

2021 Annual Report to The School Community



School Name: Albert Park Primary School (1181)



- 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 19 May 2022 at 05:06 PM by Katrina Mildner (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 15 June 2022 at 09:03 AM by Amy Guy (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

Albert Park Primary School is a sought after, popular inner city-bayside school located in the City of Port Phillip with an enrolment of 572 students. We see ourselves as a unique village community, becoming life-long learners with high expectations. The school sits on a footprint of 0.9 hectare of land and has two heritage listed main school buildings built in 1873 and 1889. The school sits in the heart of the village. The City of Port Phillip and DET have worked together to close part of a local street and create a small community park which the school uses exclusively during school times to provide more playing space for students. Neighbouring schools include Middle Park Primary School, Port Melbourne Primary School and St Kilda Park Primary School. On leaving Albert Park Primary School, 15% of students move to private schools and a large majority attend the well respected and popular Albert Park College.

School Vision

At APPS, we believe in developing the whole child, providing a wide range of learning experiences across the curriculum including social and emotional wellbeing. Students are proud of the work they do. Learning dispositions are explicitly taught and developed; these include persisting, reflecting, collaborating, creating and self-regulating. A growth mindset is celebrated and is becoming increasingly understood and embedded in the school culture. Critical and creative thinking capabilities have been developed throughout this year through our development of engaging and challenging inquiry units of work - the children enjoy discovering new ways of thinking, problem solving and working collaboratively. All skills necessary for a 21st Century learner.

School Values

The Albert Park Way is a way of life. It is embedded in the school's culture and children are guided by and proud of their school values: Be kind and fair; Act safely; Respect everyone's rights; One voice at a time and Keep trying. Our children feel safe and happy in our school with wellbeing and a high academic achievement focus central to developing our children from P-6. Partnerships in learning with our parent community are strongly supported and are an integral part of our close community.

School Intent

- to maximise the learning growth of every student in English, Mathematics and Science.
- to make learning visible in every classroom and the use of consistent planning and data collection processes.
- to have the school's agreed teaching and learning model embedded in every classroom so that consistently high quality teaching will occur and every student will demonstrate the targeted learning progress.

How we will achieve this:

- Continue to refine and embed the Albert Park pedagogical model, with particular emphasis on Critical and Creative Thinking and STEM.
- Continue to improve Professional Learning Community (PLC) processes to build staff capacity to improve student outcomes.
- Continue to build School Improvement Team (SIT) leadership capacity in the school.
- Continue current wellbeing initiatives such as Respectful Relationships and working with parents.

The school is well-resourced with a Music, Art, PE and French specialist. In any given year, students are given the opportunity to participate in a wide-range of sporting and cultural activities making the most of access to some of Melbourne's best sporting venues, museums and art galleries. Children have opportunities to take part in events with local schools ranging from sporting gala days to Port Phillip Mayor leadership program. A local music provider offers a wide range of instrumental lessons for children to learn. However, in 2021 these opportunities were restricted due to COVID-19 but the school worked hard to identify virtual experiences and opportunities for students during remote learning and as restrictions eased, the school was able to offer more opportunities albeit limited.

Student voice and agency is an important part of the APPS way and we are increasingly seeing students strong and confident in their skills of reflecting and taking ownership of their learning. Students lead by example with our Grade 6 student leaders providing excellent role models for our younger students through our leadership program. The students are encouraged to do their best at all times. We are a happy, friendly and welcoming school community with

students who want to come to school to learn each day. Our parent community are highly engaged and supportive of the children and their learning. It is expected that as a community we show respect and great kindness towards each other.

Our staff is made up of a 25 equivalent classroom teachers, 4 specialists, 2 part time learning support teachers, 2 principal Class Officers, Wellbeing & Inclusion leader, 4 educational support staff (including a School Counsellor) and 6 administrative staff (inclusive of school nurse/ library technician). Of the teaching staff we have 2 Learning Specialist to support the development of teaching & learning across the school. The teaching staff currently have a good balance of experienced and newly qualified teachers.

Framework for Improving Student Outcomes (FISO)

A school review of the progress made against the 2017-2021 school strategic plan took place in T3, 2021. Key findings were:

- * A key achievement of the school's work, during the period of the previous Strategic Plan, had been the improved approaches to curriculum planning and assessment in Reading and Numeracy. An emphasis had been placed on the explicit teaching of reading comprehension strategies, with regular opportunities for guided and independent practice.
- * Professional learning, in the use of the collected data to inform teacher planning, had been delivered and this had resulted in an improved level of teachers' data literacy across the school.
- * Improvement in data-informed planning and differentiated teaching had contributed to the increase in students achieving above-expected levels in standardised testing.
- * Embedded whole school agreed pedagogical models were evident across the school.
- * Common assessment tools were in use across the school and there had been an agreed schedule to provide opportunities for teachers to moderate assessments of student work, particularly in Writing.
- * Curriculum planning templates and documentation were examined. It was noted that these had a high level of consistency across the school, were designed to be worked on collaboratively, and were framed around the elements of the school's instructional model.
- * The School Review Panel agreed that this work on developing an engaging and student-focused curriculum had been a key achievement of the previous four years.
- * Students and teachers told the Panel about the increasing use of self-assessment rubrics, and promotion of students' agency through opportunities for them to provide feedback to teachers, and to have choice in their learning.
- * The school had also audited its curriculum plans to ensure an emphasis on building students' critical and creative thinking capabilities.

Leaders and teachers have developed their data literacy skills over the past two years. Whole school data is shared with staff to identify areas of strength and areas for continued focus and development through staff meetings. This information is shared with the School Council annually to support the identification of school goals. Teachers are able to use a variety of assessment data to inform learner achievement and learning goals through whole school agreed assessment schedule.

The school has implemented a Professional Learning Communities (PLC) approach to building all teachers' capability in using data when planning for individual students' points of learning need and for identifying strategies that will be most impactful for learning. Data collection systems had been strengthened to enable sharing of school-wide and cohort-level information. Teams of teachers collaborated in their planning and teaching more effectively; using recommended protocols and developing cycles of inquiry to improve outcomes for students and their own teaching practice. Peer observation and feedback processes have also been developed providing opportunities for recognition of excellent practice and an opportunity for reflection.

Achievement

2021 NAPLAN results were extremely positive and testimony of the hard work and effort put in by staff, students and families throughout last year with significant The school has been strategic, evaluative and responsive to their students' needs both wellbeing and academic. We have much to be proud of as a school community.

2021 NAPLAN Data summary:

- Overall the school has done very well to maintain a high performing status – overall performing just in line or just below similar schools in apart from Numeracy (improved results from 2019). This is a achievement to be proud of with the impact of COVID in 2020/ 2021.
- Growth – more high ability students need to maintain their top 2 bands achievement from Grade 3 to Grade 5. This is a continued area of focus in the 2022-2025 school strategic plan.
- The number of students maintaining top 2 bands from G5 to G7 is well above the state average.
- Gender analysis: overtime girls are achieving better than boys in Reading / Writing; while boys achieving better than girls in Numeracy (but the gap closed in 2021). These two areas for improvement for the school and prompted an audit of both Reading and Numeracy approaches in 2019. Due to the COVID-19 impact of 2020 and 2021, the opportunities to implement planned school improvement strategies was impacted and progress slowed. The focus for 2022 is to maximise growth in Numeracy and Literacy for all learners.

The school's early years reading program was reviewed in 2021. As a result, eleven teachers attended The Science of Language and Reading, an Introduction Online Course conducted at LaTrobe University. This is a specialised course covering the linguistic basis of early reading as this applies to word decoding and language comprehension. Both initial reading instruction and support for struggling readers are a focus of this course. This includes frameworks for early identification and intervention. This approach to phonics instruction is explicit and systematic, and aims to provide students with the 'tools' to read and write. Having the correct 'tools' available to problem solve, empowers students to become successful readers and writers. In 2021, a sizeable investment of \$10,000 has been made in purchasing decodable books

The school developed integrated curriculum approach is well-embedded. It is aimed at increasing children's engagement in learning, in particular developing their Critical and Creative Thinking Capability, as well as enhancing their autonomy as learners. The successful outcomes from this had been an Inquiry approach that deliberately fostered students' voice and agency in their learning. Teachers have continued to strengthen their knowledge of the Victorian Curriculum to create purposeful cross-curricula links; with emphasis on higher order thinking and practical application. Students developed collaborative working skills and have been encouraged to identify areas of interest to inform teacher planning. A scope and sequence document had been created to integrate Science, the Technologies, the Arts and Maths (STEAM), along with Aboriginal perspectives.

During 2021, due to COVID-19 restrictions, remote learning was necessary for a significant part of the school year and the school responded effectively. Key considerations in the planning for these periods was both students' well-being and learning needs. Teachers adapted and adjusted the curriculum to support individual children as required. Families had been offered online communication tools to enable regular contact and feedback between teachers, parents and students. Teachers had produced instructional videos to better engage students, and to provide explicit teaching of concepts and content from the curriculum. The school sought feedback about its approaches during these periods, and had made adjustments and improvements over time. The delivery of a quality educational program, in response to changing circumstances, was identified as a school community highlight.

Engagement

The past two years were incredibly challenging for students to remain engaged with learning at home and the frequent transitions from school to home learning in 2021. The school responded positively to feedback from the parent community about the structure of the delivery of remote learning and as a result, children engagement was supported with greater connection with class teachers and classmates. Students that disengaged during the remote learning

period were supported in re-engaging through the class program and the tutor learning initiative. Sharing of data about students and their engagement during remote learning informed intervention programs, within classrooms and the tutor learning initiative. Ongoing support will continue throughout 2022.

Teachers are able to use a variety of assessment data to inform learner achievement and learning goals through whole school agreed assessment schedule. The school has focused on developing accurate pre-assessment tasks to ensure planning is meeting the needs of all students and actively involve students in their learning, in particular for high ability students. Over the past two years, staff have sought student feedback on their learning and what supports them in with their learning. Particularly for high ability students. Staff have used professional practice days to seek feedback and incorporated the feedback into their planning for learning experiences.

The development of high quality inquiry-based units of work to develop creative and critical capabilities for our students has been a highlight. Professional learning with an external consultant to develop inquiry approach across the school has resulted in interested based, engaging inquiry integrated units of work. Students demonstrated engagement and developed their agency in working collaboratively with their peers and identifying their goals and achievements through self-assessment of progress against success criteria of learning. Students thoroughly enjoy the inquiry based units and the staff found a variety of ways for the children to be able to present their projects to parents.

Although it has been a challenging year to reconnect and further build relationships with families; teachers and leaders worked hard to keep students connected in a variety of ways during remote learning. The school was relentless in pursuing opportunities when they could for parents to connect eg. Parent Connect meetings for Prep & G1 and Grade 6.

A joint collaboration in developing a Community Award for Grade 6 to contribute to community projects and work up to different levels of community hours was very successful with over 50 students giving back of their time and effort through a buddy reading program, putting together dinner kits for a food share program and writing letters to aged care residences were examples. It was a great way for the students to re-connect to their community following the COVID restrictions.

Parent survey data was overall very positive. The school has an excellent reputation in the community. Parents have high expectations and high quality education is important to them as well as a school that has their child's well-being at the centre of learning. Parents enjoy being part of the community and being connected. This has been affected by the events of 2020 & 2021. This will be an area of continued work to support our Prep 2021 and Grade 1 2020 parents feeling connected to the school.

Wellbeing

APPS has always had a strong culture of putting well-being at the heart of the school. Well-being check-ins were a regular and established feature of remote learning; and this included Fun Friday to support student autonomy and engagement with learning different types of activities and an opportunity for staff to meet with individuals and small groups; Grade 6 well-being leaders developed some fun activities for children as their contribution. The Respectful Relationships Program introduced in 2020 has continued to be embedded across the school by class teachers; and regular circle times scheduled in class to support emotional and social well-being by hearing about challenges, different points of views and solutions to these challenges. This will continue in 2022 with the addition of Smiling Minds program to enhance the social & emotional curriculum across the school.

The Albert Park Way remains central to how we care for and treat each other at Albert Park Primary School, we are a kind, caring and strong community that supports each other. There is a whole school understanding of APW with displays across the school; our students are knowledgeable about the Albert Park Way and can explain it in any context and with great confidence. It remains core to building a positive school culture.

A review of the well-being curriculum was undertaken in response to the past 18 months and the impact of the

pandemic. Part of the review of well-being included a whole school scope & sequence approach to ensure a range of topics and strategies were included. As a result, the school has bought into the updated program and resources of the mindfulness program, Smiling Minds. The training and rolling out of this program will take place in 2022. A well-being and inclusion leader (Andrea Eales) was appointed in Term 3 and she has played a key role in ensuring any of our students with additional needs including those impacted by the past 2 years are supported in classroom and where needed with appropriate targeted intervention support.

An outcome of the School Review for the new strategic plan is for one of the goals to be a continued focus on building student agency and voice by enabling student empowerment of their learning.

Finance performance and position

Albert Park Primary School operated within the designated expenditure budget for the 2021 year, fully funding all school programs and priorities as planned as well as the purchasing of a range of high-cost ICT equipment. The 2017-2021 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation. The school is committed to providing high quality teaching and learning experiences for our students and of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus of \$700,198.

Our surplus along with fundraising initiatives will allow us to complete our target for 2021 of various school council initiatives, including a significant contribution to the hall refurbishment project of \$119,096.40 that will be completed in 2022. This is thanks to the DET funding approved in 2019-2020 and the work of the School Council Finance Committee over the previous two years as the project moved from planning to construction. In addition our creative and hardworking School Council fundraising team organised various events throughout the year that raised a significant amount of funds (\$71,295) to be able to fully cover the costs of the new AV and lighting system as part of the refurbishment of the hall.

The school successfully applied for grants for an additional shade sail and the student toilets to be refurbished. Both projects will be realised in 2022.

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 574 students were enrolled at this school in 2021, 276 female and 298 male.

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

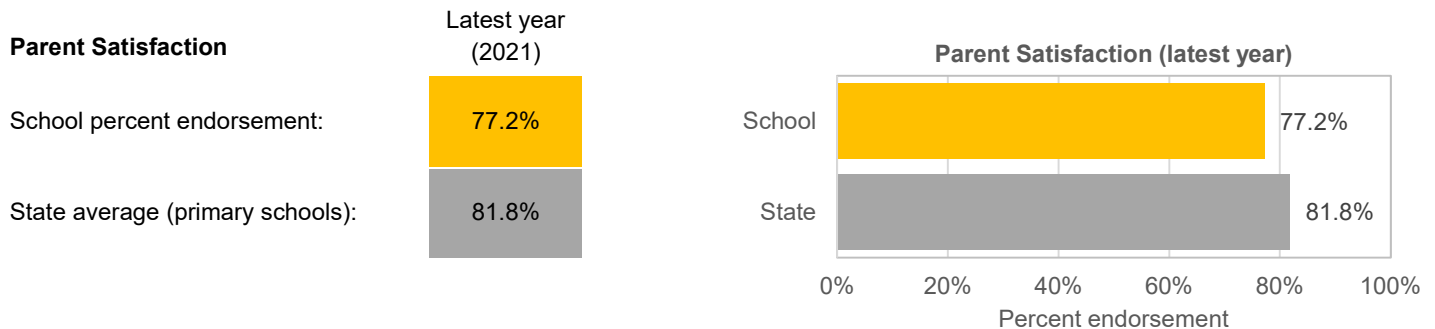
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

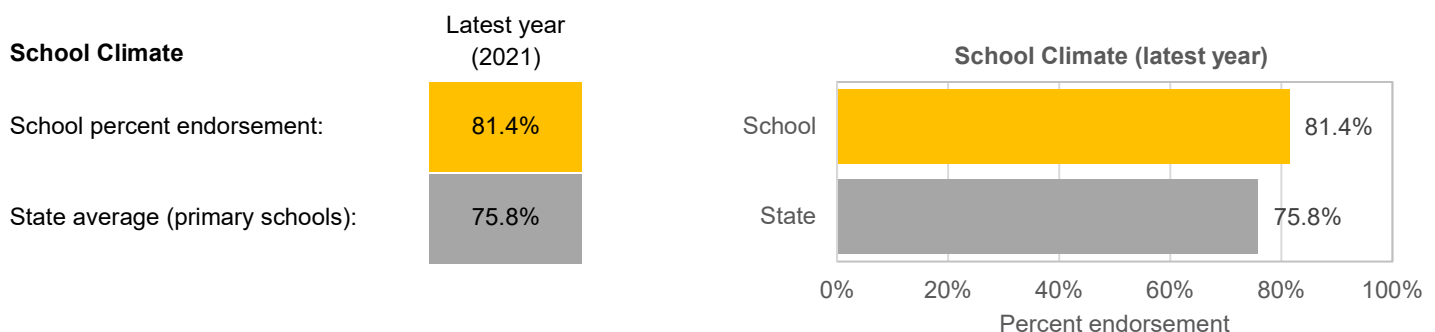


School Staff Survey

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.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

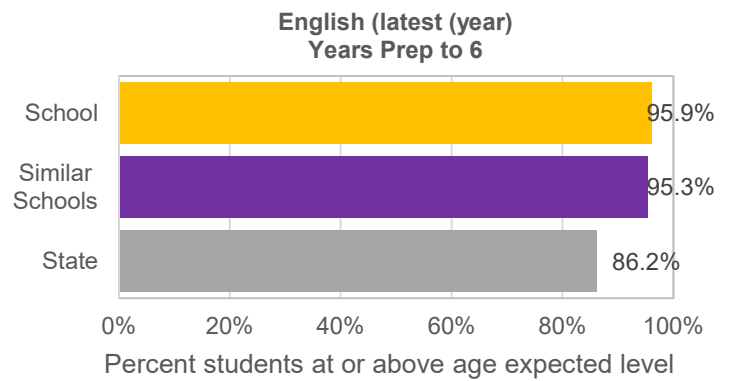
95.9%

Similar Schools average:

95.3%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

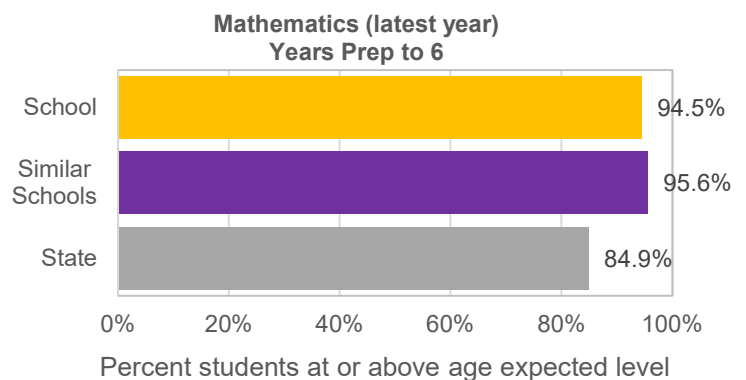
94.5%

Similar Schools average:

95.6%

State average:

84.9%



ACHIEVEMENT (continued)

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

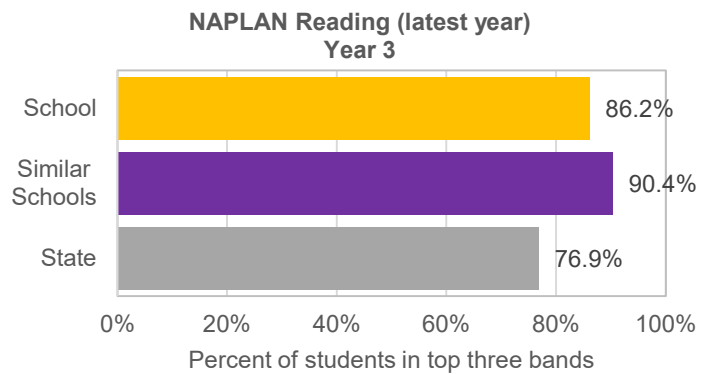
NAPLAN

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

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

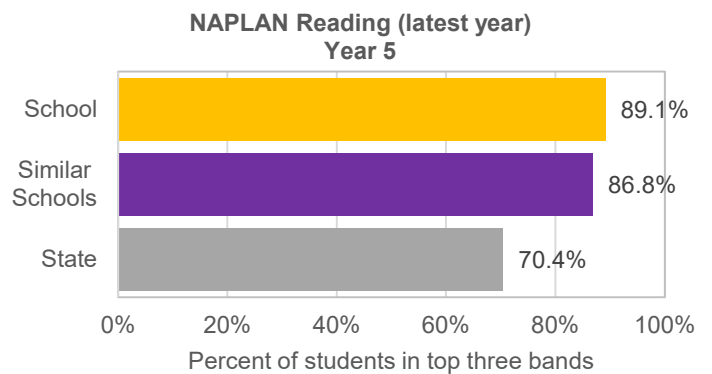
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.2%	90.4%
Similar Schools average:	90.4%	90.1%
State average:	76.9%	76.5%



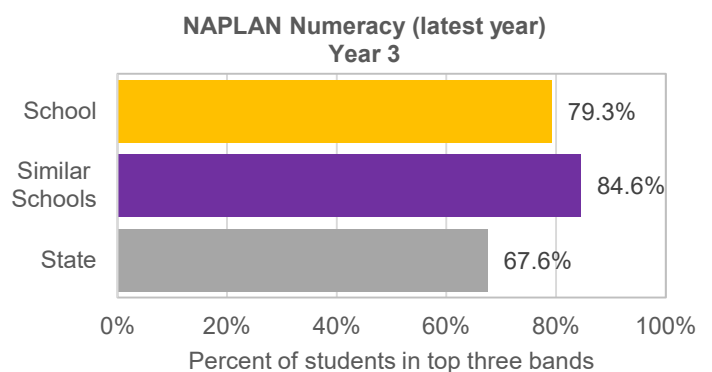
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	89.1%	87.1%
Similar Schools average:	86.8%	84.2%
State average:	70.4%	67.7%



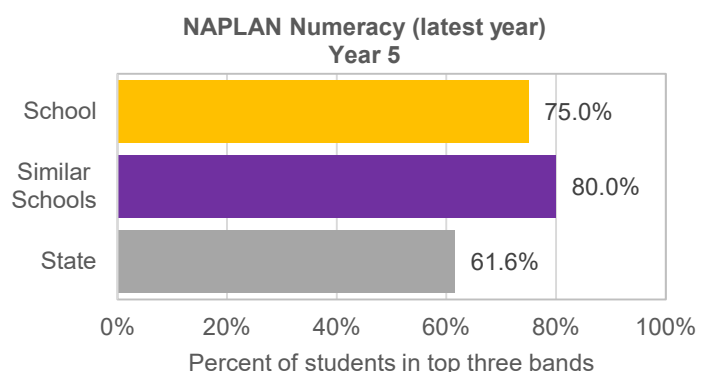
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	79.3%	80.8%
Similar Schools average:	84.6%	86.1%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	74.0%
Similar Schools average:	80.0%	78.9%
State average:	61.6%	60.0%



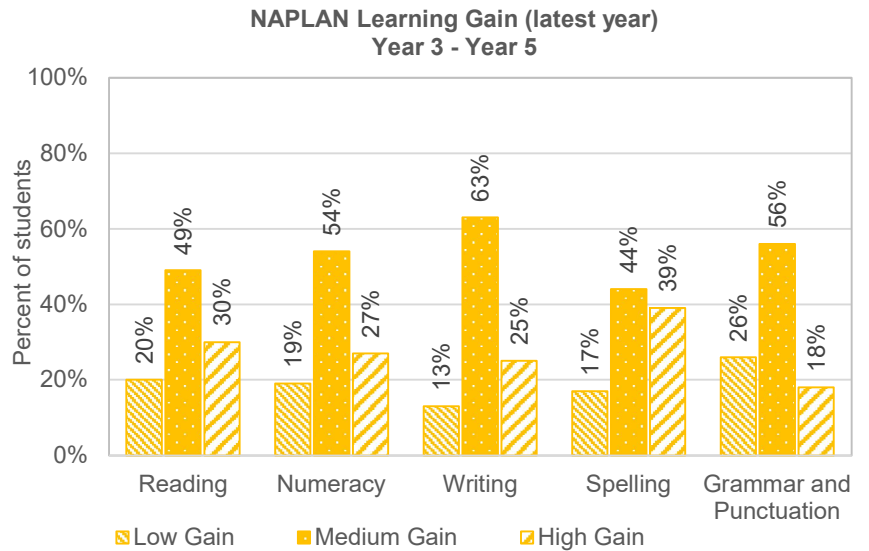
ACHIEVEMENT (continued)

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:	20%	49%	30%	28%
Numeracy:	19%	54%	27%	27%
Writing:	13%	63%	25%	29%
Spelling:	17%	44%	39%	26%
Grammar and Punctuation:	26%	56%	18%	25%



ENGAGEMENT

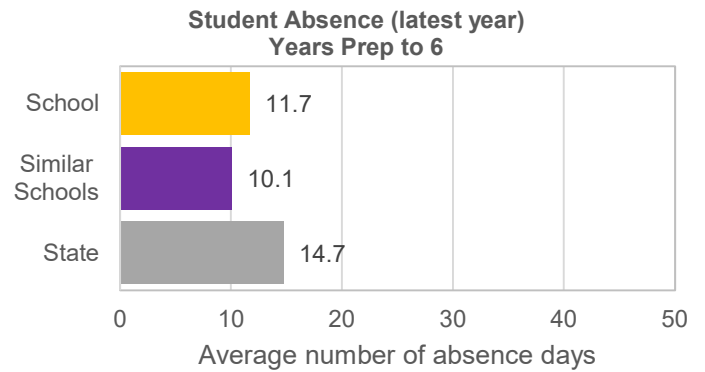
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	11.7	10.8
Similar Schools average:	10.1	11.4
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	95%	94%	95%	94%	94%	93%	94%

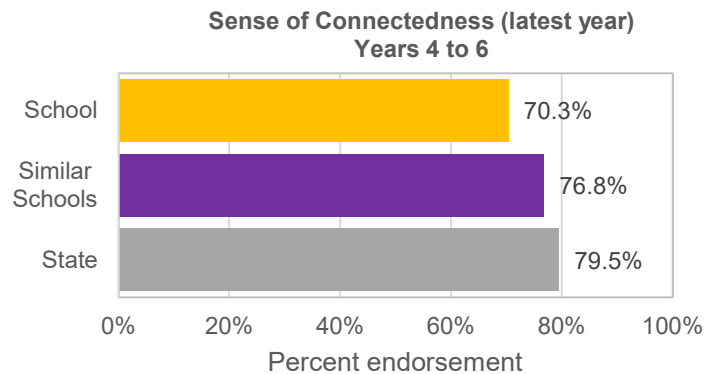
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	70.3%	77.5%
Similar Schools average:	76.8%	78.8%
State average:	79.5%	80.4%

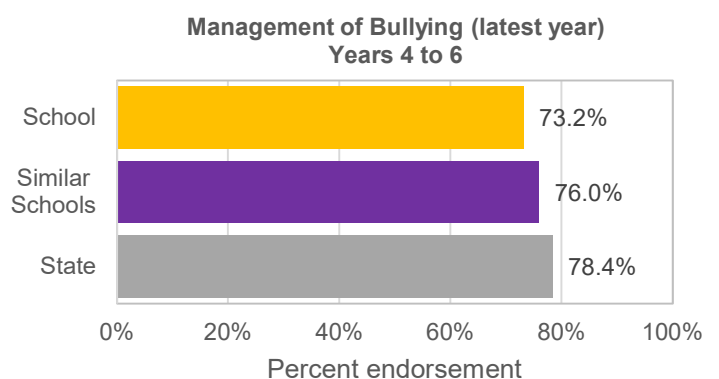


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	73.2%	78.7%
Similar Schools average:	76.0%	78.6%
State average:	78.4%	79.7%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,532,850
Government Provided DET Grants	\$400,757
Government Grants Commonwealth	\$13,426
Government Grants State	\$0
Revenue Other	\$57,252
Locally Raised Funds	\$420,585
Capital Grants	\$0
Total Operating Revenue	\$5,424,870

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,311
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,311

Expenditure	Actual
Student Resource Package ²	\$4,502,937
Adjustments	\$29,189
Books & Publications	\$5,757
Camps/Excursions/Activities	\$172,946
Communication Costs	\$7,721
Consumables	\$94,664
Miscellaneous Expense ³	\$156,052
Professional Development	\$17,604
Equipment/Maintenance/Hire	\$28,052
Property Services	\$89,299
Salaries & Allowances ⁴	\$98,030
Support Services	\$137,991
Trading & Fundraising	\$18,429
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,433
Total Operating Expenditure	\$5,389,104
Net Operating Surplus/-Deficit	\$35,766
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	\$585,602
Official Account	\$34,413
Other Accounts	\$80,182
Total Funds Available	\$700,198

Financial Commitments	Actual
Operating Reserve	\$132,889
Other Recurrent Expenditure	\$9,086
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$99,401
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$24,796
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$110,637
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$376,809

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.