

# 2021 Annual Report to The School Community



**School Name: Parktone Primary School (4843)**



- 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 21 March 2022 at 06:12 PM by Genevieve Casonato (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 06 May 2022 at 08:01 AM by Adrian Fitzgerald (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

Parktone Primary School (Parktone PS) opened in 1961 and is situated in a quiet residential street in Parkdale in the City of Kingston. The school is on a 2.5 hectare site. The school is set in well maintained grounds and has a variety of outdoor play areas for students. Traditional classrooms have been redeveloped into flexible learning spaces that cater for a variety of learning needs.

In 2021 the school community in consultation with architects planned and designed a Library that enhances the current philosophy of flexible learning at Parktone. This Library will comprise of a reading and discussion area, work areas to foster learning in small groups and reading nooks for children to become lost in a world of literature. At the conclusion of the 2021 school year two mod 5 were relocated on school site to prepare the footprint for the library.

Due to COVID rectification acoustics works of the multipurpose hall were postponed.

Enrolments for February 2021 commenced at 539 (266 female and 273 male students), and the last 2020 census in August we had an enrolment of 535 students. We projected that our enrolment figures would be less due to many families relocating to regional and interstate due to COVID. Our student population has 14 % of students with English as an additional language and 2 students who identify as Aboriginal or Torres Strait Islanders. The Student Family Occupation Education (SFOE) band value is low level of socio-educational disadvantage with SFOE index being 0.2105 in 2021 down from 0.2175 in 2020. We have 1 student in Out of Home care and 19 students who are on the Program for Students with Disability.

The staffing profile of Parktone PS in 2021 comprised of 44.8 equivalent full-time staff including; one Principal class, one Assistant Principal, two 0.5 Learning Specialist, with 33.3 teaching staff and 11.5 non-teaching.

The school provides an approved curriculum framework including specialist subjects in Visual, Physical Education, STEAM and Japanese.

Parktone Primary has a sister school, Saikyo Gakuen in Matsumoto Nagano Prefecture, in Japan. In 2019 Parktone hosted 44 Japanese students but was postponed in 2020 due to COVID and no Japanese tour is planned for 2022.

In 2021, the extra-curricular activities available to children included after school sports, guitar, piano, drums, vocal tuition, in school music school bus as well as clubs such as lego, coding, art, aerobics and music held during lunchtime. The Working in Your Element electives program continued to provide an opportunity for students to choose programs based on their preferred learning styles and interests. Unfortunately due to COVID-19 protocols many of these programs were unable to run and were postponed.

In a stimulating teaching and learning environment, individual students are supported and encouraged to develop their talents, leadership skills, build resilience and confidence, and have respect for themselves and others. Stephen Covey's '7 Habits of Highly Effective People' is a character development approach demonstrated by staff across all teaching and learning experiences. Sean Covey's '7 Habits of Happy Kids' is the strategy teachers are implementing to create highly effective children.

#### Vision

There is a prosperous path for every child. Each journey is theirs to lead. There is a place in which every child can shine.

#### Mission Statement

Identify the talent, develop the confidence and create the leader.

#### Core Values aligned to Stephen R. Covey's 7 Habits

- Be Proactive
  - Personal Responsibility
- Being with the End in Mind
  - Personal Vision/Goal Setting

Put First Things First

- Personal Management
- Think 'Win Win'
- Mutual Benefit
- Seek First To Understand, Then To Be Understood
- Empathic Communication
- Synergise
- Creative Cooperation
- Sharpen the Saw
- Daily Self Renewal

Motto

Always Moving Forward

Code of Conduct

In every situation, irrespective of circumstances, I will:

- Be kind and well-mannered;
- Do what I can to help;
- Always try to do my best;
- Stay positive and confident; and
- Be thankful for who and where I am.

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## Framework for Improving Student Outcomes (FISO)

Informed by the Department of Education, the school committed to three priorities. These were:

\*Learning, catch-up and extension priority

\*Happy, active and healthy kids priority

\*Connected schools priority

Initially in 2021, the School's AIP focused on the implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment, and Positive Climate for Learning. This included:

- the use the Professional Learning Community (PLC) approach to embed professional learning practices and a collaborative teaching approach
- developing teacher capability to personalize learning for every student through a focus on formative assessment
- building teacher capability to use data and evidence to effectively inform teaching and learning practice/pedagogy
- integrating the Leader in Me approach through all aspects of school and the wider community with a dedicated Leader in Me leader.
- developing and implementing a whole school approach to student wellbeing through our work on Restorative Practice with a critical friend, Adam Voigt.

To support the implementation of these KIS, we engaged critical friends;

- Wellbeing: Adam Voigt
- Formative Assessment: Shirley Clarke
- Spelling: Chris Topfer

Due to COVID-19 Parktone was, once again, required to shift gears in order to adapt to a Remote and Flexible Learning model.

We learnt from 2020 and adapted our teaching and learning program by increasing face to face contact and small group instruction with students at all year levels. Instructional videos assisted and supported students with task content and understanding. At all times we endeavoured to deliver quality literacy and numeracy lessons. Attendance was monitored to track engagement levels. We continued to focus on communication and keeping our families supplied with

up to date information.

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## Achievement

In 2021, the school continued work on its strategic plan goal of maximizing learning and growth for each student in Literacy and Numeracy, including during remote learning. Learning, catch-up and extension was a priority.

### TUTOR PROGRAM INITIATIVE

The Tutor Program was established and targetted students who were below standard in Reading (6 months in Year 1 and 2) and (12 months in Years 3 to 6). The school created strong protocols about how the program would run. Experienced teachers were placed as tutors, and over 75 students participated in the program. The school purchased Fountas and Pinnell Levelled Literacy Intervention kits. Students worked in small groups of no more than four in a group with a tutor twice a week. We were able to continue this remotely. Most students made excellent growth during this time.

### DATA

We engaged with a data expert from the department who went through our NAPLAN results. The Student Performance Analyser was used to also analyse our academic performance. PAT was also purchased for a second year as another source of checking academic performance.

### NAPLAN

Students were able to undertake NAPLAN. A brief overview showed the following:

#### Year 3

Reading - above state, however top 2 bands were trending down. Less students in the bottom 2 bands and more in the middle 2 bands.

Writing - below similar schools, as above.

Numeracy - slightly below similar schools. Less students in the bottom 2 bands and in the top 2 bands, more in the middle 2 bands.

#### Year 5

Reading - above state, slightly below similar schools. Top 2 bands are trending down. Less students in the bottom 2 bands and more in the middle 2 bands.

Writing - as above

Numeracy - as above

### PSD

Students responded well to online sessions with Education Support staff during the remote learning period. Staff utilised online platforms: P-4 - Seesaw, and 5 - 6 Google Classroom. This allowed access to videos which made it easier for them to access the curriculum. Education Support staff were available throughout the day so that students had a guide if they were stuck. Several PSD funded students were eligible to come onsite to school. We had a number of Education Support staff at hand to assist those students too. Many parents commented positively on how supported they felt their children were.

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## Engagement

Parktone Primary School continued to work on building connections between school and home. Teachers were required to contact parents if a child is away for two consecutive days. Articles were put into the newsletter about the importance of attending school and remote learning sessions.

The school average number of absence days was 13.9 in 2021. Common reasons for non-attendance include illness and parent choice influenced by COVID-19

To highlight the importance that every day of learning counts, an attendance data section is included in semester reports.

During remote learning periods to engage the students in their learning, teachers held whole class learning sessions, and in addition ran small group learning sessions via Google Meet.

Parents were phoned to discuss how we could support students during this time. Likewise parents were encouraged to make contact with their class teacher if they had questions or needed support.

Parent teacher discussions were held over Zoom. We also utilised Zoom to run virtual Transition and Information sessions for prospective parents.

Our Transition program had to be modified to comply with COVID-19 school operation guidelines, once again. We are proud to say that this was successful, and it was fantastic when we could run some sessions onsite. Our Transition co-ordinators liaised well with secondary staff, preschool teachers, parents and students. To promote upcoming events social media was used; Facebook and Instagram.

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## Wellbeing

With the challenges of another year's disruption to learning onsite, health and wellbeing support was prioritised for students, their families and staff.

The Leader In Me was given more of a spotlight in 2021 with several newsletters sent out to parents to raise its profile. Given the challenges of the year, using the 7 Habits on a daily basis to guide us, whether at school, or learning from home was considered a priority.

Adam Voigt continued to be a partner and provided staff with some professional learning sessions. He also ran an evening for parents remotely. Our three-year partnership with Adam Voigt is embedded in strong research about how we can build confidence, conflict resolution skills, relationship building skills, resilience and a sense of community with our students. Prior to lockdown he came onsite to work with staff and students to implement Circle Time, train staff in the use of Affirmative Language and the Restorative Approach to dealing with conflict. In 2021, we continued to embed these skills remotely. We continued to promote student engagement and connectedness to school, and to give students a voice. Our vision is that our focus on Restorative Practices will build strong student-teacher relationships, increase engagement, and create a respectful culture.

Teachers, leaders and the school community are developing an understanding how to keep students safe on-line (social platforms) and the school entered into a three year partnership with the Cybersafety Project to support this. Sessions were held with staff, parents and students. Teachers and students began to engage in lessons that explicitly target safe use of digital technology.

Families of at-risk students will receive regular communication and support from the school through our Wellbeing co-ordinator. Some utilised the services of our school psychologist.

Despite the challenges of the 2021 year, 88% of students completed the Attitude to School Survey. This data set gave us the following information:

They believe:

- \*that they are challenged and that learning is differentiated
- \*teachers explains difficult things clearly/helps them understand things
- \*there are high expectations for success - teacher expects them to do their best
- \*that their teachers think that they can do well at school
- \*their teachers care about how they are feeling and feel looked after
- \*at this school, there is a teacher or another adult who listens to them when they have something to say

\*their parent(s), caregiver(s) or guardian(s) believe(s) that going to school is important

105 families completed the optional DET Parent Opinion Survey. This data set gave us the following information:

Facilities: the yard is clean and well maintained

Generally they felt that their children feel safe at school

Students enjoy the learning that they complete

Teachers are well-respected and have good reputations

Parents feel that the school promotes positive behaviours – this may be associated with Leader In

We will continue to have a whole school focus on improving student voice and agency, as well as student engagement.

In 2021, teachers and students continued to utilise the five Flexible Learning Spaces, as one way to develop a level of autonomy in the learning environment. The aim is to create independent, self-regulating learners. The five spaces are:

Campfire - a place for the community of learners to sit together, listen to each other and learn from storytellers.

Cave - an area to be alone and to reflect or work independently, without interruption or distraction from others.

Plains - for when everyone is working independently, spread out wherever they need to be

Swamp - for when we get stuck on a task or concept and need to work in a group with an expert.

Watering Hole - a place for learning from peers in small groups.

These terms were also integrated into the remote learning that took place throughout 2021.

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## Finance performance and position

Parktone Primary School completed 2021 in a strong financial position with a surplus being carried forward into 2022.

The main source of funding for the school is derived from the Student Resource Package provided by the Department of Education together with parent contributions - curriculum contributions and other contributions, including STEAM/eLearning which assists in the purchase of IT equipment to enhance student learning, Grounds Maintenance and improvement to help employment of a grounds person and the maintenance and upkeep of buildings and grounds, Student Assistance Fund to help the school provide assistance to families due to financial hardship and the Library Fund to support book purchases, furniture and other equipment that sustain the library as a valuable resource.

Other areas where the school raised funds include the hiring of facilities \$51,473 and photography commission \$2,025.

In addition to the above funding Parktone Primary School also received grants from Sporting Schools Program \$5,800.

Major expenditure in 2021 included IT equipment/technology - student laptops, iPads, Document Cameras \$15,391. Library books and furniture to establish classroom libraries during the 2022 building works \$8,431. Literacy Intervention Resources \$13,892. Employment of grounds person \$11,503. Airconditioning and blinds for office spaces \$3,363. Display board replacement \$7,646. Play Based Learning set up \$9,854. Outdoor Play Area \$8,279.

The school operated within the designated expenditure budget for the 2021 school year. Sound financial management enabled a continued focus on improvements to enrich student learning.

# 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 539 students were enrolled at this school in 2021, 266 female and 273 male.

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

### Overall Socio-Economic Profile

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

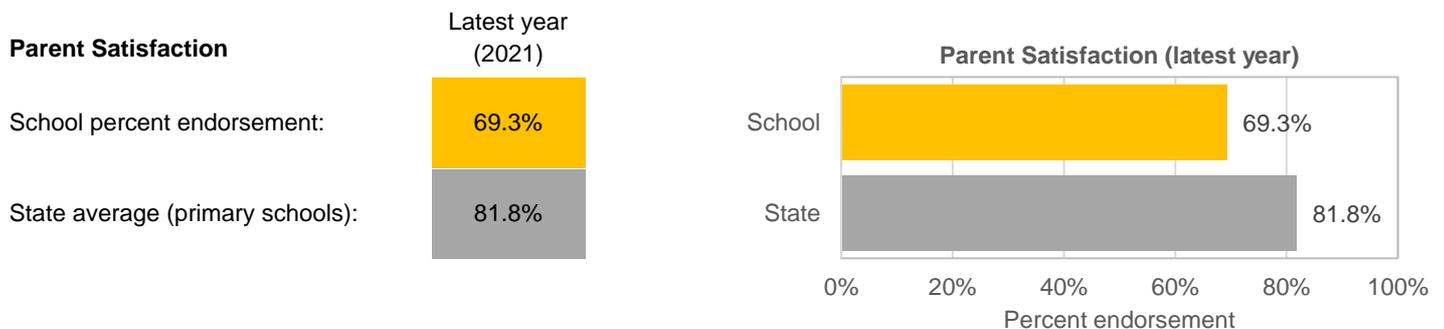
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

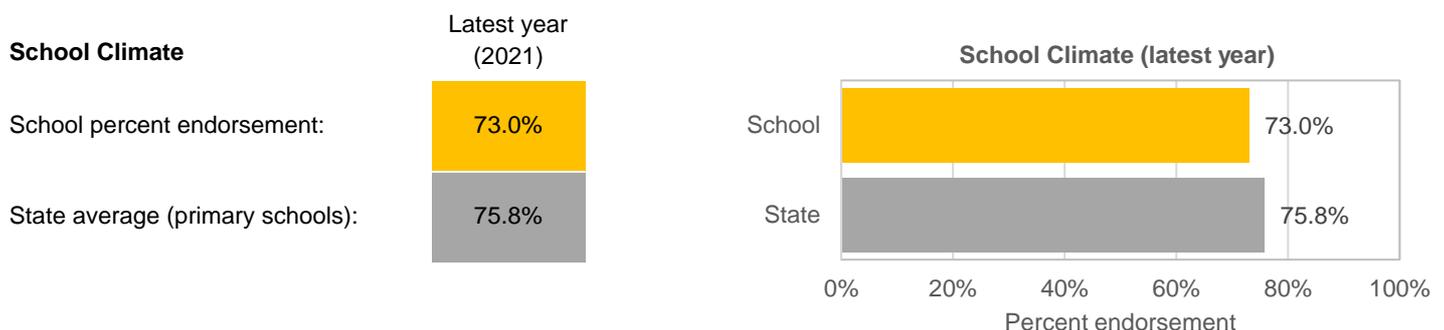


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

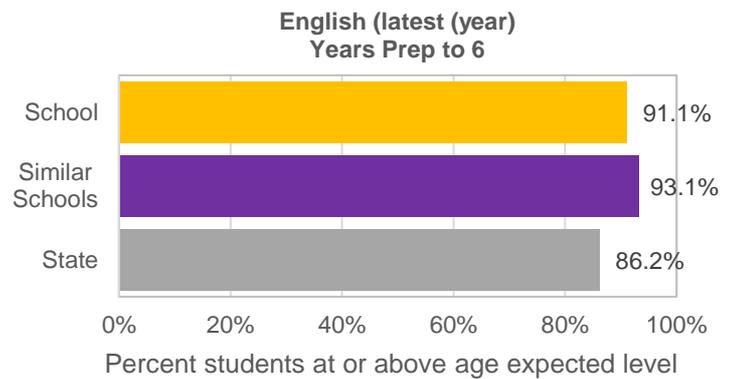
91.1%

Similar Schools average:

93.1%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

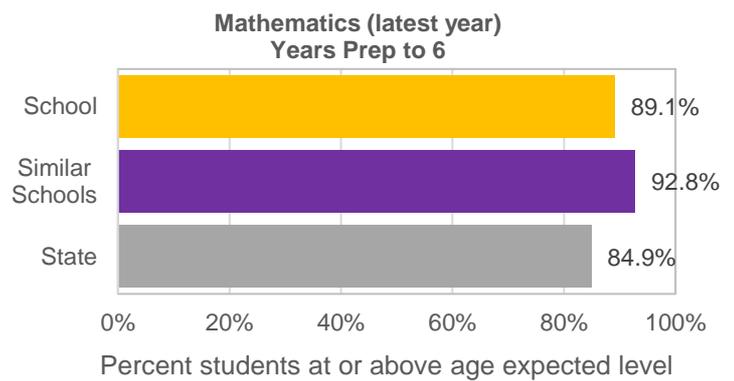
89.1%

Similar Schools average:

92.8%

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.

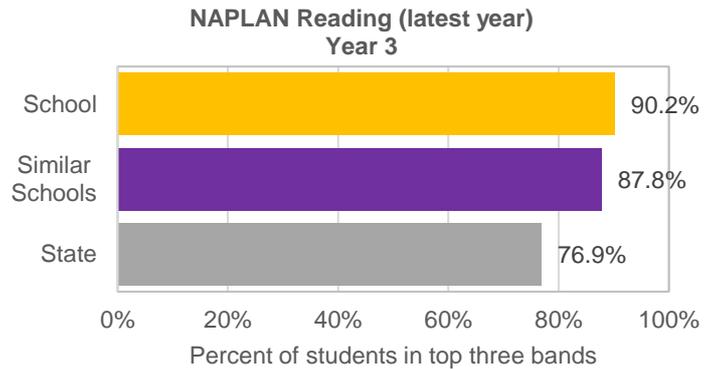
**NAPLAN**

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.

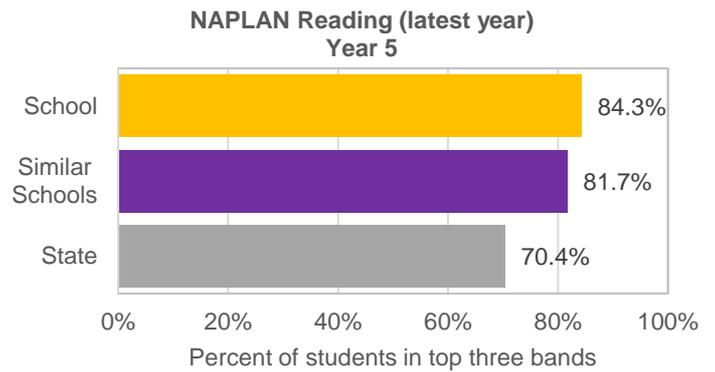
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.2%	86.1%
Similar Schools average:	87.8%	87.0%
State average:	76.9%	76.5%



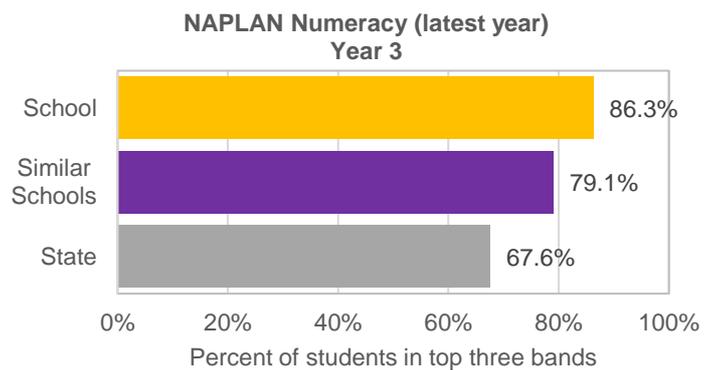
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.3%	83.3%
Similar Schools average:	81.7%	79.6%
State average:	70.4%	67.7%



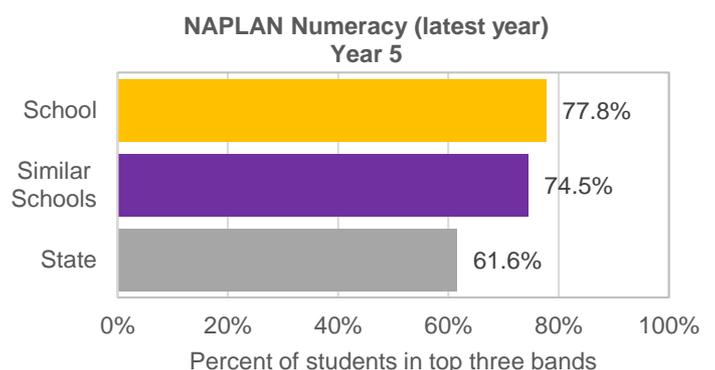
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.3%	83.3%
Similar Schools average:	79.1%	80.6%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.8%	77.6%
Similar Schools average:	74.5%	72.7%
State average:	61.6%	60.0%



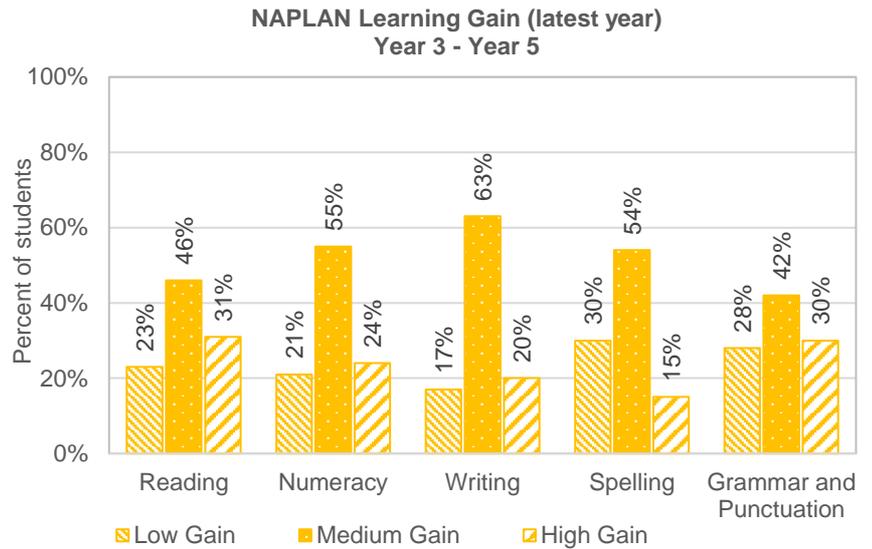
**ACHIEVEMENT (continued)**

**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:	23%	46%	31%	27%
Numeracy:	21%	55%	24%	26%
Writing:	17%	63%	20%	27%
Spelling:	30%	54%	15%	23%
Grammar and Punctuation:	28%	42%	30%	25%



## ENGAGEMENT

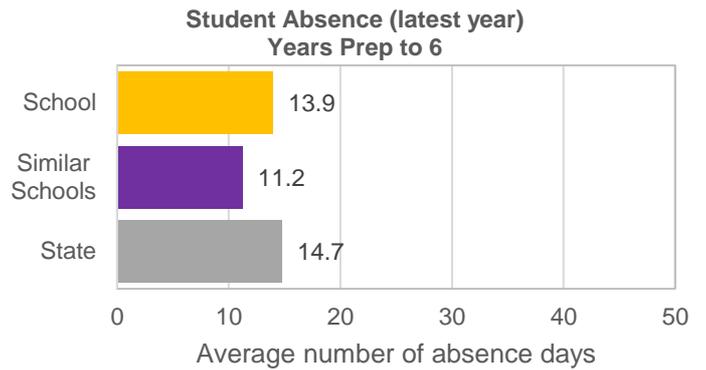
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.9	14.2
Similar Schools average:	11.2	12.2
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):	92%	92%	94%	93%	94%	93%	93%

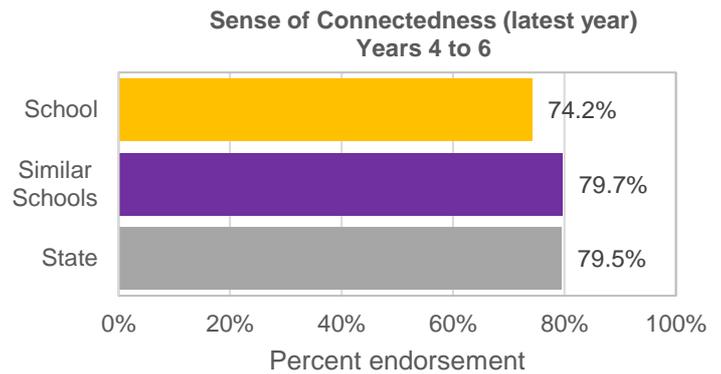
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	74.2%	77.9%
Similar Schools average:	79.7%	80.6%
State average:	79.5%	80.4%

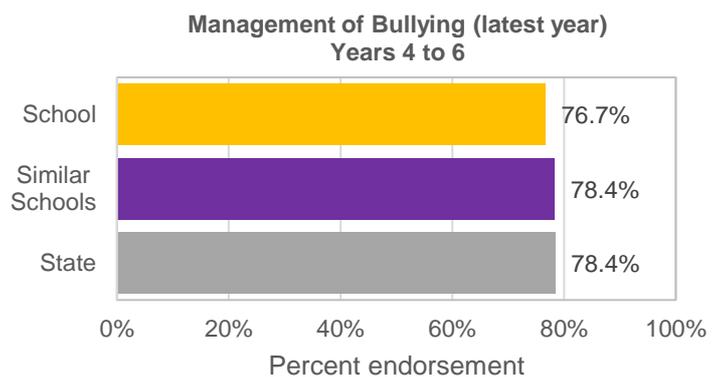


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	76.7%	78.6%
Similar Schools average:	78.4%	80.0%
State average:	78.4%	79.7%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,850,660
Government Provided DET Grants	\$427,206
Government Grants Commonwealth	\$15,284
Government Grants State	\$0
Revenue Other	\$4,634
Locally Raised Funds	\$283,866
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,581,650</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$17,569
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$17,569</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,422,218
Adjustments	\$0
Books & Publications	\$2,423
Camps/Excursions/Activities	\$70,235
Communication Costs	\$4,912
Consumables	\$152,210
Miscellaneous Expense <sup>3</sup>	\$32,012
Professional Development	\$43,107
Equipment/Maintenance/Hire	\$61,829
Property Services	\$61,197
Salaries & Allowances <sup>4</sup>	\$9,022
Support Services	\$282,510
Trading & Fundraising	\$12,400
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,941
<b>Total Operating Expenditure</b>	<b>\$5,194,017</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$387,633</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	\$455,027
Official Account	\$37,572
Other Accounts	\$10,038
<b>Total Funds Available</b>	<b>\$502,636</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$120,146
Other Recurrent Expenditure	\$28,800
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$37,342
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$29,154
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$80,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$295,442</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.*