2021 Annual Report to The School Community

School Name: Nilma Primary School (2712)

- 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 04 March 2022 at 12:47 PM by Annette Sutherland (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 March 2022 at 08:40 PM by Shannon Gibbons (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

Nilma Primary School was established in 1885 and is located in Gippsland, 110 kilometres southeast of Melbourne in the shire of Baw Baw.

The school facilities include; a heritage building that provides for administration and staff room, an open planned building with 4 classrooms, and a Science, Technology, Engineering, Arts and Maths (STEAM) centre. The grounds include an adventure play area, oval, kitchen garden and hard-court play area.

At Nilma Primary School, we develop students' educational, social and emotional competencies to the highest possible level, which prepares students to become lifelong learners and valued members of society. The schools values are Respect and Responsibility, Environment, Achievement and Learning. We promote 'REAL Students @ Nilma'!

Students have rich learning opportunities that extend their capacity to be confident, collaborative, caring, creative and critical thinkers. We therefore strive to provide our students with the necessary building blocks for both academic success and social and emotional wellbeing.

The 2021 enrolment was 74 students. The school was organised into 4 home groups; Year 1/Foundation, Year 2/1, Year 4/3 and Years 6/5. Our approach to teaching and learning, including the use of multi-ageing, ensures that challenging learning experiences with clear learning goals and rich interactive environments facilitate learning within and beyond the school.

The overall socio-economic profile - Student Family Occupation and Education (SFOE) was medium, representing a medium level of socio-educational disadvantage of our school.

Nilma PS does not have any students identifying as English as their second language (EAL) students or Aboriginal and Torres Strait Islanders (ATSI) in 2021.

Positive parent satisfaction as reported in the Parent Opinion Survey (POS) indicated the percentage of positive responses from parents was relative to the State average for all Victorian Government Schools.

The staffing profile of Nilma Primary School includes a Principal and 5.0 full-time equivalent Teachers and 4.3 full-time equivalent Education Support (ES) staff.

Nilma Primary was able to continue to establish new practices to connect students in remote learning, create communication networks and vary our learning expectations across the school year.

Having to take part in flexible and remote learning, proved to be challenging and some of our original school goals were put on hold with a new focus on online learning for all.

The school worked tirelessly to provide a hybrid of quality online learning program and return to school programs for all students. Staff were able to collaborate and build their own capacity to provide students with quality and consistent programs.

Google Classroom and Google Meets became a staple for the duration of home learning programs. Over 60% of students attended school to keep connections throughout the remote learning programs. 95% of students actively participated in the online learning. The school support team were able to continue consistent communication with families to support family wellbeing.

We believe that the most powerful way of preparing our students for a successful life is to work in partnership with the school community. We therefore encourage parents to take an active part in school life, and worked hard to keep parents informed and educated during this challenging time.

Nilma endeavoured to build harmonious and welcoming relationships and partnerships with the community.

Buildings, facilities and grounds are both attractive and suit the learning needs of the students.

Cooperation and teamwork are paramount at this school and we have high, but realistic expectations of everyone, treating all with trust, respect and honesty.

A passionate and professional attitude is valued and expected in all activities in this school. Teacher Professional Learning Communities in; English and Mathematics and STEAM; have established a team approach to curriculum planning to promote consistency from Foundation to Year 6.

Framework for Improving Student Outcomes (FISO)

Nilma Primary School's focus, using the Framework for Improving Student Outcomes, was based on the improvement initiatives of 'Excellence in Teaching and Learning' - building practice excellence and curriculum planning and assessment, as well as 'Positive Climate for Learning' - empowering students and building school pride.

Nilma Primary School had a large change in teaching staff in 2021 and set about being proactive in the implementation phase of the Leading Literacy Initiative, with our Annual Implementation Plan outcomes extended to building the capacity of staff to develop a school wide approach to teaching and learning in reading. Staff members have developed a common understanding of the quality practices expected in the whole school teaching instructional approaches. The use of data to drive teaching has also improved. Implementing the whole school professional development plan in reading also included observation and feedback processes. In term 4 2021, Nilma Primary completed our School Review process and set our new Strategic plan for 2022.

The review process enabled the school community to celebrate our achievements, reflect on the previous year's and reset for our future needs.

We delivered on some aspects of our improvement strategies, however, some of the associated AIP actions and professional development plans were modified to suit remote learning.

Our goals shifted to enable the school staff to focus on teaching strategies to implement a Remote Learning Program for students.

The staff of Nilma Primary School worked collaboratively in the challenging time.

All staff learned how to teach with our Google Classroom and Google Meets. We had a consistent approach to the presentation of our learning program to students and had a very high uptake of families staying engaged in learning. Most of our staff professional learning was in the Information Communication Technology areas.

The Professional Learning Communities (PLC) continued through remote learning including various online platforms.

The School Staff Survey percentage of positive responses to the 'School Climate' remained higher than the Victorian State average in 2021.

The collaborative culture within the school has continued to provide a vehicle for growth through a positive school climate.

Staff members have continued to work collaboratively – we will continue to work in our Professional Learning Community (PLC) from a strength base culture to build our school in 2022.

Achievement

Nilma Primary School's teacher judgement of student achievement against Victorian Curriculum in English indicate students working at or above age expected levels, was below both the Similar and State school averages. Mathematics teacher judgements for Nilma were found to be relative to both the State and Similar School averages.

NAPLAN results indicate an improvement in all areas for the school. Reading and Numeracy results for year 3 students indicated over 70% of students performing in the top 3 bands slightly above the similar schools average in both fields too. Year 5 NAPLAN results were slightly down with only 5 students in cohort. Year 5 Reading and Numeracy performances were well below that of Similar Schools and State averages.

Teachers were able to work in a Whole School Professional Learning Team in Literacy – Reading and Mathematics, throughout the year. Our school's focus on Phonological Awareness and Synthetic Phonics programs and explicit teaching has been very successful. Our Tutor Program has supported Reading across the school.

During remote learning, staff were able to utilise online resources for content-delivery and assessment, and consequently developed new ways of differentiating for students.

Teachers were focused on providing small group instruction based on data, providing both individual and small group instructions within the Google Classrooms and Google Meets.

The use of other effective online platforms and resources provided feedback on student learning and provided teachers opportunities for explicit teaching strategies to improve student learning.

The continued focus on the use of this 'formative' assessment practices has enabled teachers to develop greater expertise and consistency in assessing and providing individual and small group explicit instruction.

The introduction and consistent whole school approach to instructional workshop model along with gradual release of responsibility theory has strengthened our school's instructional model in both English and Mathematics. Middle school leaders have taken on both the Literacy and Numeracy leadership roles, supporting quality whole school practices utilising evidence based research. The Professional Learning Community (PLC) has provided the vehicle for using the inquiry model to improve student learning at Nilma.

During term 4, 2021 Nilma Primary School was involved in the School review process - reflecting on our data, practices and whole school approach to learning. In 2022 Numeracy will be a focus area for the school.

Engagement

Attendance is important for effective learning to occur. Nilma has high expectations on attendance, and our accountable process has proved to be very effective this year. While we acknowledge that attendance and absence rates may have been influenced by COVID -19, we devoted time and staff to keep connected and engaged with all families throughout 2021.
In 2021, student attendance when compared to similar schools and the state averages for all primary schools, Nilma's absences for 2021 were well below both measures. Nilma performed better than the average numbers of days absent for all Victorian schools. We pride ourselves on implementing the new strategies and workplace procedures.
During Remote and Flexible Learning over 60% students were able to touch base with staff onsite and 95% of students participated in the online learning program. We were able to provide all students with a device to support learning at home. Currently we have a 1-1 program for student access to digital devices. Students reported that the systems put in place across the school were relatively easy to navigate and they felt a sense of ownership of learning, developing new ICT skills in the process.
Students from years 4-6 participated in the Attitudes to School Survey for 2021, results indicate the percentage of positive responses was very high, indicating a sense of connectedness and has remained relatively high for the last four years.
Although students spent time in home learning situations, we sent home with every student our school values and discussed what they may look like and feel like at home.
Staff consistently kept student engagement as a focus during home learning as well as at school. Teachers continued to ask students for feedback and modified learning opportunities.
Visible learning strategies embedded in 2021, are enabling students to understand learning intentions of lessons and success criteria within various learning tasks.
Feedback on student learning and behaviour expectations has supported students to understand what they can do to achieve the next level of learning.
We have encompassed student voice and advocacy, with our formal approach to Junior School Council and the role it has in giving students opportunities to participate in activities and decision making in the school.

Wellbeing

Students from years 4-6 participated in the Attitudes to School Survey for 2021, results indicating the percentage of positive responses from students in relation to having a sense of connectedness was very high, at 90%, indicating a sense of connectedness and has remained relatively high for last four years. This response rate was above both Similar Schools and State average at 81% and 79.5% respectively.
Although students spent time in home learning situations, we sent home with every student our school values and discussed what they may look like and feel like at home. Staff would consistently keep student engagement as a focus during home learning as well as at school. Teachers continued to ask students for feedback and reflect on their learning.
Implementation and embedding the 'REAL' Kids @ Nilma strategy, and a focus on student advocacy - our whole school value system and consistent approach to personal and social skills and learning expectations. 'REAL' Kids @ Nilma has enhanced student engagement, attendance and positive learning attitudes and behaviours.
In 2021 Nilma Primary School was identified as a Lead school for the Respectful Relationships program. Staff continued to incorporate sessions throughout 2021 related to building respectful relationships among our students and across schools.
The management of Bullying was also used as an indicator of wellbeing for Victorian schools. Nilma is proud of the student voice as reported through the student survey, the positive response rate was also high at 92.5%, well above both Similar Schools at 86% and State Average of 78.4%.
The implementation of Respectful Relationships and building student voice and agency has enabled students to fell very safe and happy at school.

Finance performance and position

In 2021, Nilma Primary School had a surplus because of healthy management and strong budgeting processes. Nilma Primary School also received additional grants for 2021 including the School Chaplain and Sporting Schools Grants.

As at 31st December 2021 our financial commitments were;

	TOTAL	
Operating Reserve -	$40,942	
Reoccurring Expenditure	$ 4,517	
Funds Received in advance	$ 10,300	$7.800 Miscellaneous (Reclaimable GST, Bank Interest, Family Credit Notes, Commission)
		$2,500 (Sporting Schools)
School Based Programs	$70,000	
		English $2,000 (F&P Books, Sparkle Books)
		Physical Ed. $4,000 (Swimming 2021)
		Respectful Relationships $19,000
		Building Services $25,000 (Tree Audit, OHS inspections, Maintenance works)
		Outside School Hours Care $20,000
Planned Maintenance/OHS	$ 9,000	Decking $1,300
		School Signage $2700
		Inclusive Schools Fund - School Contribution $ 5,000

We will continue to strategically prioritise financial resources and facilities to improve student outcomes across the school. We intend to complete our 2021 Inclusive Schools Playground in June/July 2022.

For more detailed information regarding our school please visit our website at
http://www.nilmaps.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 74 students were enrolled at this school in 2021, 37 female and 37 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).
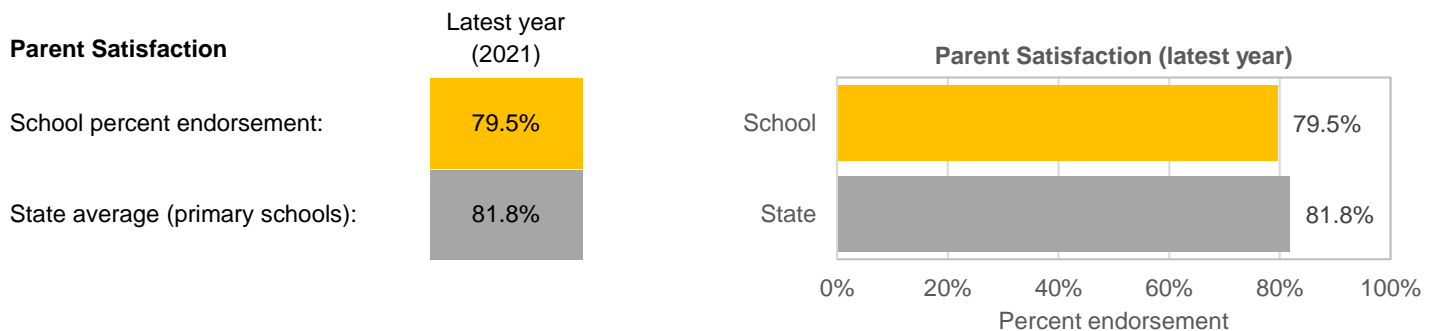
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
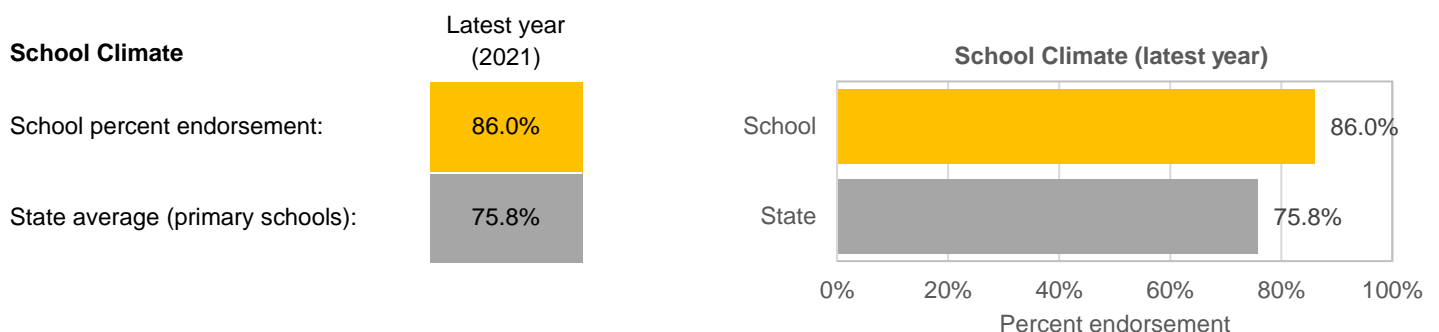
Parent Satisfaction	Latest year (2021)
School percent endorsement:	79.5%
State average (primary schools):	81.8%

Parent Satisfaction (latest year)

	Percent endorsement
School	79.5%
State	81.8%

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.

School Climate	Latest year (2021)
School percent endorsement:	86.0%
State average (primary schools):	75.8%

School Climate (latest year)

	Percent endorsement
School	86.0%
State	75.8%

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)

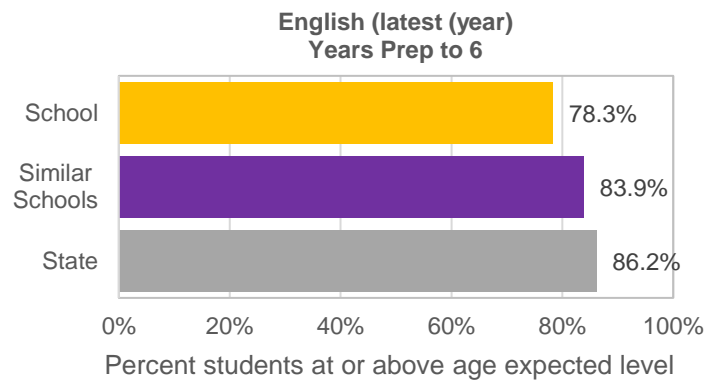School percent of students at or above age expected standards:

78.3%

Similar Schools average:

83.9%

State average:

86.2%

English (latest (year)
Years Prep to 6

School: 78.3%
Similar Schools: 83.9%
State: 86.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

83.6%

Similar Schools average:

84.4%

State average:

84.9%

Mathematics (latest year)
Years Prep to 6

School: 83.6%
Similar Schools: 84.4%
State: 84.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
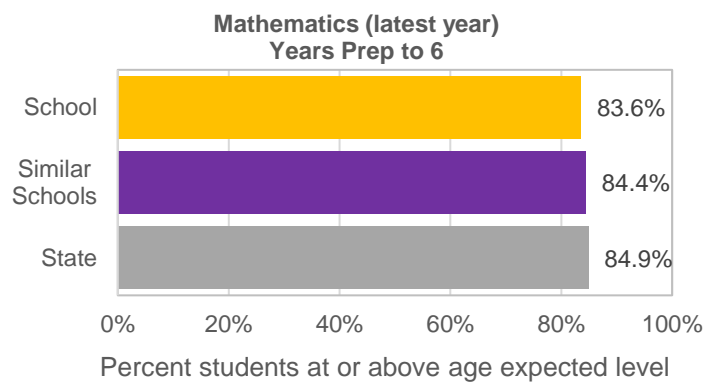
ACHIEVEMENT (continued)

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.
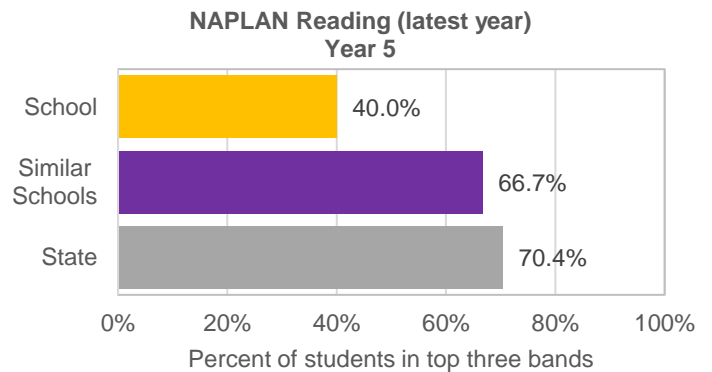
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	71.4%	66.7%
Similar Schools average:	70.8%	72.3%
State average:	76.9%	76.5%

NAPLAN Reading (latest year) Year 3

School	71.4%
Similar Schools	70.8%
State	76.9%

Percent of students in top three bands
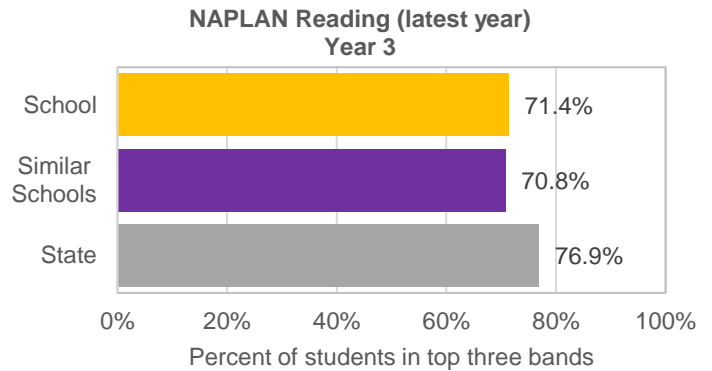
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	40.0%	47.4%
Similar Schools average:	66.7%	64.1%
State average:	70.4%	67.7%

NAPLAN Reading (latest year) Year 5

School	40.0%
Similar Schools	66.7%
State	70.4%

Percent of students in top three bands

Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	71.4%	56.7%
Similar Schools average:	63.3%	64.5%
State average:	67.6%	69.1%

NAPLAN Numeracy (latest year) Year 3

School	71.4%
Similar Schools	63.3%
State	67.6%

Percent of students in top three bands
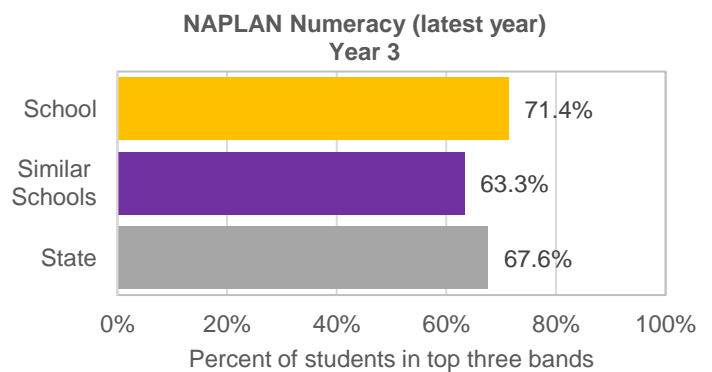
Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	20.0%	36.8%
Similar Schools average:	54.6%	55.4%
State average:	61.6%	60.0%

NAPLAN Numeracy (latest year) Year 5

School	20.0%
Similar Schools	54.6%
State	61.6%

Percent of students in top three bands
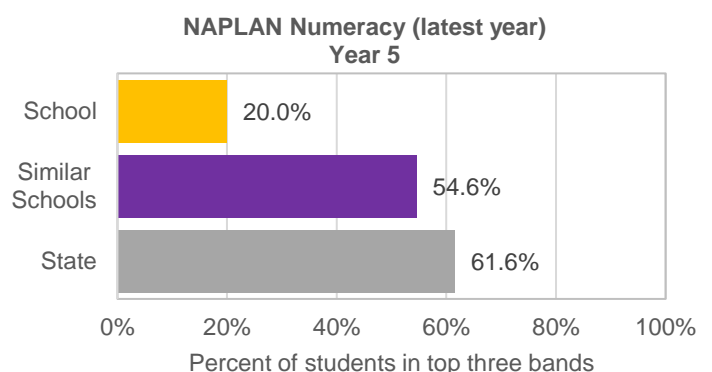
ACHIEVEMENT (continued)

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:	50%	25%	25%	24%
Numeracy:	50%	25%	25%	26%
Writing:	25%	75%	0%	20%
Spelling:	25%	25%	50%	29%
Grammar and Punctuation:	25%	50%	25%	24%

NAPLAN Learning Gain (latest year)
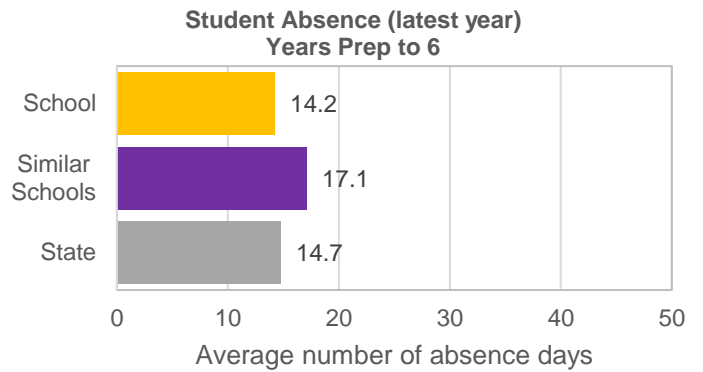**Year 3 - Year 5**
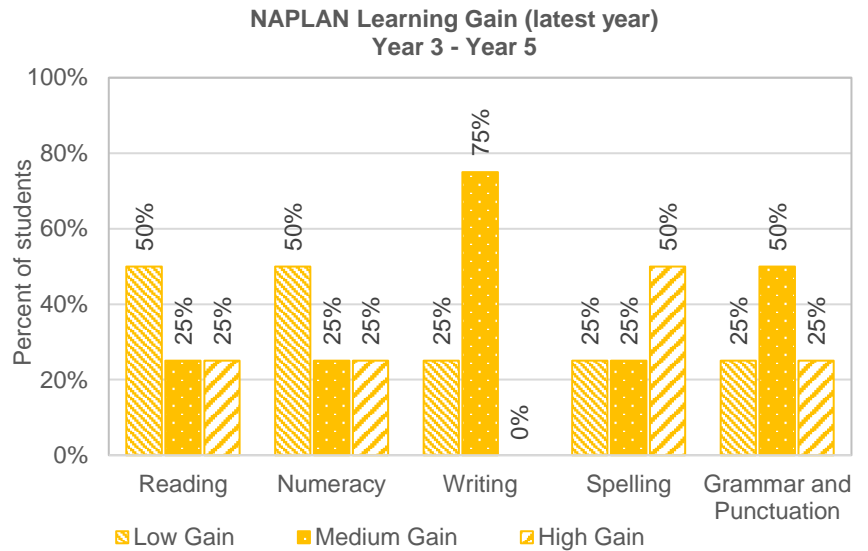
ENGAGEMENT

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:	14.2	12.8
Similar Schools average:	17.1	16.8
State average:	14.7	15.0

Student Absence (latest year) Years Prep to 6

School	14.2
Similar Schools	17.1
State	14.7

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	92%	93%	93%	91%	97%	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:	90.3%	91.6%
Similar Schools average:	81.1%	81.6%
State average:	79.5%	80.4%
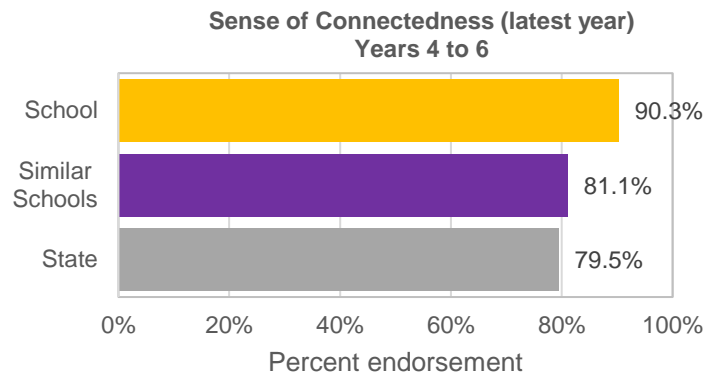
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School	90.3%
Similar Schools	81.1%
State	79.5%

Percent endorsement

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).

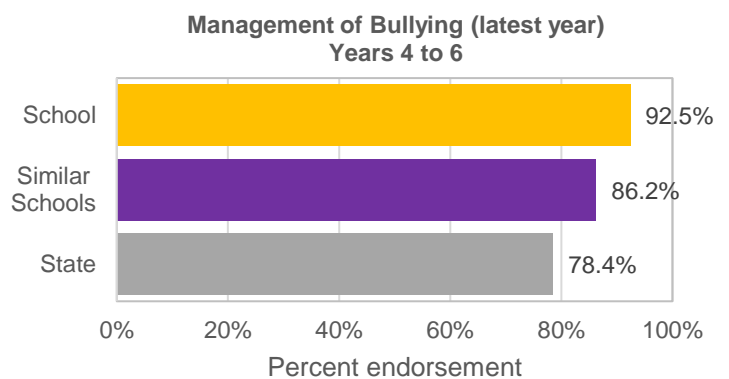| **Management of Bullying Years 4 to 6**	Latest year (2021)	4-year average
School percent endorsement:	92.5%	94.6%
Similar Schools average:	86.2%	84.2%
State average:	78.4%	79.7%

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

School	92.5%
Similar Schools	86.2%
State	78.4%

Percent endorsement

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$936,611
Government Provided DET Grants	$214,468
Government Grants Commonwealth	$59,452
Government Grants State	$0
Revenue Other	$1,705
Locally Raised Funds	$29,036
Capital Grants	$0
Total Operating Revenue	**$1,241,271**

Equity [1]	Actual
Equity (Social Disadvantage)	$81,585
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$81,585**

Expenditure	Actual
Student Resource Package [2]	$924,883
Adjustments	$0
Books & Publications	$40
Camps/Excursions/Activities	$5,892
Communication Costs	$1,798
Consumables	$16,847
Miscellaneous Expense [3]	$16,888
Professional Development	$1,072
Equipment/Maintenance/Hire	$59,318
Property Services	$27,710
Salaries & Allowances [4]	$79,525
Support Services	$32,260
Trading & Fundraising	$6,457
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$7,402
Total Operating Expenditure	**$1,180,093**
Net Operating Surplus/-Deficit	**$61,177**
Asset Acquisitions	**$0**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	$121,061
Official Account	$13,390
Other Accounts	$0
Total Funds Available	**$134,451**

Financial Commitments	Actual
Operating Reserve	$40,942
Other Recurrent Expenditure	$4,517
Provision Accounts	$0
Funds Received in Advance	$10,300
School Based Programs	$70,000
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$9,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$134,758**

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.