

2021 Annual Report to The School Community



School Name: Hallam Primary School (0244)



- 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 17 March 2022 at 01:02 PM by Julie Macfarlane (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 30 March 2022 at 06:54 AM by Lisa Haisila (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

Hallam Primary School is situated within one of the most culturally diverse communities in the City of Casey. School data for 2021 indicates that the student body of 378 students was inclusive of almost forty languages other than English, around 73% Language Background other than English (LBOTE); 6% identified as non-English speakers; 46% female and 54% male students; 12% refugees; 4% with a disability; around 2% with an indigenous background; 2% 'at risk' and, for each year level cohort, between 18-40% foreign-born students. Hallam Primary School is consistently identified as a low-SES, high-disadvantage school with a Student Family Occupation Education (SFOE) Index around 0.53, which is categorised as 'HIGH', and an Index of Community Socio-Education Advantage (ICSEA) around 950 (Av. 1000).

Hallam Primary School is committed to providing a safe, supportive and inclusive learning environment for all students. Hallam Primary School's vision is to provide, in partnership with students and parents/carers, a supportive and engaging learning environment that promotes the development of learners with the skills, knowledge and values to respond effectively to a rapidly changing, complex world. Hallam Primary School's mission is to ensure a high-quality and coherent Foundation to Year 6 learning and development program for every student. Hallam Primary School's objective is to ensure all students leave our school as prepared as possible for the next phase of their education. The school values of trust, persistence, learning for success, positive partnerships, mutual respect and environmental awareness are fostered.

Hallam Primary School respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building a safe and respectful school community. Everyone has the right to differing opinions and views and to raise concerns, as long as this is done respectfully. Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour is unacceptable and will not be tolerated at this school.

The effectiveness of Hallam Primary School's wellbeing, teaching and learning programs continues to be positively reflected in the school's data. This is constantly challenged by;

- the increasingly complex personal circumstances of students and families and the escalating impact on student wellbeing
- the extent and diversity of the school's multi-cultural community, Language Backgrounds Other Than English and English as an Alternative Language, particularly where students do not/are not encouraged to communicate in English beyond the school
- the disruption to students' learning progress as a consequence of absenteeism, extended overseas holidays and high mobility
- the need for students, and parents/carers to more effectively understand and engage with their child's learning expectations and learning achievements.

During 2021, the Hallam Primary School community was further challenged by two terms in 'lock down' due to the global pandemic. In response, the school again implemented Learning@Home including both on-line and hard-copy student learning strategies, as well as coordinated student and staff wellbeing monitoring and support strategies.

The Foundation-10 Victorian Curriculum provides the basis for students' learning programs at Hallam Primary School. In Semester 1 2021, Hallam Primary School also implemented the Tutor Learning Initiative with two experienced teachers as tutors. Lifting students' performance in literacy and numeracy is a constant learning and teaching focus. We regard our students' literacy and numeracy in English as an investment in Australia's future intellectual and social capital. School personnel also understand that each student's wellbeing and equity of access is integral to the maximization of personal learning growth and development.

In 2021 Hallam Primary School had a staff of 46 full- and part-time Teaching and Education Support personnel comprising Australian, Cambodian, Chinese, English, Filipino, Iraqi, Lebanese, Mauritian, Scottish, South African, Timorese and Vietnamese backgrounds; 29.6EFT teaching personnel including 2.0EFT Principal Class, 10.4EFT

Education Support inclusive of 1.0EFT Business Manager and 1.0EFT Administration Assistant, 0.8 Technical Services Support, 7.6EFT Student Learning Needs classroom support and 1.0EFT Stephanie Alexander Kitchen Garden program and Breakfast Club. All personnel were either Victorian Institute of Teaching registered or held satisfactory Working With Children Checks. Hallam Primary School continued to provide students with access to a range of Allied Health professional service providers; Speech Pathologists, Psychologists, Occupational Therapist and Visiting Teacher for Hearing Impaired.

Over the 2020-2023 period, Hallam Primary School has been endeavouring to provide opportunities for staff to refresh and re-establish core pedagogical knowledge and skills, particularly in relation to successful, existing programs such as Big Write & VCOP, DiPL, etc., while concurrently expanding and embedding Fountas & Pinnell programs and the Orton Gillingham approach within the school. In 2021, the Literacy Intervention teacher and two Education Support personnel were also trained in the implementation of the MultiLit programs, MacqLit and MiniLit. External and internal professional development continued to be undertaken, and different programs and initiatives continued to be investigated in relation to how they might 'value add' to Hallam Primary School's existing programs and approaches. The process of extensive professional research, consultation and evaluation of 'value adding' has been an important strategy for building improvement at Hallam Primary School, although somewhat disrupted by the pandemic.

The focus of Hallam Primary School's work from 2020-2023 continues to be:

- improving all students' outcomes in English literacy, with a particular focus on writing
- improving all students' outcomes in Mathematics
- refreshing, refining and further aligning teacher pedagogical knowledge and skills, particularly in relation to Literacy and Numeracy
- enhancing teacher capacity in the use of assessment data to inform teaching, including expanded differentiation of students' learning
- monitoring and supporting student and staff wellbeing
- developing students as active, self-regulating and accountable learners
- enhancing student voice and agency.

Analysis of 2020-2023 assessment data will enable tracking of identified matched cohort groups. Increasing student accountability for learning growth (Years 3-6) will be reflected in an evolving model of Student-Parent-Teacher Conferences and the student's ability to articulate their personal learning goals and achievements.

Framework for Improving Student Outcomes (FISO)

Hallam Primary School's 2021 Annual Implementation Plan adopted the DET 2021 Priorities Goal incorporating three Key Improvement Strategies;

- Learning, catch-up and extension
- Happy, active and healthy kids
- Connected schools.

Hallam Primary School commenced the year by implementing strategies to support the 2021 Priorities Goal with a focus on the improvement of students' writing, students' fitness and the re-establishment of community engagement through the Hallam PS Playgroup/s. The strategic intent was to 'catch up' and redress concerns in relation to students' literacy and numeracy learning and wellbeing as a consequence of the extended period of remote and flexible learning during 2020.

Additional classes with reduced class size were structured to enable teachers to more effectively address students' individual learning and wellbeing requirements. Additional teaching and Education Support staff were employed. Hallam Primary School was co-funded for the Tutor Learning Initiative during Semester 1 2021. Students' fitness was addressed during specialist sessions and at a class level. Playgroup was unable to commence due to continued restriction protocols.

Unfortunately, the disruption to on-site attendance during Terms 2 and 3 2021 necessitated a return to the school's Learning@Home arrangements; distribution of fortnightly, hardcopy learning materials supported by online clinical

instruction and learning support, and Education Support staff hearing reading and following targeted intervention programs with identified students on line. The school's full-time TSS/Technician proved invaluable, providing students, parents and staff with technical support in relation to devices and access and advice about software and applications, throughout periods of Learning@Home. Allied health services, such as speech and psychology, also continued to provide on-line support for students during periods of Learning@Home.

Achievement

During the 2021 period of Learning@Home, staff found that although many students were able to maintain their focus on learning, others became fatigued by and indifferent to the online learning environment. In homes where families do not speak English, support from Hallam Primary School personnel in relation to online access, explicit clinical teaching, clarification of work requirements, monitoring completion of work requirements and monitoring wellbeing and engagement became more critical. The employment of a Multi-cultural Education Aide provided additional support for many non-English speaking parents and their children. Learning was consistently focused on the core elements of English literacy and numeracy, and student wellbeing.

PSD, Koorie, Out of Home Care and ASD students were all provided with appropriate Individual Learning Plans which were reviewed and updated each term by staff and parents/carers during on-site or remote Student Support Group meetings. Many of these students also accessed on-site, supervised attendance during the Terms 2 and 3 Learning@Home periods. All students were assessed as having made positive learning and / or interpersonal progress against their ILP goals during 2021.

While rigorous teacher judgements of student achievement in English and Mathematics are generally lower than 'similar schools', NAPLAN data suggests that the percentage of Hallam Primary School students in the top three bands of testing is generally higher than 'similar schools'. NAPLAN Learning Gain, especially High Gain between Year 3 (2019) and Year 5 (2021) in Numeracy, Writing, Spelling and Grammar and Punctuation is also generally higher than the High Gain of 'similar schools'. Reading performance, however, continues to lag behind 'similar schools'. This has underpinned the rationale for various reading interventions including Fountas and Pinnell LLIP and the implementation of MultiLit. NAPLAN data also suggests that the Year 3 and Year 5 average achievement when compared to students with a similar background is Well Above in most areas. PAT 'Matched Cohort' data for Reading and Mathematics suggests that Median growth across Years 2-5 is generally at or marginally above PAT Year Level Norms.

Engagement

The Average Number of Student Absence Days at Hallam Primary School for Prep-Year 6 students during 2021 was lower than 'similar schools', as was the 4-year average. The Attendance Rate by year level indicates that all year levels, except for the 2021 Prep cohort, had attendance greater than 90%.

The Prep data dipped to 89% in 2021. This may have been due to parents who were highly anxious about having their Prep child return to the onsite learning and teaching environment following the extended period of Learning@Home. There was also some initial 'school refusal' with the return to on-site instruction in Term 4 2021. Work was undertaken with students and parents to redress this issue.

To support students' engagement during the transition back to the onsite learning and teaching environment, staff were stationed at gates to provide encouragement to parents and children. School routines were re-established and modified programs were implemented.

Wellbeing

Many students enter Hallam Primary School developmentally vulnerable, based on AEDI data and a range of 'risk' attributes. Hallam Primary School continues to cater for students' wellbeing by implementing whole school programs around behaviour management using Restorative Practices, Assertive Discipline, Respectful Relationships strategies,

BeYou and e-Smart. The Assistant Principal's role is comprehensively allocated to student wellbeing, supporting coordination of Allied Health personnel and working with Hallam Primary School staff to further strengthen wellbeing outcomes. The school has effective and consistent student management protocols.

Education Support personnel work with students in various classrooms, and implement individual and small-group, follow-up programs developed by therapists. Speech pathologists, psychologists, an occupational therapist and a teacher for the hearing impaired provided additional, specialised therapeutic advice and support to staff and students at Hallam Primary School, designed to maximise students' developmental and academic growth to improve future opportunities.

Throughout the 2021 school year, Hallam Primary School provided extensive health and wellbeing support to staff, students and families. This included teams monitoring the wellbeing of students and colleagues, liaison between the school's leadership team and staff in relation to student and staff wellbeing, continuation of essential psychological services specifically targeting 'students at risk' for multiple weekly contacts and permitted on-site attendance during extended periods of Learning@Home, as determined by the Assistant Principal (Wellbeing) in consultation with the Leadership Team.

As usual, the AtoSS data suggests that Years 4-6 students attending Hallam Primary School perceive a lower Sense of Connectedness than students across 'similar schools' and the State. Management of Bullying data, however, indicates marginally higher endorsement than 'similar schools' and State, particularly the 4-year average. This may be reflective of Hallam Primary School's whole-school, multi-faceted, strategic approach to student wellbeing.

Finance performance and position

Hallam Primary School Council has effectively and efficiently managed the funds it receives through the Student Resource Package over many years, which enabled the school to end the year in surplus again. The SRP includes equity funding based on data reflecting the level of disadvantage within the school community. Understandably, there was again no expectation of raising funds locally during 2021.

Hallam Primary School's strategic financial and human resources management has ensured that Hallam Primary School has not been in a deficit situation for the past 25 years despite significant fluctuations in enrolment. Consequently, the school has been able to maintain class sizes as low as possible, can provide equity of access to a 1:1 program for students, has ongoing capacity to provide students and staff with high-quality learning and teaching resources to support Victorian Curriculum expectations, can support the provision of a full time TSS/Technician, a part-time Speech Pathologist and Occupational Therapist, the Stephanie Alexander Kitchen and Garden personnel, a Breakfast Club coordinator, allocate staff to support the Hallam Primary School Playgroups and can appropriately maintain and upgrade school facilities.

Hallam Primary School Council has continued to budget for annual investment in the school's curriculum programs. In 2021 this was focused particularly on literacy and numeracy resources, and the upgrade of digital resources supporting equity of access to contemporary devices for students, especially relevant during the extended periods of Learning@Home. PC and Apple platforms are used by students from Foundation to Year 6 and all students learn coding and robotics, further enhancing their digital literacy. All students in Years 3-6 have an allocated school notebook for their online work at school.

During the extended periods of Learning@Home, resources were redirected to support students' learning within their homes. Literacy and numeracy resources were then audited, and replaced or replenished in preparation for a return to on-site learning. This included significant expenditure on additional resources to address COVIDSafe requirements within the onsite learning and teaching environment, the upgrade of students' reading materials, both classroom and Library resources, and additional classroom mathematics resources.

Hallam Primary School Council allocated significant funds to a major landscaping program in 2021 following completion of the Permanent Module School Building project at Hallam Primary School in September 2020. Council also allocated significant funds to the replacement of the school's classroom furniture, the construction of connective covered

walkways (Stage 1 of a 3-Stage project) to replace the covered walkways demolished during the PMSB construction project, and a new 3-year digital lease to ensure students continue to have access to contemporary devices. Hallam Primary School Council continues to focus on improvements to the school's learning and teaching environment through strategically planned future expenditures.

For more detailed information regarding our school please visit our website at <https://hallam-ps.vic.edu.au>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 378 students were enrolled at this school in 2021, 183 female and 195 male.

66 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).

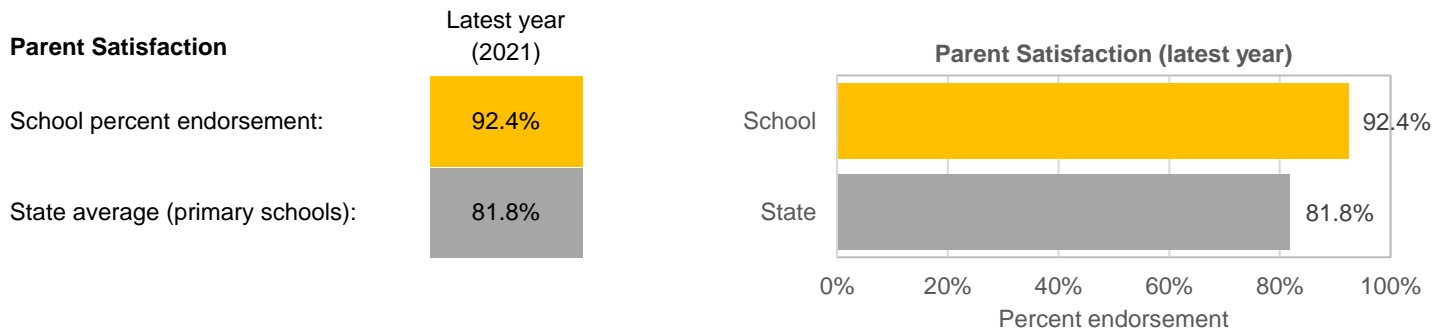
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

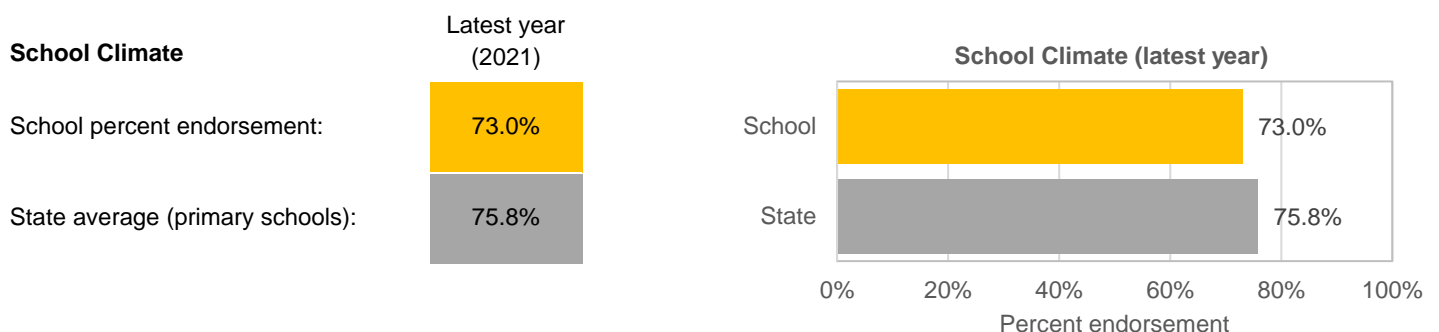


School Staff Survey

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:

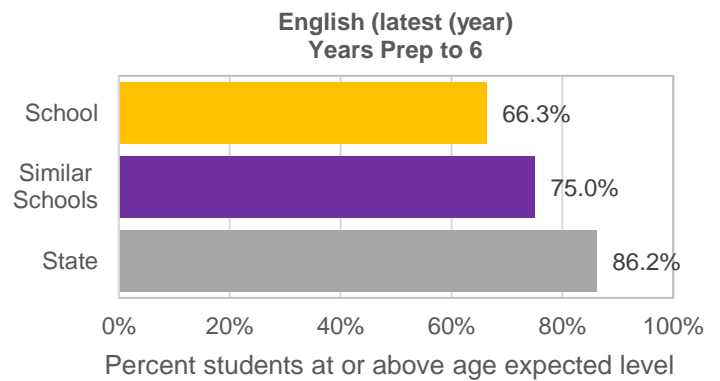
66.3%

Similar Schools average:

75.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

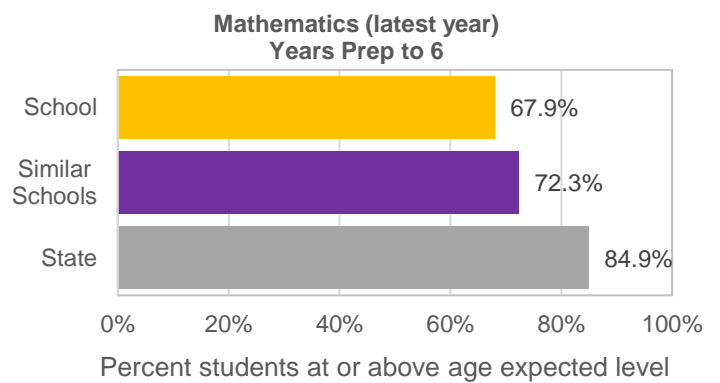
67.9%

Similar Schools average:

72.3%

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.

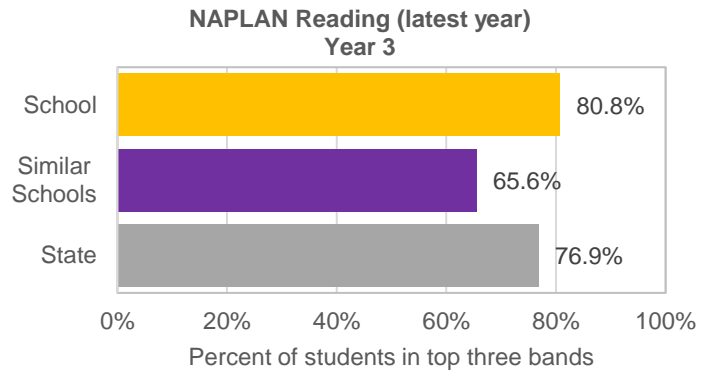
NAPLAN

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.

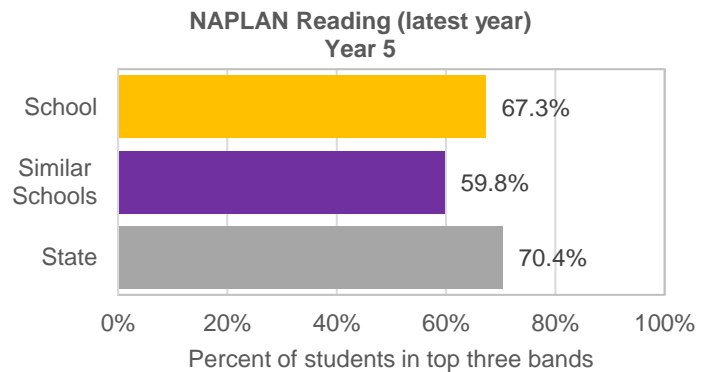
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.8%	70.2%
Similar Schools average:	65.6%	65.2%
State average:	76.9%	76.5%



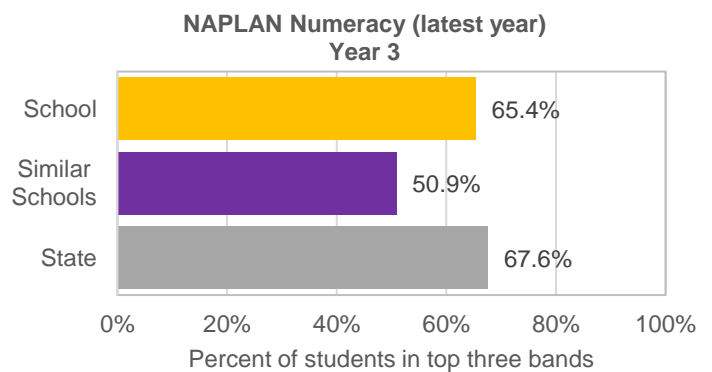
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.3%	55.2%
Similar Schools average:	59.8%	56.1%
State average:	70.4%	67.7%



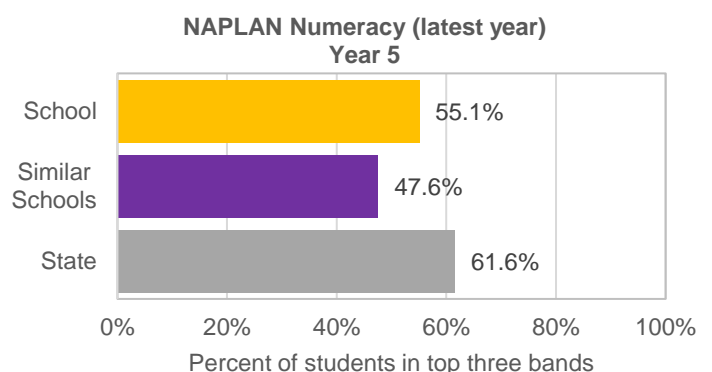
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.4%	63.7%
Similar Schools average:	50.9%	53.3%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.1%	50.8%
Similar Schools average:	47.6%	46.7%
State average:	61.6%	60.0%



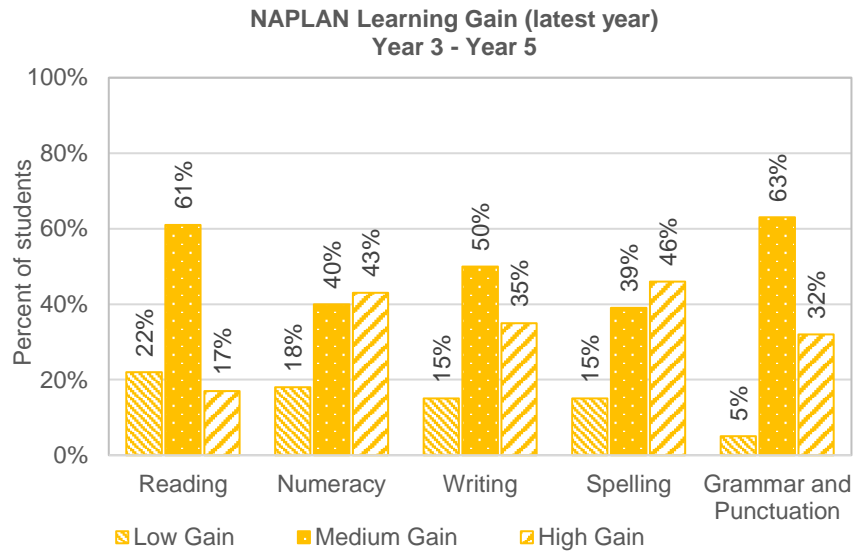
ACHIEVEMENT (continued)

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:	22%	61%	17%	20%
Numeracy:	18%	40%	43%	22%
Writing:	15%	50%	35%	24%
Spelling:	15%	39%	46%	31%
Grammar and Punctuation:	5%	63%	32%	26%



ENGAGEMENT

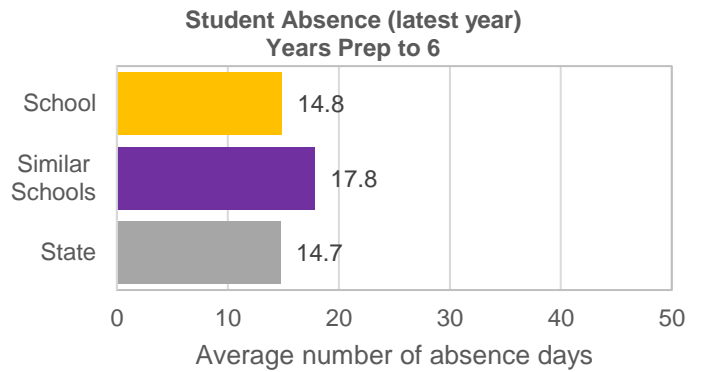
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	14.8	13.8
Similar Schools average:	17.8	17.8
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):	89%	94%	93%	93%	93%	92%	93%

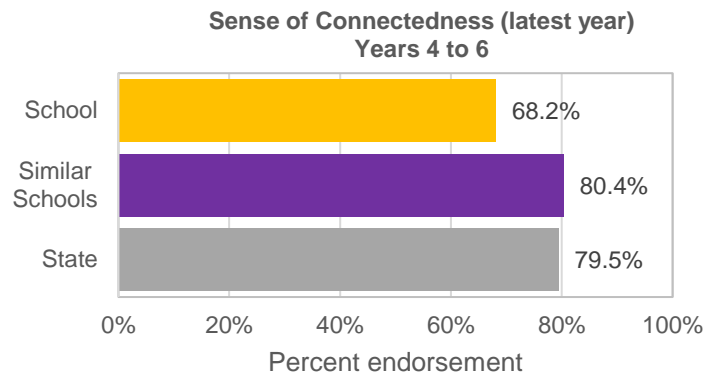
WELLBEING

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:	68.2%	79.2%
Similar Schools average:	80.4%	82.1%
State average:	79.5%	80.4%

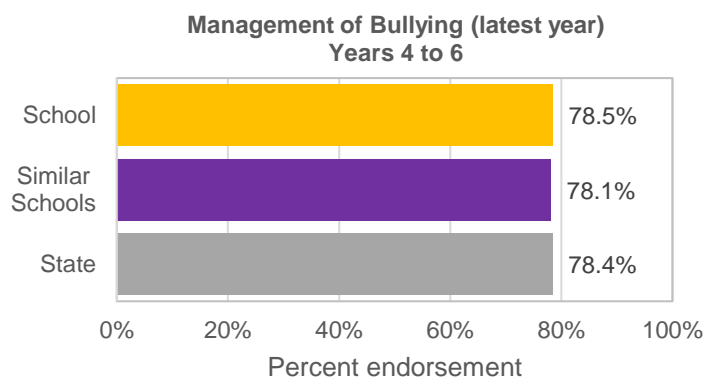


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	78.5%	82.3%
Similar Schools average:	78.1%	79.7%
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	\$4,257,727
Government Provided DET Grants	\$440,253
Government Grants Commonwealth	\$5,596
Government Grants State	\$0
Revenue Other	\$9,215
Locally Raised Funds	\$232,530
Capital Grants	\$0
Total Operating Revenue	\$4,945,322

Equity ¹	Actual
Equity (Social Disadvantage)	\$586,688
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$586,688

Expenditure	Actual
Student Resource Package ²	\$3,737,201
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$10,828
Communication Costs	\$7,743
Consumables	\$111,139
Miscellaneous Expense ³	\$23,262
Professional Development	\$7,016
Equipment/Maintenance/Hire	\$157,983
Property Services	\$68,217
Salaries & Allowances ⁴	\$0
Support Services	\$180,713
Trading & Fundraising	\$21,444
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,292
Total Operating Expenditure	\$4,357,838
Net Operating Surplus/-Deficit	\$587,484
Asset Acquisitions	\$286,416

- (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	\$2,003,765
Official Account	\$2,442
Other Accounts	\$0
Total Funds Available	\$2,006,207

Financial Commitments	Actual
Operating Reserve	\$93,539
Other Recurrent Expenditure	(\$7,267)
Provision Accounts	\$0
Funds Received in Advance	\$68,142
School Based Programs	\$595,860
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$240,271
Capital - Buildings/Grounds < 12 months	\$650,000
Maintenance - Buildings/Grounds < 12 months	\$97,462
Asset/Equipment Replacement > 12 months	\$268,200
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,006,207

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.