

# 2021 Annual Report to The School Community



**School Name: Cranbourne South Primary School (4755)**



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

Attested on 26 April 2022 at 10:00 AM by Monique Corcoran (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 26 April 2022 at 12:06 PM by Jodi PRICE (School Council President)

## How to read the Annual Report

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### 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.

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### 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.

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### 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)

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### 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.

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### 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.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## About Our School

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### School context

Cranbourne South Primary School's (CSPS) mission is to empower teachers, students and community members to embrace learning, achieve their personal best and strengthen emotional, social and physical wellbeing. Our vision is to provide all students with an education they can be proud of by exhibiting confidence and creativity in this complex and ever changing world. We strive to assist students in taking ownership of their learning; to grow into responsible, happy, resilient and socially fulfilled individuals. The five values of Purpose, Positivity, Persistence, Pride and Passion are the cornerstone of CSPS.

CSPS opened in 1956; located in a semi-rural environment approximately 5 kilometres south of Cranbourne. CSPS projected enrolment for 2021 is 330.

CSPS is undergoing a significant Capital Works project (\$5.9 million) which will provide a purpose built, new facility (on Browns Road) including specialist STEM and Arts spaces, kitchen, wellbeing, administration, first aid, new toilet amenities, upgrade of the staff carpark and notable landscaping across the school. These works will be completed by mid 2022.

The dedicated staff of CSPS comprises of 2 Principal Class, 2 Learning Specialists, 20 teaching staff, 11 Education Support Staff, 1 Business Manager, 2 Office staff, 1 part time First Aid/OHS/Emergency Management leader and 1 Welfare Officer (0.6).

At CSPS, we pride ourselves on distributive leadership; represented by a strong commitment by the School Improvement Team (SIT). Teams are based on a Professional Learning model, where data and point of need teaching, learning and wellbeing are the key focus.

The school structure is predominantly a singular class model, consisting of 14 classes, divided into Junior (Foundation – Year 2), Middle (Year 3 & 4) and Senior School (Year 5 & 6). CSPS focuses on teaching the stage of development, not the age of the child, through use of explicit data sources to identify point of need instruction.

Support approaches and programs focus on literacy and numeracy development from the perspectives of early intervention, extension and growth.

The specialist programs offered at CSPS result in high levels of student motivation and engagement. The three key specialist programs of The Arts, Health/Physical Education and Environmental Science (new 2021 program), open the doors for students to further critical thinking and discovery.

Extra curriculum opportunities are varied and provide students with an opportunity to extend their learning. Opportunities include camps, excursions and in-school activities, swimming and water safety programs, lunchtime clubs, Perceptual Motor Program, intra/interschool sports, school concert, music and instrumentation (through uLearn music) and school/community Empowerment Projects.

CSPS predominately utilises the Google platform for communication and collaboration, with additional Apple technology availability. The Digi Tech program is overseen by classroom teachers; expanded through the introduction of commercial panels/screens in all learning spaces.

The Student Wellbeing program is extensive in the daily implementation of strategies and programs that support student mental wellness and welfare. CSPS continues to implement the SWPBS (School Wide Positive Behaviour Support) framework, achieving Bronze accreditation in 2021.

Student voice, agency and leadership continues to develop strongly, evidenced with the Year 6 leadership program, School Community Captains (SSC), SET (Sustainability & Environment Team), JSC (Junior School Council) and icare dolphin ambassadors.

CSPS prides itself on community engagement and connection, highlighted by the Parents and Friends Association who are crucial in fundraising and bonding the community together eg. Cranbourne Rotary.

On site, Camp Australia provides a before/after school care program. In addition, a local bus is available for students who access the Aussie Kinders before/after school care program.

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## Framework for Improving Student Outcomes (FISO)

The 2021 school year continued to be one of disruption relative to COVID 19 and the impact on schools. The educational platform encompassed a hybrid model; a mix of remote learning, online and offline experiences and onsite learning.

CSPS is strongly committed to the Framework for Improving Student Outcomes and the ongoing continua of practice.

The updated FISO 2.0 was launched in Term 4, 2021, which placed learning and wellbeing at the center of school improvement. This update was embraced by CSPS as such is at the core of the School Strategic Plan.

An initial review of practices in alignment with the new FISO 2.0 was conducted by Leadership, with a more school wide evaluation planned for Semester 1, 2022.

In line with FISO 2.0, CSPS continued the strong focus on Teaching and Learning, correlated with definitive Assessment practices. CSPS strengthened teaching and learning program documentation to ensure consistency of practice across the school. CSPS used a variety of high impact teaching and learning strategies as part of a shared and responsive Instructional Model.

Within a strong PLC (Professional Learning Community) focus, CSPS systematically used assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities. PLC teams used data and evidence to drive the prioritisation, development, and implementation of actions in classrooms, for cohorts of students and at the point of need for individuals.

In partnership with the DSSI (Differentiated Support for School Improvement) team, the CSPS Leadership and SIT (School Improvement Team) focused intentionally on the strategic direction and deployment of resources to create and reflect shared goals and values. CSPS has high expectations and fosters a positive, safe and orderly learning environment. CSPS focused heavily on a shared understanding and development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core.

CSPS further strengthened student voice and agency through close work with the Quaglia Institute. Notable elements included the:

- \* Three components of student voice
- \* Aspirational framework
- \* School Voice Process
- \* Three Guiding Principles
- \* Eight conditions

CSPS prides itself on the strong relationships and active partnerships with families/carers, communities, and organisations to strengthen students' participation and engagement at school.

CSPS is responsive to the individual needs of students through a tiered model to ensure school support and resources are allocated accordingly.

Professional Learning and access to high quality webinars and online courses, advanced staff skills, knowledge and understanding in the areas of curriculum and wellbeing.

CSPS' delivery on the AIP priority goals of reading and numeracy have returned some pleasing results during Remote Learning, with writing requiring more specialised and targeted work in 2022.

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## Achievement

In 2021 during Remote Learning, staff utilised online resources and platforms to deliver differentiated programs for students. Seesaw and GoogleMeets were the two technological platforms selected by CSPS due to the natural connection to mechanisms already in place in the school. We witnessed the presentation of learning programs progress from pre-recorded lessons to more live lessons to ensure differentiation for students.

CSPS continued to set high expectations for student achievement and growth. By building teacher capacity, student academic progress was evident through the commitment to the following:

- \* involvement in the Primary Maths and Science Specialist (PMSS) DET initiative
- \* developing and implementing a whole school instructional model
- \* utilising assessment data from Essential Assessment to differentiate teaching
- \* implementing Mathematics Scope and Sequence and assessment 'pacing guide' for Foundation - Year 6

All students in the Program for Students with a Disability (PSD), Out of Home Care, Koorie and areas of 'vulnerability' showed progress at some levels as demonstrated in their agreed upon Individual Educational Plans. There are some students identified as not making the expected gains in all areas of the curriculum due to COVID lock down. This is a high priority area in 2022 and is constantly under review in the identification of need.

In 2022, the CSPS student Achievement Action Plan will focus on Learning, catchup and extension in the areas of:

- \* Reading: Percentage of students deemed working below will decrease by 10% and students deemed working above to increase by 10% more learning growth, through the analysis of data and the implementation of the instructional model
  - \* Writing: Percentage of students deemed working below will decrease by 10% and students deemed working above to increase by 10% more learning growth, through the analysis of data using the CSPS Writing Criterion
  - \* Mathematics: Percentage of students deemed working below will decrease by 10% and students deemed working above to increase by 10% more learning growth, through the analysis of data and differentiation of instructional practice
- 

## Engagement

During Remote Learning 5.0, CSPS continued to focus on engaging and reengaging students and parents. This was evidenced by:

- \* small group sessions with Education Support Staff and teachers for academic and well being
- \* regular phone calls to parents regarding support and guidance
- \* specialist day timetabled for Wednesdays
- \* 'Clash of the Houses' fun Fridays to promote school and team pride
- \* modifying online and face to face learning programs and tasks to address student individual needs
- \* timetabled GoogleMeets with whole class, small groups and individuals to raise connection and enjoyment eg. morning greetings, online show and tell, virtual morning teas and 'Clash of the Houses' Friday activities
- \* scheduled events ie Footy Day with school community videos
- \* online school tours and transition programs for 2022 Foundation students

Return to Onsite Learning took upon a strong engagement and wellbeing focus, including:

- \* timetabled lessons with Welfare personnel concentrating on Respectful Relationship and Social and Emotional Learning (SEL) lessons
- \* modified classroom programs
- \* timetabling of two forty five minute breaks
- \* reintroduction of lunchtime clubs

In 2022, the CSPA student Engagement Action Plan will continue to focus on:

- \* accessing school student data to plan and implementing targeted teaching
  - \* development of a whole school Social and Emotional Learning (SEL) yearly planner
  - \* using DET, whole school data, targeted cohort and small group data to assess progress and plan for future actions.
  - \* reengaging students in the specialists and classroom programs
  - \* highlighting Student Voice and Agency in all curriculum areas
  - \* strengthening stronger relationships with the school community through community events
  - \* developing a greater understanding of cultural diversity in our local community (including Harmony day, Indigenous events)
  - \* all staff accessing the DET initiative of Positive Start to 2022 to plan for events for students
- 

## Wellbeing

During Remote Learning, CSPA continued with a strong and consistent focus on student, staff and family wellbeing. This was evidenced through:

- \* increase in face to face teaching and meeting times
- \* regular videos by the Principal to the students and the community
- \* access by all key stakeholders to the CSPA Social Worker to address areas of concern and offer support and advice
- \* regular meetings with the Student Wellbeing team to form Action Plans in offering support to students and parents
- \* student tracking to ensure all students, including those more vulnerable, were understood and supported
- \* specialist timetabled activities for Wednesday to concentrate on Health and Wellbeing
- \* implementation of Respectful Relationships and School Wide Behaviour Support lessons (both on and offsite)
- \* introduction of 'Clash of the Houses' Wellbeing activities each Friday

When returning to onsite learning, CSPA focused on resetting the climate with all stakeholders including teaching strategies and SWPBS lessons highlighting the importance of wellbeing.

In 2022, the CSPA student Wellbeing Action Plan will focus on:

- \* presentation of Social and Emotional Learning lessons to all students
  - \* accurate recording and monitoring of data via Compass
  - \* provision of Professional Learning to all staff focusing on both staff and student well being
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## Finance performance and position

Cranbourne South Primary School has continued to allocate resources in line with the Strategic Plan and AIP to enable the achievement of the schools goals and priorities.

A well planned annual income and expenditure budget ensured the school's resources supported educational priorities and goals. Complete accounts and records are kept and internal controls monitored. Financial commitments are met within expected timelines and the school operated as planned within its budget.

The Finance Sub Committee and School Council continued to meet during Remote Learning (online) as well as on site, to ensure a firm hold on the financial position, including monthly reports and the distribution of the Finance reports to facilitate the monitoring of the school's finances.

School Funds and Equity Funding has provided the school with some options in regard to staffing and resources to enhance student learning and meeting AIP priorities. Funds were directed in the following ways:

- \* explicit coaching program across the school including explicit data evaluation meetings with structured peer reflection
- \* DSSI implementation of a Theory of Action explicit to the achievement of AIP goals
- \* active participation in the Primary Mathematics and Science Specialist (PMSS) program focusing on the spheres of influence
- \* external consultancy in relation to Mathematic
- \* student voice and agency - Network initiative; Quaglia Institute (student voice and agency)

#### Targeted DET initiatives

- \* Primary Welfare program consisted of 3 days a week social worker to support student mental health and wellbeing
- \* The PMSS initiative commenced; a 2-year program designed to drive whole school change through the leadership of two selected staff. The area of focus at CSPS was Mathematics.
- \* The Equipment Boost for Schools provided some additional funds towards resources to support students with special needs
- \* The Tutor Learning Initiative (TLI) ensured that any student who may have fallen behind or become disengaged due to remote learning received the additional help they needed. The focus at CSPS was within Early Years Literacy Intervention and the introduction of a whole school Writing; Grammar and Punctuation program to increase students' understanding of the English language.
- \* Koorie Literacy and Numeracy Program implementation was partially implemented in 2021, with funds rolled over to 2022
- \* Due to COVID, the Swimming in Schools and Student Excellence Program finance line items were rolled over to 2022

DET initiative 'Bridging the Digital Divide' provided a financial contribution towards either the cost of replacing loaned school-owned computers (laptops or tablets) or an investment in other equipment to support learning needs.

CSPS commenced a partnership with School Safe Consulting, overseeing the schools OHS Management System, structures and processes.

CSPS was fortunate to receive financial support from the Sporting Schools (SS) Grants, providing additional and varied sporting opportunities for students.

#### Buildings and Grounds

- \* Stage 2 of carpet and painting in alignment with the DET Conditions Assessment Report (CAR)
- \* CSPS received a \$25789 Bushfire At Risk grant, focusing on arborist works and new equipment
- \* The installation of a nature playground (sponsored by Cranbourne Rotary) was completed
- \* Shade Sail Grant of \$3880 provided additional coverage for the Year 3 & 4 decked learning space
- \* Capital Works progressed in 2021, with inevitable delays due to COVID.

Fundraising from the CSPS Parent and Friends Association (PFA) slowed down during 2021, with a resurgence planned in 2022.

**For more detailed information regarding our school please visit our website at**  
<https://cranbournesouth.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 327 students were enrolled at this school in 2021, 163 female and 164 male.

4 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

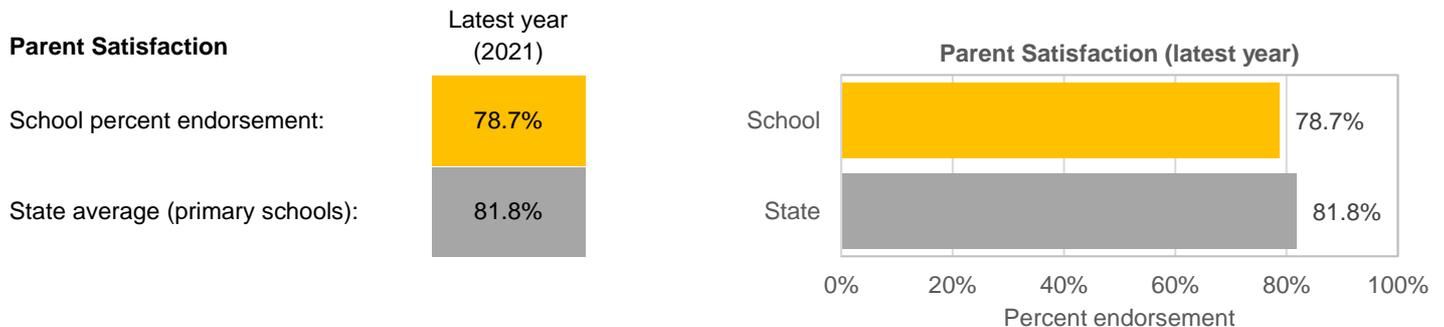
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

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

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

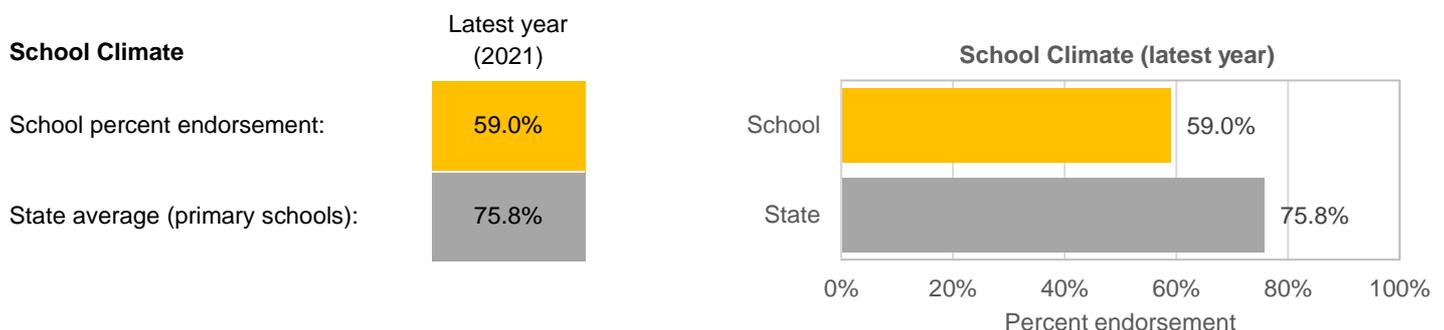


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

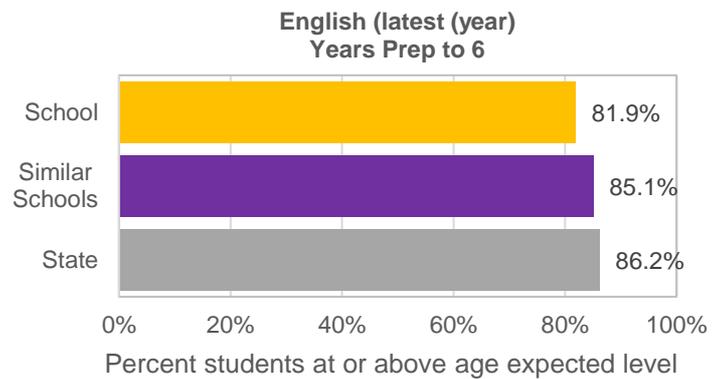
81.9%

Similar Schools average:

85.1%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

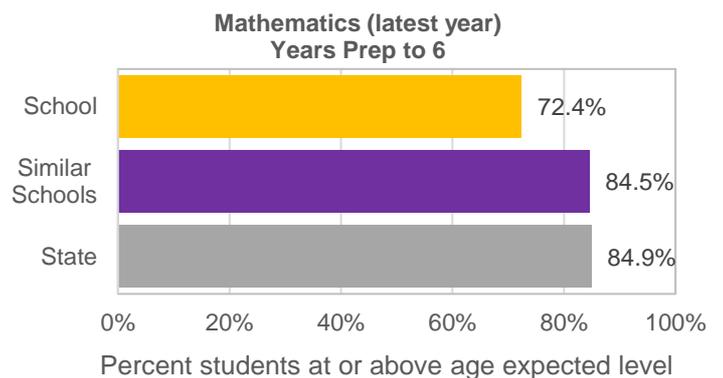
72.4%

Similar Schools average:

84.5%

State average:

84.9%



**ACHIEVEMENT (continued)**

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

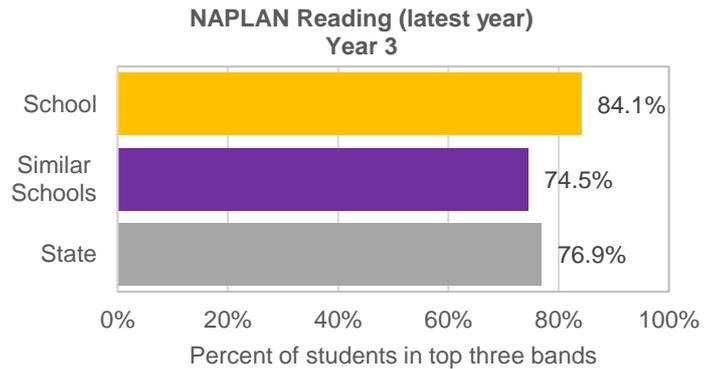
**NAPLAN**

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

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

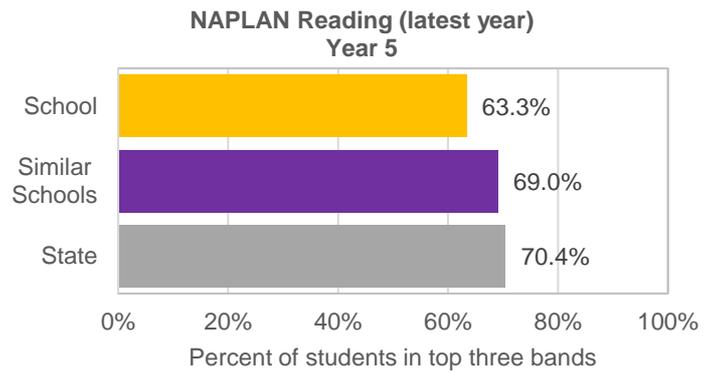
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.1%	75.0%
Similar Schools average:	74.5%	74.6%
State average:	76.9%	76.5%



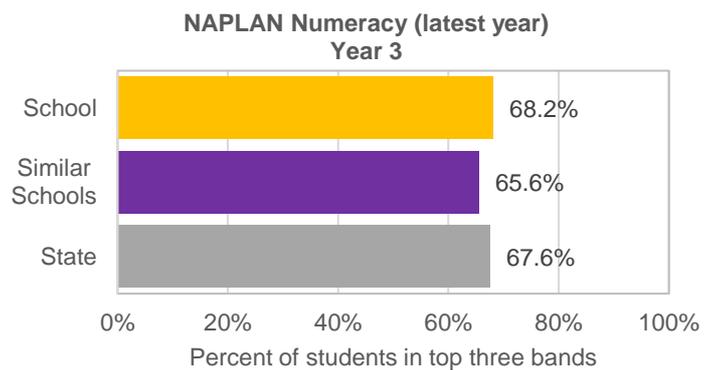
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.3%	63.4%
Similar Schools average:	69.0%	65.8%
State average:	70.4%	67.7%



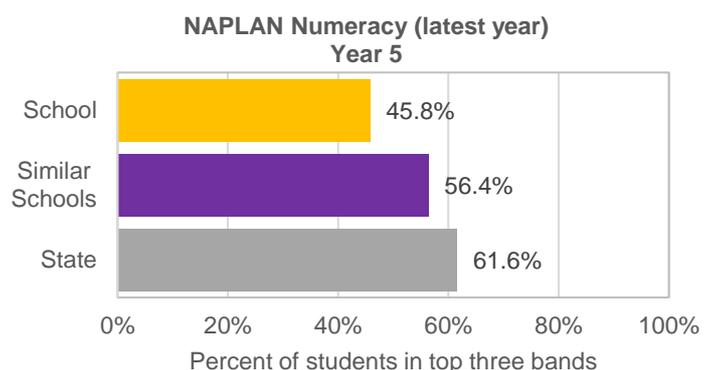
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.2%	65.5%
Similar Schools average:	65.6%	68.2%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	45.8%	50.6%
Similar Schools average:	56.4%	54.0%
State average:	61.6%	60.0%



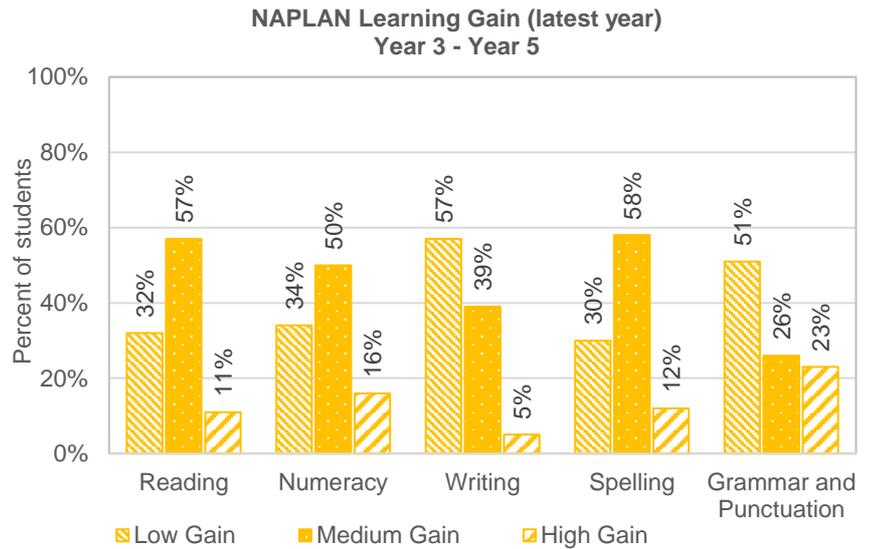
**ACHIEVEMENT (continued)**

**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:	32%	57%	11%	22%
Numeracy:	34%	50%	16%	22%
Writing:	57%	39%	5%	18%
Spelling:	30%	58%	12%	18%
Grammar and Punctuation:	51%	26%	23%	21%



## ENGAGEMENT

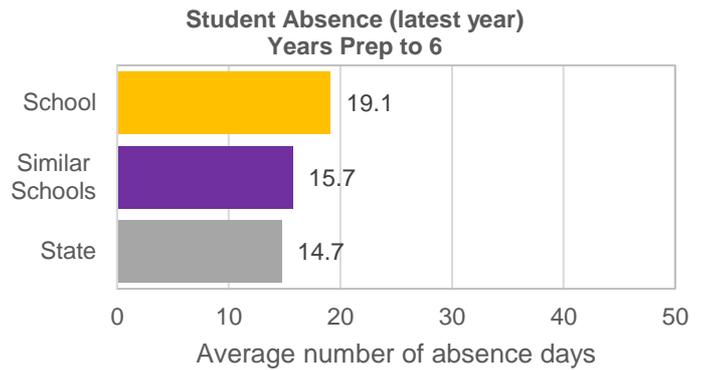
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	19.1	17.8
Similar Schools average:	15.7	15.4
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):	91%	90%	91%	91%	92%	88%	90%

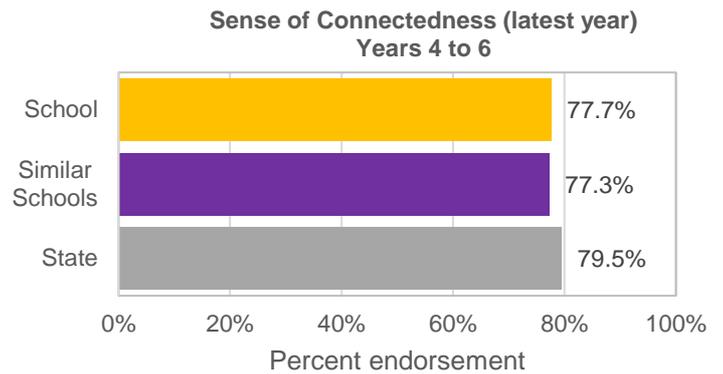
## WELLBEING

**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:	77.7%	75.8%
Similar Schools average:	77.3%	77.4%
State average:	79.5%	80.4%

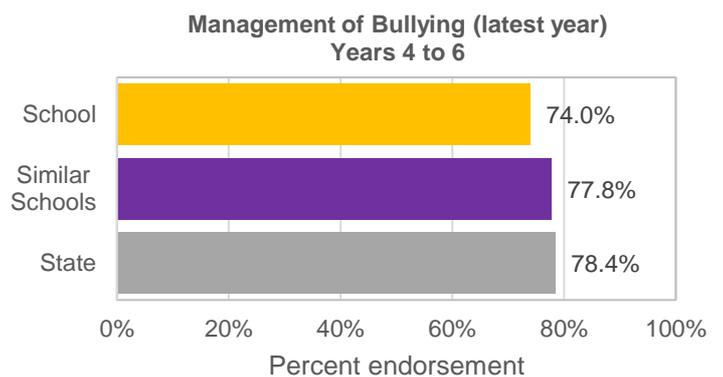


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	74.0%	73.0%
Similar Schools average:	77.8%	78.1%
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	\$3,001,100
Government Provided DET Grants	\$436,287
Government Grants Commonwealth	\$4,480
Government Grants State	\$0
Revenue Other	\$2,261
Locally Raised Funds	\$179,474
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,623,602</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$56,738
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$56,738</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,139,613
Adjustments	\$0
Books & Publications	\$2,972
Camps/Excursions/Activities	\$55,630
Communication Costs	\$5,328
Consumables	\$79,085
Miscellaneous Expense <sup>3</sup>	\$6,864
Professional Development	\$10,964
Equipment/Maintenance/Hire	\$37,986
Property Services	\$69,368
Salaries & Allowances <sup>4</sup>	\$6,247
Support Services	\$87,200
Trading & Fundraising	\$24,623
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,407
<b>Total Operating Expenditure</b>	<b>\$3,547,287</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$76,315</b>
<b>Asset Acquisitions</b>	<b>\$7,885</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$362,187
Official Account	\$7,760
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$369,947</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$59,495
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$37,368
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$26,596
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$16,768
Capital - Buildings/Grounds < 12 months	\$181,800
Maintenance - Buildings/Grounds < 12 months	\$47,919
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$369,946</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*