

2021 Annual Report to The School Community



School Name: Tullamarine Primary School (4852)



- 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 18 March 2022 at 10:11 AM by Anna Ruhle (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 10:56 AM by Heath McDonald (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

At the February 2021 Census, Tullamarine Primary School's enrolment was 280. Whilst a number of students enrolled at the school during the year a number of students also moved away and we ended the year with 285 students. In 2021 the school had an effective full time establishment of 2.0 Principal Class, 18.7 teachers, 5.4 ESO / Integration Aides, including 2 administrative support staff.

The school is close to Melbourne Airport and is accessible via the Tullamarine Freeway. The school is committed to high academic standards and has high expectations of all students. We are focused on providing all students with a strong foundation for learning for life. We recognise that it is essential to establish strong links between the school, the home, neighbouring schools and pre-school providers. Our school promotes a shared learning partnership with the realisation that student achievement is enhanced by effective communication, including meaningful assessment and reporting practices.

We are part of the Hume Moreland Network of schools in the North-Western Victoria Region. The school is committed to implementing high quality Literacy and Numeracy programs, as well as building even further on past and recent successes. The school has a close relationship with the neighbouring secondary colleges, primary schools and kindergartens from this region.

The school serves an increasingly multi-cultural population. 25% of students live in households where English is not the main language and 2% of students identify as Aboriginal. None of our staff identify as Aboriginal or Torres Strait Islander. Twenty-four nationalities are represented in the school. The school has recognised increasing levels of disadvantage within its community over the last several years, and the school has a Student Family Occupation (SFOE) density of 0.44. There is a high level of transience among the student population.

Tullamarine Primary School's values in 2021 were Respect, Leadership and Creativity.

Our vision for our school is that 'Tullamarine Primary School empowers students to become lifelong learners who strive to reach their full potential academically, socially and emotionally'.

Our mission statement is 'Tullamarine Primary School is committed to developing lifelong learners. As a community we set high expectations, build strong relationships and support one another to collaborate and take risks. The delivery of a high-quality education, in an innovative and inclusive learning environment, is underpinned by the values of respect, resilience and teamwork.'

The school is organised into four Learning Communities covering Foundation, Years 1 and 2, Years 3 and 4, and Years 5 and 6. The Learning Communities are organised into composite classes of 20-24 students. The school offers a comprehensive curriculum in line with the Victorian Curriculum. Specialist and support programs include: Physical Education, The Arts, Italian and STEM.

Fifteen students are funded under the Program for Students with Disabilities (PSD). These students are supported by six aides. Student welfare is a high priority. We are a Respectful Relationships Lead School and utilise the School Wide Positive Behaviour Support Framework to teach and acknowledge expected behaviours across the school. Relationships between staff and students are very positive. Through its emphasis on developing strong home-school partnerships the school has been able to meet the learning and wellbeing needs of a diverse range of students.

Framework for Improving Student Outcomes (FISO)

In 2021 the priorities addressed in Tullamarine Primary School's Annual Implementation Plan were Excellence in Teaching and Learning and Positive Climate for Learning. The FISO initiatives that we focused on were Building Practice Excellence, Curriculum Planning and Assessment and Empowering Students and Building School Pride.

Our first goal was to improve student learning outcomes from foundation to grade 6 in Literacy and Mathematics. Our Key Improvement Strategies implemented for this goal were focused on 'improving data collection and analysis' and

'building consistent and effective planning practices'

Our second goal was to build a collaborative learning culture. Our Key Improvement Strategies implemented for this goal were focused on 'building and refining consistency of expectation' and 'embedding a culture of student agency and engagement.'

At the start of 2021 we were very excited about the work we were going to do during the year and the gains that students were going to make as we were into the final year of our Strategic Plan and changes to teaching and learning were becoming evident.

Again, the move to remote and flexible learning in 2021 changed the way we as a school worked. However, we did our best to continue the work we needed to do on the actions identified in our AIP as listed above. We ensured that we continued to prioritise and enable professional learning and support for staff - in a modified way. We utilised Zoom to hold all PL sessions and whole staff meetings each week. Teachers continued to meet weekly (via Zoom) in their Professional Learning Communities to look at the modified data they were able to collect on students and to analyse and plan for teaching and learning needs. Teachers continued to focus on student learning of Literacy and Mathematics and checked in with every child every day.

Building on the learnings from periods of remote and flexible learning in 2020 enabled us to improve our processes and be more effective. This was evident when we analysed our 2021 student learning data.

Achievement

Over the last four years we have gone through many changes to our teaching and learning programs, including two years with long periods of remote and flexible learning. We were however, extremely pleased in 2021 to see improvement in our student learning data.

During remote learning, staff utilized a range of technologies to deliver teaching and learning and to assess student learning. Teachers continued to develop new ways of differentiating learning for students remotely and have continued to utilise ZOOM and Google classrooms in their everyday work.

Students supported through the Program for Students with a Disability all showed excellent progress in achieving their individual goals as identified in their Individual Education Plans and were heavily supported during periods of remote and flexible learning. Classroom teachers and ES staff met with these students daily throughout the periods of remote and flexible learning to support them with their individual learning goals. Individual Education Plans were developed for this children by classroom teachers and parents.

Whilst we did not meet our aspirational teacher judgement targets set in our Strategic Plan, analysis of this data shows improvement in all areas and most year levels for the percentage of students who achieved at or above the expected levels. Reading and writing data improved in years 1, 2, 3, 4 and 5. Whilst Numeracy data improved in Foundation and years 1, 3, 4 and 5. Overall we were most impressed with the year 5 teacher judgement data which showed huge improvement in all three areas in 2021.

Whilst we did not achieve our NAPLAN targets in 2021, we were extremely pleased to see that our NAPLAN results are higher than our local Network Schools results in all areas except for Year 5 Writing and Number. Our target for Reading in Year 3 was for 55% of students, or above, to be in the top two bands (5 & 6). In 2021 49% of students achieved in the top two bands. Our network achieved 36% and similar schools 53%. It is also important to note that students in the bottom two bands went from 29% (13 students) in 2018 to only 7% in 2021 which is only 3 students.

Our target for Writing in Year 3 was for 75% of students, or above, to be in the top two bands (5 & 6). In 2021 we had 49% of our students achieve results in the top two bands. Our network achieved 40% and similar schools 51%. Once again, our results are higher than our local network schools and very close to our Similar Schools results. Our result of

49% is also close to the State result of 55%. It is also important to note that students in the bottom two bands went from 17% (8 students) in 2018 to only 2% in 2021 which is only 2 students.

Our target for Numeracy in Year 3 was for 50% of students, or above, to be in the top two bands (5 & 6). In 2021 we had 29% of our students achieve results in the top two bands. Our network achieved 17% and similar schools 33%. Once again, our results are higher than our local network schools and very close to our Similar Schools results. Our result of 29% is also close to the State result of 33%. It is also important to note that students in the bottom two bands went from 27% (12 students) in 2018 to 12% in 2021 which is only 5 students.

We are extremely pleased with the Year 3 NAPLAN Results in 2021.

Our target for Reading in Year 5 was for 50% of students, or above, to be in the top two bands (7 & 8). In 2021 26% of students achieved in the top two bands. It is important to note that we achieved higher than our network schools who achieved 18% and that our results were close to our similar schools who achieved 34%. Unfortunately, our results were well below the State level of 43% of students in the top two bands. It is also important to note that students in the bottom two bands went from 22% (9 students) in 2018 to only 4% in 2021 which is only 2 students. We are pleased with our Year 5 Reading results when compared to our 2019 data and the 2021 Network data.

We are extremely disappointed in our Year 5 Writing results. In 2021 we dropped to only 2% of our students achieving results in the top two bands. It is important to note that our network schools only achieved 10% and similar schools only achieved 16%. However, our results were well below the State achievement level of 20% of students in the top two bands. We are also disappointed in our year 5 Numeracy results. In 2021 we had 11% of our students achieving results in the top two bands. It is important to note that our network schools only achieved 12%. However, our results were well below the Similar Schools who achieved 25% and the State achievement level of 33% of students in the top two bands.

Whilst we did not achieve our NAPLAN Growth targets we are extremely pleased to see that in 2021 our High Relative Growth in Reading results are above both our local Network and Similar Schools results. Our High Growth was 21% with similar Schools achieving 20% and Network Schools achieving 15%. We were close to the State level of High Growth at 24%. It is important to note that our low growth improved from 34% (14 students) in 2019 to 21% (9 students) in 2021. Overall, we are very pleased with our growth data for Reading.

We were disappointed with our High Relative Growth data for both Writing and Numeracy. However it is important to note that in both areas our low growth improved.

Our achievement data shows improvement in 2021 and we intend to build on this success in 2022.

Engagement

In 2021 Tullamarine Primary School intended to continue to have a major focus on school attendance. However, with further periods of remote and flexible learning this became more difficult.

In order to address attendance all teachers were asked to mark the roll every morning to ensure that all children were engaging in their learning on Zoom. Any children that did not attend the Zoom lessons for three or more days, with no absence notification from parents, were followed up by the school admin team. A phone call was made to parents to check why their child was not online.

We had a number of families whose engagement level in online learning was extremely low. In order to address this the Principal and Assistant Principal made a number of home visits to check on children and to see what support the families needed to ensure their children engaged in online learning. These home visits had a positive impact in most cases.

In order to support student engagement during the transition back to onsite learning, our school put a range of strategies in place. We ensured that:

- we kept a whole school focus on wellbeing and all teachers spent most afternoons in term 4 focusing on wellbeing activities
- students were re-taught 'how' to be a learner at school
- students still understood school expectations as outlined in our School Wide Positive Behaviour Matrix and flowcharts

- we communicated with the parent community regularly

Student attendance will continue to be a central focus of student engagement in 2022. We are continuing to implement a Staged Response to non-attendance in 2022 and will continue to implement strategies from the resources Its Not Ok to be Away and Every Day Counts, to improve student attendance.

We pride ourselves on providing a positive, caring and safe environment that supports student learning. We continue to provide an atmosphere of cohesiveness, mutual respect and trust between students, teachers and parents. Overall students at Tullamarine Primary School are engaged and connected to the school. We are proud of the positive environment we have created that is engaging for students. In 2021 created more outdoor creative play spaces for our students, including the addition of a cubby house. We found that engagement in creative play in the school yard during break times was extremely high. We believe that this, in conjunction with the further implementation of the School Wide Positive Behaviour Framework across the school, has led to a significant decrease in behaviour issues in the yard and in classrooms.

Wellbeing

Once again in 2021 wellbeing for staff and students was of the highest priority due to further periods of remote and flexible learning. Whilst we again had to modify the traditional way we delivered health and wellbeing supports to students and their families we ensured that this remained a priority and a focus.

We utilised Compass and Google Classroom to provide effective lines of communication and connectedness between the school and our community. We also published regular Compass posts and updates to keep families informed about what is happening in the school and how they could support their children during remote and flexible learning.

Teachers checked in each day via ZOOM with students which ensured our ability to monitor the health and wellbeing of all students. Students that did not engage with online and flexible learning with the classroom teacher were contacted via phone call. Any students that were not able to be contacted were visited at home by the Principal and Assistant Principal.

Weekly Mentor meetings were held with staff to provide opportunities for staff to discuss their own wellbeing concern/issues. These took on an informal process which enabled staff to share freely and openly. We also ran an optional Friday afternoon ZOOM check in session for any staff that wanted to check in and say hi to each other.

Upon our return to 'On-Site' learning, for our students we modified our Respectful Relationship program to also include some 'Mindfulness' activities in order to allow students to reflect on their experiences and to share them with their peers and teachers. During this time teachers were encouraged to monitor their students' wellbeing and make contact with the Wellbeing leader if they had any concerns. Our focus was to heavily prioritise re-establishing relationships with our students and the routines of onsite schooling.

Staff were also provided with opportunities to meet/talk/catch-up with various staff in different locations across the school whilst adhering to the DETs Covid-19 Restrictions in schools. Our meeting and student testing schedule was also flexible in order to support staff to complete the work required and supporting each other in doing so.

Finance performance and position

In 2021, Tullamarine Primary School maintained a very sound financial position. However, there was a lack of spending in 2021 due to Covid restrictions which resulted in an annual surplus. The school facilities have been a major source of expenditure over the last few years as we have had our school buildings rebuilt under the state government Asbestos Removal Program. Adequate provision continues to be made for innovative curriculum programs, support staff and recurrent costs.

Accumulated funds were allocated to fund school improvement / facility projects. All curriculum programs that

generated a surplus are directed to the following year's budget process as income. The School Council is committed to allocating locally raised funds to improve grounds, the major maintenance of facilities, and upgrading all classroom environments.

In 2021 Tullamarine Primary School was fortunate to receive a \$25,000 grant for a shade sail to be erected to create an outdoor learning space. We look forward to this project being completed in 2022.

For more detailed information regarding our school please visit our website at
www.tullaps.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 279 students were enrolled at this school in 2021, 149 female and 130 male.

25 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

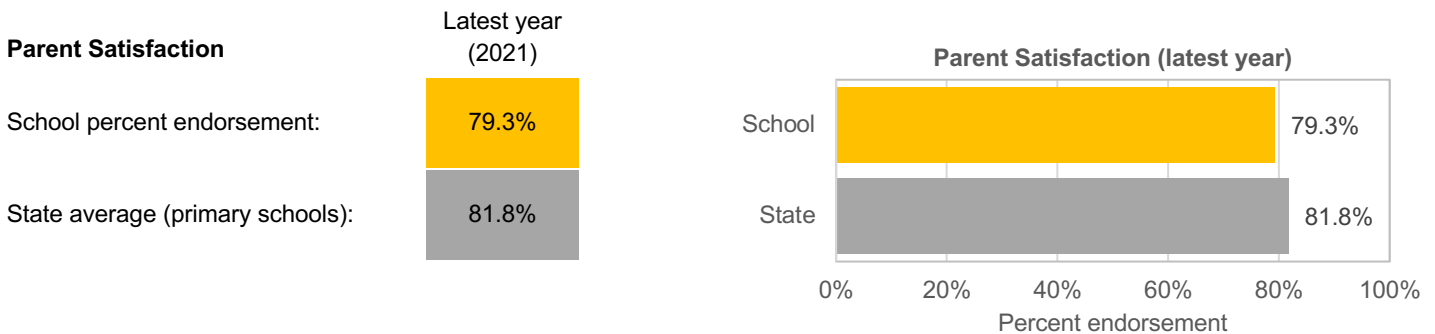
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

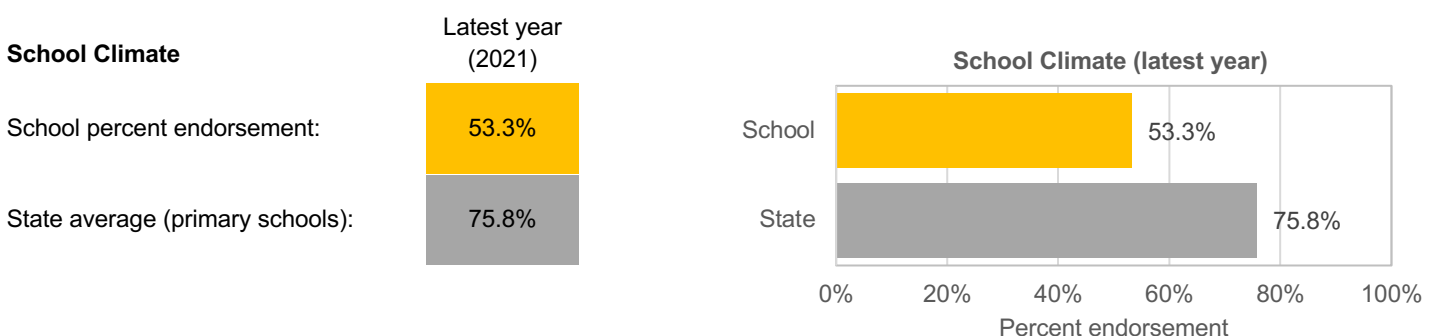


School Staff Survey

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:

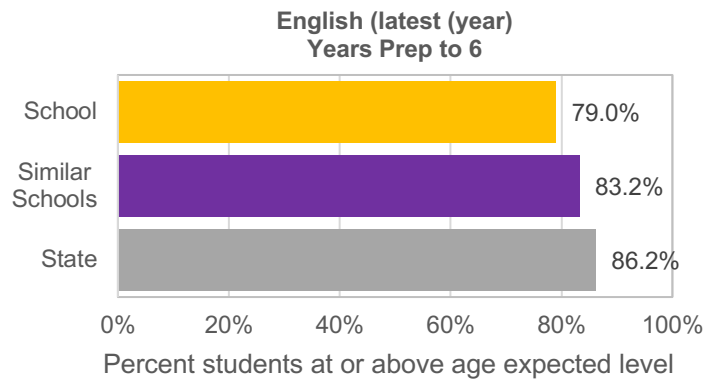
79.0%

Similar Schools average:

83.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

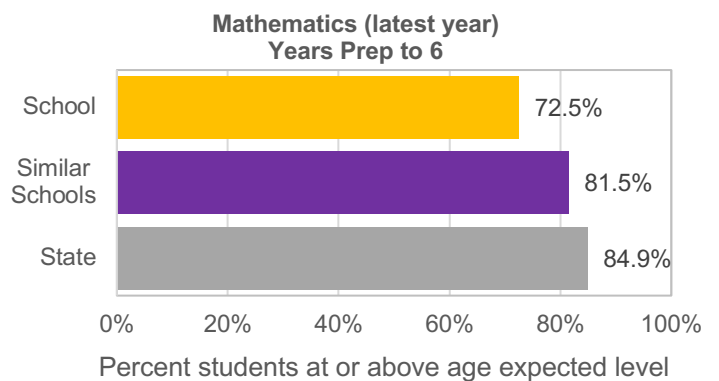
72.5%

Similar Schools average:

81.5%

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.

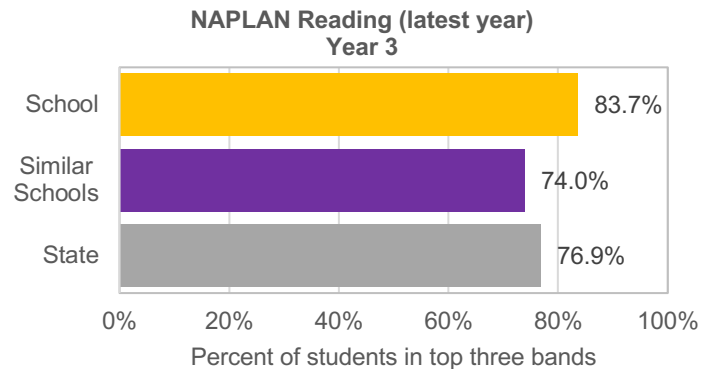
NAPLAN

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.

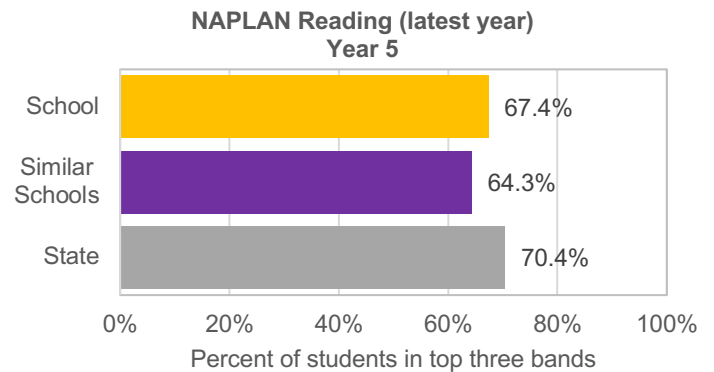
Reading Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 83.7% | 66.9% |
| Similar Schools average: | 74.0% | 72.3% |
| State average: | 76.9% | 76.5% |



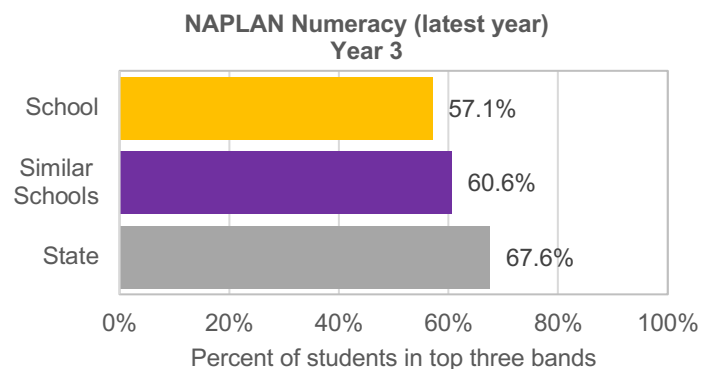
Reading Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 67.4% | 59.8% |
| Similar Schools average: | 64.3% | 61.6% |
| State average: | 70.4% | 67.7% |



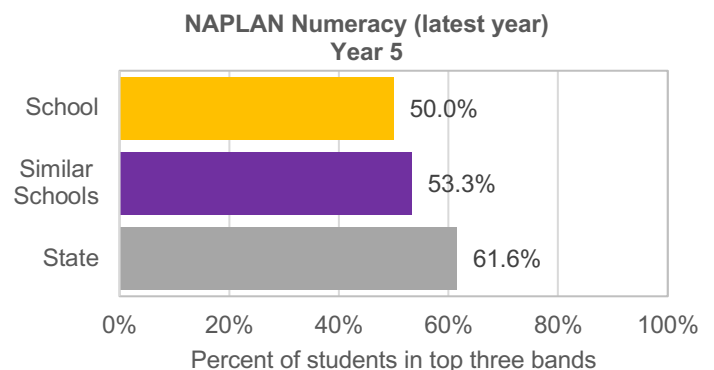
Numeracy Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 57.1% | 51.4% |
| Similar Schools average: | 60.6% | 62.3% |
| 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% | 44.4% |
| Similar Schools average: | 53.3% | 51.8% |
| State average: | 61.6% | 60.0% |



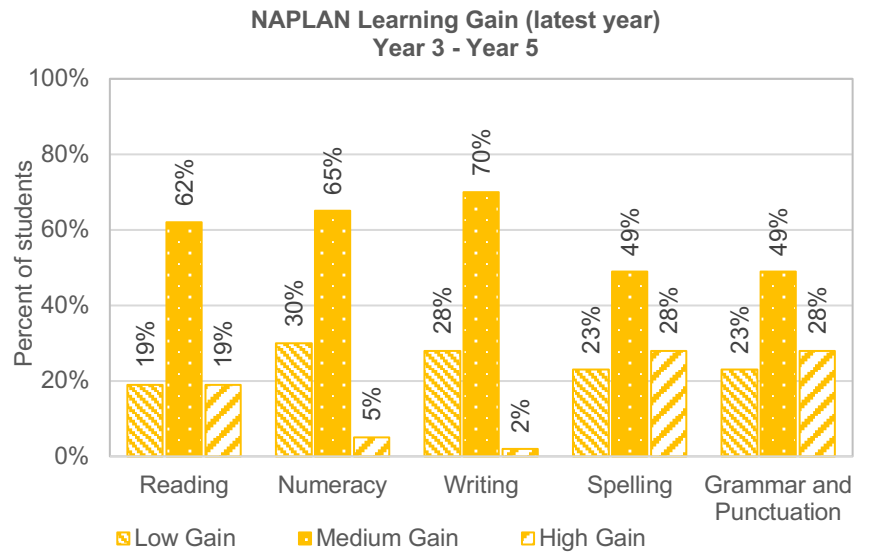
ACHIEVEMENT (continued)

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: | 19% | 62% | 19% | 20% |
| Numeracy: | 30% | 65% | 5% | 22% |
| Writing: | 28% | 70% | 2% | 23% |
| Spelling: | 23% | 49% | 28% | 23% |
| Grammar and Punctuation: | 23% | 49% | 28% | 25% |



ENGAGEMENT

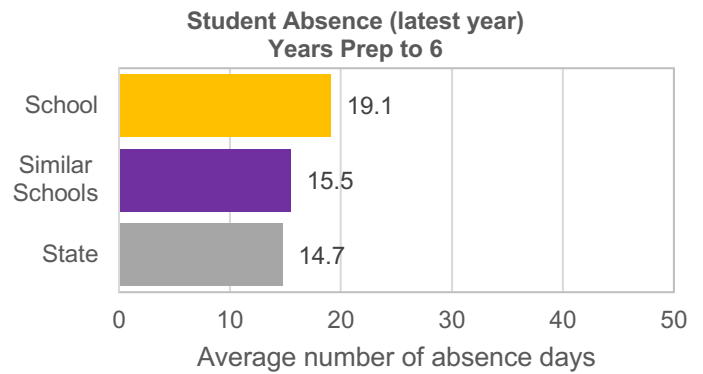
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 19.1 | 17.4 |
| Similar Schools average: | 15.5 | 15.8 |
| 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): | 92% | 90% | 92% | 90% | 90% | 91% | 88% |

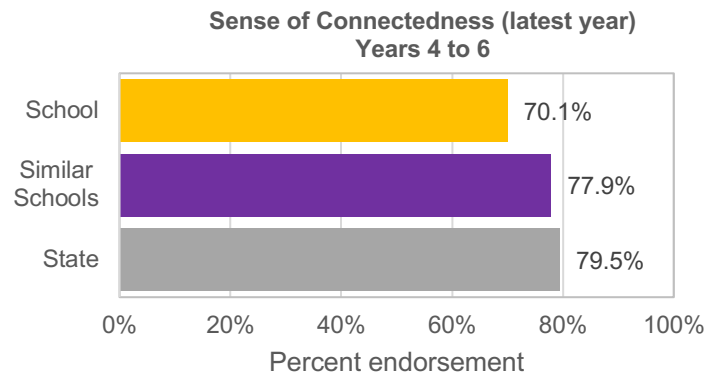
WELLBEING

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: | 70.1% | 75.7% |
| Similar Schools average: | 77.9% | 79.0% |
| State average: | 79.5% | 80.4% |

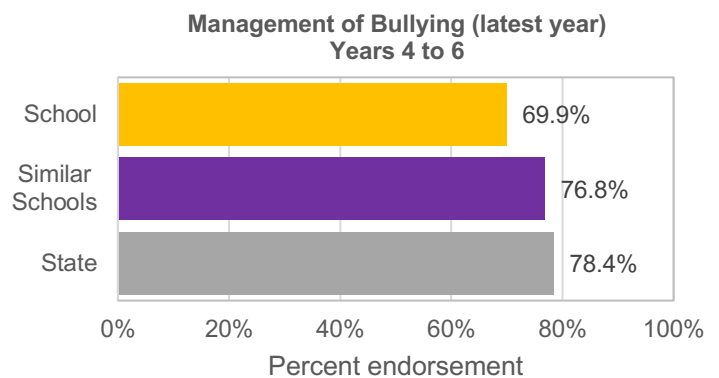


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

| Management of Bullying Years 4 to 6 | Latest year (2021) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percent endorsement: | 69.9% | 74.9% |
| Similar Schools average: | 76.8% | 78.7% |
| 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 | \$2,841,726 |
| Government Provided DET Grants | \$387,098 |
| Government Grants Commonwealth | \$12,093 |
| Government Grants State | \$0 |
| Revenue Other | \$11,639 |
| Locally Raised Funds | \$116,000 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$3,368,556 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$162,182 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$162,182 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,763,578 |
| Adjustments | (\$10,072) |
| Books & Publications | \$1,709 |
| Camps/Excursions/Activities | \$36,533 |
| Communication Costs | \$2,878 |
| Consumables | \$66,306 |
| Miscellaneous Expense ³ | \$9,103 |
| Professional Development | \$15,027 |
| Equipment/Maintenance/Hire | \$62,867 |
| Property Services | \$66,500 |
| Salaries & Allowances ⁴ | \$85,993 |
| Support Services | \$44,836 |
| Trading & Fundraising | \$8,314 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$28,220 |
| Total Operating Expenditure | \$3,181,791 |
| Net Operating Surplus/-Deficit | \$186,765 |
| Asset Acquisitions | \$10,400 |

(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 | \$613,541 |
| Official Account | \$5,067 |
| Other Accounts | \$0 |
| Total Funds Available | \$618,608 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$60,943 |
| Other Recurrent Expenditure | \$377 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$28,640 |
| School Based Programs | \$286,545 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$28,937 |
| Capital - Buildings/Grounds < 12 months | \$191,806 |
| Maintenance - Buildings/Grounds < 12 months | \$48,733 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$645,981 |

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.