

2021 Annual Report to The School Community



School Name: Exford Primary School (3423)



- 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 03 March 2022 at 01:00 PM by Lisa Campo (Principal)

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

Attested on 03 March 2022 at 02:27 PM by Jacki McDonald (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

Exford Primary School is a unique school in a semi-rural setting, which provides a safe, happy and friendly learning environment, which promotes pride, warmth and a sense of belonging. It is located 6 kms from Melton South on a 1.2 hectare site surrounded by farm land and new housing estates at Weir Views, Strathtulloh and Eynesbury. Our 2022 enrolment number is 254 students across 12 classes. Our Specialist subjects are the Arts, Health and PE and French (our Language Other than English).

Our school setting is undergoing great change, with our Master Planning Stage 1 Construction underway since Term 4 2021. Whilst parts of our school are not able to be accessed due to the building works, we still have playground equipment, our Basketball courts and our oval area available as play space. We continue to offer our Lunchtime Clubs program, with a wide range of activities available for students - Lego, Lego Technic, Games Club, Knitting Club, Arts Club, Story time and Origami Club. Our students, staff and families eagerly watch the construction of the new Administration and Junior Learning buildings.

Many of our students travel from the wider Melton area (pre-enrolment neighbourhood being put into place), with other families coming from the local Exford, Strathtulloh, Mt Cottrell, Eynesbury and Weir Views areas. Some residential areas are able to use the School Bus service (eligibility based on residence and distance from school).

We place a great deal of importance on having calm and settled classrooms, with the classroom teacher being responsible for all areas of the children's pastoral care. We encourage our children to be active and engaged in their classroom learning, in being physically active, in joining in with our Lunchtime Club opportunities and our school sporting program.

Our staff and family community are focused on the children's feeling connected to our school, with all staff on hand in the mornings and afternoons to meet and greet the children. We emphasise the importance of our school values - Respect, Kindness and Personal Best - and everyone at our school, students, staff and families alike are encouraged to demonstrate these all the time. We are in the early stages of being part of the Resilience Project (Monash University supported) and also implement our School Wide Positive Behaviour strategies.

We encourage our students to be involved in our school, with two School Captains and two Vice School Captains elected from our Year 6 cohort and Student Ambassador (leadership roles) positions available for Year 5 - 6 students in School Values, Sports, the Arts, Special Events and Sustainability. Fostering student voice is an important focus for us.

In 2021, our staff comprised of a Principal and Assistant Principal, 12 classroom teachers, 3.2 EFT specialist teachers, 1 Tutor, 2 Learning Specialist teachers, 14 Classroom ES, 4 Office ES (3.6 EFT) and an ES grounds-man (0.47 EFT). We had one staff member who identifies as Koorie and 1.6 % of our student population identify as Koorie. We had one international student.

The school sees the work of our Professional Learning Teams as key in our continual focus on improving student learning outcomes; our Learning Specialist Teacher Leaders are 100 % focused on the work of the PLTs and coaching our teachers. We have revised our Instructional Model in Reading and have focused on the development of a curriculum website resource to ensure our teachers have a deep understanding of and deliver a Guaranteed and Viable curriculum.

We have a focus on the use of ICT as a regular tool in children's learning, with the use of technology in our classrooms - iPads and Apple TV set-ups, Pro-Bots and other digital devices. We use Seesaw as the children's learning portfolios and upload learning goals and learning moments and achievements for our families to view. Seesaw is also part of our reporting to parents, with learning rubrics uploaded to accompany the written report.

When asked about the key reasons for selecting Exford Primary School as the school for their children, our parent community identifies the strong emphasis on not only the children's academic achievement, but also on the development of courtesy, values, student resilience and personal / interpersonal learning. All other sources of data showed our students, staff and parents value our school and hold it in high regard. We foster the development of the whole child through our whole school approach to student wellbeing, our individualised learning and our emphasis on school and family partnerships.

We are planning for our school's major upgrade, with three amounts of funding announced in the State Budgets since 2018. Stage 1 construction has commenced, with our new Administration building and Junior Learning Building anticipated to be completed during Term 3 2022. Also included in our Master Plan is a two storey Senior Learning Building, a new Gymnasium, a new sports field, new Arts and Music classrooms and also the refurbishment of our BER building to include a large Library, Science / STEM space and Food Technology classrooms.

Framework for Improving Student Outcomes (FISO)

During 2021, we alternated between Onsite and Remote Learning programs for our students, having a core group of students onsite throughout the Lockdown periods. We focused on students' Literacy, Numeracy, wellbeing and connectedness throughout the year. We used Seesaw, our students' digital learning portfolio, extensively for posting learning tasks and for students to upload their work. We used WebEx for class sessions and teaching, including explicit teaching groups daily. The teaching and learning schedule was posted to Seesaw, with links to the WebEx rooms of teachers and ES. We also made sure that we were doing enrichment and engagement style activities to keep our students connected to their peers, to their class and staff and to the whole school.

Our Leadership team worked extensively supporting the onsite program for the students of authorised and essential workers and students deemed vulnerable. The Leadership team also worked with supporting our families - we all found the second year of Remote Learning a little more challenging than the first and provided as much support as we could.

Throughout 2021, we continued with our intensive professional learning focus (Differentiated Schools Support Initiative), focusing on the development of our Guaranteed and Viable curriculum in Reading and producing a resource website for our teachers. We revised our Instructional Model and Planning Cycle in Reading. Our Tutoring program continued regardless of whether we were Onsite or in Remote Learning times, with our staff adapting their teaching and learning to suit the context.

During 2021, we were able to hold our postponed (from 2020) School Review - these are the goals, targets and key improvement strategies which guide our work:

Goal 1 - Improve student learning outcomes in literacy and numeracy for all students.

Target 1.1 - To increase the percentage of students achieving in the top two bands in NAPLAN for:

- Year 3 Reading from 52 per cent in 2019 to 57 per cent in 2024
- Year 5 Reading from 29 per cent in 2019 to 36 per cent in 2024
- Year 3 Writing from 51 per cent in 2019 to 56 per cent in 2024
- Year 5 Writing from 6 per cent in 2019 to 11 per cent in 2024
- Year 3 Numeracy from 30 per cent in 2019 to 35 per cent in 2024
- Year 5 Numeracy from 26 per cent in 2019 to 30 per cent in 2024.

Target 1.2 - To increase the percentage of students making above Benchmark Growth in NAPLAN from Year 3 to Year 5 for:

- Reading from 29 per cent in 2019 to 32 per cent in 2024
- Writing from 8 per cent in 2019 to 15 per cent in 2024
- Grammar and Punctuation from 18 per cent in 2019 to 23 per cent in 2024
- Spelling from 24 per cent in 2019 to 29 per cent in 2024
- Numeracy from 29 per cent in 2019 to 32 per cent in 2024.

Target 1.3 - To increase the percentage of students from Prep to Year 6 achieving above the expected level, according to Victorian Curriculum teacher judgements in Semester 2, 2019 for:

- Reading & Viewing from 39 per cent in 2019 to 44 per cent in 2024
- Writing from 14 per cent in 2019 to 19 per cent to 2024
- Number & Algebra from 21 per cent in 2019 to 25 per cent to 2024.

* Key Improvement Strategy 1 a) Building practice excellence - Review and embed the agreed instructional model and deepen staff understanding of the key elements.

* Key Improvement Strategy 1 b) Curriculum planning and assessment - Extend and embed teachers' implementation of the Guaranteed and Viable Curriculum to differentiate student learning.

* Key Improvement Strategy 1 c) Building leadership teams - Develop the capacity of the mid-level leaders to lead a cycle of inquiry within the PLTs.

Goal 2 - Empower all students to be active learners.

Target 2.1 - By 2024, to increase the percentage of positive endorsement in the Attitudes To Schools Survey to exceed 90 per cent for the factors of:

- Stimulated learning from 90 per cent in 2019
- Motivation and interest from 88 per cent in 2019
- Self-regulation and goal setting from 90 per cent in 2019
- Student voice and agency from 78 per cent in 2019

Target 2.2 - To increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of:

- Student voice and agency from 81 per cent in 2019 to 86 per cent by 2024
- Stimulating learning environment from 85 per cent in 2019 to 90 per cent by 2024
- Effective teaching from 83 per cent in 2019 to 88 per cent by 2024
- Student motivation and support from 81 per cent in 2019 to 86 per cent by 2024

Target 2.3 - To increase the percentage of positive endorsement in the School Staff Survey for the factors of:

- Academic emphasis from 61 per cent in 2019 to 66 per cent by 2024
- Collective efficacy from 77 per cent in 2019 to 82 per cent by 2024.

* Key Improvement Strategy 2 a) - Evidence-based high-impact teaching strategies - Build a shared understanding with all staff of student voice and agency.

* Key Improvement Strategy 2 b) - Building practice excellence - Develop and implement a whole school pedagogical approach that ensure students are active learners.

* Key Improvement Strategy 2 c) - Empowering students and building school pride - Build teacher capacity to co-design opportunities for students to exercise authentic agency in their learning.

Achievement

During 2021's Remote Learning times, we worked hard to keep our students engaged; on the children's return to school, we focused intensively on Literacy and Numeracy and wellbeing.

NAPLAN tests were carried out in 2021 and our data showed pleasing growth, particularly with the improvement shown by our Year 5 students (Year 3-5 growth).

Our Teacher Judgement data showed that we extended students' learning, reducing the number of students deemed at risk in their learning.

Please see the attached report outlining our 2021 student achievement data.

We had 26 students receiving funding through Program for Students with Disabilities and their classroom aides worked

with the children in the classroom and also remotely, to support their progress. All students had an Individual Learning Plan each term and parents were invited to a Student Support Group meeting each term.

Engagement

Our students have faced some challenges over the past two years, with the opening of a new school nearby which saw the transfer of a significant number of students and two years of Remote Learning. Given the challenges of the 2020 and 2021 school years, our 2021 Year 4-6 Attitudes to School Survey data was extremely positive and endorsed our focus on supporting our students to feel connected to school, their classes and their peers and our strong emphasis on student emotional and social wellbeing.

Throughout Remote Learning and on our return to school, we monitored attendance closely and made many phone calls to families following up on children's absences. Once back onsite, we resumed our attendance awards being posted to our students' Seesaw journals, including our end of Semester Attendance certificates.

Due to our Construction works, some of our play space was no longer available and we responded to this by providing a wide range of Lunch time Clubs to support and engage students. Staff identified and encouraged students to attend a Lunch Time Club to support their play and engagement. Due to COVID guidelines, we were unable to have indoor Lunch Time Clubs on our return to school, and responded by putting additional staff on to playground support to engage with students in play.

Wellbeing

As we entered a second year of schooling marked by the uncertainty of the COVID Pandemic and the oscillation between Onsite and Remote Learning programs, we knew that supporting our students, their families and our staff would be a key focus of our approach. Focusing on the students' wellbeing was a priority through 2021 and our involvement in the Resilience Project and its emphasis on mindfulness was a great support for our students. On our return to Onsite Learning in Term 4, our school program focused on supporting children to reconnect with each other in person and to redevelop their friendship skills, empathy for others, emotional regulation, resilience and managing conflict in their play and friendships - this will continue to be a focus for 2022.

Finance performance and position

For the 2021 and 2022 school years, we reserved school funds against the opening of the new schools (two government and one private school) for both school years due to uncertainty around the impact on our enrolments. The decision to save for and reserve a large surplus has proven to be a prudent financial decision, as the decrease in our student enrolments from 470 in 2020 to 255 in 2022, has not had an impact on our school organisation or staffing levels. We have also been able to protect our Learning Specialist teacher roles to be non-classroom based, so that they are able to best impact on the coaching and professional growth of our teachers. Due to COVID, our fundraising activities over the past two years have been significantly impacted and we had also made the decision not to ask for financial contributions from our families.

For more detailed information regarding our school please visit our website at <http://www.exfordps.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 290 students were enrolled at this school in 2021, 147 female and 143 male.

21 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

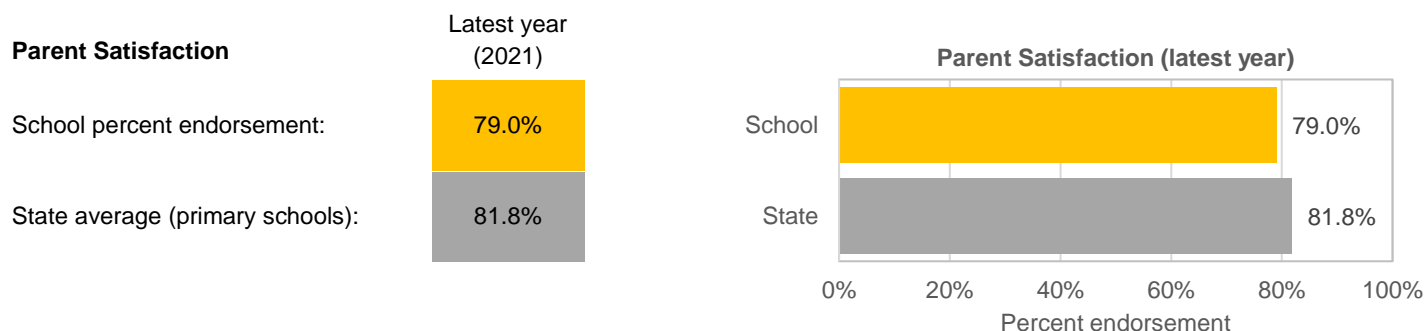
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

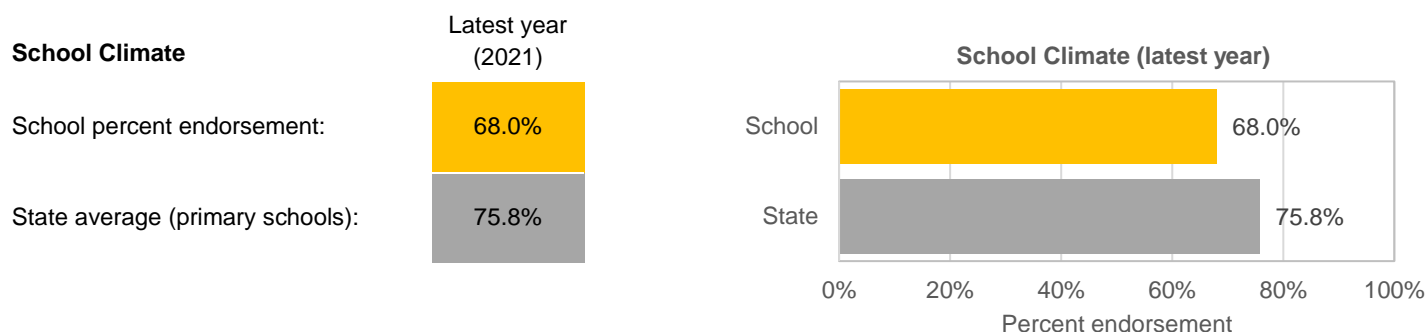


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

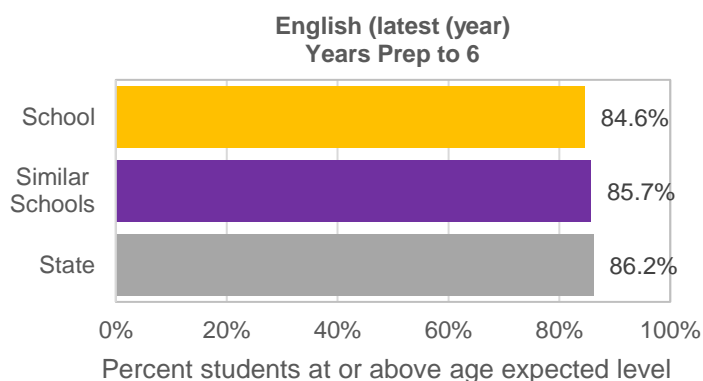
84.6%

Similar Schools average:

85.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

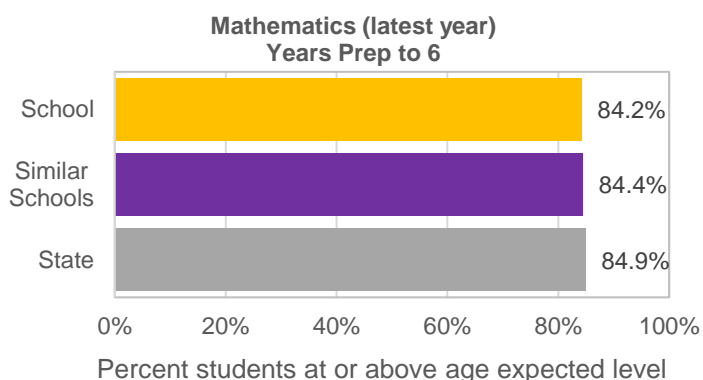
84.2%

Similar Schools average:

84.4%

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.

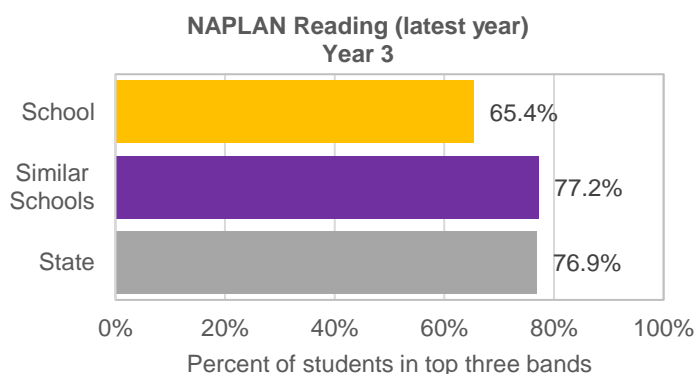
NAPLAN

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.

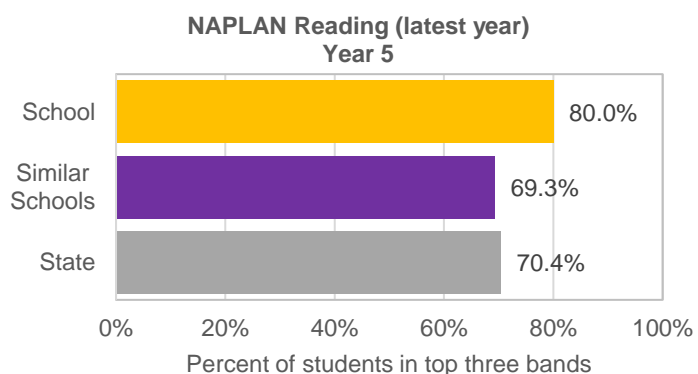
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.4%	73.9%
Similar Schools average:	77.2%	76.6%
State average:	76.9%	76.5%



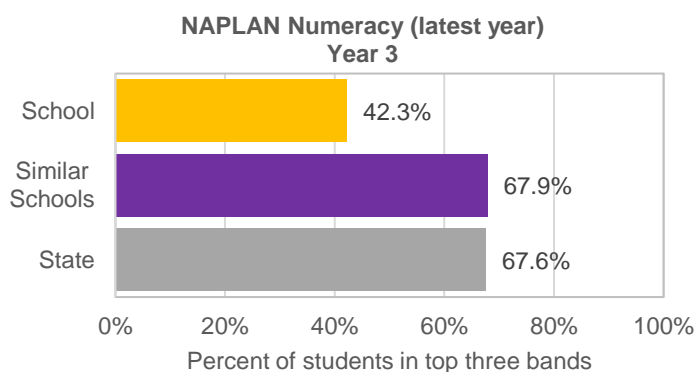
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	68.5%
Similar Schools average:	69.3%	66.8%
State average:	70.4%	67.7%



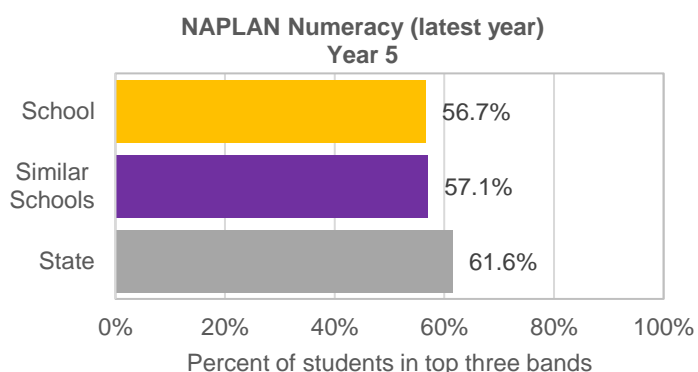
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.3%	56.0%
Similar Schools average:	67.9%	68.7%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.7%	52.7%
Similar Schools average:	57.1%	56.8%
State average:	61.6%	60.0%



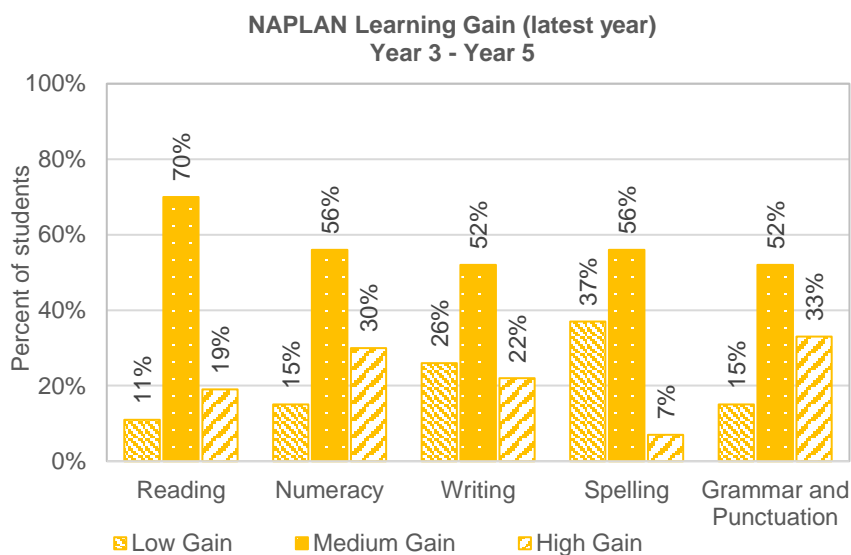
ACHIEVEMENT (continued)

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:	11%	70%	19%	22%
Numeracy:	15%	56%	30%	21%
Writing:	26%	52%	22%	18%
Spelling:	37%	56%	7%	19%
Grammar and Punctuation:	15%	52%	33%	21%



ENGAGEMENT

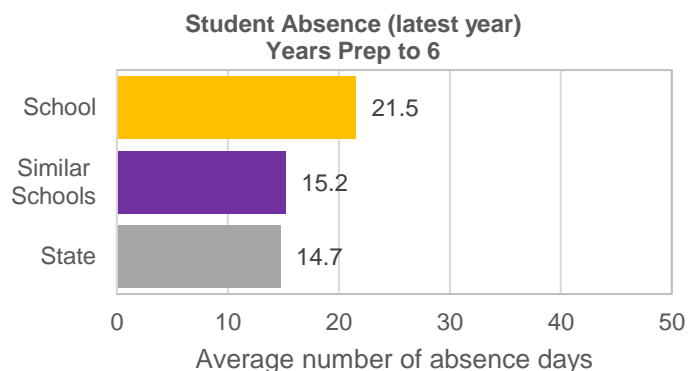
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	21.5	19.0
Similar Schools average:	15.2	15.0
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%	86%	88%	86%	89%	91%	91%

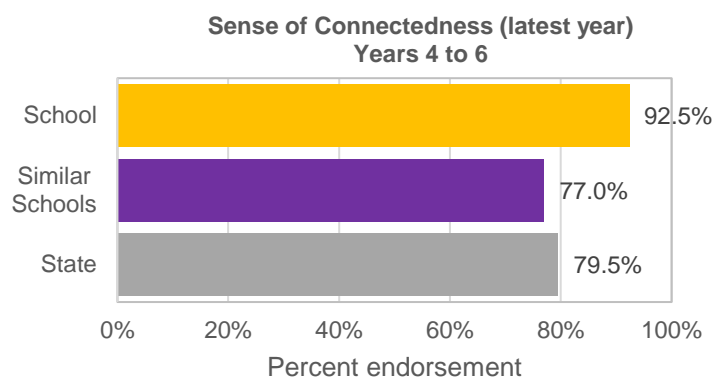
WELLBEING

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:	92.5%	88.9%
Similar Schools average:	77.0%	79.2%
State average:	79.5%	80.4%

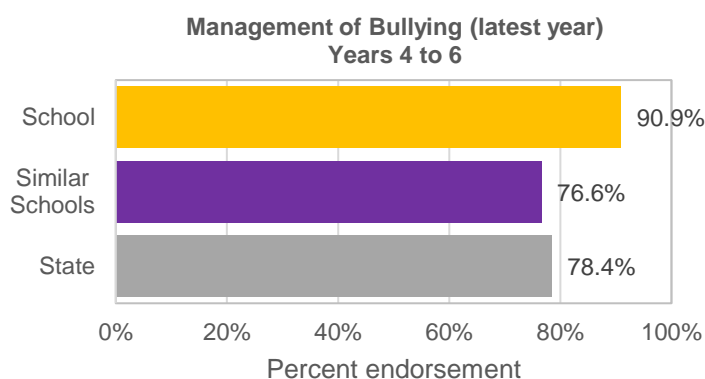


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	90.9%	87.6%
Similar Schools average:	76.6%	79.2%
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	\$3,218,707
Government Provided DET Grants	\$298,537
Government Grants Commonwealth	\$14,959
Government Grants State	\$0
Revenue Other	\$10,747
Locally Raised Funds	\$54,356
Capital Grants	\$0
Total Operating Revenue	\$3,597,306

Equity ¹	Actual
Equity (Social Disadvantage)	\$66,226
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$66,226

Expenditure	Actual
Student Resource Package ²	\$3,094,664
Adjustments	\$0
Books & Publications	\$106
Camps/Excursions/Activities	\$4,967
Communication Costs	\$6,504
Consumables	\$61,908
Miscellaneous Expense ³	\$9,259
Professional Development	\$10,854
Equipment/Maintenance/Hire	\$48,427
Property Services	\$30,821
Salaries & Allowances ⁴	\$122,120
Support Services	\$23,678
Trading & Fundraising	\$19,799
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,587
Total Operating Expenditure	\$3,465,692
Net Operating Surplus/-Deficit	\$131,613
Asset Acquisitions	\$0

- (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	\$383,964
Official Account	\$49,935
Other Accounts	\$0
Total Funds Available	\$433,899

Financial Commitments	Actual
Operating Reserve	\$58,067
Other Recurrent Expenditure	\$9,843
Provision Accounts	\$0
Funds Received in Advance	\$20,703
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$250,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$338,612

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.