

2021 Annual Report to The School Community



School Name: Fountain Gate Primary School (5072)



- 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 27 April 2022 at 02:43 PM by Ilknur Moore (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 29 April 2022 at 03:13 PM by Hermina Melkic (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

Fountain Gate Primary School is located in the south-eastern suburbs, approximately 45 kms from the Melbourne CBD. A wide range of culturally and linguistically diverse backgrounds is represented in the student body. Each student is respected as a unique individual who brings a wealth of diverse experiences to the school. In order to maximise the potential of each student, teachers focus on developing relationships with each student and create opportunities to foster peer to peer relationships. Leadership is committed to balancing the high expectations it has for all its learners for academic progress with its commitment to supporting student wellbeing. In 2021 our school underwent its review which has given us direction for our next Strategic Plan (2021-2025).

Our school's vision states "Fountain Gate PS is a community of active, focused learners who share their curiosity, voice and expertise with others". Our moral purpose as an organisation is to know, inspire and challenge every child every day. The core purposes of our improvement efforts in 2021 related to the effective use of data and a range of assessment strategies to target teaching, focusing on high ability students and facilitating their accelerated growth and working on implementing a consistent instructional model. Some of these objectives were compromised to an extent due to Covid 19 lockdowns, however overall progress was made. Our workforce consists of 3.0 Principal class, 33.5 Teaching staff, 6.0 Integration staff, 3.0 Office staff, 3.0 Learning Intervention, 2.6 Tutors (TLI), 1.0 ICT support, 1.6 Buildings and Grounds, 1.0 Multicultural Education Aide, 0.8 Community Hub leader, 0.8 First Aid, 0.5 Canteen, 1.0 School Counsellor, 0.3 Attendance Officer. The students are organised in year level classes, with composite classes when necessary.

Our teaching staff are supported by a significant number of Education Support staff including teacher aides, multi-cultural aide, and Welfare Officers. Together, we work as a strong team to support the needs of our diverse community. Our community partnerships are strengthened through our Community Hub, supporting families by offering a range of classes which include language, citizenship, cooking and playgroup sessions.

As with most Victorian schools, we are implementing the Victorian Curriculum and we continue to have a focus on using Professional Learning Communities to develop a consistent approach to curriculum delivery. Our priorities include a strong emphasis on Literacy and Numeracy which is also reflected in our staffing allocation to support students with their learning needs. Our specialist classes in Visual Arts, Physical Education, Music, Science and Maths in Action enhance our core curriculum.

The well-being and safety of all students is at the forefront of all decisions we make and we are committed to using a Restorative Practices approach, which focuses on developing positive relationships between students, teachers and students. The school's welfare officers have implemented social skills and self-regulation programs for targeted students and they liaise with various organisations to provide relevant and up-to-date information for our families. Every aspect of our school's programs support the wellbeing of students, staff and families. The school has in place excellent protocols for identifying and monitoring the well-being of students, through weekly meetings of the Wellbeing Team. Interventions include liaison with Allied Health staff, Speech Therapists, Occupational Therapists and community partnerships.

Our school has strong relationships with its feeder kindergartens, which we visit regularly so that we can continue to forge close relationships to enhance the transition to school.

Fountain gate Primary School complies with all the VRQA requirements and the Child Safety Standards.

The school population comprises of 477 students: 232 male and 245 female, 60% of students speak a language other than English at home. The student makeup comprises: 6 students on temporary visas, 23 funded through the Program for Students with a Disability Program whose learning is tailored to meet their emerging needs within the framework of the Victorian Curriculum. There are 4 students from Aboriginal or Torres Strait Islander backgrounds. 46% of families are eligible for the Camps, Sport and Excursions Fund payments. The 337 families represent 25 different cultures and speak 26 different languages. 18% of students live in single parent families while 2 are in Out of Home Care. These factors contribute to the school's Student Family Occupation index of 0.7015.

Framework for Improving Student Outcomes (FISO)

Fountain Gate Primary School delivered on the school's Key Improvement Strategies as identified in the 2021 Annual Implementation Plan:

- Learning catch up and extension priority

1. Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support.
2. Plan whole school professional learning on identified core-curriculum priority areas throughout the year (i.e. the instructional model).

- Happy, active and healthy kids priority

1. Develop a wellbeing program implemented in home group.
2. Strengthen in-class relationships through peer and group learning activities.

- Connected schools

1. Create opportunities for more regular meetings using digital technologies between parents/carers/kin and teachers
2. Strengthen relationships with parents/carers/kin and conduct regular pulse checks

Fountain Gate Primary School's focus to develop a documented whole school instructional model and provide teacher professional learning to support its consistent whole school implementation continued throughout 2021. One goal was to build and strengthen teacher data literacy, including data collection and analysis techniques with a key focus on student learning growth. However some of the associated AIP actions and professional development plans were modified to suit remote and flexible learning. As a highly multicultural community where oral language is a main focus for teaching and learning, the school had to work strategically to minimise disadvantage for CALD students where there was limited home support because English was not the home language. This required ongoing, regular teacher interaction with students and parents leading to stronger home/school connections and greater understanding of student learning which supported the school's AIP goals in ways not previously predicted.

Teams continued to analyse data during Professional Learning Teams (PLTs) to differentiate teaching and learning to meet the needs of students. These were reflected in the learning tasks that were developed for the students. The School Improvement Team (SIT) met fortnightly to revisit school priorities and goals reflecting on barriers and enablers and used the FISO improvement cycle to track how we supported students during the changing learning environments. Leaders provided professional reading/resources and professional learning to strengthen practices across the school which included reflection on remote learning.

Next steps:

- Continue to build numeracy practices across the school by providing whole school PD and build the professional learning plan.
- Prioritise intervention strategies to support students who have fallen behind
- Build sustainable practices to support small group learning for identified students through a whole school intervention model
- Extend our work as a Professional Learning Community (PLC) by refining practices for collaboration within area teams and the leadership team

The use of common formative assessment practices across the school has been heightened over the course of remote learning. Our Professional Learning Plan was modified to support teams and students in the changing environment. Teams continued to use formative data to plan for teaching and learning. PLT minutes showed evidence of formative assessment practices and reflection on its impact on student learning. One of the considerations for assessment during remote learning was the validity of the data as some students were well supported by families and others had little to no home support. The level of family support was also impacted by the language barrier. Leaders provided professional reading/resources and professional learning to strengthen practices across the school for example; Responsive Teaching

Next steps:

- Professional learning to include interpreting, analysing and using data to drive student learning.
- Leaders to support the development of formative assessment practices across the school to differentiate learning
- Team Leaders will meet regularly to track implementation on agreed/developed formative assessment strategies

Achievement

During remote and flexible learning the strategies & actions for identifying students who would benefit from increased and prioritised support consisted of:-

- Identifying student context and learning to date
- Review of where each student sits in their learning for English and Numeracy
- Running records, Essential Assessment, student work samples, comprehension checks
- Review of Individual Learning Plans
- Attendance history and behavioural records
- Wellbeing notes to identify opportunities for support

We further extended relationships with each student and their family and our community by;

- Engaging with parents and carers to understand their situation during remote and flexible learning
- Communicating concerns to the Wellbeing Team for follow up
- Using data from student surveys for remote learning to inform future planning
- Talking to students to understand what motivates them and what they want to achieve
- Talking to other teachers about what has worked well before and what has not worked so well

There has been continuous reflection and evaluation of our online curriculum program/s to: maintain student engagement, develop skills across a range of curriculum areas and further develop student organisation and ability to self-regulate. The delivery of the online learning has evolved through a range of platforms. The development of Google Classroom (Level 56) as our preferred method has been an example of this.

Assessment has been streamlined with the use of the Google Classroom marking system. It allows for individual feedback in a timeframe of choice.

Considerations for flexible and remote learning:

Students reported that they;

- Missed the social connections which resulted in teachers using various platforms to create the social interactions for students to connect
- Changed from completing creative work to completing explicit tasks to build their skills

Teachers reported that;

- Attendance and engagement improved as a result of roll call highlighting accountability/high expectations
- Social and emotional learning tasks were completed
- Online access in the junior classes improved dramatically

A core group of students flourished in this environment due to:

- Having less distractions at home
- Having 1:1 attention at home
- Increased awareness from parents about the support that was required
- Student agency – they realised that they could drive their own learning and use the skills that they developed through remote and flexible learning

Most parents were satisfied with the learning from home arrangements provided. Our relationships with parents were strengthened across the school due to frequency of contact with families and students.

Intervention for independent learning needed to be built in when students returned onsite. Core groups of students had

the opportunity to build these skill sets prior to remote and flexible learning.

As a school we found that;

- Social skills decreased
- Time spent on gaming is an issue in the senior school

As a result explicit teaching of social skills across the school were prioritised and explicitly taught throughout the school.

On return to onsite learning in Term 4 we identified students who required extra support to reengage with their learning and provided daily reading intervention. The focus during these sessions were structured to include phonics, word work, reading and comprehension.

We had 23 students on the Program for Students with a Disability (PSD) and they are well supported with integration aides in each learning space. During remote learning ES staff worked collaboratively with teachers to provide work that met the needs of the students. They made regular contact with students and families to continue learning at home. Their programs were modified to complement their strengths and to work towards meeting their long term goals. Individual learning plans reflected remote learning and showcased the students achievements which were then communicated to parents and families each term.

Engagement

Student attendance during online learning was slightly lower than in recent years. Where engagement was challenging, we encouraged parents to allow their children to attend onsite. The school ran successful Webex meetings with families that improved attendance. During learning times, Growth Mindset characteristics were explicitly incorporated into the tasks, and reinforced in pair and small group settings. Our attendance officer also stayed in contact with families where attendance was a concern.

The Wellbeing Coordinator led and was supported by staff to;

Identify students on a daily list that were checked for attendance and calls made for unexplained absences

Set Compass flags to alert attendance officer if students were absent 3 or more consecutive days

Set Compass flags to alert attendance officer if student's attendance was below 70%. These students were added to daily concerns list and also called for every unexplained absence

Contact families whose children with attendance below 70% to verbally encourage them to meet the goal of no more than 7 days total absence per semester

Send daily emails to identified students PLUS students flagged for 70% or less attendance

Send Department letter to extreme absence cases

Organise parent support meetings for extreme absence cases

Present Class awards for 100% attendance

Wellbeing

The school has used the 'Zones of Regulation' to assist students to manage and self-regulate their emotions. This was particularly important during lockdowns. The school produced support videos and ran online events to reinforce these skills. Rights, Resilience & Respectful Relationships sessions continued throughout 2021. The sessions were run by teachers, and actively supported by the Wellbeing Coordinator and the School Counsellor. The foci for the year were emotional literacy, personal strengths, stress management and positive coping. Tribes energisers were used with staff both in person and online, in order to support connectedness during lockdowns. These supports are being continued and extended in 2022.

Finance performance and position

Fountain Gate Primary School maintained a very sound financial position throughout 2021. The 2018-2021 School Strategic Plan continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus of \$20,471.57. This surplus was maintained to enable us to respond in the case of unexpected contingencies. Significant equity funding was allocated to literacy intervention programs, which continued online during remote learning. 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.

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 477 students were enrolled at this school in 2021, 245 female and 232 male.

60 percent of students had English as an additional language and 1 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).

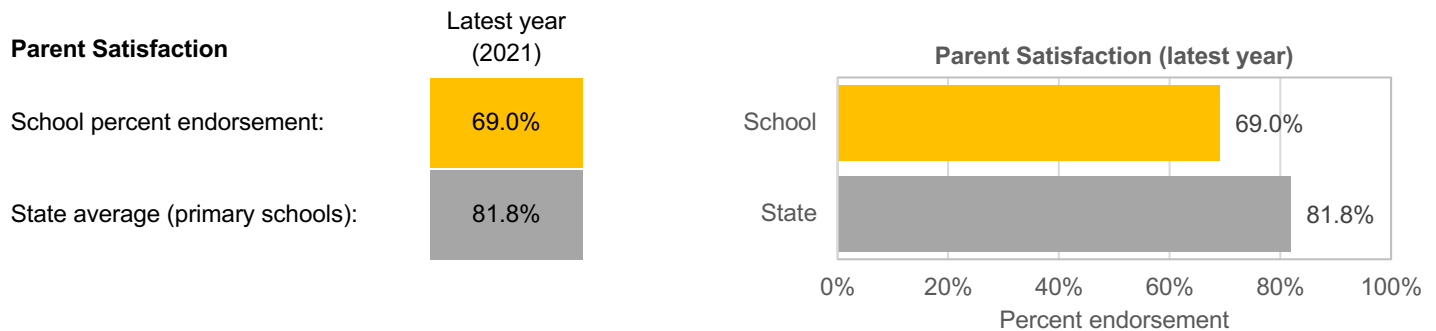
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

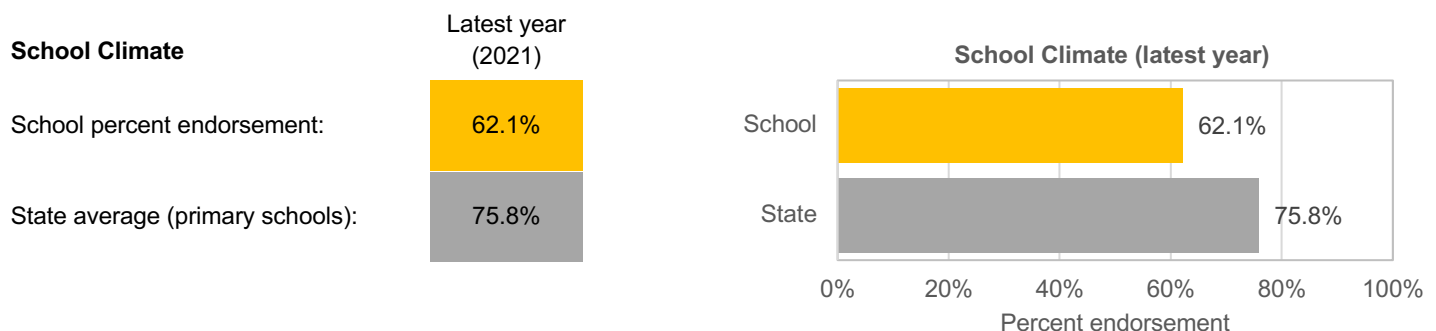


School Staff Survey

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:

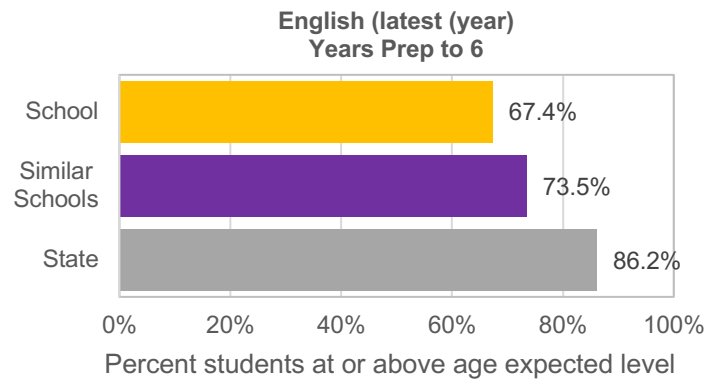
67.4%

Similar Schools average:

73.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

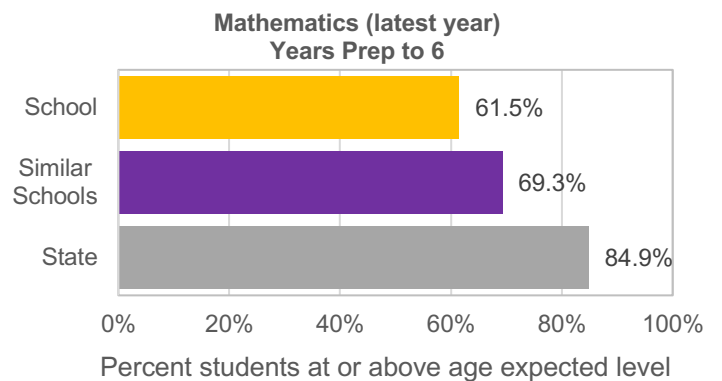
61.5%

Similar Schools average:

69.3%

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.

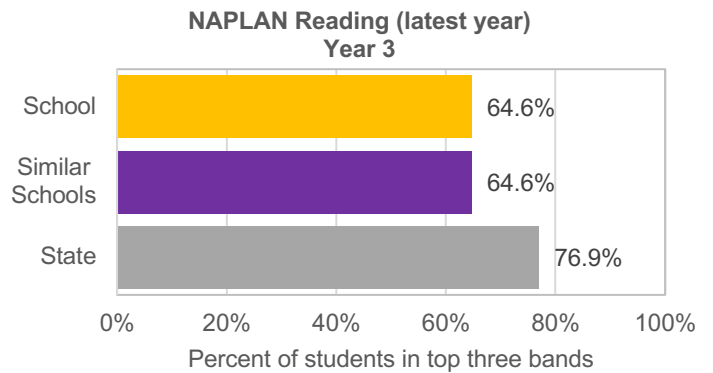
NAPLAN

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.

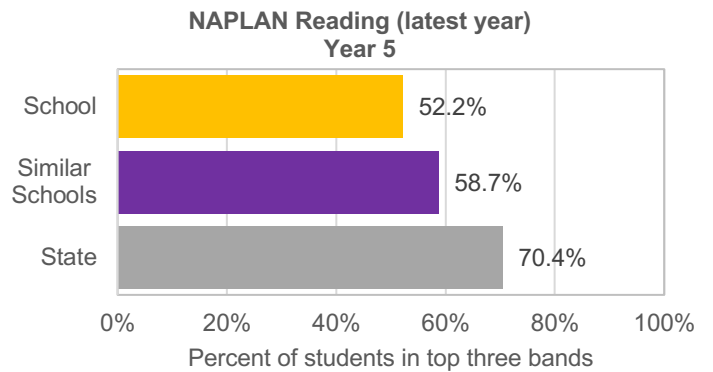
Reading Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 64.6% | 63.2% |
| Similar Schools average: | 64.6% | 64.3% |
| State average: | 76.9% | 76.5% |



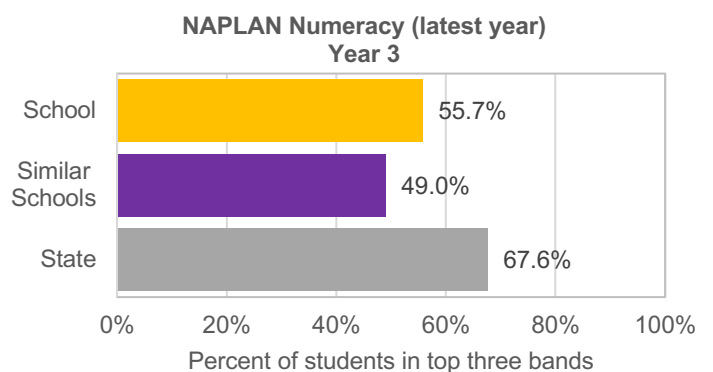
Reading Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 52.2% | 47.8% |
| Similar Schools average: | 58.7% | 54.5% |
| State average: | 70.4% | 67.7% |



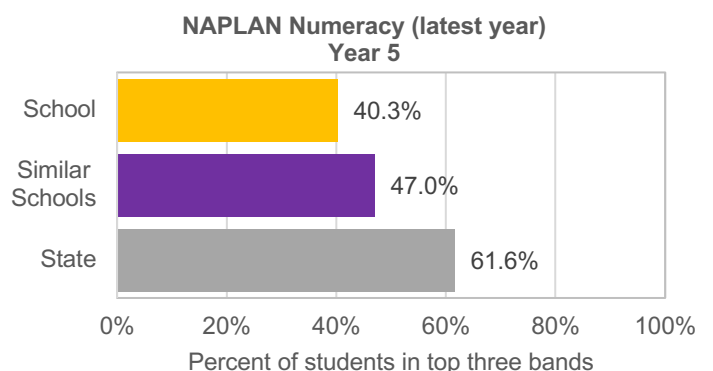
Numeracy Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 55.7% | 51.7% |
| Similar Schools average: | 49.0% | 51.7% |
| State average: | 67.6% | 69.1% |



Numeracy Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 40.3% | 34.9% |
| Similar Schools average: | 47.0% | 46.0% |
| State average: | 61.6% | 60.0% |



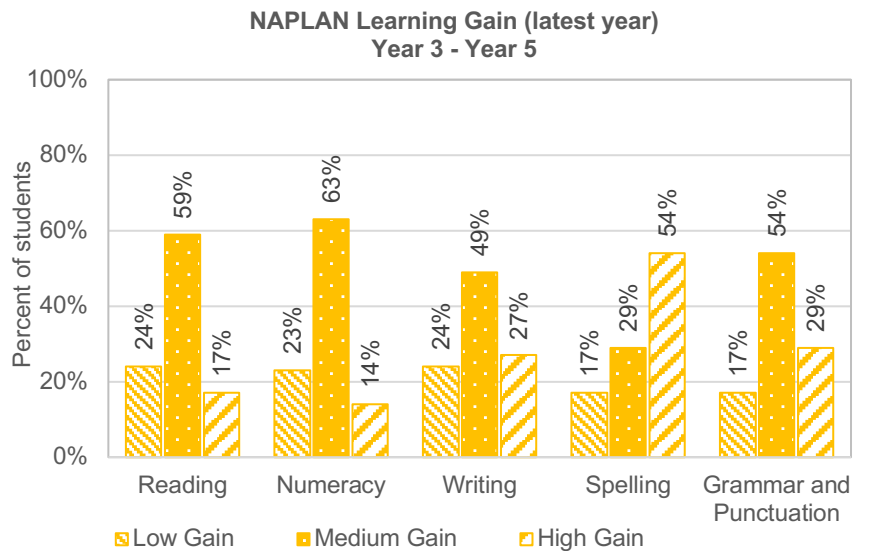
ACHIEVEMENT (continued)

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: | 24% | 59% | 17% | 20% |
| Numeracy: | 23% | 63% | 14% | 24% |
| Writing: | 24% | 49% | 27% | 24% |
| Spelling: | 17% | 29% | 54% | 30% |
| Grammar and Punctuation: | 17% | 54% | 29% | 26% |



ENGAGEMENT

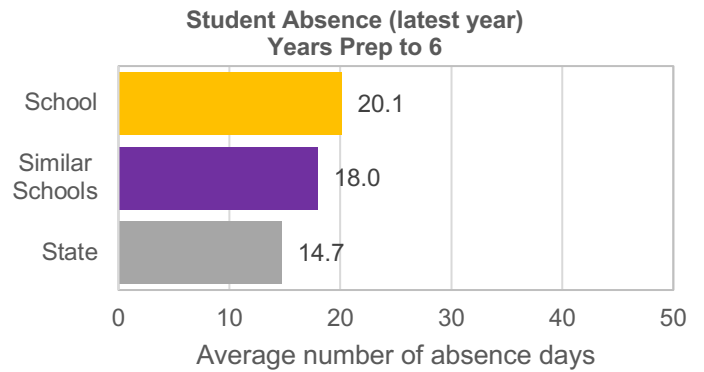
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 20.1 | 21.4 |
| Similar Schools average: | 18.0 | 17.9 |
| 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): | 87% | 91% | 89% | 92% | 88% | 93% | 90% |

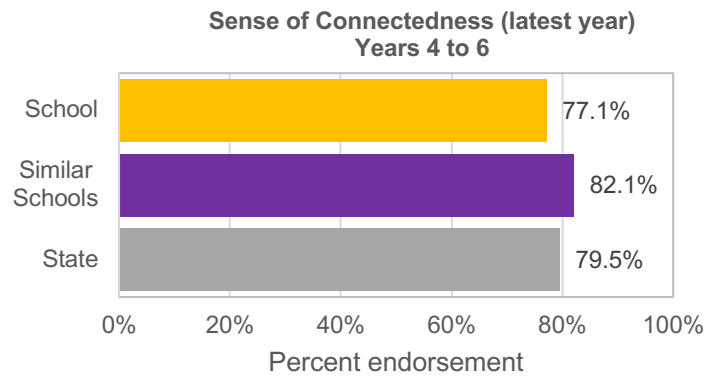
WELLBEING

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: | 77.1% | 81.7% |
| Similar Schools average: | 82.1% | 83.5% |
| State average: | 79.5% | 80.4% |

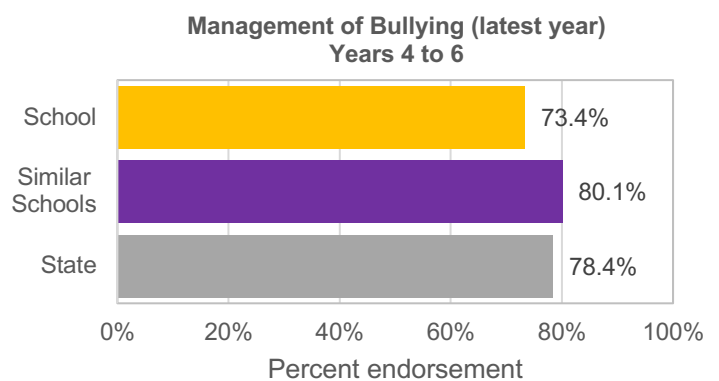


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 73.4% | 77.1% |
| Similar Schools average: | 80.1% | 81.2% |
| State average: | 78.4% | 79.7% |



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

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$5,605,129 |
| Government Provided DET Grants | \$561,163 |
| Government Grants Commonwealth | \$8,175 |
| Government Grants State | \$67,632 |
| Revenue Other | \$5,171 |
| Locally Raised Funds | \$95,436 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$6,342,704 |

| Equity ¹ | Actual |
|---|--------------------|
| Equity (Social Disadvantage) | \$1,031,251 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$1,031,251 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$5,585,125 |
| Adjustments | \$0 |
| Books & Publications | \$6,403 |
| Camps/Excursions/Activities | \$22,161 |
| Communication Costs | \$4,665 |
| Consumables | \$126,319 |
| Miscellaneous Expense ³ | \$11,213 |
| Professional Development | \$8,474 |
| Equipment/Maintenance/Hire | \$63,307 |
| Property Services | \$79,702 |
| Salaries & Allowances ⁴ | \$140,576 |
| Support Services | \$140,382 |
| Trading & Fundraising | \$17,703 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$37,378 |
| Total Operating Expenditure | \$6,243,406 |
| Net Operating Surplus/-Deficit | \$99,298 |
| Asset Acquisitions | \$91,869 |

- (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 | \$289,849 |
| Official Account | \$30,666 |
| Other Accounts | \$0 |
| Total Funds Available | \$320,514 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$97,901 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$48,241 |
| School Based Programs | \$5,000 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$40,000 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$129,372 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$320,514 |

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.