

2021 Annual Report to The School Community



School Name: Inverloch Primary School (2776)



- 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 25 March 2022 at 12:44 PM by Brett Smith (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 28 April 2022 at 02:44 PM by Cameron Pepper (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

Inverloch Primary School is situated in the coastal town of Inverloch in South Gippsland. Inverloch Primary School is in a Hub/Annexe arrangement with Kongwak Primary School which means that while they are separate entities with their own school governance, they share staff, Principal, Assistant Principal, professional learning, excursions, camps and special events and travel between the schools at different times. Whilst both school work collaboratively together to provide cohesive learning, engagement and wellbeing programs, both schools are valued for their individuality and their place and purpose in their local communities.

The school's vision is 'All students to achieve their full potential and to develop into confident, well-rounded citizens' which is reinforced by the school's motto of 'We Give Our Best to Be Our Best'. This includes a focus not only on academic success but also becoming involved in the community. Our community links are very strong with various community groups who provide community awareness, services and support both in the school and beyond. Our school and particular our students, value and respect the environment and actively engage in environmental awareness and care programs in school and in the community. In 2021 our connections and support for and with the local community was restricted due to COVID19 restrictions.

The school's purposes as per the School Strategic Plan are:

- Our school is endeavoring to ensure students achieve expected or above expected growth in Mathematics and English.
- The school intends to increase students' engagement and motivation to increase achievement and attendance.

Our school values the qualities of persistence, getting along, emotional resilience and organisation. In 2022 our school will be determining the values that underpin our qualities, learning and social interactions. It has been our intention over the last two years to develop the school's values which will underpins our policies, practices, qualities, interactions and culture. Whilst Visions and Values are no longer a FISO priority, shared values remain a local priority and will be developed in 2022.

Inverloch Primary School's enrolments have been affected by the pandemic with enrolments peaking at 487 students which is an increase of forty seven students from 2019. Ongoing increased enrolments has put pressure on our grounds and buildings. The available play space is becoming less as numbers increase and this is compounded by the school oval requiring extensive drainage to keep it available for longer periods. Other facilities are also under great demand and we are consulting with the Department on how we can provide more facilities for staff and students in addition to the provisions made for 330 students when the school was rebuilt in 2011.

At the end of 2021 enrolments began to decrease due to families moving back to Melbourne and families choosing other educational options including home schooling and distance learning due to travel.

In 2021 the school offers 4 Specialist classes – Visual Art, Music, P.E. and Spanish which the students access each week. Some classes had library lessons and all students have class time to borrow from the library. There were 39 fulltime and part time teachers and 17 fulltime and part time Education Support staff (Student Support, Admin, Maintenance person, IT technician). We also funded two Educational Trainees to provide additional support in classrooms and administration..

The overall parent satisfaction with the school is below the State. The results for this area increased from a very low 2017 to 2019 and began to decline again in 2020 and 2021. General School Improvement has the lowest endorsement percentage. The Leadership Team will be analyzing the data and questions to understand parent perspectives and inform possible improvement practices

Framework for Improving Student Outcomes (FISO)

Framework for Improving Student Outcomes (FISO)

As with all schools, 2021 was a challenge with students and staff moving in and out of remote learning. Inverloch Primary School built in systems and modes that allowed this to happen promptly and seamlessly to minimise disruption to students and staff learning and development. We also rationalised the curriculum and available time to focus on literacy, numeracy and the wellbeing focus. The school also maintained of school improvement processes by using technology and scheduling and continuity.

In 2021 the school's Annual Implementation Plan focused on the Department required priority areas of Learning-Catch Up, Wellbeing and Connected Communities-Digital Learning. The school also continued with the school strategic plan focus areas of Curriculum Planning and Assessment and Building Practice Excellence.

Our mid and end of year monitoring indicated most strategies and actions were achieved to the degree expected with understanding growth will continue.

Achievement areas:

Learning Catch Up- Curriculum planning and assessment

- development of an Essential Curriculum in number, writing and reading for consistent, continuous, differentiated and inclusive curriculum (Writing in 2022)
- designed and implemented a data informed Additional Assistance program to improve achievement for identified students
- updated assessment schedule to reflect current assessment tools and greater triangulation to inform teacher judgement scores.

Wellbeing-Happy, Active and Healthy Kids

- developed and implemented an integrated wellbeing plan and program for students.
- built the capacity of staff to model, acknowledge and reinforce social emotional skills throughout the school
- implemented universal classroom interventions in positive coping and stress management including relaxation techniques
- implemented tailored interventions for Tier 3 and 4 students

Connected Communities-Digital Learning

- strengthened and adapted the school-wide approach to digital learning including programs regarding digital access and devices
- built staff capability to integrate digital learning

Building Practice Excellence-Build consistent instructional practice for every teacher and embed coaching, observation and feedback through inquiry cycles in professional learning communities (BPE)

- Peer Observation and Feedback program
- develop staff's capacity to observe, give and receive feedback -PLC inquiry cycles

Positive gains in the School Staff Survey showed clear evidence of their impact of Peer observations with school state comparison of:

-Believes peer observations improves practice	92-72
-Professional learning through Peer Feedback	84-48
-Seeks Feedback to improve practice	80-65

Postponed Strategies:

- 2021 Vision, Values and Culture: Build a culture of high expectations and aspirations across the whole school community and support staff to learn and teach for high expectations.

Achievement

In 2021, Inverloch Primary School delivered curriculum remotely for several short and extended periods. The learning was delivered through an online portal with regular teleconferencing interactions. Due to concerns with declining engagement, an extended teaching window was introduced and senior students had their teaching window moved to the start of the day. There was also greater expectations of work to be submitted. Google classrooms for the senior proved more successful to integrate various digital processes and monitor learning. Despite the interrupted learning, the prioritization of curriculum effort and time towards literacy and numeracy has allowed stronger than expected performance. Each staff member and each team readily focused on the priority areas which is a credit considering the circumstances. In 2021 the Remote Learning had a more learning edge due to the unknown periods of remote learning. This was possible by increasing the online support and remote teaching provided by the staff

Teacher Judgement

When compared to the State and Similar schools, Inverloch PS has made better progress in English P-6 which is favourable after such another disruptive learning year. The prioritization of curriculum time and focus on literacy and numeracy may contribute to these results. The highly successful work of the Learning Tutors and school based additional assistance has contributed to student growth in English.

- Reading-At and above
-School 87% state 86%
- Writing-At and above
-School 84% state 81%
- Number-At and above
-School 85% state 85%

In Reading, the 'below expected' percentage has decreased from 16%-13% and the 'above expected' increased from 30%-45%.

In Writing, the 'below expected' percentage had increased slightly from 15%-16% with 'above expected' increasing from 13%-17%.

In terms of the Annual Implementation Plan targets, Reading achieved the above expected target of 44%. Number exceeded the 2021 'above expected' target (30%-20%).

Writing did not quite achieve the 21% set. Writing has been determined as our literacy focus in 2022 with PLC Inquiry cycles, professional learning, assessment and curriculum improvements supporting this focus area.

Whilst the results are quite pleasing at a macro level there are students who have shown little of no growth and cohorts whose percentages of positive achievement lower than expected.

NAPLAN

The NAPLAN Reading results reflect the teacher judgement data. Yr 3 Reading (Top 3 bands) was well above the state and similar schools with similar differences in Yr5. However the school exceeded the State with Top 2 bands (68%-60%)

Yr3 NAPLAN Numeracy Top 3 Bands was slightly below state and Similar schools. The school was also lower with the Top 2 Bands (36%-41%).

Yr5 Numeracy Top 3 Bands was higher than the State and similar schools. However there were less in the Top 2 Bands compared to the State (44%-30%)

Yr3 NAPLAN Writing Top 2 Bands was higher than the State (63%-55%) but there has been an increase in 'less than expected'. Yr5 NAPLAN Top 2 Bands was less than the State (11%-20%). NAPLAN writing percentiles show that performance range is quite tight suggesting there needs greater differentiation to meet the needs of students who could be achieving higher.

NAPLAN Learning Gain

The school has matched or exceeded high growth in Reading, Numeracy, Writing and Grammar and Punctuation. The school had a high percentage of low gain compared to the Similar Schools in Spelling which is a concern and perhaps a results if less direct instruction in 2020-2021. This has been identified and addressed for 2022 including professional development, revisiting Soundwaves program, time allotment and methodology.

Engagement

When discussing attendance, we need to be mindful of the COVID19 and its impact and how learning was delivered in 2021.

According to DET data, our attendance, whilst improving in 2020, has declined again, In 2021 the average absent rate was 19.0 days per year compared to Similar Schools of 15.8. The absence rates are similar across the school except Year 6 which is better than the other cohorts.

The school continued to implement the Attendance Monitoring and Follow up program throughout the year including during Flexible and Remote Learning and the use of Student Absence Learning Plans.

Attendance will continue to be a focus.

Wellbeing

In 2021 Inverloch Primary School was committed to the Catch Up and Wellbeing priority and this commitment continues especially with Wellbeing as we are noticing the impact of the last two years on student behavior, confidence, resilience, persistence, tolerance and happiness.

Wellbeing activities were incorporated into the Flexible and Remote Learning plans with a focus on family time and gratitude. The Wellbeing Team initiated many activities for the community to connect with to break the monotony of being at home and to get outside and be active.

When students returned to school, there was deliberate planning and expectations to support their transition back to learning. Anecdotal evidence suggested some students were primed ready to learn whilst others found adjusting back to the learning mode expected at school a challenge.

The Wellbeing Team also provided for the wellbeing of the school staff by maintaining contact through Remote Learning, providing activities for 'distant' engagement and maintained professional learning and routine through Team, staff and PLC meetings by Zoom.

The school released a staff member with a psychology background one day a week to support whole school wellbeing in addition to having a wellbeing committee and wellbeing as a portfolio of the Assistant Principal

The school continued with the three School Strategic Plan's focus area of Confidence in Learning, Motivation and Interest and Stimulating Learning and introduced Connectedness, Sense of Inclusion and Advocate at School as a result of the last two years.

Our SSP focus areas were introduced in terms of data and to support achievement in all subjects including Inquiry based learning. However the last two years has redirected our efforts to more wellbeing aspects (connectedness, sense of inclusion, advocate at school)

SSP focus	2021	2021 Target	SSP Target	State
-Confidence in Learning	74	78	85	77
-Motivation and Interest	74	76	85	79
-Stimulating Learning	68	73	85	79
Wellbeing focus				
-Connectedness	69	78	-	80
-Sense of Inclusion	87	91	-	89
-Advocate at School	78	88	-	87

Whilst decreasing since 2018 bullying is a concern so the school will be developing and introducing more effective prevention and management of bullying practices including process, communication, empowerment and transparency. The Assistant Principal is part of the Inner Gippsland Bully Prevention working party.

The school will expand wellbeing support in 2022 by introducing a school chaplain and re introducing our community members who support students through the Side by Side program.

The loss of connections to outside organisations, parents/ carers and volunteers has had a major impact on our school culture. Connecting will be our wellbeing theme for 2022 with connecting as the means to rebuilding our school culture after two disrupting and disconnecting years.

Finance performance and position

Inverloch Primary School maintained a very sound financial position throughout 2021 with a surplus of \$374,97 due to Financial Commitments. Such commitments include School Council Master Planning Funding of \$216 000 (Stadium extension, play space development, play equipment replacement) Operating Reserve and a major IT program for the Junior classes. Some of the master planning projects were unable to be undertaken in 2021 due to shortage of tradesman and restrictions.

Decreased expenditure in 2021 was also due to decreased student attendance on site during the Flexible and Remote Learning periods. Expenditure on curriculum consumables and incursions was decreased so Parent Payments were reduced and 'consumable' learning platforms such as Reading Egg and Eggspress have been funded by the school in 2020 and 2021. Parent Payment contributions were significantly lower again in 2021 affecting our cash budgets.

The school continues to use Equity funding directly to support improved student learning through Additional Assistance programs such as Multilit and Minilit.

In 2021 revenue was reduced due to the Easter Fair cancellation due to COVID19.

The school continues to fund the Programs for Students with Disability program above the Department of Education funding levels to meet student needs. It also funds support to students not eligible for funding.

The school appears to operate with a \$277 093 deficit but that is due to School Council Initiatives (Easter Fair) budgeting

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 478 students were enrolled at this school in 2021, 229 female and 249 male.

1 percent of students had English as an additional language and 3 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).

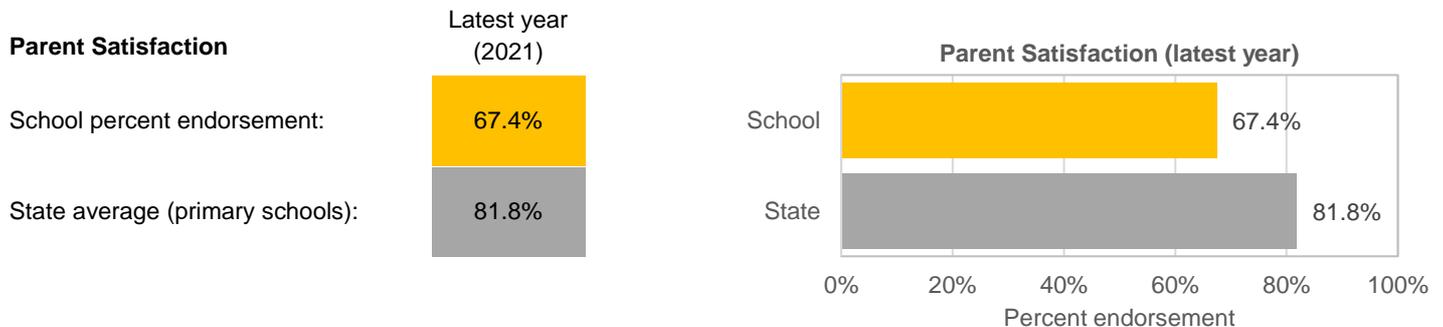
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

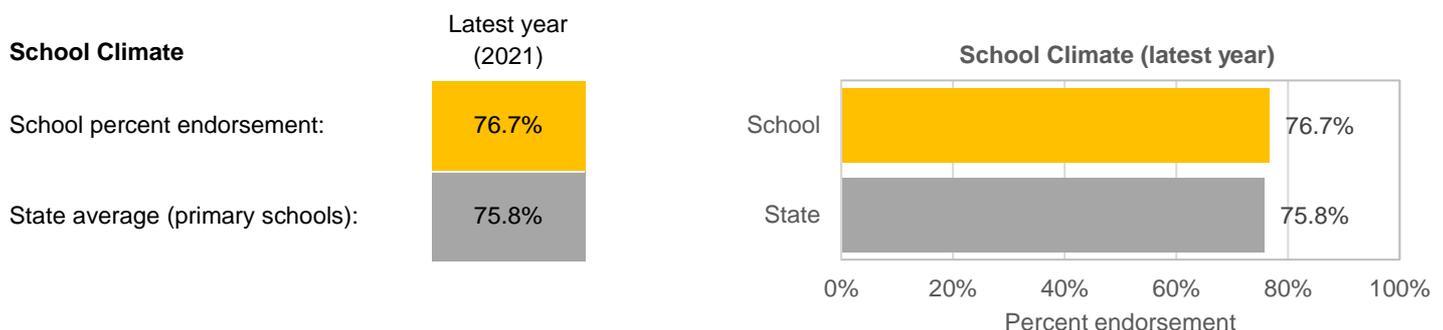


School Staff Survey

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:

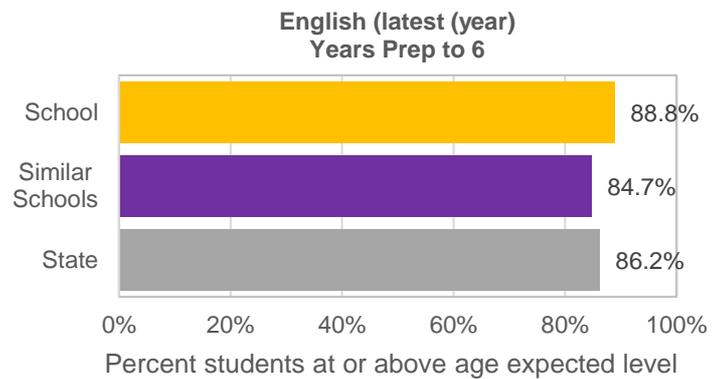
88.8%

Similar Schools average:

84.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

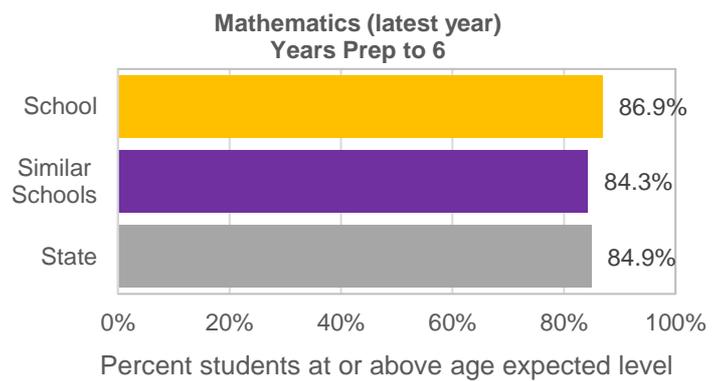
86.9%

Similar Schools average:

84.3%

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.

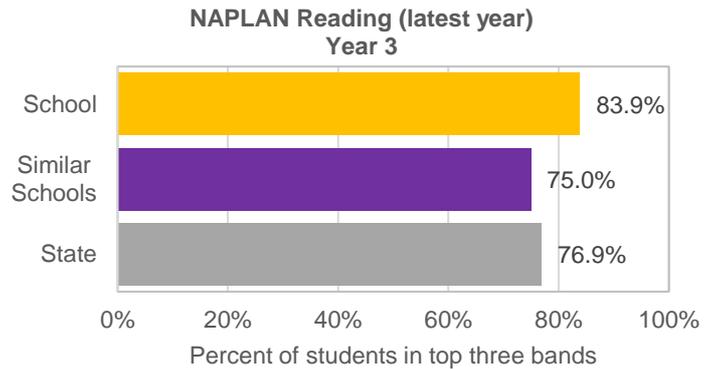
NAPLAN

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.

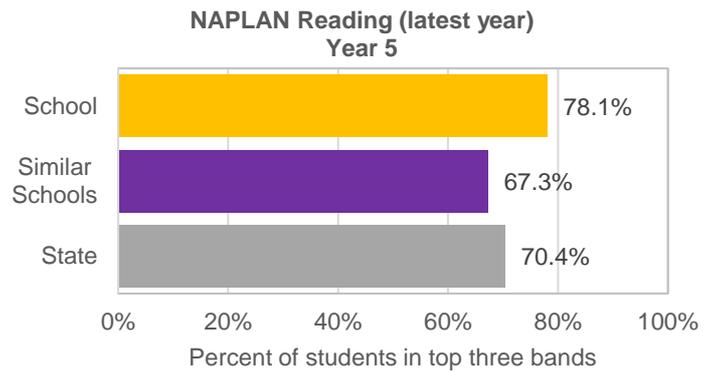
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.9%	85.1%
Similar Schools average:	75.0%	74.9%
State average:	76.9%	76.5%



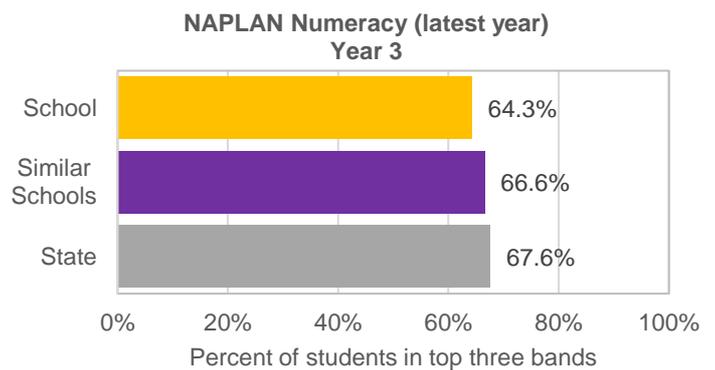
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.1%	78.7%
Similar Schools average:	67.3%	65.5%
State average:	70.4%	67.7%



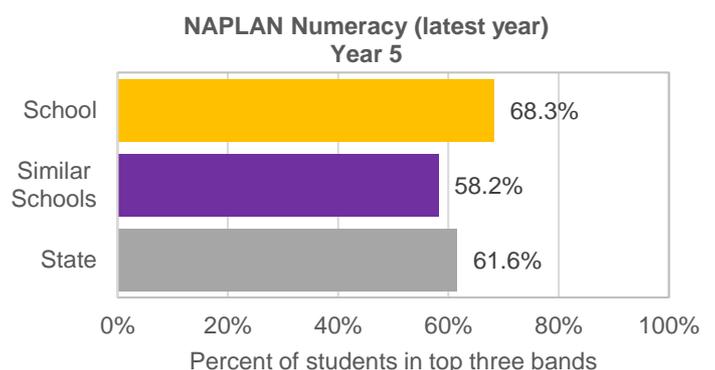
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.3%	65.7%
Similar Schools average:	66.6%	66.6%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.3%	67.2%
Similar Schools average:	58.2%	56.2%
State average:	61.6%	60.0%



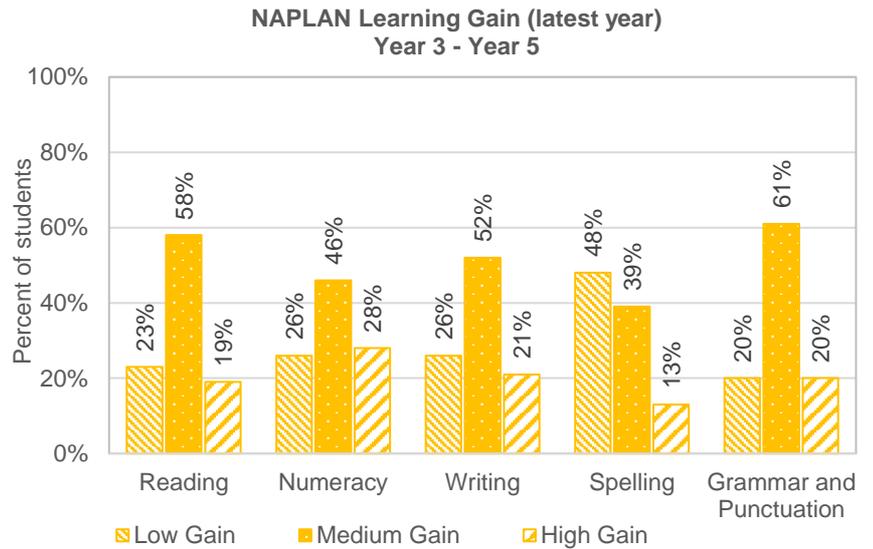
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	58%	19%	19%
Numeracy:	26%	46%	28%	22%
Writing:	26%	52%	21%	18%
Spelling:	48%	39%	13%	19%
Grammar and Punctuation:	20%	61%	20%	21%



ENGAGEMENT

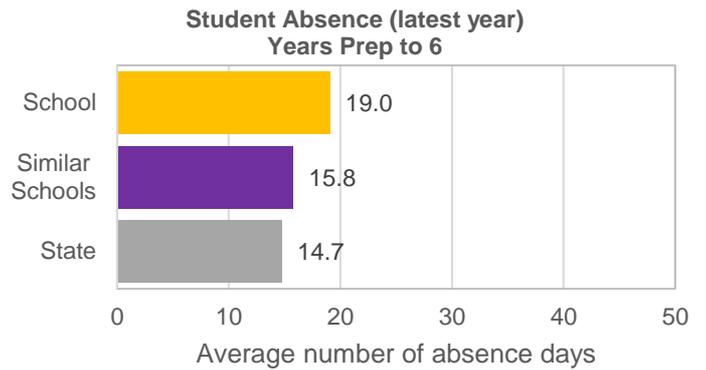
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.0	17.5
Similar Schools average:	15.8	15.1
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):	91%	92%	91%	91%	90%	91%	88%

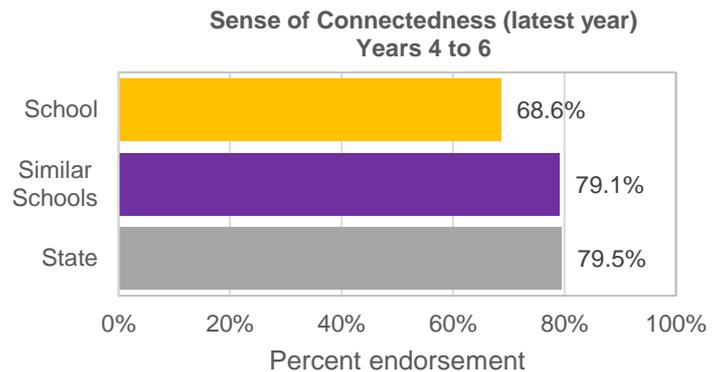
WELLBEING

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:	68.6%	74.0%
Similar Schools average:	79.1%	79.8%
State average:	79.5%	80.4%

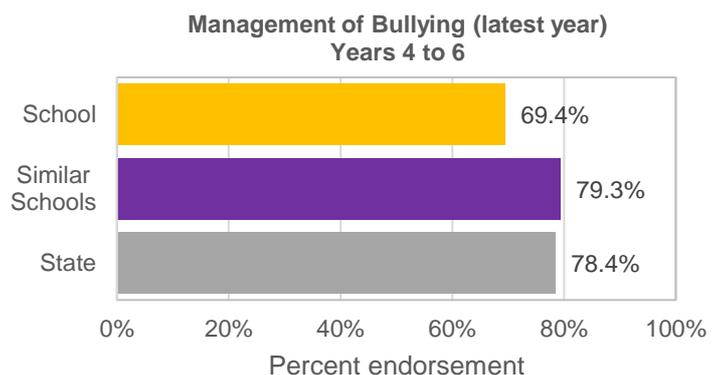


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	69.4%	76.7%
Similar Schools average:	79.3%	80.4%
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	\$4,101,815
Government Provided DET Grants	\$540,434
Government Grants Commonwealth	\$10,657
Government Grants State	\$1,000
Revenue Other	\$33,331
Locally Raised Funds	\$155,845
Capital Grants	\$0
Total Operating Revenue	\$4,843,082

Equity ¹	Actual
Equity (Social Disadvantage)	\$54,740
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$54,740

Expenditure	Actual
Student Resource Package ²	\$4,267,696
Adjustments	\$0
Books & Publications	\$15,030
Camps/Excursions/Activities	\$87,804
Communication Costs	\$7,488
Consumables	\$91,067
Miscellaneous Expense ³	\$24,318
Professional Development	\$7,319
Equipment/Maintenance/Hire	\$133,815
Property Services	\$153,988
Salaries & Allowances ⁴	\$267,661
Support Services	\$10,789
Trading & Fundraising	\$25,272
Motor Vehicle Expenses	\$61
Travel & Subsistence	\$0
Utilities	\$27,867
Total Operating Expenditure	\$5,120,175
Net Operating Surplus/-Deficit	(\$277,093)
Asset Acquisitions	\$19,537

- (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	\$265,253
Official Account	\$53,032
Other Accounts	\$0
Total Funds Available	\$318,285

Financial Commitments	Actual
Operating Reserve	\$131,203
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$1,101
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$6,989
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$219,207
Maintenance - Buildings/Grounds > 12 months	\$16,097
Total Financial Commitments	\$374,597

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.