

# 2021 Annual Report to The School Community



**School Name: Timor Primary School (1207)**



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

Attested on 29 March 2022 at 09:31 AM by Andrew Tatchell (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 29 April 2022 at 12:17 PM by Bradley Saul (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Engagement

Student attendance at school

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## About Our School

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### School context

Timor Primary School is a rural learning community situated in Central Goldfields, 8.7kms from Maryborough and 76kms from Bendigo. The school is located in the town of Timor, which was originally settled during the Victorian gold rush. The school was established in 1873, with Timor a thriving town of approximately 30,000 residents. Today, with a small local population, approximately 15% of students attending the school come from the Timor area itself.

A major highlight of the 2021 school year was the embedding of our Remote and Flexible Learning program, using the online platforms Google Classroom and Google Meets to provide daily explicit literacy and numeracy lessons. The students were also provided with engaging SEL, Integrated Studies, MARC, P.E, Visual Arts and Chinese lessons as well as opportunities for students to meet with their peers. The school was also able to support working and vulnerable families to access onsite learning. The school often had over 20% of students learning onsite.

Overall the parents are very happy with the school with 90.9% indicating positive endorsement. This out performs the state average of primary schools of 81.8% positive endorsement.

The Tutor Learning Initiative (TLI) was extremely successful with 10 Year 1 and 2 students all making excellent progress in reading. Regional Coordinator Amy Dewar commented on how well our program went and the learning gains made.

Timor Primary School has a high number of 'disadvantaged' students, with the SFOE band being rated 'high' (0.59). 6% of the students enrolled in 2021 were PSD funded. The school population of 48 students were grouped into 3 multi-age learning communities (P-1, 2-4 and 5-6), a Prep-2 class of 19 students, a Year 3-4 class of 14 students and a 5-6 class of 15 students. 0% of students had English as an additional language (EAL) 4% were Aboriginal or Torres Strait Islander (AITSI).

The school staffing profile consisted of 5.2 FTE teaching staff and 1.3 support staff FTE.

Parents were involved in School Council, fund-raising (lunch orders) and providing support to teachers in the classroom. While the school community is spread over a wide area, the school continued to be supported by a core group of parents.

#### Vision

Timor Primary School aims to develop confident learners who take ownership of their learning, are proud of their achievements and are well prepared for the ever-changing world that awaits them. Students are also encouraged to develop a social conscience, which enables them to contribute to their family, school and the wider community.

#### Values

Timor Primary School community upholds a commitment to the following values:

Respect - Treat others the way you want to be treated; Respect the point of view of others; be honest, sincere and seek the truth.

Responsibility - Be accountable for own actions; resolve differences in constructive and peaceful ways; contribute to society and community; take care of the environment.

Achieve your Potential - Try to accomplish something worthy and admirable; try hard; pursue excellence; 'have a go'; be persistent and resilient.

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### Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes improvement initiatives that the school focused on were:

- \* Building practice excellence
- \* Evidence-based high impact teaching strategies

- \* Curriculum planning and assessment
- \* Building communities

The FISO improvement initiatives were implemented in the following ways:

- \* Building practice excellence
  - Embedding of the PLC (meeting time provided, meeting norms constructed, agenda/minutes template, data (wise) literacy PL etc)
  - Learning walks and peer observations conducted.
  - TLI - Levelled Literacy Intervention.
- \* Evidence-based high impact teaching strategies
  - Planned PL facilitated (overview, reference to Setting Goals, Structuring Lessons, Explicit Teaching, Differentiated Teaching)
- \* Curriculum planning and assessment
  - Completed Reading Scope and Sequence planners for all year levels (combined curriculum day with Carisbrook PS).
- \* Building communities
  - Embedded the 'Every Minute Matters' initiative - \$250,000.00 over 3 years to support the work of improving student attendance
  - Family Liaison Officer employed
  - Parent 'How to support reading and writing in the family home' workshops in Term 1.

These initiatives assisted to:

- \* Build teacher capacity
- \* Develop highly effective whole school practices and procedures to maximise every learning opportunity for every student
- \* Implement a highly engaging and student focused curriculum
- \* Build an engaged learning community that views the school as a positive enrolment choice
- \* Build a learning community that is characterised by student voice and leadership
- \* Build networking and collaboration between schools (CoP)

#### Remote and Flexible Learning FISO Links

Learning catch-up and extension (Building practice excellence);

The TLI program was implemented to support students who did not make the expected learning gains in reading in 2020. A retired Reading Recovery teacher was targeted to facilitate the program and used the Levelled Literacy Intervention program to support her teaching. The experienced teacher also monitored how the classroom teachers were using the Fountas and Pinnell continuum to give direction for the planning of the next area of focused teaching whilst providing PL to further strengthen teacher practice for differentiation in reading.

Happy, active and healthy kids (Curriculum planning and assessment);

As a school we decided to take a different whole school approach to Social Emotional Learning. Timor partnered with Talbot PS to take an in depth look at the 'Kimoichis' program, with SSS Psychologist Jenny Barnes facilitating an introductory session online. Staff also received Respectful Relationships (Topics 7 & 8) professional learning from lead school facilitator Rachel Palmer (MEC).

Connected Schools (building communities);

The 'Every Minute Matters' (attendance) initiative was again a focus in 2021. A shire wide Family Liaison Officer to work across the 6 schools was appointed but later resigned and took up another opportunity in Ballarat. The initiative struggled to gain traction due to COVID-19 and Remote and Flexible Learning.

Improving reading outcomes for students was a major focus for Semester 1 in 2021. Some targeted work was also completed in the area of writing (6+1 Traits) in Semester 2.

Analysis of 2021 Student Performance Summary shows that:

80.4% of students are at or above the expected level for English according to teacher judgement. This is higher than similar schools.

84.4% of students are at or above the expected level for Mathematics according to teacher judgement. This is higher than similar schools and only .5% short of the State average.

Another major highlight was the positive NAPLAN learning growth data for students in year 5. The school comparison report showed that we have made considerable progress in regards to the National and State Mean Difference (Diff) score in Reading, Spelling, Grammar and Punctuation and Numeracy. Writing is the only area in which our difference score was less than the national and State.

Individual Learning Plans and SSG meetings were implemented for all PSD funded students, Koori students, students demonstrating 12 months below or above the expected level in Literacy and Mathematics, and students with low attendance. All students throughout the school had a targeted learning goal in Reading, Writing and Number. These goals were consistently monitored, revisited and discussed with teachers and students. These goals were also communicated to the parents in order to support learning in the family home.

#### Remote and Flexible Learning

The school was well prepared to deliver a consistent approach to online learning through the use of the Google suite. Staff reflected on what worked and what didn't work in 2020, took onboard parent and student feedback and were able to provide daily lessons via Google Classroom and explicit literacy and numeracy lessons through Google Meet.

Families were also provided with supporting materials and instructions on how to set up and best use these online platforms. All families were catered for, with only a couple of families requesting individualised hard copy work packs due to internet issues. Approximately 20 laptops and 3 dongles were loaned to support student learning. The school was also able to support working and vulnerable families to access onsite learning. The school often had over 20% of students learning onsite. Some other considerable data included:

79% of parents indicated that the school was providing the right amount of work.

64% parents were satisfied with the schools Remote and Flexible Learning approach.

29% of parents were neither satisfied/nor dissatisfied with the schools Remote and Flexible Learning approach.

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## Engagement

The average number of student absence days in 2021 was 18.4, considerably higher than the State median of 15.0 days. A number of strategic approaches were implemented and developed as we seek continuous improvement in the area of Engagement. In order to increase student attendance a process was put in place to support the students and families. This included the monitoring of student attendance daily, follow up phone calls and meetings with the classroom teacher and Principal to put in place targeted plans and referrals to SSS and GPs to support mental health, anxiety and other identified barriers.

The most common explanation from parents was 'illness'. The school attendance data indicates that students in Years 5/6 are attending school considerably less than other year levels, Year 6 students averaged 25.07 days compared with Year 2 students 15.6%.

Fortnightly online assemblies supported student achievement awards, and the Principals award were used to promote and reinforce the schools Values and expectations. Reading certificates also acknowledged excellent home reading throughout Remote and Flexible learning.

#### Remote Learning

Daily online lessons provided staff with an excellent account of the students that were and were not engaging in Remote Learning and roles were marked accordingly. Staff and the principal consistently followed up students that did not attend the online daily lessons and meetings, firstly with a text message and then a phone call if a response wasn't

provided. As the Principal I was regularly dropping off online/offline work packs to family homes. To support students transitioning from Remote and Flexible Learning to onsite learning we had increased 'brain breaks', mindfulness and Berry Street trauma informed strategies when students were presenting not ready to learn. Increased behaviour support plans were implemented to support students to regulate their behaviour.

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## Wellbeing

Timor Primary school has adopted a number of programs to foster a sense of wellbeing and connectedness in all students. The schools Values of Respect, Responsibility and Achieving your Potential are explicitly taught and continuously referred to on a daily basis, this includes during Social Emotional Learning (SEL) lessons, assembly, student awards, support resolving conflict between students as incentives in the classroom and yard as part of 'Timor Trading'. This is where students are rewarded with Timor dollars for demonstrating the school values and have the opportunity to spend their dollars at the fortnightly Timor market.

Timor staff partnered with Talbot PS to take an in depth look at the Social Emotional Learning program 'Kimochis' program, with SSS Jenny Barnes facilitating an introductory session online. Staff also received Respectful Relationships (Topics 7 & 8) professional learning from lead school facilitator Rachel Palmer (MEC).

Student Attitudes to School - 'sense of connectedness' data shows that Timor Primary School (79%) is out performing network schools (75%).

The management of 'bullying' is perceived to be very good, with 81.0% of students indicating a positive response. The data suggests that Timor Primary school is out performing network schools (80%).

### Remote Learning

Student and staff wellbeing was a priority throughout Remote learning. The staff and Principal generously supported the students and families with often over 20% accessing onsite learning. The school diligently communicated with parents via the uEducateUs platform, email and phone. 86% of parents indicated that teachers communicated with them about their child's learning. Parents were provided with wellbeing correspondence as recommended from the Department and were also encouraged to reach out to the school if they had concerns about their child's wellbeing. Students that were identified as being vulnerable were also monitored closely. Classroom teachers completed the 'Student Wellbeing Check-in Tool' in terms 1 and 3. This data supported staff to monitor identified students more closely.

The schools transition programs were heavily modified due to COVID-19 restrictions. The planned 'Step into Prep' sessions in Terms 2 and 3 did not take place onsite, but a virtual school tour and a clip of what its like to be a prep student at Timor Primary School was made available to the Kinders. The four scheduled transition sessions throughout Term 4 did take place, ensuring COVID-19 safe practices were in place.

The Year 6 into Year 7 Transition program was also heavily modified, with students only really getting to experience their secondary school on a couple of occasions. Both of the local secondary schools did provide a virtual tour and a Q&A online session.

The employment of the MDHS Speech Pathologist to support speech and language deficiencies in the early years was limited due to COVID-19. This will again be a focus in 2022.

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## Finance performance and position

Timor Primary School's financial position is healthy. School Council ensures funds are expended in line with stated Annual Implementation Plan (AIP) goals, school priorities and OHS requirements. The Financial and Performance Position statement shows a net operating surplus of \$152,068 with the 2021 total revenue of \$1,147,271 and expenditure totaling \$995,203.

The school received \$105,625 in equity funding to support disadvantaged students. The majority of these funds were allocated to an extra classroom teacher, extra Teacher Assistant and deployment of a part time MDHS Speech Pathologist to support oral language development. The school also utilised this funding to purchase approximately \$5,000 worth of literacy resources (Levelled Literacy Orange Kit) and \$6,000.00 to improve the teaching space in the 2-4 classroom (false wall to separate Art supplies).

The school received approximately \$14,000 in bushfire preparedness funding. This funding supported vegetation clearance and a colorbond fence along the eastern boundary of the school to act as a fire break with double gates so emergency vehicles can easily access the site.

The school was successful in three grant submissions including a \$30,000 Active Schools' grant to support a new sensory play space, a \$25,000 Shade Sail grant to support an outdoor flexible learning space and a \$110,00.00 Out of School Hours Care (OSHC) to support a transport solution for accessing the MEC service. All three projects will take place in 2022.

Timor Primary School has been able to fund a range of initiatives within the school, continue to add expertise to the staff profile, add to the learning resources and continue to develop the learning spaces while able to maintain a surplus budget.

**For more detailed information regarding our school please visit our website at**  
**<http://www.timorprimaryschool.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 48 students were enrolled at this school in 2021, 21 female and 27 male.

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

### Overall Socio-Economic Profile

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

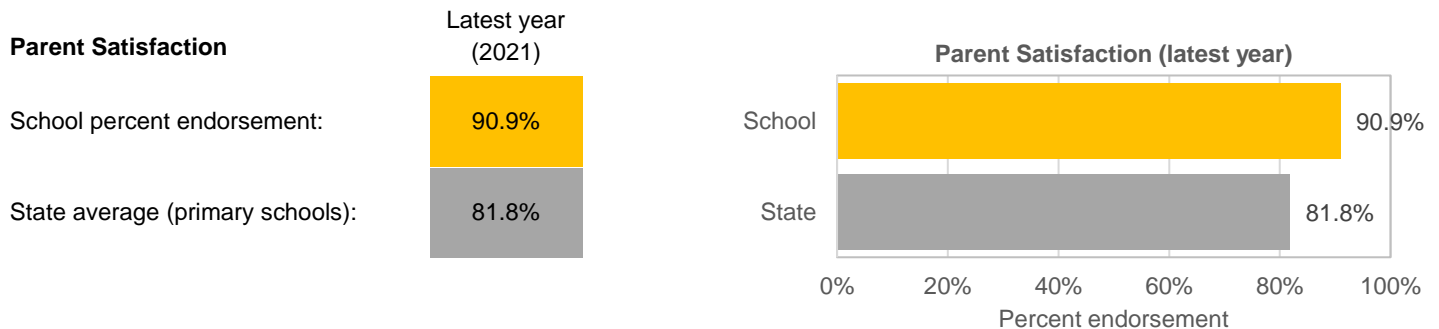
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

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

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

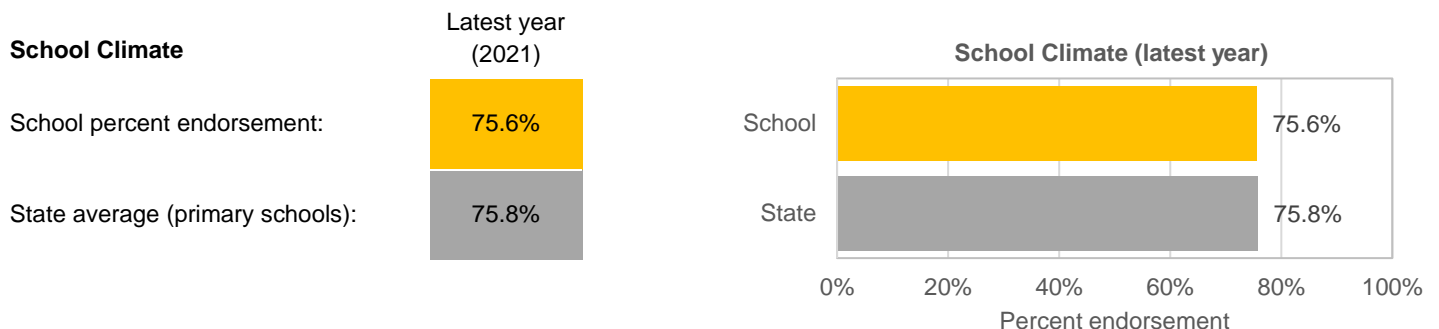


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

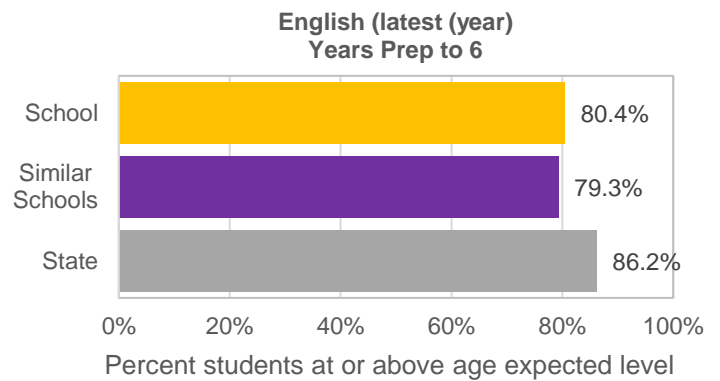
80.4%

Similar Schools average:

79.3%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

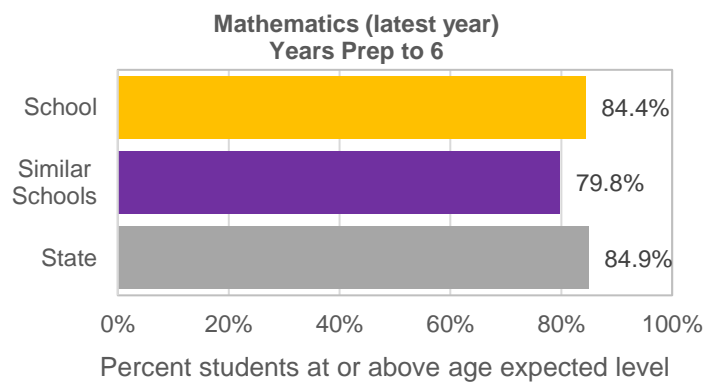
84.4%

Similar Schools average:

79.8%

State average:

84.9%



**ACHIEVEMENT (continued)**

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

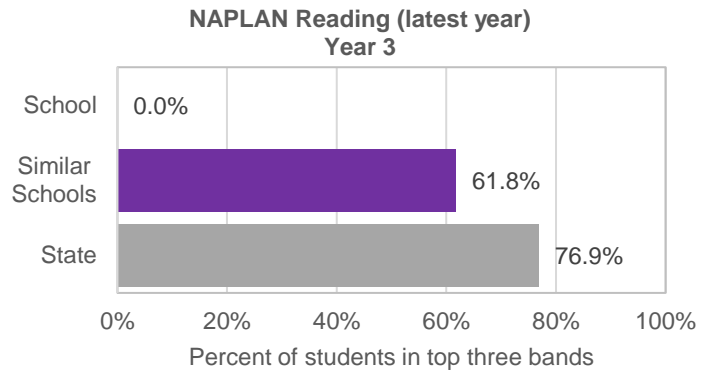
**NAPLAN**

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

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

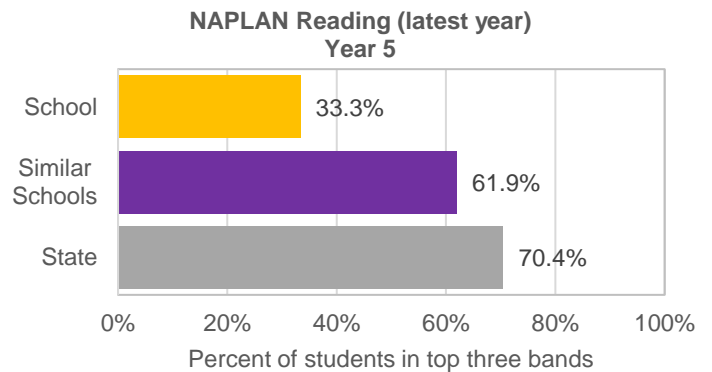
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	0.0%	31.3%
Similar Schools average:	61.8%	62.8%
State average:	76.9%	76.5%



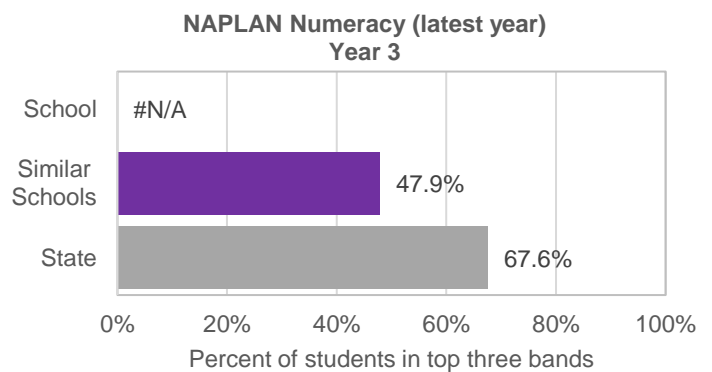
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	33.3%	31.8%
Similar Schools average:	61.9%	58.3%
State average:	70.4%	67.7%



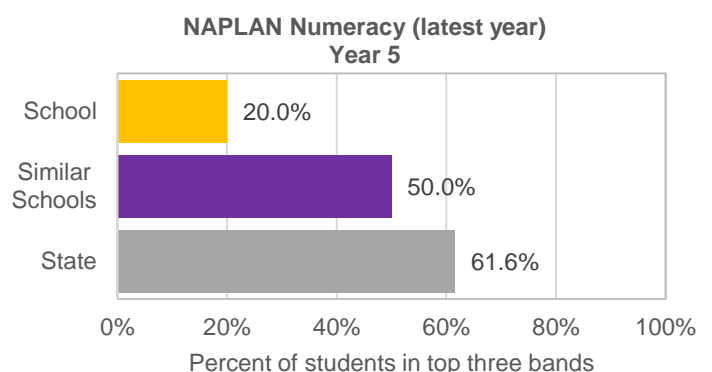
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	40.0%
Similar Schools average:	47.9%	56.3%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	20.0%	21.7%
Similar Schools average:	50.0%	46.5%
State average:	61.6%	60.0%



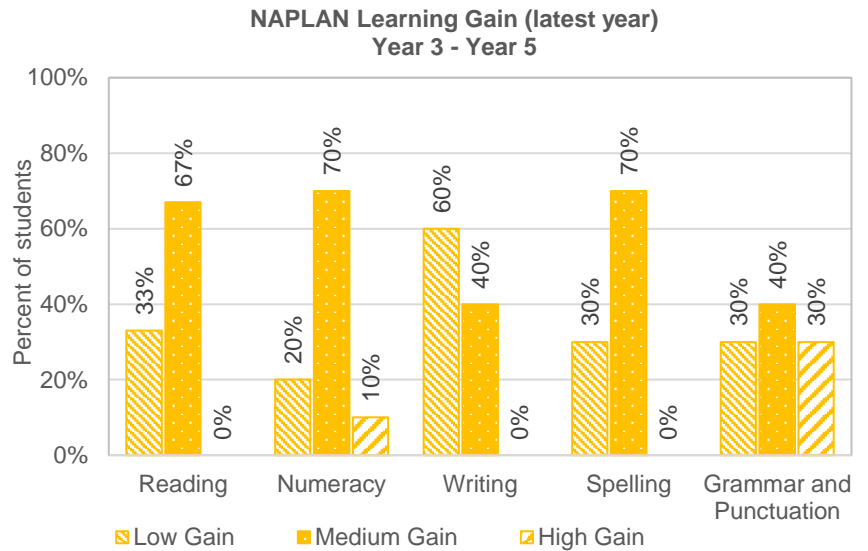
**ACHIEVEMENT (continued)**

**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:	33%	67%	0%	22%
Numeracy:	20%	70%	10%	16%
Writing:	60%	40%	0%	12%
Spelling:	30%	70%	0%	22%
Grammar and Punctuation:	30%	40%	30%	15%



## ENGAGEMENT

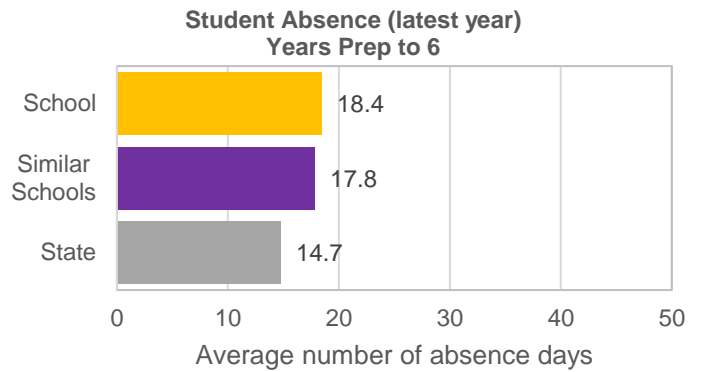
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	18.4	19.5
Similar Schools average:	17.8	17.3
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):	90%	92%	92%	91%	NDP	92%	87%

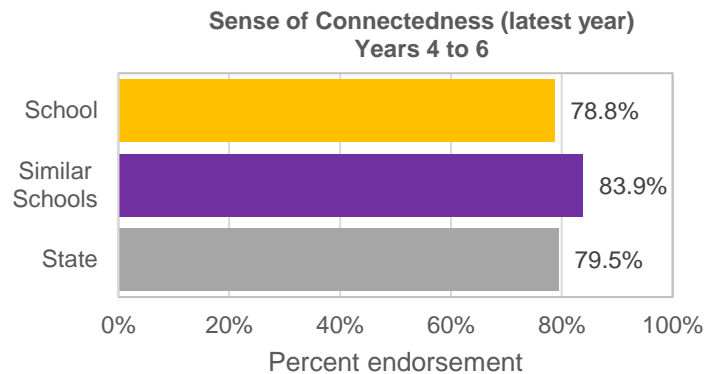
## WELLBEING

**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:	78.8%	88.0%
Similar Schools average:	83.9%	81.6%
State average:	79.5%	80.4%

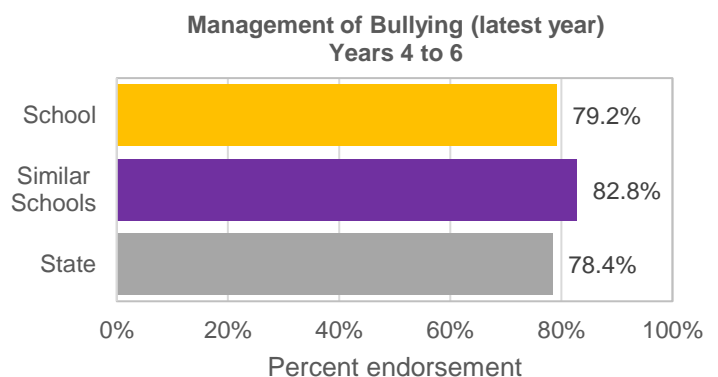


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	79.2%	88.1%
Similar Schools average:	82.8%	82.5%
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	\$894,258
Government Provided DET Grants	\$208,833
Government Grants Commonwealth	\$12,500
Government Grants State	\$0
Revenue Other	\$18,553
Locally Raised Funds	\$13,126
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,147,271</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$105,625
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$105,625</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$793,044
Adjustments	\$0
Books & Publications	\$8,070
Camps/Excursions/Activities	\$9,093
Communication Costs	\$781
Consumables	\$22,809
Miscellaneous Expense <sup>3</sup>	\$33,242
Professional Development	\$3,497
Equipment/Maintenance/Hire	\$18,064
Property Services	\$48,681
Salaries & Allowances <sup>4</sup>	\$25,456
Support Services	\$18,221
Trading & Fundraising	\$5,558
Motor Vehicle Expenses	\$2,356
Travel & Subsistence	\$0
Utilities	\$6,331
<b>Total Operating Expenditure</b>	<b>\$995,203</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$152,068</b>
<b>Asset Acquisitions</b>	<b>\$28,547</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$249,797
Official Account	\$6,462
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$256,259</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$28,979
Other Recurrent Expenditure	\$1,687
Provision Accounts	\$0
Funds Received in Advance	\$8,863
School Based Programs	\$3,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$37,425
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$6,561
Capital - Buildings/Grounds < 12 months	\$57,253
Maintenance - Buildings/Grounds < 12 months	\$21,600
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$165,368</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*