

2021 Annual Report to The School Community



School Name: Hughesdale Primary School (4176)



- 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 24 March 2022 at 03:47 PM by Lisa Gough (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 31 March 2022 at 08:17 PM by Kirsten Williams (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

Hughesdale Primary School was established in 1924 and is located in the south-eastern suburbs of Melbourne within the City of Monash. Our motto 'Aim High' is reflected in the partnership between students, staff and parents. The Hughesdale community has high expectations of students as learners and relationships between staff and parents are highly valued.

We strive for a learning environment that builds capacity for all learners with a deep sense of connection, belonging and ongoing improvement. Our Guiding Statements are actively valued and promoted by our community. They include;

Our Philosophy;

1. We are a community of lifelong learners.
2. Students are at the centre of all that we do.
3. Research, data and agreed whole of school pedagogy underpins teaching and learning at our school.

Our Mission;

Hughesdale Primary School works collaboratively to empower critical, reflective learners. We foster respectful relationships that we underpin with our school's values and personalised goals. With high expectations, we involve students, staff and the community in a positive and curious pursuit of educational excellence.

Our Vision;

Our students should feel empowered as inquisitive, lifelong learners. They will confidently seek to contribute to our evolving global community with integrity, sensitivity and joy.

Our Values;

Respect: At Hughesdale Primary School, we show kindness, empathy and compassion to ourselves and others. We look after and value our school environment, as well as celebrate our individuality.

Gratitude: At Hughesdale Primary School, we are thankful and show appreciation for the opportunities we have to learn and be part of a collaborative community.

Resilience: At Hughesdale Primary School, we show resilience by managing our emotions and bouncing back. We acknowledge feelings that may challenge us, and actively seek strategies that help us move forward with a positive, growth mindset.

Personal Best: At Hughesdale Primary School, we take pride in ourselves and everything that we do. We demonstrate our personal best by engaging in every endeavour, no matter how challenging, with a growth mindset. We identify our strengths and establish goals with a focus on 'where to next?'

Teamwork: At Hughesdale Primary school, we demonstrate teamwork by collaborating and supporting each other to achieve a common goal. We participate actively by attentively listening, compromising, and putting in our best individual effort to help the team.

In 2021, we had 4 classes in Foundation, Years 1, 2, & 3. There were 3 classes in Years 4, 5 & 6. Our enrolments sat at around 565 with a total of 25 classes. Students received instruction in four specialist teacher learning areas; Visual Arts, Performing Arts, PE and a mix of Mandarin/Cultural Studies.

During the year, we formed a Languages Review Working Party, to examine the provision of an additional language for our students. Alignment of this program with our Guiding Statements and high student engagement levels were paramount for this team. Our team included students, staff and parents to ensure all stakeholders were represented. A decision was made at the end of 2021 to replace Mandarin/Cultural Studies with French.

We operated the school with the equivalent of 40.68 full time staff. which included Admin Staff (EFT 4.46) Learning Assistants (EFT 2.32) Teachers (EFT 30.9) and Principal class (EFT 3.0). We do not have any staff with an Aboriginal or Torres strait Islander background.

Our grounds, in central Hughesdale, are beautifully manicured and maintained, with a range of outdoor play spaces. We have six buildings on site.

1. The Tanner Building (opened in 2019) is home for our Year 6 and Foundation students to foster and strengthen

Buddy connections between these age groups. It also houses one year 5 class.

2. Portable 1 (Mod 5) houses Performing Arts for our Senior Students
3. Portable 2 (Mod 5) houses two Year 5 classes
4. Our Gymnasium houses PE & Mandarin/Cultural Studies
5. Performing Arts and Out of School Hours Care (provisioned by Camp Australia) are situated in our LTC (Light Timber Construction Building).
6. The remainder of classes are located in our Main Building

Student Demographic in 2021;

2% of students were deemed disadvantaged (ref Panorama)

For 17% of students, English is an Additional Language (EAL) (ref Panorama)

1% of students had an Aboriginal or Torres Strait Islander background (ref Panorama)

11% of students were classified as having a disability (ref Panorama)

We had 2 students that fell under the International Student Program.

All members of staff are required to be life-long learners and the development of whole school pedagogy is a priority for the teaching team and leaders.

We believe in building a community of learners, we recognise that all students have talents and abilities and learn best when fully engaged in a safe, nurturing and harmonious environment. Hughesdale Primary School is student-centred, characterised by a clear understanding that our role is to inspire and challenge all learners to have high expectations of themselves as global citizens in a sustainable world.

Framework for Improving Student Outcomes (FISO)

Our School Strategic Plan 2019-2023 (SSP), outlines three goals and seven Key Improvement Strategies (KIS), which each align with the Framework for Improving Student Outcomes (FISO).

Goal 1 - To maximise each student's learning growth

(KIS 1a) Embed a consistent, whole of school approach to instructional practices (FISO - Building Practice Excellence)

(KIS 1b) Build capacity of teachers to utilise Data and a range of assessment strategies. (Building Practice Excellence)

(KIS 1c) Build a guaranteed and viable curriculum to enhance student learning. (Curriculum Planning and Assessment)

Goal 2 - To enhance student agency and voice in their learning

(KIS 2a) Activate student voice, leadership and agency in their learning (Empowering students and building school pride)

(KIS 2b) Provide a stimulated learning environment that values rigour and the student as a learning partner. (Evidence-based high-impact teaching strategies)

Goal 3 - To build student resilience and confidence

(KIS 3a) Establish high expectations for all learners (Setting expectations and promoting inclusion)

(KIS 3b) Embed a school-wide culture of resilience and mutual respect (Empowering students and building school pride)

KIS 1a outlines our dedication to embedding consistent, whole of school approaches to instructional practices. We continue to strengthen our work in this area with great success, although the nature of pedagogy/practices that we target has changed significantly since the creation of our SSP (which was before the pandemic). The extension of school closures into 2021 meant that priority was given to the ongoing review and adaptation of our consistent, whole-school approaches to remote learning.

Monitoring efficacy of our programs fundamentally informed our work as we identified shifting priorities. These priorities were determined by feedback gathered from students, parents and staff. This included;

- Wellbeing data. The student Attitudes To School Survey(AToSS) clearly demonstrated the increasing fatigue experienced by students managing remote learning.

e.g. Learner Characteristics and Disposition (Motivation and Interest) in 2020 was 43.7, in 2021 this dropped to 23.4

e.g. Social Engagement (Sense of Connectedness) pre-pandemic was 53.8, in 2021 this had dropped to 35.5

Outcome: Use of video conferencing to connect with students was always a whole school focus throughout remote

learning. In addition to explicit teaching and a learning focus, these tools were also utilised to facilitate social groups to foster peer-to-peer connection.

- Academic Data. Student growth was examined at the end of 2020, to inform implementation of the Tutor Learning Initiative (TLI) called Targeted Student Learning (TSL) at Hughesdale Primary School. We committed additional school funds, as well as the TLI funding to increase the scope of this program. NAPLAN Data and the AToSS were used to monitor and inform the balance between academic rigour (KIS 2b), high expectations (KIS 3a) and student wellbeing. It is interesting to note that Teacher-student relations (High expectations for success) increased from 34.8 pre-pandemic to 43.1 in 2021.

Achievement

To best support student learning, we continued our deep focus on how we measure, monitor and utilise student achievement data to inform planning and curriculum development. We established a LDAP (Literacy Data Assessment and Practice) team, which completed professional training with Bastow. Initially focussing on furthering our school-wide understanding of literacy assessment and best practice, this knowledge was transferred to numeracy assessment in Term 4. The team utilised this increase in capacity and additional research to redevelop our assessment schedule. They revised and renewed the whole school Assessment Schedule to include what, why and how for each assessment. Implementation guides for the major assessments were included as well as documentation to capture how each assessment informs teaching and learning to maximise student growth.

Assessment data was used to inform, implement and evaluate the impact of the TLI program (Teacher Judgement, Fountas and Pinnell, Essential Assessment, DET Wellbeing checklist and PAT Adaptive testing). Growth was evident and students successfully rotated into, through and beyond the program and new students entered.

Other achievements this year included;

- The whole school approach to the teaching of spelling has been documented by the English Professional Learning Team (PLT)
- A whole school planning template for Mathematics Units has been developed and trialled by all teams led by the Mathematics PLT
- The new Individual Education Plan (IEP) process has been implemented
- Staff collaboratively documented the Agreed Pedagogy and Practices at Hughesdale Primary School that incorporate High Impact Teaching Strategies (HITS) and other teaching tools
- We adopted adaptive PAT testing to ensure student progress was not limited by the tool
- A team of 7 staff members trained to be Professional Learning Community (PLC) Instructional Leaders. Their work in 2022 will further enhance our focus on student data to maximise growth and achievement. It will also focus on teacher growth and collaboration.

NAPLAN data indicated much stronger growth for students working at or towards the expected achievement standard (lower and middle two NAPLAN bands). Students in the top two bands did not demonstrate growth as consistently as their counterparts. It makes sense that students who thrive at school, struggled with a remote learning format however it is a trend we aim to reverse in 2022.

Benchmark growth by previous 2 band grouping (2 years prior);

Year 5 Reading (Bottom 2 bands) - 0% low growth, 50% expected growth, 50% above expected growth

Year 5 Numeracy (Bottom 2 bands) - 0% low growth, 60% expected growth, 40% above expected growth

Year 5 Writing (Bottom 2 bands) - 0% low growth, 0% expected growth, 100% above expected growth

We highly value inclusivity at Hughesdale Primary School and NAPLAN participation is encouraged for all students. We do not exclude students funded by the Program for Students with Disabilities (PSD) from participating in NAPLAN unless specifically requested to do so by their parents. Our NAPLAN results are an accurate reflection of our entire student cohort.

Engagement

Our entire community made the most of the time we spent at school, engaged in face-to-face learning in 2021. We were able to schedule community building events such as a Colour Run, camps, early starts and late stays at school and Graduation around the periods of school closure. Creating memories were of significant importance, as was making the most of time spent with students in the classroom.

Implementation of the Resilience, Rights and Respectful Relationships (RRRR) Curriculum was able to be more thoroughly rolled out in 2021, and it aligned well with our focus on whole school pedagogies, engagement and wellbeing.

Our reviewed approach to the use of Individual Education Plans (IEP's) has strengthened communication between home and school so that all stakeholders are aware of learning, social and emotional goals, as well as the strategies being implemented to achieve those goals.

Case management continues and is led by our leadership team, to identify and support students who are struggling to re-engage with school. Absence data is tracked closely and the number of students with 20+ days absent from school remains lower than the state, similar schools and network;
Hughesdale Primary School 11%, Similar Schools 12%, Network Schools 13%, State 22%.

Our Engagement and Wellbeing PLC will continue to focus on implementation of RRRR in 2022, as well as identifying strategies to increase student voice and agency now we have transitioned back to onsite learning.

In 2021, we formed a Languages Working Party (parents, students, staff) to review our Languages (Mandarin) program. This was a direct result of low engagement with this subject, demonstrated by inconsistent student behaviour among other things. This was a highly successful initiative and with pride we transitioned to a French Languages program in 2022. Early indicators have demonstrated incredibly high levels of engagement in Languages at our school.

Wellbeing

Health and wellbeing for staff, students and parents had to be a priority in 2021. These supports had to be delivered without sacrificing support for academic progress and had to be delivered through long periods of lockdown. School resources were often spread very thinly as demand increased in an unprecedented manner. Survey data indicated we were on the right track with the provision of remote learning, and we supported outlying needs through individualised case management. For example, for some families full contact with the school between 9am and 3:30pm was their desired model, whereas for other families any additional learning support of video conferencing was adding too much pressure to the remote learning experience.

During remote learning in 2021, we noticed an increasing trend in which doctors certificates were provided, to accompany requests for onsite supervision due to student/parent mental health. We did our very best as a school to support all families. Remote learning provision needed to adapt to these changing wellbeing needs. Our Specialist programs (Visual Arts, Performing Arts, Languages and PE) ceased for a time while these teachers focussed their energies on the supervision of onsite learners. Onsite supervision increased significantly between 2020 and 2021, and this was managed willingly and with a focus on student support and wellbeing by our staff.

We have always supplemented the AToSS with a termly student survey at Hughesdale Primary School. It provides another forum for students to share their successes, challenges and concerns with a trusted teacher. In 2021 the Student Wellbeing survey was adapted to gather wellbeing data through the lens of remote learning, returning to onsite and future transition back to face-to-face learning. The Engagement & Wellbeing PLT analysed these results and with a case management approach, worked to support individual students where previously unidentified concerns arose.

In 2021, we implemented and provided professional learning to staff on the Social and Emotional Learning Scope and Sequence. In 2022, we will be working to address the shortfall in mental health practitioners with the development of a

Student Wellbeing Triage Model. With the current availability crisis (of psychologists and counsellors), it falls to schools to fill the gaps. While teachers have always had the support of leaders to access case management support, we believe the Triage Model will build teacher capacity to identify and source student support with greater autonomy. It will;

- provide guidance about staged support and intervention
- foster timely implementation of strategies
- outline how to implement these tools
- indicate when they may be appropriate
- inform IEP development to target engagement and wellbeing
- scaffold student wellbeing tools and supports
- assist with case management building greater teacher autonomy

Without a doubt, students are very happy to be back at school.

Finance performance and position

Our community remains committed to supporting whole school initiatives, and during 2021 this included raising money to renovate the bathrooms within the main building annex. With fundraising and Building Fund contributions, we have been able to deliver a Net Operating Surplus of \$100,612. We committed to co-contributing \$100,000 to these works when applying (successfully) for a Capital Works Grant to fund this full renovation.

School funds were added to TLI initiative funding so we could maximise this program in 2021. We continue to plan for smaller class sizes, our current average just over 21 students per class.

Research clearly demonstrates that teacher efficacy has the most significant effect size on student learning outcomes, and so we continue to fully commit the Credit component of the Student Resource Package (SRP) to salaries and maximising staffing.

For more detailed information regarding our school please visit our website at
<https://www.hughesdaleps.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 568 students were enrolled at this school in 2021, 283 female and 285 male.

17 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).

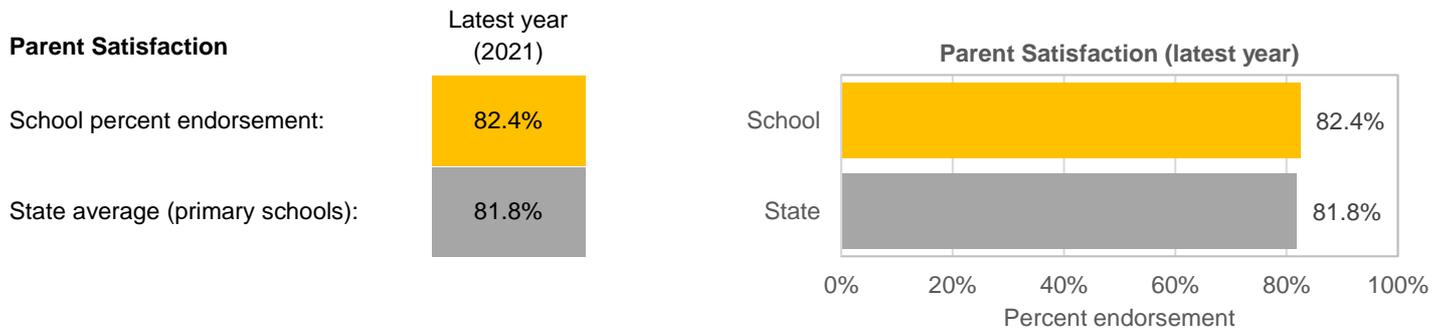
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

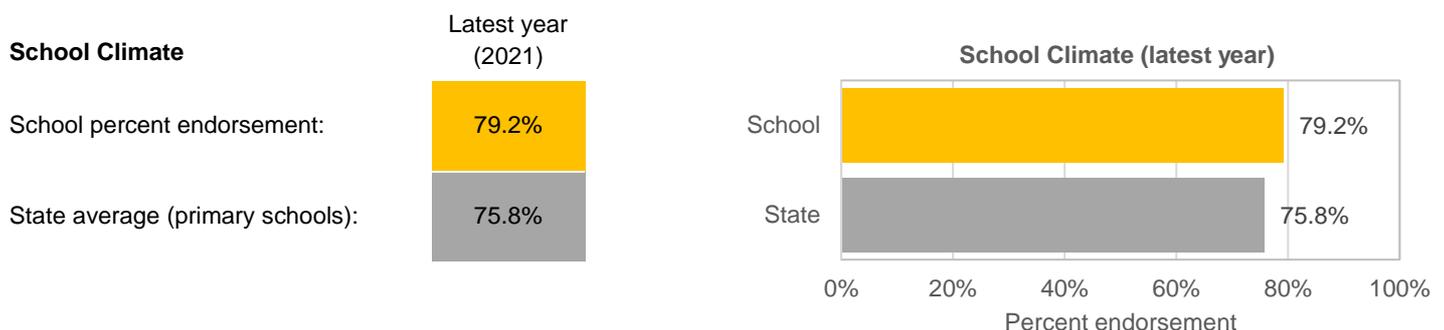


School Staff Survey

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:

NDA

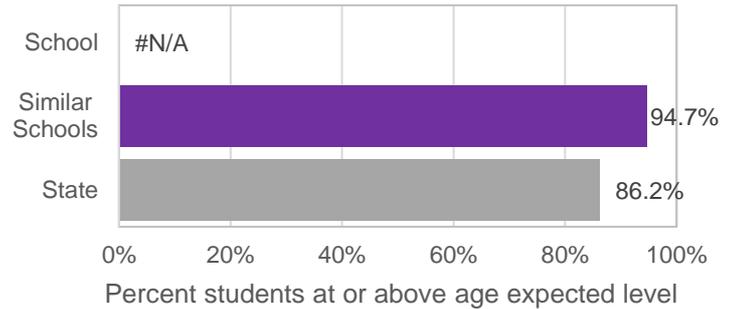
Similar Schools average:

94.7%

State average:

86.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

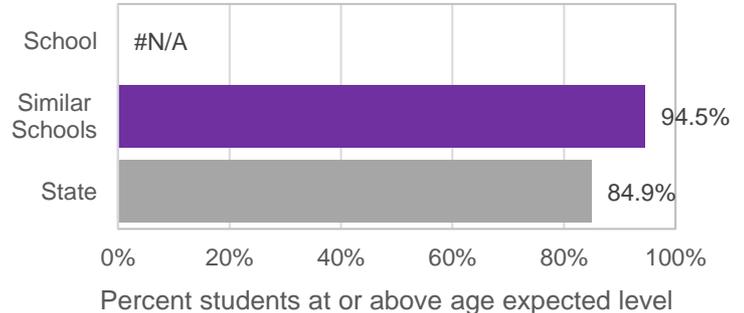
Similar Schools average:

94.5%

State average:

84.9%

Mathematics (latest year) Years Prep to 6



ACHIEVEMENT (continued)

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

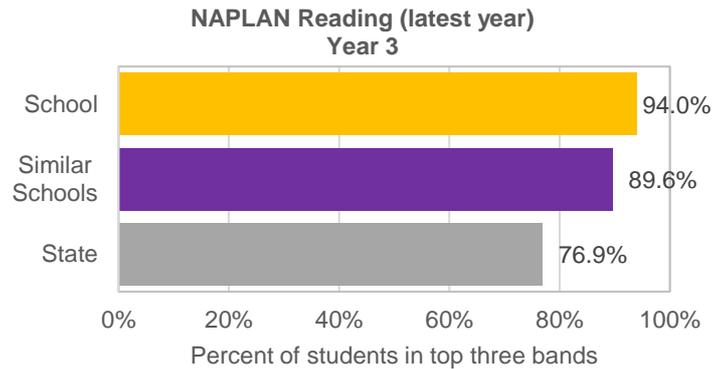
NAPLAN

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

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

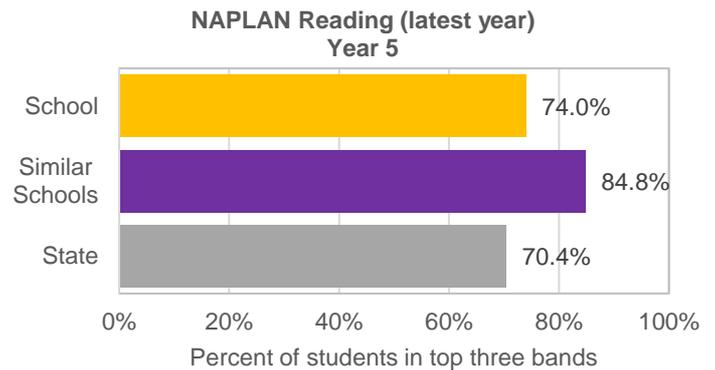
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	94.0%	89.3%
Similar Schools average:	89.6%	89.3%
State average:	76.9%	76.5%



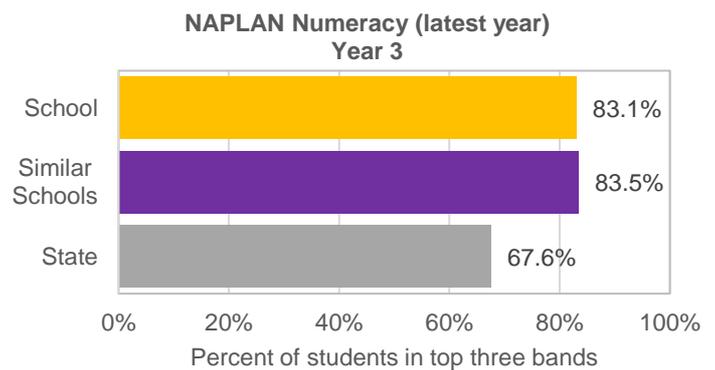
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	74.0%	79.7%
Similar Schools average:	84.8%	82.8%
State average:	70.4%	67.7%



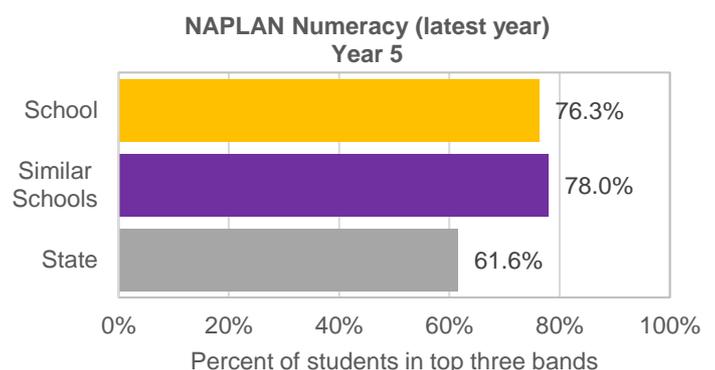
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.1%	83.8%
Similar Schools average:	83.5%	84.7%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.3%	78.4%
Similar Schools average:	78.0%	76.7%
State average:	61.6%	60.0%



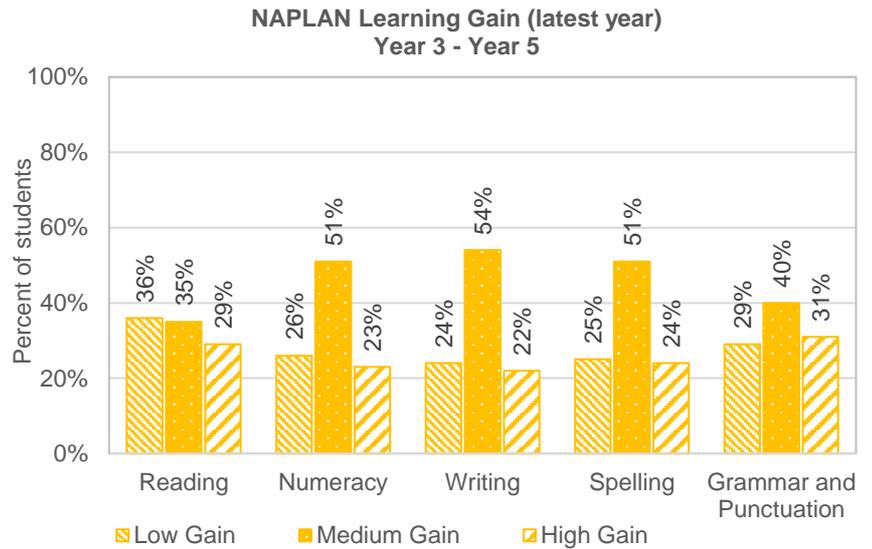
ACHIEVEMENT (continued)

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:	36%	35%	29%	29%
Numeracy:	26%	51%	23%	27%
Writing:	24%	54%	22%	29%
Spelling:	25%	51%	24%	28%
Grammar and Punctuation:	29%	40%	31%	27%



ENGAGEMENT

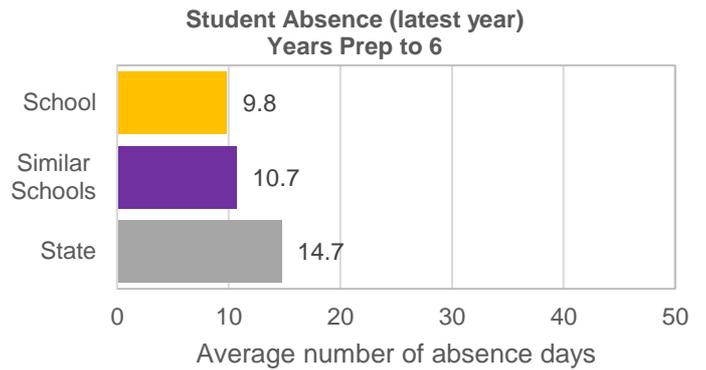
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	9.8	11.1
Similar Schools average:	10.7	12.0
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):	95%	95%	96%	96%	95%	95%	94%

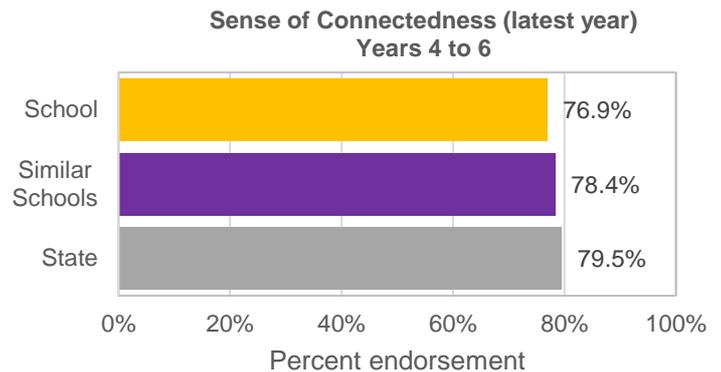
WELLBEING

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:	76.9%	78.9%
Similar Schools average:	78.4%	79.3%
State average:	79.5%	80.4%

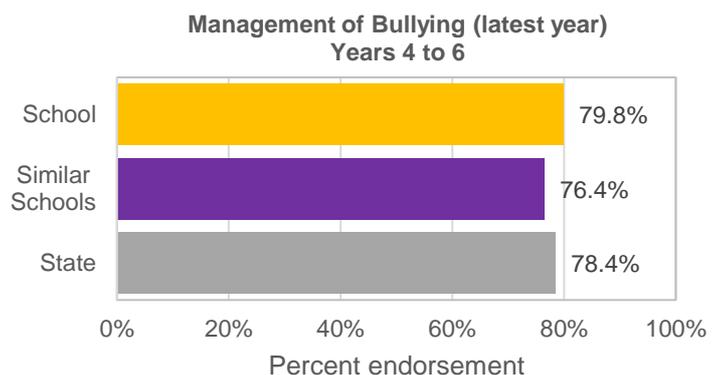


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	79.8%	80.0%
Similar Schools average:	76.4%	77.7%
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	\$4,392,219
Government Provided DET Grants	\$372,873
Government Grants Commonwealth	\$8,550
Government Grants State	\$0
Revenue Other	\$31,653
Locally Raised Funds	\$552,589
Capital Grants	\$0
Total Operating Revenue	\$5,357,884

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,262
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$13,262

Expenditure	Actual
Student Resource Package ²	\$4,511,174
Adjustments	\$0
Books & Publications	\$1,322
Camps/Excursions/Activities	\$172,734
Communication Costs	\$3,796
Consumables	\$94,880
Miscellaneous Expense ³	\$33,250
Professional Development	\$27,930
Equipment/Maintenance/Hire	\$77,522
Property Services	\$124,161
Salaries & Allowances ⁴	\$0
Support Services	\$149,987
Trading & Fundraising	\$21,924
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,592
Total Operating Expenditure	\$5,257,272
Net Operating Surplus/-Deficit	\$100,612
Asset Acquisitions	\$93,668

- (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	\$991,084
Official Account	\$96,781
Other Accounts	\$97,404
Total Funds Available	\$1,185,270

Financial Commitments	Actual
Operating Reserve	\$106,487
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$53,540
School Based Programs	\$149,603
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$25,228
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$115,730
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$129,138
Asset/Equipment Replacement > 12 months	\$214,708
Capital - Buildings/Grounds > 12 months	\$190,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,184,435

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.