

# 2021 Annual Report to The School Community



**School Name: Jamieson Primary School (0814)**



- 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 31 March 2022 at 03:01 PM by Hannah Madin (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.

To be attested by 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

Jamieson Primary School is located in the small township of Jamieson in the Shire of Mansfield, approximately 193 kilometres north east from Melbourne. The school was founded in 1865. The school facilities include a main building which accommodates the administrative centre, a classroom and a smaller learning space. A second building accommodates a multi-purpose room and kitchen. The school grounds include a basketball court, a covered courtyard and a range of adventure play equipment. An adjacent block of land is utilised for major games and sporting activities.

In 2021, Jamieson Primary School employed a full time teaching principal and a classroom teacher at a 0.8 time fraction, both of whom undertook small-group tutoring according to students' needs and in line with the Department's Tutor Learning Initiative. The school's Business Manager was employed at a 0.2 time fraction. We also employed a Japanese teacher to run virtual lessons for an hour a week and enjoyed fortnightly visits from the Mobile Area Resource Centre (MARC) library van. No staff identified as Aboriginal or Torres Strait Islander.

At its greatest, the school's enrolment was 10 in 2021, a drop from the previous year and a number that fluctuated throughout the year as Covid-19 and other challenges impacted on families' decisions to relocate. With low numbers, the decision was made to combine all students into one collaborative workspace in order to best support each child at their point of need as well as make the best use of teacher supervision and teaching expertise. This also opened up opportunities for peer tutoring, increased ability to differentiate lessons and active participation by all students in decision-making. Friendships and collaborative relationships grew as a result of this change.

The socio-economic profile of the school community, based on the Student Family Occupation and Education (SFOE) index, was valued at 'Medium', representing medium socio-educational disadvantage. This information, along with school size (small) and geographic location (remote), is used to draw comparisons between Jamieson Primary and similar schools in order to understand our achievements in context.

Jamieson Primary School's vision is to work together respectfully to achieve our very best. The school's mission is to provide students with a love of learning, a sense of self and a commitment to community. Our objective is to ensure all students are provided with the conditions to thrive academically, personally and socially.

Jamieson Primary School's values are respect, collaboration, persistence and confidence:

- We respect ourselves, our school and each another and understand that our attitudes and behaviours have an impact on the people around us.
- We work together with the knowledge that many heads, hearts and hands make light work.
- We try our hardest and never give up.
- We have a strong sense of self and a firm belief in and commitment to our own abilities.

At Jamieson Primary School, we aim to improve literacy and numeracy outcomes for all students as recent data trends for the school suggest a decline in achievement and growth across reading, writing and numeracy. We will prioritise teacher development using a whole-school instructional model with embedded high impact teaching strategies to make the most effective use of teaching time as well as the robust and purposeful collection, analysis and application of student data to inform targeted teaching programs. We will:

- Strengthen the interrelated layers of curriculum planning to integrate the Victorian Curriculum and enable a guaranteed and viable curriculum.
- Embed consistent literacy and numeracy instructional models that incorporate the HITS to enable high quality instruction.
- Build teacher capability to utilise data and a balanced assessment approach to diagnose student learning needs, monitor learning growth and inform future planning.

Additionally, we aim to improve wellbeing and engagement outcomes for all students. We will strengthen staff knowledge and skills to fully implement the school's wellbeing programs. Furthermore, the school aims to increase student voice and agency in order for students to become self-regulating learners. This will be achieved through the development and implementation of strategies to enable students to exercise authentic agency in their own learning,

such as individual learning goals, timely and relevant feedback and embedded opportunities for peer- and self-assessment.

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## Framework for Improving Student Outcomes (FISO)

In 2021, Jamieson Primary School worked towards excellence in teaching and learning, in particular focusing on the Key Improvement Strategies noted in our 2017-2020 School Strategic Plan and 2021 Annual Improvement Plan: building practice excellence by developing a teaching and learning instructional model which is consistently implemented and evaluating impact on learning by creating a whole school approach to the collection, analysis and use of data.

Our 2020 School Review (undertaken in 2021 due to Covid-19) revealed our achievement in both of these areas to be emerging - there is certainly work to be done; however, the opportunities are exciting as we build on our past successes.

Broadly, the school partially met all focus Key Improvement Strategies over the course of 2021. The school also took strides towards developing and consistently implementing a teaching and learning instruction model, which was a strategic goal but not a key focus for 2021. This KIS was the subject of a large proportion of staff professional development sessions and success was evident in the increasingly consistent adherence to the instructional model in planning documents as well as in learning walks and filmed observations. Despite the disruptions of remote learning, staff continued to apply the instructional model and maintain high expectations for teaching and learning units, resulting in high achievement by the end of the year according to teacher judgement when compared to similar schools.

The school also worked hard to partially meet the KIS of creating a whole school approach to the collection, analysis and use of data. The school's Assessment Schedule was reviewed and updated and work was undertaken to create a virtual data wall. All staff regularly access this data wall in order to inform planning and wellbeing considerations. The analysis of data was a key focus of several staff professional development sessions, feeding into more targeted and student-centered teaching and learning programmes as the year progressed. This continued through remote learning, allowing the school to slide effortlessly back into on-site learning when allowed and freeing us up to focus on student wellbeing, in line with the Department Priority Key Improvement Strategy: happy, active and healthy kids.

The Department's three Key Improvement Strategies - learning, catch-up and extension; happy, active and healthy kids and connected schools - were all partially met, again hampered by lockdowns and subsequent restrictions. The Tutor Learning Initiative started strong but began to plateau during remote learning. Our access to support for this and Professional Learning Communities was diminished slightly due to regulations governing school visits; however, we established the groundwork for further development in 2022 through the collection, analysis and use of data. Our teacher judgement data from across the year is evidence that the student cohort thrived academically despite remote learning. Our strong start to establishing a School Wide Positive Behaviour System and subsequent culture for learning and peer support similarly aided the return to onsite learning.

Although Jamieson Primary School was less involved in Jamieson community than in previous year, we still participated in several events between lockdowns. The students sang at ANZAC Day and Remembrance Day ceremonies and were involved in the World's Biggest Morning Tea celebration. We managed to maintain and even build relationships with other schools. We continued our partnership with Lauriston (Howqua) School community service by collaborating on a music programme - albeit online - and worked with Devenish Primary School on peer conferencing as well as collaborating for Respectful Relationships. Our relationship with Merrijig Primary School continued to be strong as we joined together for Happy, Healthy Harold lessons and the swimming carnival (a near miss for us!) and we hosted Mansfield Primary Grade 1 and 5 buddies for a day. Plans to work together on debating had to be shelved but will hopefully resume in 2022. A highlight of the year was certainly presenting to the local shire environment officer regarding student plans for reaching net zero emissions by 2050. As always, we welcomed family involvement in our school. Although restrictions meant we could not hold assemblies or a working bee and curtailed our ability to invite families into the school on many occasions, we still managed to hold several successful events both face to face and online. Our Term 1 Passion Project Expo was a hit and our Term 3 Online Expo showcased to families

just how extraordinary their children were during remote learning. A fabulous end of year concert was a treat after so much time in a silo.

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## Achievement

Attendance data and teacher anecdotal evidence from on-site and remote learning demonstrates high engagement despite the difficulties associated with online learning. A shift from email and paper-based remote learning activities to Google Classroom allowed for better interaction and individual as well as collective support from teachers and collaboration for students. As such, our students were able to learn in a continuous manner throughout the year. The achievement data we have supports this.

Teacher judgement of student achievement in English demonstrates that 90% of our students performed at or above the expected standard for their age. This is compared to an average of 81% of students in similar schools or 86.2% across the State.

Teacher judgement of student achievement in Mathematics demonstrates that 93.3% of our students performed at or above the expected standard for their age. This is compared to an average of 81.3% of students in similar schools or 84.9% across the State. Indeed, we have a cohort of students who are particularly excited by maths and approach learning with enthusiasm.

With only one Grade 5 student completing NAPLAN last year, much of our 2021 data is unavailable for analysis without risking identification of that student; however, the 4-year average of students in the top three bands for Reading in Grade 5 is 66.7%, ahead of the average for similar schools (61.9%) and only slightly behind the State average (67.7%). Our 4-year average in Numeracy is less pleasing but by no means dire: 50% compared to similar schools (53%) and the State (60%). Mathematics instruction is a strong focus of professional learning for 2022.

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## Engagement



The school average number of absence days in 2021 was 8.8 with a 4-year average of 12.8. The averages for similar schools and Statewide were higher at 14.8 and 14.7. Our positive attendance data reflects the willingness of students to engage with learning even during the difficult weeks and months of remote learning as well as the strongly supportive culture of our parent cohort.

Unlike larger schools, the small enrolment at JPS meant the school was able to tailor learning to student need via daily individual conferences, promote inclusion and collaboration through twice daily online Meets and lessons and continue to support wellbeing through check-ins and by allowing space for fun peer to peer activities such as 'dance parties' and Jamboard art sessions. The majority of the students attended all available sessions all the time, despite lower expectations for attendance from the Department.

Continuous online contact between students and staff as well as relatively unimpeded learning throughout online learning allowed for a smooth transition back to on-site learning. Staff built additional brain breaks and movement breaks into class time to assist with the transition and prioritised group work and play and project based learning upon our return.

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## Wellbeing

Jamieson Primary School embarked on a School Wide Positive Behaviour System journey at the beginning of 2021, introducing positive acknowledgment "tickets" for student-negotiated academic, social and personal behaviours at school. These behaviours - confidence, collaboration, respect and persistence - formed the basis of our renewed school values. Acknowledging these behaviours was difficult during remote learning and the SWPBS system received a hefty push upon the return to on-site learning. Daily individual conferences with students allowed staff to keep their finger on the pulse of student wellbeing. Communication with parents via telephone or SMS, as well as weekly opportunities for parents to access conferences through Google Classroom, presented regular opportunities for



teachers and families to discuss students' learning and wellbeing progress.

The small enrolment numbers at Jamieson Primary School meant that the data from the student Attitudes to School Survey (AtoSS), completed by the Grade 4-6 students, could not be accessed by the school due to the risk of identifying individuals. The lack of data has had an impact on our 4-year average, which seems low in comparison to similar schools and across the State as it effectively draws on one year of no data over a four year period. Hence our 4-year average student endorsement of Sense of Connectedness sits at 74.2% compared to similar schools (84.4%) and the State (80.4%). Management of Bullying presents as 79.2% student endorsement compared to similar schools (86.1%) and the State (79.7%).

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## Finance performance and position

Jamieson Primary School started the year in deficit due to a number of factors, including a quirk of payroll that saw a past employee receive payment whilst working elsewhere, falling enrolment numbers - which impacted on the Student Resource Package - and a Credit to Cash transfer intended to cover a previous deficit. Supported by the Department, the issues were set right and by mid-Term 3 the school began to show a surplus and the year ended strongly with surplus in cash and credit budgets.

The shift to Google Classroom during remote learning - which meant a move away from paper packs - as well as the move by teachers to digitise planning and data, lead to extraordinary savings in non-curriculum consumables such as paper and printer toner. Major savings were made in staff salaries and allowances as the need for Casual Relief Teachers was reduced with lockdowns. A restructure of the school classes provided opportunities for team teaching, resulting in a rethink of staffing that enabled further savings. Limited ability to hold camps or excursions also contributed to a lack of expenditure across the year.

Although fundraising opportunities were once again hampered by Covid-19, several government grants allowed the school to purchase new furniture and STEM resources.

**For more detailed information regarding our school please visit our website at [www.jamiesonps.vic.edu.au](http://www.jamiesonps.vic.edu.au) Please note that the website is undergoing student-led and student-managed renovation (under teacher supervision).**

# 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 10 students were enrolled at this school in 2021, 5 female and 5 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.

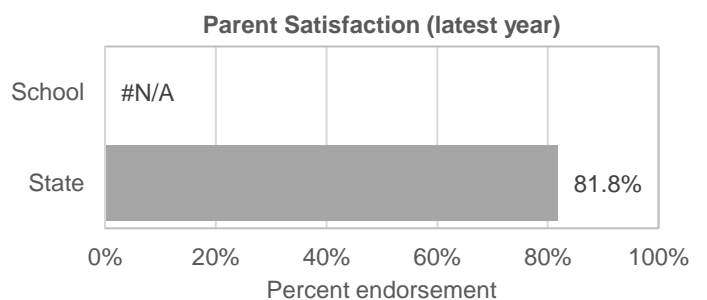
This school's SFOE band value is: Medium

### 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:	NDA
State average (primary schools):	81.8%



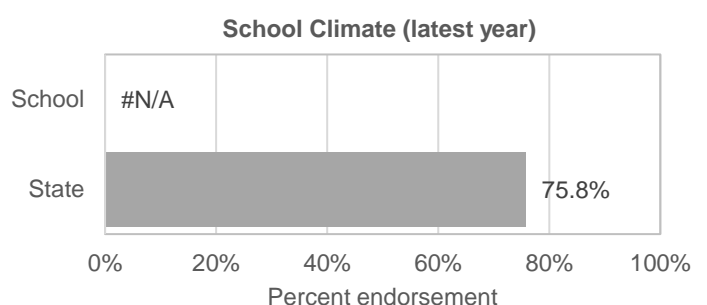
### School Staff Survey

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:	NDP
State average (primary schools):	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:

90.0%

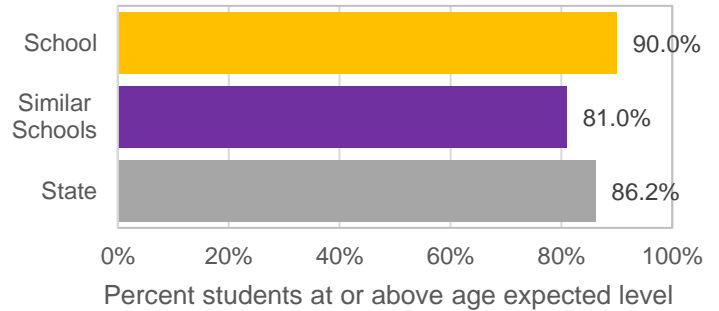
Similar Schools average:

81.0%

State average:

86.2%

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



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

93.3%

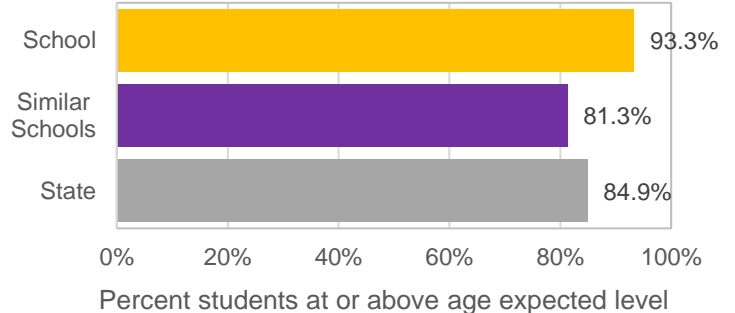
Similar Schools average:

81.3%

State average:

84.9%

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



**ACHIEVEMENT (continued)**

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

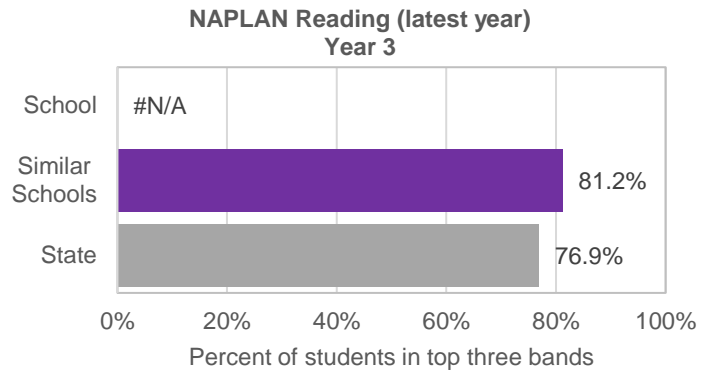
**NAPLAN**

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

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

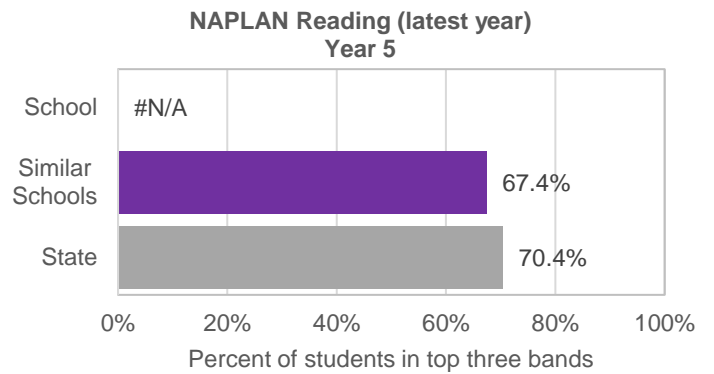
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	NDP
Similar Schools average:	81.2%	70.6%
State average:	76.9%	76.5%



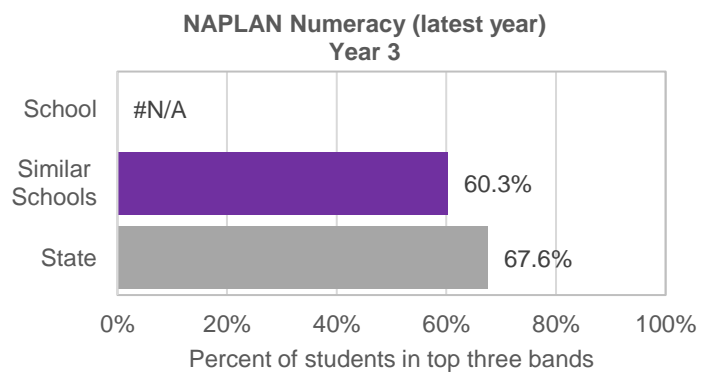
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	66.7%
Similar Schools average:	67.4%	61.9%
State average:	70.4%	67.7%



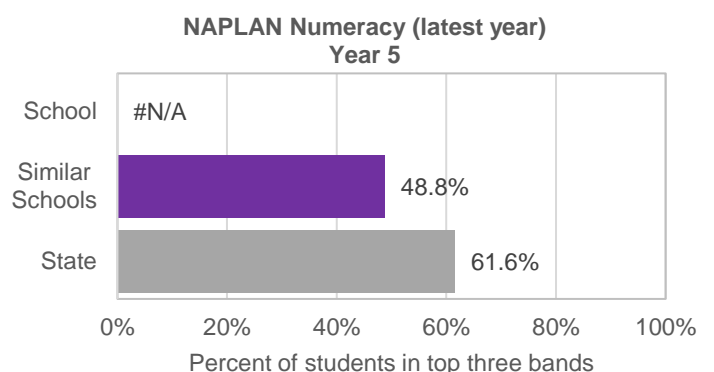
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	NDP
Similar Schools average:	60.3%	69.1%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	50.0%
Similar Schools average:	48.8%	53.0%
State average:	61.6%	60.0%



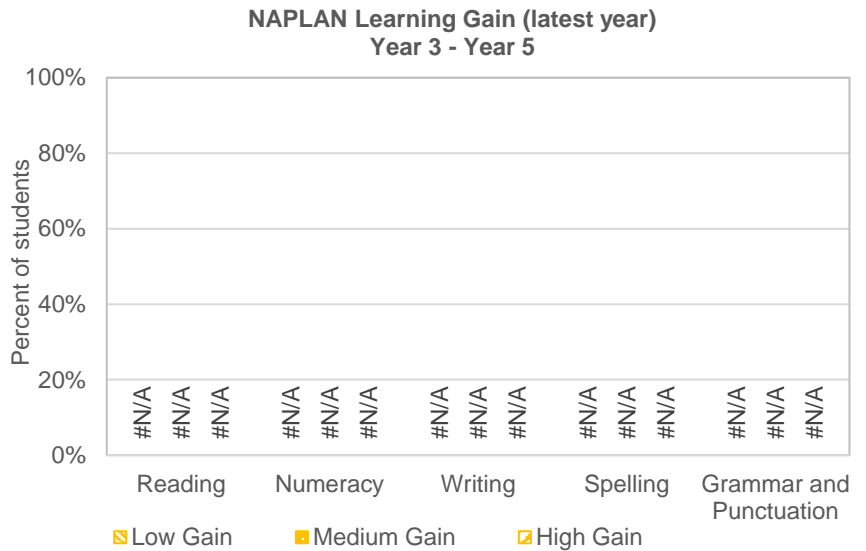
**ACHIEVEMENT (continued)**

**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:	NDP	NDP	NDP	24%
Numeracy:	NDP	NDP	NDP	18%
Writing:	NDP	NDP	NDP	14%
Spelling:	NDP	NDP	NDP	20%
Grammar and Punctuation:	NDP	NDP	NDP	9%



## ENGAGEMENT

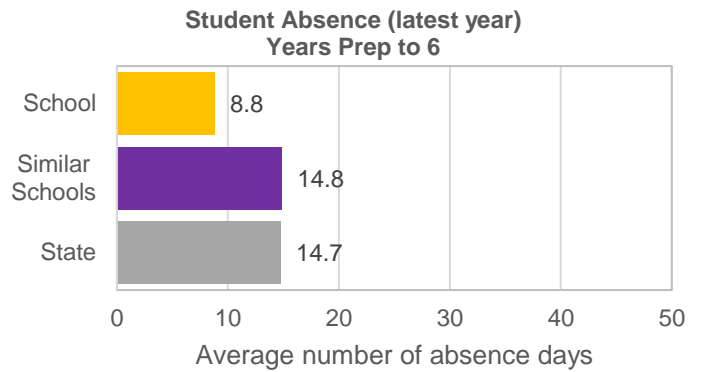
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	8.8	12.8
Similar Schools average:	14.8	14.9
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):	NDA	NDP	NDP	NDA	NDP	NDP	NDP

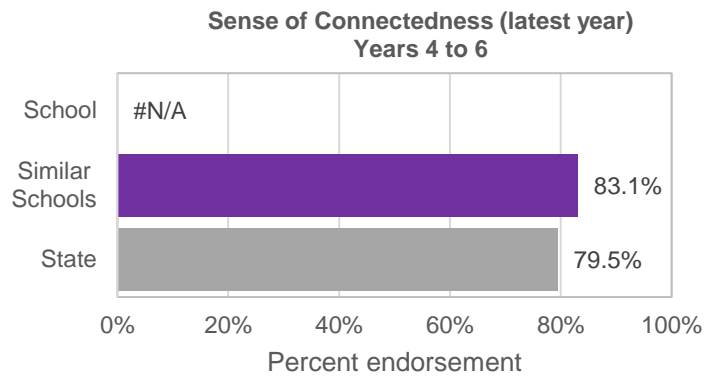
**WELLBEING**

**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:	NDP	74.2%
Similar Schools average:	83.1%	84.4%
State average:	79.5%	80.4%

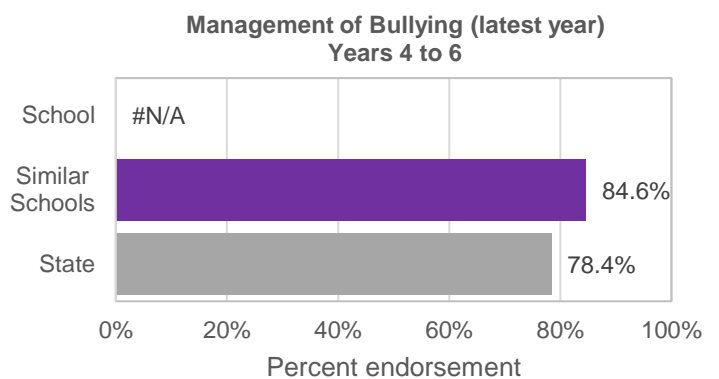


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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:	NDP	79.2%
Similar Schools average:	84.6%	86.1%
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	\$277,616
Government Provided DET Grants	\$102,493
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$3,184
Locally Raised Funds	\$5,025
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$388,319</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$13,347
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$13,347</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$250,646
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$1,132
Communication Costs	\$1,593
Consumables	\$2,736
Miscellaneous Expense <sup>3</sup>	\$2,823
Professional Development	\$737
Equipment/Maintenance/Hire	\$5,759
Property Services	\$33,448
Salaries & Allowances <sup>4</sup>	\$5,498
Support Services	\$750
Trading & Fundraising	\$466
Motor Vehicle Expenses	\$2,599
Travel & Subsistence	\$0
Utilities	\$5,050
<b>Total Operating Expenditure</b>	<b>\$313,237</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$75,081</b>
<b>Asset Acquisitions</b>	<b>\$0</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	\$101,071
Official Account	\$9,385
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$110,456</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$10,000
Other Recurrent Expenditure	\$1,861
Provision Accounts	\$0
Funds Received in Advance	\$5,595
School Based Programs	\$4,230
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	\$41,829
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$63,515</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.*