

2021 Annual Report to The School Community



School Name: Southmoor Primary School (4910)



- 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 29 April 2022 at 03:00 PM by Jenny Siriopoulos (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 13 May 2022 at 09:15 AM by Rebecca Smith (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

Our School:

Southmoor Primary School, established in 1963, is situated in the bayside suburb of Moorabbin, with an enrolment of 485 in 2021. Out of this total enrolment a large percentage of students do not live in the immediate catchment area of the school. For 2020, the school only enrolled students who resided in the DET catchment zone of the school, even though 60-70 expressions of interest from outside the catchment were kept on a waiting list for quite some time, although not granted a place due to DET's new enrolment policy. Southmoor employs 2 principal class officers, 2 administrative staff members, 41 teacher staff, 14 education support staff and 2 miscellaneous staff during 2021, making a total FTE of 38.9 teaching staff and 11.1 ES staff. In 2021, the school had no Aboriginal or Torres Strait Islander staff members or students. We do however, have a large proportion of students who speak another language other than English at home (26% of students are EAL funded in 2021) and 5% are equity funded and 36% have been included in the National Consistent Collection of Disability data in 2021. The school has 21 students funded on the Program for Students with Disabilities but is rolling over to the Disability Inclusion model from Term 4 2021. Focussing on responding to the impacts of COVID-19 on student learning and wellbeing has been a significant focus in the most recent part of the current SSP and the AIP for 2021.

Southmoor Primary School is located on five hectares of spacious, maintained grounds, featuring a native garden setting, with water and garden features, playground areas, water and energy saving initiatives and organic vegetable, fruit and herb production. Our philosophy can be seen in both the programs we offer and our overall vision where we strive to provide all students with an enriching and challenging learning experience over their seven years at Southmoor. This is driven by 21st century classroom practices to positively impact student engagement, inclusivity and access to learning and high expectations of our learners to achieve to their potential. This is fostered by a sense of shared purpose in our school community. Inquiry learning, critical thinking and real world hands on experience drives the planning of learning programs and selection of initiatives, such as the Stephanie Alexander Kitchen Garden Program and STEAM programs. Southmoor also has a strong focus on consistent, differentiated, personalised and evidence based approaches to the teaching and learning of literacy and numeracy.

Framework for Improving Student Outcomes (FISO)

In 2021, our FISO focus areas were:

- *Building Practice Excellence
- *Curriculum Planning and Assessment
- *Health and Wellbeing

In 2021, Southmoor Primary School began the year with a particular focus on DET's state wide goal and strategies: learning, catch up and extension priority, happy, active and healthy kids priority and connected schools priority. Other KIS from the Strategic Plan were building teacher and student confidence in using assessment for, of and as learning and increasing the consistency of the embedding of an authentic literacy program across P-6. Some of the AIP actions and professional development plans needed to be modified to suit remote learning and respond quickly to the changes as the year progressed.

The remote learning programs involved a strong focus on connection and wellbeing, with daily check-ins and meetings, particularly for the longer stretches of remote learning a wellbeing focussed day was incorporated into the week to both support students to connect to their class teacher and peers, as well as to provide flexibility for families who were juggling working from home, multiple children needing support, etc. The afternoon session each day included specialist lessons that were optional, designed to engage the students in learning across different curriculum areas. Online, live PE sessions complimented the focus on physical activity in tasks that were assigned to be done when suited the

student at home. Individual student support needs were a strong focus, with additional social group meetings, teacher or ES staff two on one meetings and modification of tasks where required. Many of our vulnerable students attended onsite supervision of remote learning along with the children of essential workers, with the teaching and ES staff running these programs making engagement for students who were experiencing additional vulnerabilities and challenge a strong focus.

Upon our return to face to face learning in Term 4, the importance of the link between wellbeing and achievement meant that priority one had to be the emotional wellbeing of our students as they made the big transition back to school life- without this, the academic needs could not be addressed. As we returned to face to face learning, we were also preparing for our review of the Strategic Plan that was about to end, which ,meant that the evaluation of programs, teaching and learning and the development of future focus areas was to take place.

Achievement

As 2021 was the final year of our 2018-2021 Strategic Plan, the years leading up to 2021 had incremental increases to targets to ideally achieve the overall four year targets set in 2018. As the events of 2020 and 2021 were unforeseen when targets were set, this is reflected in the results and comments below.

Goal: To accelerate the learning growth of every student in English and Mathematics.

Outcome: Goal partially met

When this target was developed, the intended focus was increasing learning opportunities and academic progress for students in the middle and upper achievement groups who were not progressing as much as would be expected. However, changes in cohorts, enrolment patterns and learning needs, as well as COVID-19 have meant that although the data is still relevant, the implications, the factors behind and the needs of the students have changed and we as a school have had to adapt to respond to this. With the unforeseen challenges and changes that have occurred in this strategic plan period, in terms of the data, this target is partially met. Over the Strategic Plan period we also found two particular year level cohorts with unusually high levels of complex needs that impact their learning, the data and the areas of focus for those cohorts have been reflected in AIPs for this Strategic Plan period.

When we were able to run our catchup work in 2021, with a focus on evidence based intervention in reading (Structured Synthetic Phonics, MiniLit and MacqLit), we saw promising results. The school expanded on the budget for the Tutoring Initiative, funding an additional teacher to support the TLI teachers to run further MiniLit groups as well as to run an additional personalised learning group to support differentiation and extension in the middle years. The school has chosen to target both students who were significantly impacted by remote learning and students who were already academically at risk prior to remote learning, as we observed a larger than expected impact on learning confidence in our students who were already experiencing learning challenge (such as those with specific learning disorders) prior to remote learning. During remote learning, our TLI tutors focussed on supporting engagement and modification of work to make learning more accessible.

Our 21 PSD students continued to have tasks modified during remote learning as needed, with approximately a third of these students attending onsite supervision due to either vulnerability or having parents who were essential workers. For some of our PSD students, non-academic goals were a focus during this time due to the impacts of the pandemic on their wellbeing and mental health, the transition back and forth between face to face learning and remote learning was extremely challenging and supporting this had to take priority, especially in Term 4. But despite the additional challenges many of our PSD students experienced in 2021, overall Good-Excellence progress on their personal goals was achieved in the vast majority of cases, with only a very small percentage stalling completely in their progress (and in these cases, this was due to a need to focus on another emergent area).

Progress towards AIP Targets in 2021:

As 2021 was the last year of the Strategic Plan, the targets reflect the final stages of the four year goals that had been being built towards incrementally over the course of the Strategic Plan period (set in 2018 . Due to the unforeseen

events of the last two years of the Strategic Plan, some of the targets had reduced relevancy in either/both 2020 and 2021).

Target: Each deemed capable student to make at least one Victorian Curriculum level of learning progress in each school year during the Strategic Plan period in English and Mathematics

Following the significant impacts of remote learning on academic progress measured from end 2019 to end 2020 (where large numbers of students were not able to make 12 months progress in 12 months), followed by another year with longer periods of remote learning, we are pleased that significantly more students made 12 months or more growth in 2021. This is a reflection of responsiveness and change to how remote learning was delivered when we were in lockdown periods, the TLI and additional resourcing to intervention and personalised learning. For example, in 2020, 75% of Year 1 students made less than 12 months progress in Number and Algebra, but in 2021, that same cohort in Year 2, this was reduced to 18% and of those 18% most were students who had poor attendance during remote learning due to family circumstances. Similarly in English, in 2020, 38% of Year 2 students did not make 12 months of progress in 12 months in Reading, but by the end of the 2021 school year, as disruptive as it was, this had reduced to 13%.

Target: Writing: the percentage of students achieving high NAPLAN Year 3 to 5 Relative Gain in Writing to reach 40% on average during the strategic plan period (2018-2021)

When setting this target, we did not anticipate the events of 2020 and 2021, nor did we anticipate that NAPLAN would not be administered in 2020. Although the number of students making low growth did not change significantly, less students made high growth (with most making medium, or expected, growth). The three data points in terms of high growth that we do have are 48% in 2018, 37% in 2019, 19% in 2021, with an average of 33.4% over the Strategic Plan period.

Target: Writing: the percentage of Year 5 students achieving in the top two NAPLAN Bands (7 and 8) to be at or above 40% on average during the strategic plan period (2018-2021)

This was maintained, despite cohort-related variation across the 3 years. In 2018, 41% of Year 5s achieved in the top two bands for writing and in 2019, 43% achieved the same, indicating we were well and truly on track to meet this target. 2021's year 5s had been impacted by the disruptions of 2020 and some further disruptions just prior to sitting NAPLAN, so we anticipated a lower percentage of students achieving in the top 2 bands in 2021 (25%). Overall, with a missing year of data due to no NAPLAN administration in 2020, the average across the Strategic Plan period was 36.3%, impacted by the lower percentage in 2021.

2021 was the year of our School Review, which despite the challenges of completing a review of a four year Strategic Plan during periods of lockdown, has actually been wonderful timing in the sense that we are about to embark on a new Strategic Plan and resulting yearly Annual Implementation Plans (AIPs) that can consider and target the impacts of 2020 and 2021 on student achievement (as well as the links to engagement and wellbeing, discussed in the sections that follow).

Engagement

In 2021, we had planned to focus on reducing the number of long periods of absence due to family holidays. As was the case in 2020, this was significantly reduced by the closure of international borders (as many of our families take long holidays back to see family in their country of origin, which accounts for a very large proportion of our student absences). This focus shifted to engaging students during remote learning and employ strategies to address attendance during remote learning. Many of our students faced additional barriers to participating in remote learning-for our younger students, who are less able to access their remote learning without some level of adult assistance, if parents were unable to provide this due to their own workloads or due to other reasons, such as caring for family members, then this often resulted in students not attending/completing learning tasks. Teachers in the junior levels conducted morning Google Meets, to explain the day's tasks but also as a wellbeing and attendance check in, then made contact with families if students were not present or not completing activities. Teachers remained mindful that

some students were completing their learning tasks at different hours, due to availability of an adult assisting them

In the older year levels, where students were more likely to be able to participate independently, attendance issues were related more to student wellbeing and other student factors, as often parents were not aware that their child was not engaging in the school day. Additional video meetings with these students and their families were provided or offered and teachers contacted parents to discuss attendance concerns, whilst also being understanding of the challenges working parents, or parents unable to provide direct supervision of their child's learning throughout the day for other reasons.

In both the older and younger year levels, families where challenging situations, such as safety, mental health concerns and other significant stressors were present, students were considered as vulnerable and offered the option of onsite attendance to ensure continued engagement with their learning, this worked well for a lot of our students experiencing challenges with engagement, but not all families wished to take this option, due to concerns around increased risk of contracting COVID-19.

To support transition back to face to face learning in Term 4 especially, our first and foremost focus was on connections to school- reconnecting with peers and teachers and fostering a positive sense of belonging at school through classroom activities and lessons about how students were feeling about being back at school, revisiting classroom expectations and working with others. Whilst a lot of our families (parents and students alike) were excited and relieved to return to school, many were also highly anxious. We tried to ensure things were as close to "normal" as possible, but differences were obvious (such as staggered timetables and staffing bubbles for COVID-19 safety) and this was difficult for a lot of our students. Further disruptions with positive cases and close contacts having to isolate did also mean that some cohorts experienced continued disruptions, whereas other cohorts were much less effected.

Wellbeing

In line with the DET priorities goal for 2021, Southmoor's Wellbeing focus was to support student and staff wellbeing, learning and connectedness to Southmoor following 2020 and the periods of remote learning and lockdowns. Pivoting back and forth from face to face and remote learning in the shorter term in Term 1 and 2 then into a much longer period of remote learning meant that our initial plans for wellbeing strategies needed to change to meet the needs at that time, forward planning became very difficult due to the uncertainty of when we would return to face to face learning.

Strategies that worked well, were able to be implemented as planned:

*Whole staff professional development day with organisational psychologist Leya Snider and her team, focussing on workplace wellbeing took place in Term 1. Her organisation continued to support the leadership team to incorporate staff feedback into the wellbeing planning and develop a staff Wellbeing Committee.

*Cybersafety Project- ongoing professional development for staff and learning program for students around cybersafety- even more relevant and necessary in the increased periods of remote learning.

Strategies that worked well, were adjusted to suit the situation throughout remote learning:

Continuously adapting the format/structure of the remote learning program to be inclusive of the varying home situations, prioritising family wellbeing where needed.

Offering optional online specialist sessions in the afternoons, students could choose which ones they attended. Wellbeing focus for Friday activities, also providing flexible time for completion of the week's tasks for families that needed it.

More online meetings, with social groups and wellbeing focus. Daily check ins allowed staff to monitor how their students were going.

Staff wellbeing activities/celebrations (COVID-19 safe) to provide a chance to connect as a staff- online trivia, Easter egg hunt, end of term breakfast.

Barriers and Areas for Future Focus in 2022

*Staff and students feeling isolated during remote learning, adapting to changing back and forth and the transition back

with the COVID-19 uncertainty continuing.

*Staff wellbeing committee limited in the sorts of activities that could be delivered due to COVID-19 restrictions/lockdown.

*Social and emotional impacts of lockdowns on the students- impacts of being socially isolated, increased unsupervised device time and an increase of conflicts, behavioural incidents and friendship issues. Smiling Minds program for staff and students across the school and targeted consultant support for year levels with specific needs to be built into 2022 AIP.

Finance performance and position

Southmoor Primary School maintained a very sound financial position throughout a very difficult COVID 2021. The strong financial management of our Revenue and Expenditure resulted in a School Operating Reserve of \$87454.00 after all our School Based Programs are funded ensures for a solid base for 2022. Our \$1,029515.00 available funds carried forward will ensure we provide financial support for our Teaching and Learning initiatives including tutoring and high ability programs.

The available funds have been supplemented by significant fundraising activities over recent years to support the development and enhancement to our School grounds. Our successful application for a Minor Capital Works Fund Grant in 2020 resulted in \$311000 available via the VSBA to supply and construct a much-needed playground in 2022.

Our school community also plays a vital role in our overall financial performance in their support of our fundraising initiatives.

For more detailed information regarding our school please visit our website at
<http://www.southmoor.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 501 students were enrolled at this school in 2021, 252 female and 249 male.

31 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).

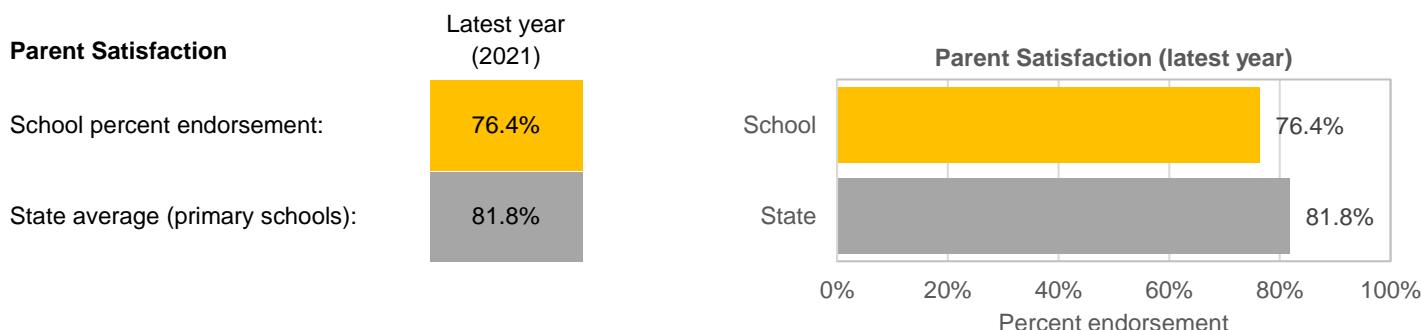
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

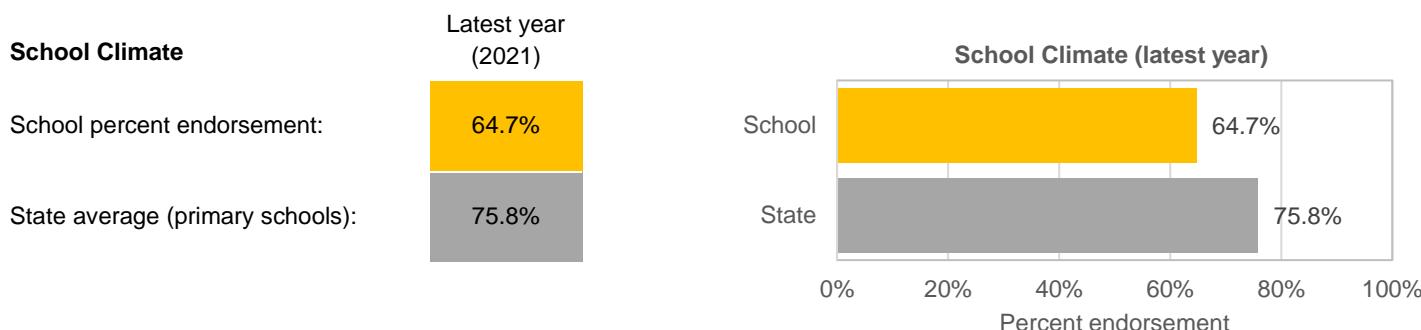


School Staff Survey

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.

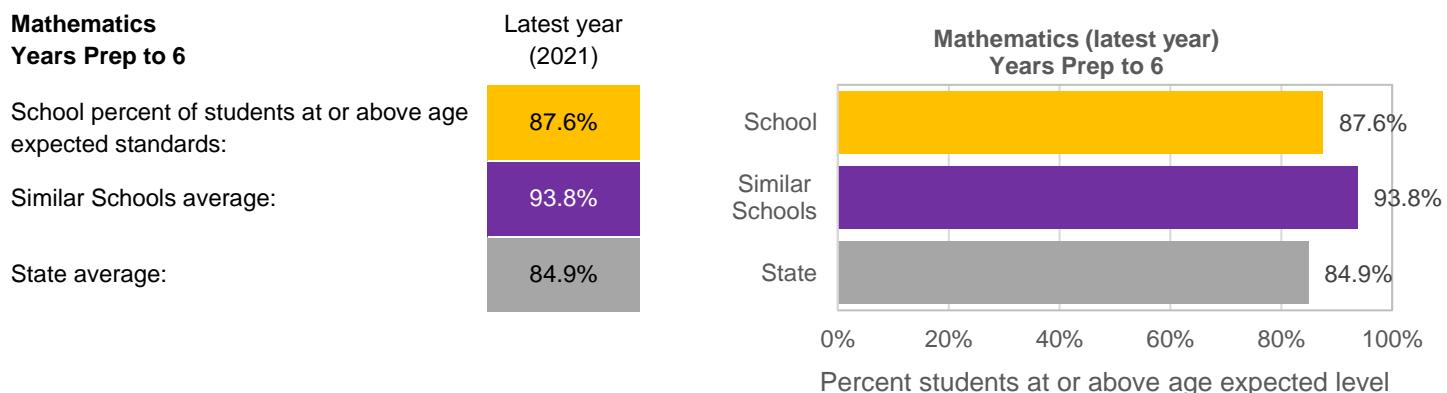
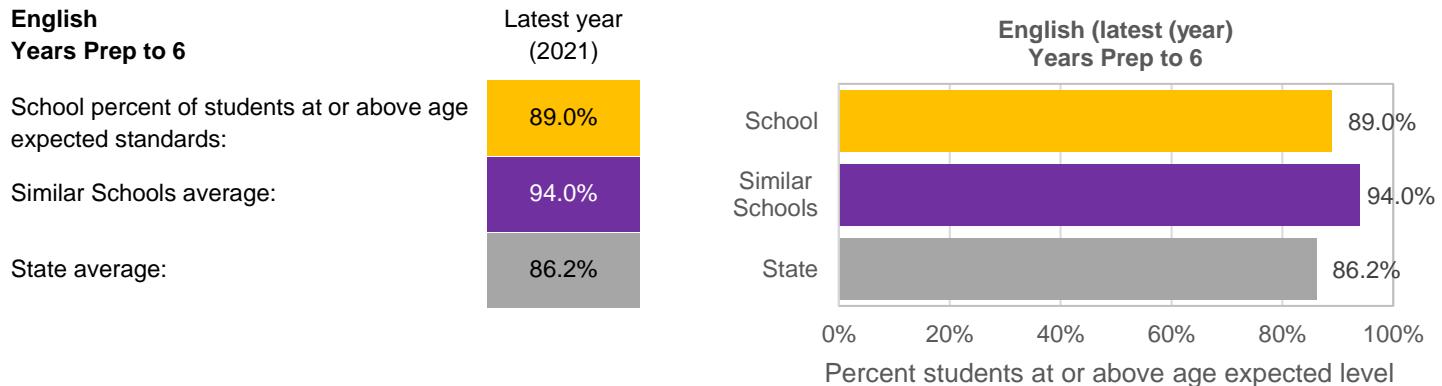


ACHIEVEMENT

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.



ACHIEVEMENT (continued)

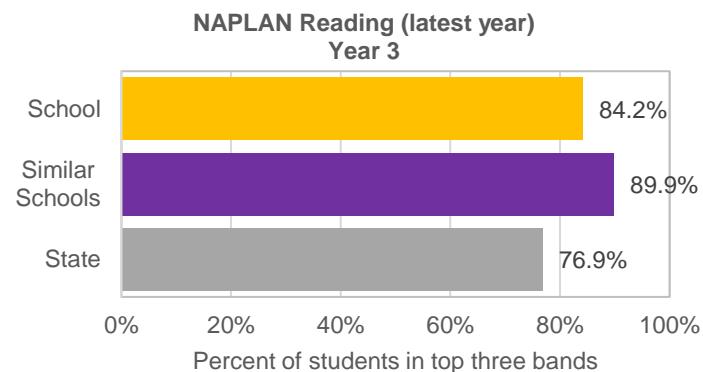
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

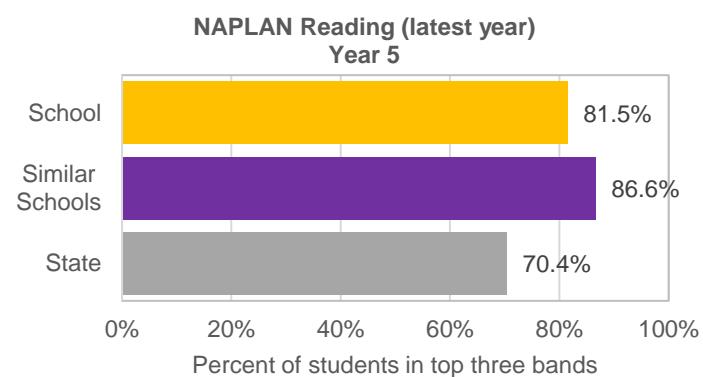
Percentage of students in the top three bands of testing in NAPLAN.

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

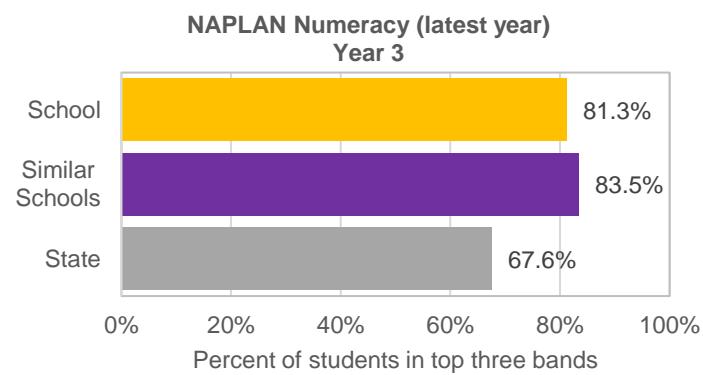
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	84.2%	85.4%
Similar Schools average:	89.9%	89.1%
State average:	76.9%	76.5%



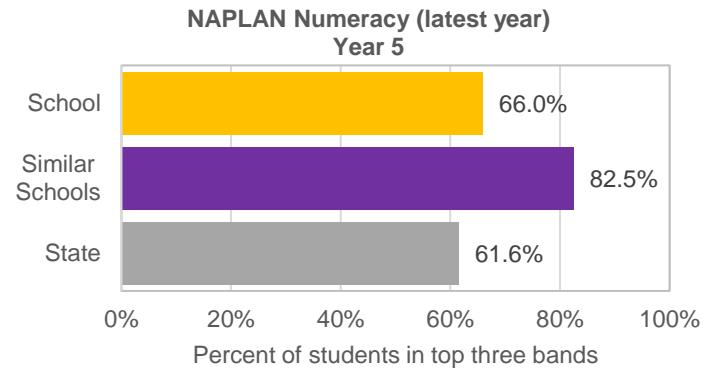
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	81.5%	82.6%
Similar Schools average:	86.6%	83.8%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	81.3%	86.5%
Similar Schools average:	83.5%	84.9%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	66.0%	77.7%
Similar Schools average:	82.5%	79.9%
State average:	61.6%	60.0%



ACHIEVEMENT (continued)

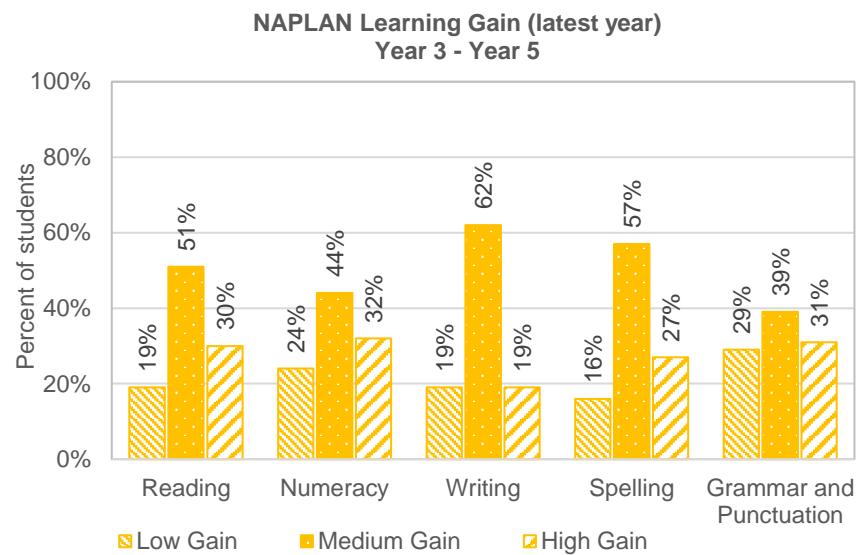
NAPLAN Learning Gain

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%	51%	30%	32%
Numeracy:	24%	44%	32%	35%
Writing:	19%	62%	19%	33%
Spelling:	16%	57%	27%	31%
Grammar and Punctuation:	29%	39%	31%	35%



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

12.9 14.2

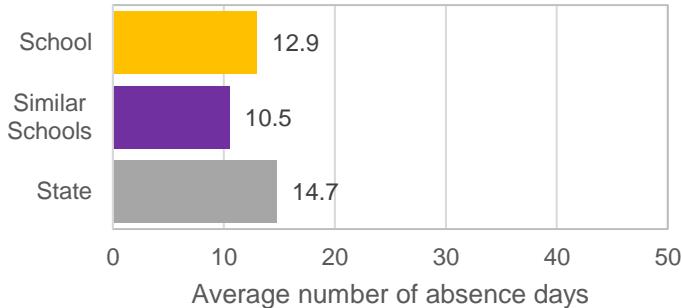
Similar Schools average:

10.5 12.1

State average:

14.7 15.0

Student Absence (latest year) Years Prep to 6



Attendance Rate (latest year)

Attendance Rate by year level
(2021):

Prep Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

92%	95%	93%	94%	94%	93%	94%
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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.

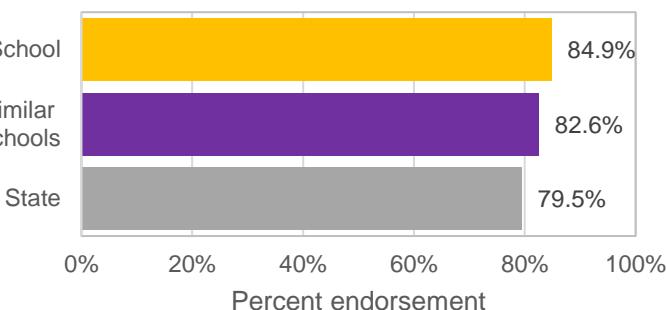
Student Attitudes to School – Sense of Connectedness

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:	84.9%	87.7%
Similar Schools average:	82.6%	82.5%
State average:	79.5%	80.4%

Sense of Connectedness (latest year) Years 4 to 6



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.

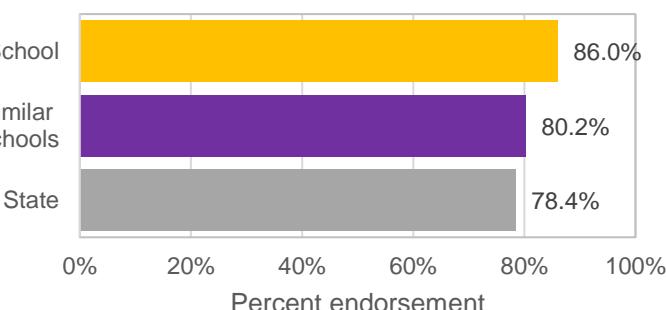
Student Attitudes to School – Management of Bullying

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:	86.0%	89.5%
Similar Schools average:	80.2%	80.8%
State average:	78.4%	79.7%

Management of Bullying (latest year) Years 4 to 6



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	\$4,596,961
Government Provided DET Grants	\$364,064
Government Grants Commonwealth	\$11,071
Government Grants State	\$25,000
Revenue Other	\$5,429
Locally Raised Funds	\$317,297
Capital Grants	\$0
Total Operating Revenue	\$5,319,821

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

Expenditure	Actual
Student Resource Package ²	\$4,821,294
Adjustments	\$0
Books & Publications	\$20
Camps/Excursions/Activities	\$60,720
Communication Costs	\$6,473
Consumables	\$60,957
Miscellaneous Expense ³	\$34,784
Professional Development	\$19,739
Equipment/Maintenance/Hire	\$55,373
Property Services	\$36,282
Salaries & Allowances ⁴	\$241,159
Support Services	\$33,292
Trading & Fundraising	\$40,263
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,378
Total Operating Expenditure	\$5,445,731
Net Operating Surplus/-Deficit	(-\$125,910)
Asset Acquisitions	\$41,908

- (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	\$967,470
Official Account	\$16,105
Other Accounts	\$0
Total Funds Available	\$983,574

Financial Commitments	Actual
Operating Reserve	\$100,450
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$290,500
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$390,950

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.