

# 2021 Annual Report to The School Community



School Name: Upwey Primary School (4530)



- 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 30 April 2022 at 11:49 PM by Rebecca Honeysett (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 05 May 2022 at 08:18 PM by Emmy Finlayson (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

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### School context

At Upwey Primary School 'Every child matters and every moment counts'. We strive to empower every child to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Upwey Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. We share a commitment to use the school values to drive our decision-making. We have the agreed values of:

- Respect
- Integrity
- Personal Best
- Resilience
- Kindness

As a Tribes Learning Community there is a commitment to Community Circle Time, Care Groups and Buddies in order to encourage social competencies and value the interaction of children with each other in a safe, conducive and supportive environment.

At Upwey Primary School, the students, parents and staff are all part of a unified community working hard to ensure the safety and well-being of all children whilst providing them with a challenging and rewarding educational experience. We recognise that the years spent in school are essential in building a foundation for happiness and success in life. Our caring and highly qualified professional staff provide our students with a safe and stimulating environment in which learning is the focus.

Over the next four years of our Strategic Plan Upwey Primary School will be working on the following:

- Enhancing literacy outcomes for all students.
- Enhancing numeracy outcomes for all students
- Improving student cognitive engagement in learning (student voice and agency)

Upwey Primary School is situated in the Dandenong Ranges approximately thirty-five kilometres to the east of Melbourne. It consists of modern buildings, in addition to the original historic school building and is located on a natural picturesque site that takes advantage of the beauty of the Dandenong Ranges. The school shares a boundary with Upwey High School which allows for a smooth transition from primary to high school and many opportunities to share facilities and collaborate with extra-curricular activities. The school grounds include an indoor multi-purpose hall, four main buildings with central open spaces, classrooms, an Art Room, a Computer lab, a library and administration building. The grounds include two adventure playgrounds, two basketball and netball courts, a sandpit and an oval as well as passive play spaces. The playground areas are currently under construction with a completion date of June 2022. The oval has also been redeveloped in conjunction with Upwey High School. We expect to be able to use this at its full capacity for the start of 2023. Upwey Preschool and Sherbrooke Family and Children's Centre are within walking distance from the school. The kinder students visit the school regularly to use the facilities and participate in the Perceptual Motor Program (PMP), providing another transition opportunity for future students.

The school enrolments are steady, commencing 2022 with 110 students. We have a small senior cohort of 5/6 students in 2022 and an increasing number of enrolments throughout the junior grades each year which will enable us to increase in size over the next couple of years. Our school consisted of five grades including: Prep, Grade 1/2, Grade 2/3, Grade 3/4 and Grade 5/6. The staffing profile included a Principal, 6 classroom teachers, 3 specialist teachers, 1 chaplain, 1 Administration and 3 Education Support Staff. Upwey Primary School also provided an accredited Out of School Hours Care Program running from 6:30am- 6:30pm every day including Curriculum Days.

Upwey Primary School provided the following Specialist subjects: Physical Education, The Arts, Japanese and STEM (Science, Technology, Engineering and Mathematics). Students were involved in extra-curricular activities such as Inter-school sports, House Swimming, Athletics and Cross Country Carnivals as well as the opportunity to go to

District, Zone and Regional competitions throughout the year when restrictions allowed them to do so.

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## Framework for Improving Student Outcomes (FISO)

In the 2020 - 2023 School Strategic Plan we developed a series of targets based on building the performance of our students in the key areas of Literacy - Reading, Numeracy and Student Voice and Agency. The 2021 Annual Implementation Plan was written with these goals and targets in mind, however the education targets for all students across Victoria were challenged as we faced a global pandemic with COVID 19. Below is a summary of our Key Improvement Strategies (KIS) as our school moved in and out of remote and flexible learning;

**Goal 1: Enhancing literacy outcomes for all students.**

**Key Improvement Strategy:**

**Building Practice Excellence:** Develop, document and embed a whole school literacy enhancement education framework

The Junior School introduced a systematic synthetic phonics approach to reading for Foundation and Grade One. The school purchased the Little Learners Love Literacy program along with other decodable readers that followed a similar sequence of phonemes to implement this program. We implemented a literacy tutor program as part of our catch-up initiative. A whole school data wall was created and students were identified to participate in the program based on their learning growth throughout the year. The Assessment Schedule and student goals were reviewed throughout the year as we moved in and out of remote learning.

**Goal 2: Enhancing numeracy outcomes for all students**

**Key Improvement Strategy**

**Building Practice Excellence:** Develop, document and embed a whole school numeracy enhancement education framework

The development and documentation of a whole school numeracy instructional model was a key focus for 2021. This included the introduction of a 'Bump it up wall' where students can see the learning on a continuum for each topic and what they are working towards. Students have enjoyed celebrating achievement as they move up the wall and are motivated to set high expectations for themselves. Staff will continue to receive professional learning through coaching, classroom observations and professional development in 2022 to further embed the model.

**2022 Key Improvement Strategies are:**

- Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
- Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

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## Achievement

Our NAPLAN data highlights the work we are doing with intervention and catch up is improving student achievement. Our staff work tirelessly to ensure our students receive the support they need through Individual Learning Plans, Student Support Group meetings and intervention. The Grade 5 cohort was quite small which is why there is no result for numeracy and writing on the learning gain section of this report.

- 100% of students in Grade 5 are meeting or above benchmark growth in Reading, Writing and Numeracy
- 100% of students in Grade 3 are in the middle or top 2 bands for all NAPLAN tests.

Our percentage of students working at or above expected standards for teacher judgements in both English and Mathematics was above the state average.

During 2021, staff focused on reading, writing and numeracy during remote learning using daily Webex sessions to explicitly teach the core subjects and small group Webex sessions for targeted teaching at students' individual needs. These sessions were followed by work on their Google Classroom and fortnightly calls home to talk to families about student wellbeing and their progress with academic tasks. Optional afternoon Webex sessions were offered with a specialist focus for students who wanted another opportunity to mix with staff and peers. Students participating in the tutoring program had small group Webex sessions with the tutor while working remotely and onsite withdrawal groups when working at school.

We utilised Webex meetings to ensure all staff could be connected for professional learning, planning and general wellbeing check ins. Staff have continued to use this technology for parent meetings as well as collaborating with colleagues from other schools and their students. Google Classrooms became a tool used both remotely and onsite. This technology has assisted students to be connected from home when isolating so they can continue their learning seamlessly. Teachers started posting videos of learning on the Google Classroom so students could work at their own pace. This allowed students to watch videos several times if they needed multiple hits to understand a concept while allowing other students to extend their learning by watching videos that were higher on the 'Bump it up wall'.

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## Engagement

Student engagement was vital for student success throughout in 2021. The school constantly reviewed the way online learning was delivered from parent and student feedback to ensure learning was engaging and accessible to all students. We slowly increased the amount of time students could access their teachers through Webex. While students could always reach their teachers via email or phone, we found more students would engage when they could see their teachers. The live sessions had such a great response that we started afternoon sessions with games and activities like trivia for all family members to enjoy.

Student agency varied between students in each class. Some students thrived in this setting, taking ownership and responsibility for their learning while others struggled. Our staff actively monitored students who were disengaging from remote learning, providing different learning opportunities for these students. Attendance was closely monitored throughout remote learning, tracking Webex attendance and submission of work on Google Classroom. Some families engaged in a modified program to suit their lifestyle and teachers would check in regularly to ensure they had the support they needed.

Our families were very vigilant when complying with COVID guidelines and kept children home if showing any COVID symptoms which resulted in slightly more absences 17.7 compared to our 16.1 four year average. Staff were regularly briefed on COVID Safe practices to ensure our families were comfortable with sending their students to school during uncertain times. While student safety is always a priority we hope the attendance data will improve in 2022 with continued safe practices and ensuring students feel connected and can attend school.

We continued to work with Upwey High School in 2021. The high school allowed us to use their stadium regularly for PE sessions as well as the VET students running workshops for our students when onsite. The relationship has improved the transition process for our students moving to high school as they now use Upwey High School facilities regularly including the introduction of lunch orders through the high school canteen and the Victrack project to redevelop our school oval. The project has already resulted in a new carpark, CCTV, paths, lighting, automated gate and in 2022 a new oval with full irrigation, cricket pitch and new goal posts.

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## Wellbeing

Student wellbeing was a priority in 2021 with students moving in and out of remote learning. Staff prioritised time to connect with families both online and via the phone to ensure students were safe and felt connected to school. Each time students returned to school, time was given to ensure students reconnected with their peers and teachers.

Our student response for feeling connected to school and the management of bullying through our Grade 4-6 Attitude to School Survey clearly exceeded both our similar schools and the state.

We employed a school chaplain in 2021 to work with the students during lunch time activities, small group sessions, transitions and in-classroom support. The small group sessions focused on social skills, building resilience, managing conflict and dealing with anxiety. The students have loved working with our chaplain so we employed her for an additional day in 2022 to further support our wellbeing initiative.

We worked with Inspiro to implement their new program Morning Move for Mind with our 5/6 students. The program was designed to link with the Respectful Relationships program and enable students to exercise first thing in the morning before engaging in more formal learning. The students loved the sessions and returned to class more focused and ready to learn on these days. We have committed to working with Inspiro in 2022 to pilot their Grade 3/4 program and have all staff trained in the program. The program aligned with our happy, healthy and active kids priority.

We introduced a Sports Aerobics Competition program for students in Grades 3-6. Our senior team qualified for the National Championships in Queensland. Unfortunately another lockdown prevented us from flying there however the team competed in the National Championships online and came 3rd place. This was an amazing start to our aerobics program and we look forward to competing again next year.

We worked with Smiling Mind in 2021 to enable us to implement the Smiling Mind Mindfulness Curriculum in 2022. Teachers started to Smiling Mind meditations and mindfulness techniques as students returned to school to help with transitions between activities so they were ready to learn.

Our Parent Satisfaction result was high with 82.8 percent of parents indicating a positive response of either agree or strongly agree. Our school ethos and environment result was higher than state and similar schools ranging from 85-91% positive responses.

Our School Staff Survey highlights that our School Climate is extremely high with 92% of staff indicating positive responses compared to state (76%) and similar schools (80%) with some sub-strands 100% positive. The staff at Upwey Primary School believe in our students and work collectively to ensure we provide the best opportunities for them to reach their highest potential.

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## Finance performance and position

Upwey Primary School finished 2021 with a surplus of \$67,000. During remote learning the school saved money on utilities, relief teachers and professional development which resulted in a surplus.

Equity money was used to support the tutor learning program, purchase decodable readers to support the new phonics program and purchase new Chromebooks to replace the old laptops.

As Upwey Primary School is a Bushfire At Risk Register (BARR) school, we received money to assist preparing the school for the bushfire season. This money was used to clear any dead or dangerous trees, limbs debris around the school and tidy the sanctuary.

The school received DET chaplaincy funding for 2021 and 2022. The program was a great success and the chaplain will continue to work with us in 2022.

The playground construction was delayed until 2022. We expect the playgrounds will be completed by July 2022 using the DET grant received in 2020.

By the end of the year the Victrack project was underway with Upwey High School to redevelop our school oval, build a carpark and new pathways, automate our carpark gate and more. This is a multi-million dollar project that will provide both schools the foundations to make the space a sporting precinct for the Upwey community. The project is due to be



finished by June 2022 and the oval ready for use by January 2023. Once the temporary carpark is no longer required for commuters, the schools will redevelop part of the carpark into netball courts.

**For more detailed information regarding our school please visit our website at**  
**[www.upweyps.vic.edu.au](http://www.upweyps.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 116 students were enrolled at this school in 2021, 65 female and 51 male.

4 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).

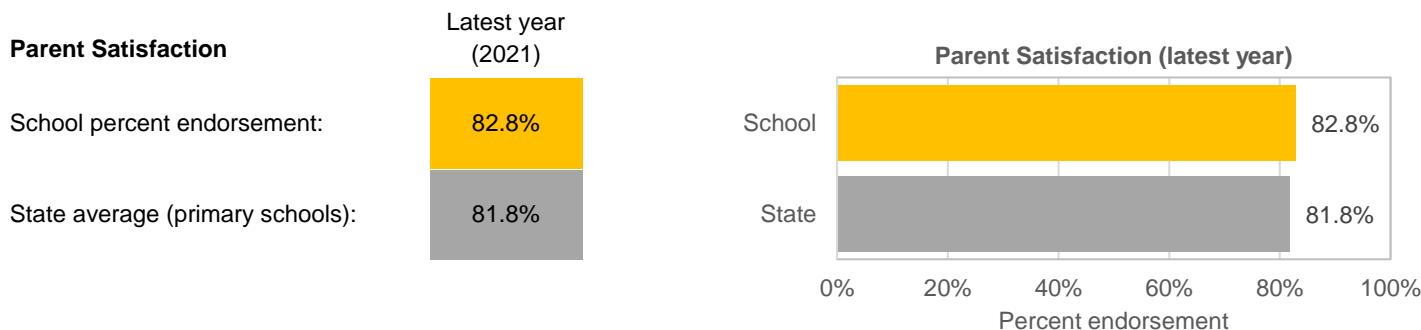
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

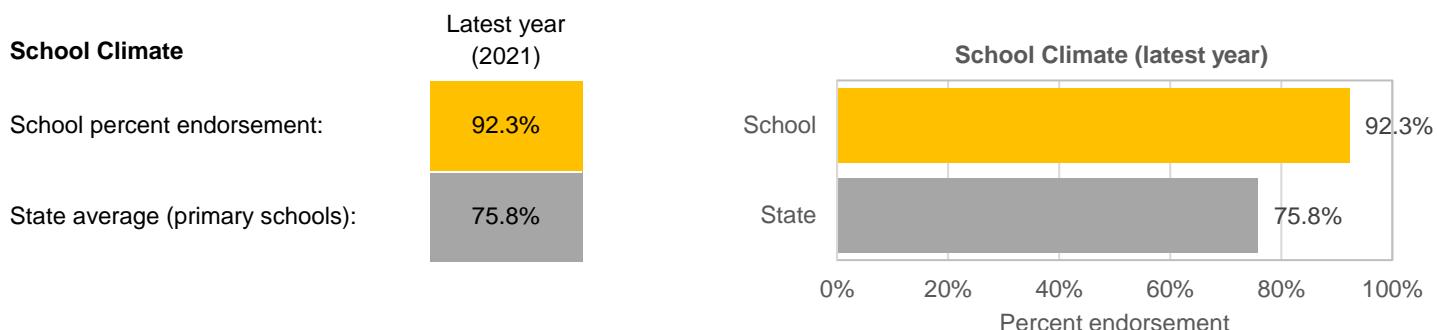


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

School percent of students at or above age expected standards:

Latest year  
(2021)

89.3%

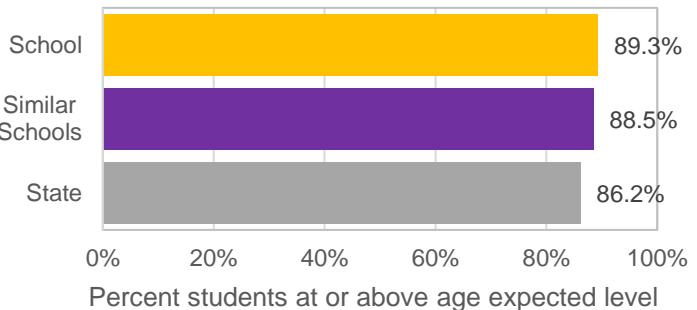
Similar Schools average:

88.5%

State average:

86.2%

#### English (latest (year)) Years Prep to 6



#### Mathematics Years Prep to 6

School percent of students at or above age expected standards:

Latest year  
(2021)

86.9%

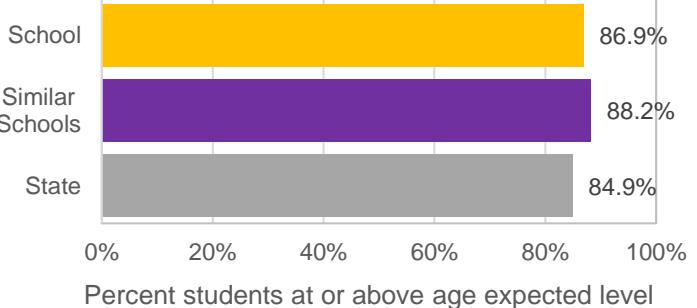
Similar Schools average:

88.2%

State average:

84.9%

#### Mathematics (latest year) Years Prep to 6



## ACHIEVEMENT (continued)

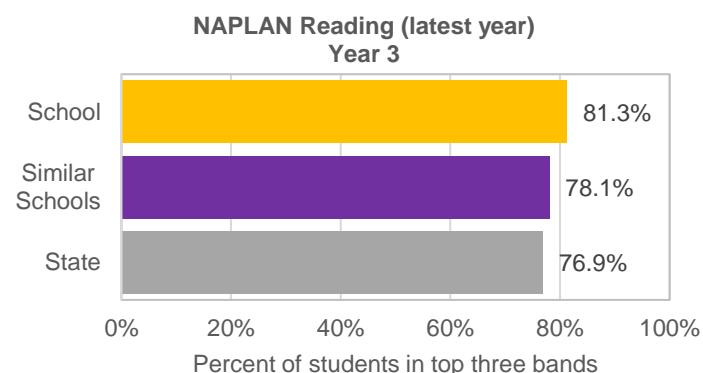
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### NAPLAN

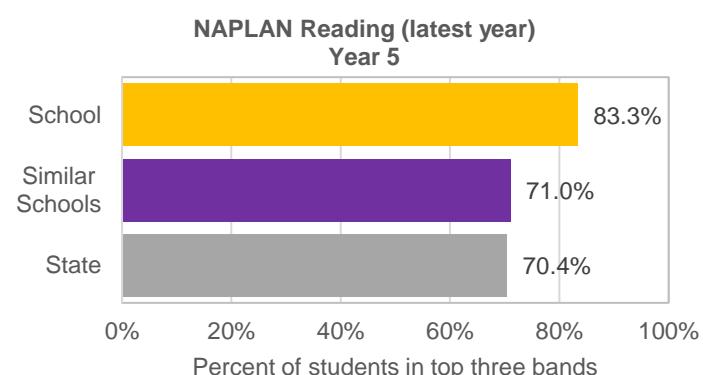
Percentage of students in the top three bands of testing in NAPLAN.

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

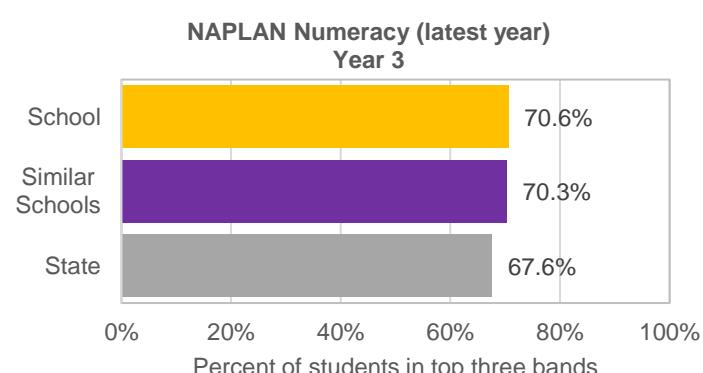
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	81.3%	84.8%
Similar Schools average:	78.1%	77.7%
State average:	76.9%	76.5%



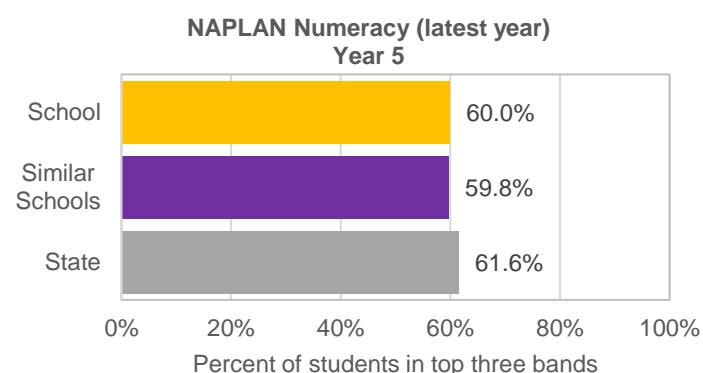
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	83.3%	75.0%
Similar Schools average:	71.0%	69.3%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	70.6%	79.4%
Similar Schools average:	70.3%	71.9%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	72.2%
Similar Schools average:	59.8%	59.5%
State average:	61.6%	60.0%



## ACHIEVEMENT (continued)

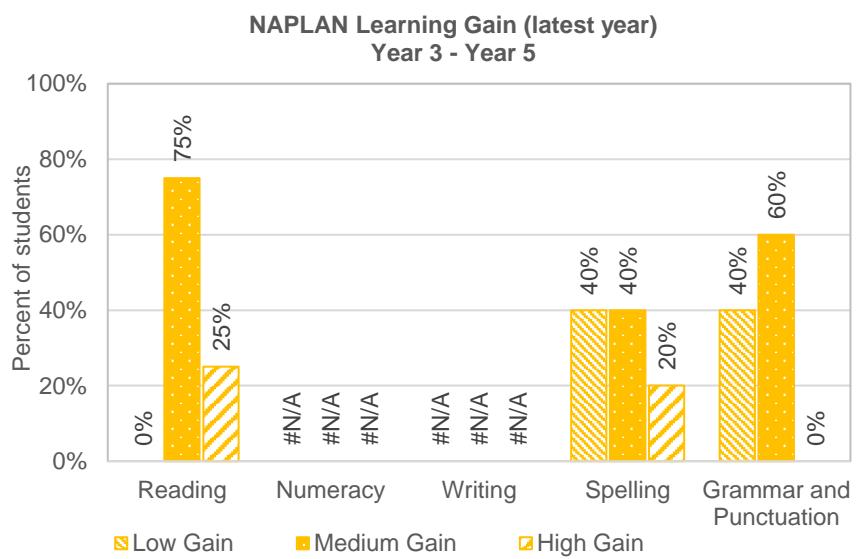
### NAPLAN Learning Gain

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:	0%	75%	25%	24%
Numeracy:	NDP	NDP	NDP	19%
Writing:	NDP	NDP	NDP	19%
Spelling:	40%	40%	20%	25%
Grammar and Punctuation:	40%	60%	0%	23%



## 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

School average number of absence days:

Latest year  
(2021)      4-year  
average

17.7      16.1

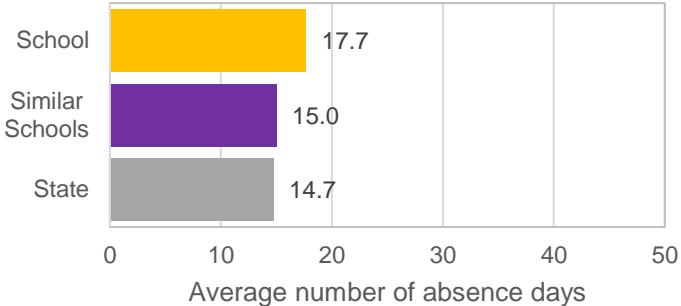
Similar Schools average:

15.0      15.0

State average:

14.7      15.0

#### Student Absence (latest year) Years Prep to 6



#### Attendance Rate (latest year)

Attendance Rate by year level  
(2021):

Year Level	Attendance Rate (%)
Prep	88%
Year 1	87%
Year 2	94%
Year 3	97%
Year 4	89%
Year 5	89%
Year 6	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

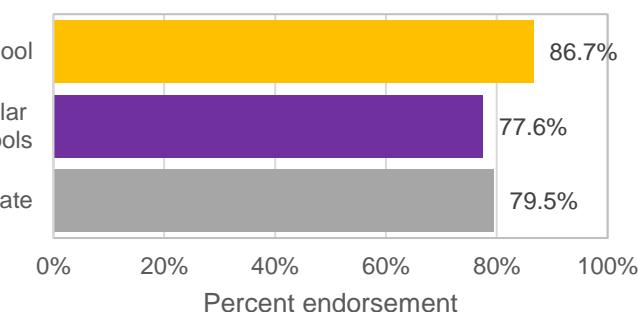
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2021)	4-year average
School percent endorsement:	86.7%	83.0%
Similar Schools average:	77.6%	78.8%
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.*

#### Sense of Connectedness (latest year) Years 4 to 6



### Student Attitudes to School – Management of Bullying

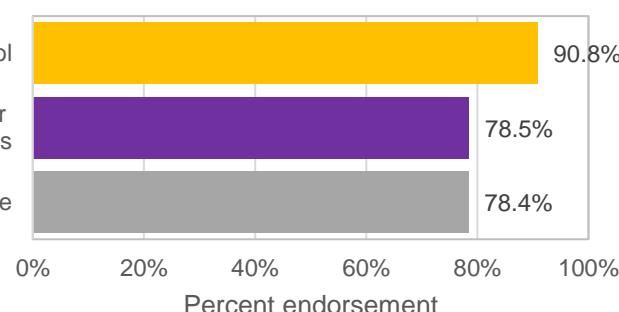
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2021)	4-year average
School percent endorsement:	90.8%	85.0%
Similar Schools average:	78.5%	79.9%
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.*

#### Management of Bullying (latest year) Years 4 to 6



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,011,040
Government Provided DET Grants	\$159,477
Government Grants Commonwealth	\$1,700
Government Grants State	\$1,700
Revenue Other	\$32,142
Locally Raised Funds	\$58,362
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,264,421</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$17,908
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$17,908</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$948,561
Adjustments	\$0
Books & Publications	\$710
Camps/Excursions/Activities	\$31,098
Communication Costs	\$2,732
Consumables	\$37,865
Miscellaneous Expense <sup>3</sup>	\$7,432
Professional Development	\$2,568
Equipment/Maintenance/Hire	\$20,764
Property Services	\$56,247
Salaries & Allowances <sup>4</sup>	\$53,190
Support Services	\$15,102
Trading & Fundraising	\$7,190
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$13,922
<b>Total Operating Expenditure</b>	<b>\$1,197,381</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$67,040</b>
<b>Asset Acquisitions</b>	<b>\$31,756</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

Funds available	Actual
High Yield Investment Account	\$103,976
Official Account	\$8,243
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$112,219</b>

Financial Commitments	Actual
Operating Reserve	\$33,087
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$26,909
School Based Programs	\$600
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	\$9,196
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$69,792</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.