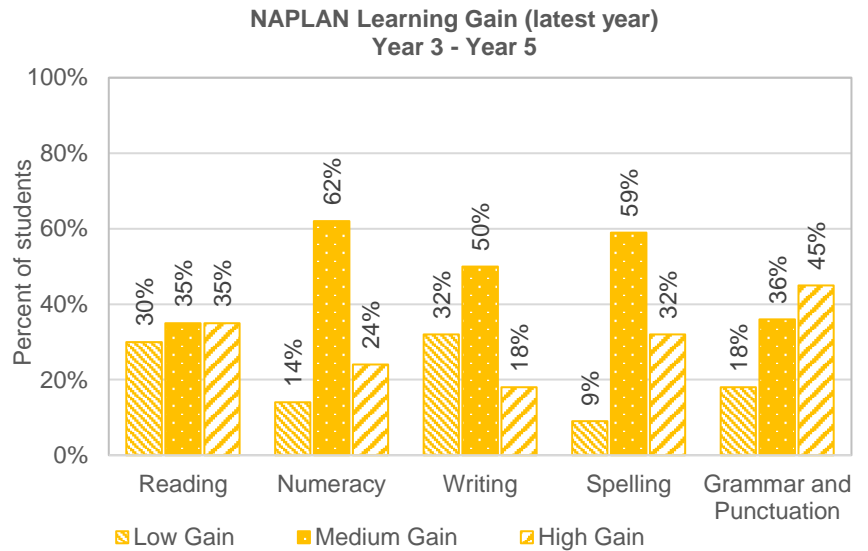
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	30%	35%	35%	21%
Numeracy:	14%	62%	24%	21%
Writing:	32%	50%	18%	15%
Spelling:	9%	59%	32%	19%
Grammar and Punctuation:	18%	36%	45%	18%



ENGAGEMENT

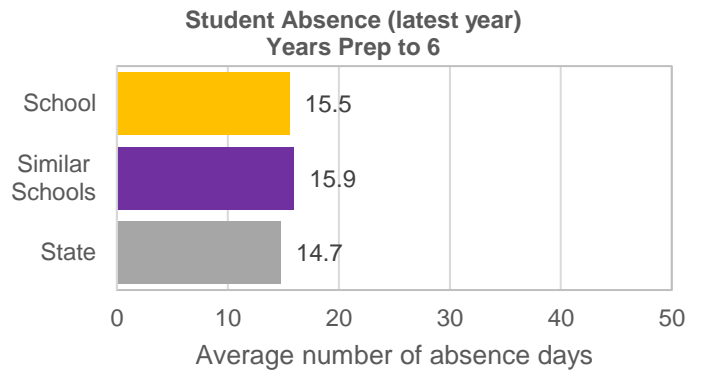
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	15.5	13.6
Similar Schools average:	15.9	15.4
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):	93%	93%	90%	92%	92%	93%	93%

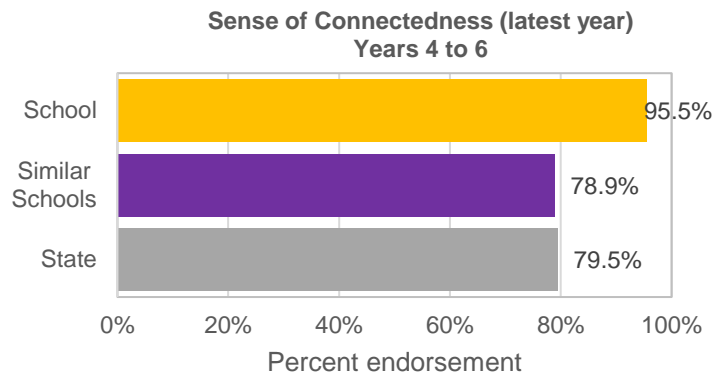
WELLBEING

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:	95.5%	92.6%
Similar Schools average:	78.9%	78.9%
State average:	79.5%	80.4%

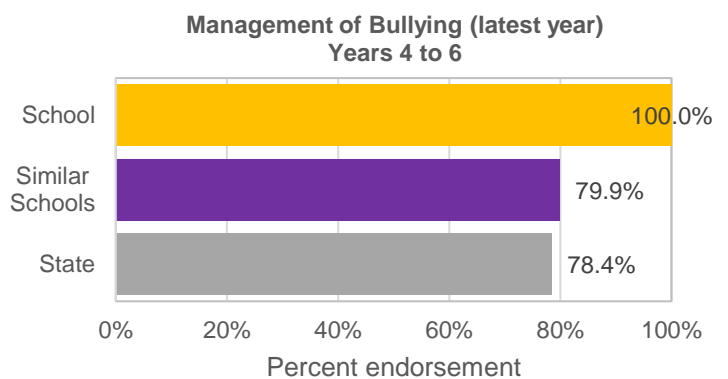


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	100.0%	96.8%
Similar Schools average:	79.9%	80.0%
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	\$1,328,474
Government Provided DET Grants	\$384,798
Government Grants Commonwealth	\$7,500
Government Grants State	\$0
Revenue Other	\$6,027
Locally Raised Funds	\$82,927
Capital Grants	\$0
Total Operating Revenue	\$1,809,727

Equity ¹	Actual
Equity (Social Disadvantage)	\$45,980
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$45,980

Expenditure	Actual
Student Resource Package ²	\$1,300,396
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$21,954
Communication Costs	\$3,185
Consumables	\$54,346
Miscellaneous Expense ³	\$11,278
Professional Development	\$45,005
Equipment/Maintenance/Hire	\$43,905
Property Services	\$71,080
Salaries & Allowances ⁴	\$63,317
Support Services	\$55,931
Trading & Fundraising	\$6,781
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$118
Utilities	\$16,223
Total Operating Expenditure	\$1,693,520
Net Operating Surplus/-Deficit	\$116,207
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	\$129,370
Official Account	\$24,076
Other Accounts	\$0
Total Funds Available	\$153,446

Financial Commitments	Actual
Operating Reserve	\$60,969
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$30,000
School Based Programs	\$44,000
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$144,969

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.