

2021 Annual Report to The School Community



School Name: Garrang Wilam Primary School (5574)



GARRANG WILAM
PRIMARY SCHOOL TRUGANINA

- 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 05 April 2022 at 01:35 PM by Natalie Nelson (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 06 May 2022 at 08:58 AM by Garrang Wilam Primary School SCP (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

Garrang Wilam Primary School (Prep - Year 6) was opened on Thursday 28th January 2021 by the Honourable James Merlino, Deputy Premier and Minister for Education. The school is located in Truganina 21kms west of Melbourne and sits in a growth corridor. The name of our school Garrang Wilam (pronounced: garr-rang wheel- arm) is taken from the Woi-wurrung language, as spoken by the Wurundjeri people, and means 'eucalyptus home'. Deanne Gilson, a proud Wadawurrung woman and an award winning artist, was commissioned to create a symbol that was worthy of our story. A symbol to reflect who we are now and the journey we have travelled to get here; a connection between our first peoples, and our families. The image was to represent four elements:

we are all different, yet the same

we have our own unique strengths

we are all part of something bigger than ourselves

but also held the vibrant colours of the Western Volcanic Plains and had a 'bush tucker' element to it.

The colours chosen are reminiscent of the native grasslands and eucalyptus trees that were here and have been replanted in the school.

The straw is the native grassland.

The green is the eucalyptus.

The magenta is the flowering gum.

The bright gold colour represents the sun and the hay from the farm.

The larger shapes represent elders or adults and the smaller shapes students.

There are four elders and four students. The same.

They are all looking at each other in a circle.

Our logo means 'Elders and Students Focused Together'.

School Vision and Values

Our students excel in the vibrant, positive and connected community we create together.

Mission

We invite all students to come and learn, to belong and work collaboratively in their pursuit of learning. Our people are invested in deliberate practice to create a community that truly makes a difference. Our community will develop over time through shared experiences and an aligned focus on what matters; learning.

Values

Together, Focus, Strength, Lead

School Size and Structure

In December 2020 the school had 159 enrolments, 214 enrolments as of May 2021 with 392 enrolments as of Feb 2022. The school begun with 4 x Prep classes, 2 x 1/2 classes and 2 x 3-6 classes and two specialist programs offered (Physical Education and Visual Arts). By December 2021 we had 4 x Prep classes, 2 x Year 1, 2 x Year 2, 1 x Year 3, 1x Year 3/4, 1x Year 4, 1 x Year 5/6. By December 2021 we had 12 equivalent full time (1.0) classroom teachers, 1 equivalent full time (1.0) specialist teacher, 5 equivalent (0.8) integration education support staff, Office Manager, Business Manager, Leading Teacher, Assistant Principal, Principal. We have 0 staff who identify as Aboriginal or Torres Strait Islander.

All classroom teachers have taught all areas of the Victorian Curriculum. Students have been offered additional classes in Physical Education, Sport, Visual Arts, Music, STEM and Library throughout the year. Over 35 students have benefited from the Tutor Learning Initiative. In 2021 six teachers and one mentor have been involved in the Career Start program with the Department of Education and Training.

Over 20+ languages are spoken at home. 74.1% of our students speak a language other than English at home. Of

these 54.1% were born in Australia, but speak a language other than English at home. 25% of our students speak Punjabi. Students have transitioned from over 60 different schools from across the state, interstate and international.

Framework for Improving Student Outcomes (FISO)

In 2021, Garrang Wilam Primary School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment, Building Leadership Teams Empowering Students and Building School Pride, Setting Expectations and Promoting Inclusion and Building Communities.

This included:

Focused professional learning on the school wide instructional model including the reader's workshop model to develop consistent teaching and learning approach.

Building capacity of teachers to develop their data literacy through collaborative student data analysis and lesson planning of the Professional Learning Communities (PLC) DET initiative

Development and implementation of Student Learning Goals for Reading with an extensive professional learning program focussing on the analysis of student reading data and using the Fountas & Pinnell continuum to differentiate their small group instruction and individual goal setting.

Implementation of School Wide Positive Behaviour Support Initiative including a school wide behaviour continuum and matrix, vision and school values.

Ensuring all families felt welcome at GWPS.

Garrang Wilam Primary School delivered on our Key Improvement Strategy Building Practice Excellence and Curriculum Planning and Assessment as evidenced by 79.5% of students in Year Prep to 6 were working at or above expected standards according to teacher judgement of student achievement in English and 87% of students in Year Prep to 6 were working at or above expected standards according to teacher judgement of student achievement in Mathematics. Mathematics was above the state average of 84.9 % and similar schools of 85.2%. We were slightly below the state average of 86.2% and similar school at 86.9% in English.

Garrang Wilam Primary School delivered on our Key Improvement Strategy Empowering Students and Building School Pride, Setting Expectations and Promoting Inclusion and Building Communities as evidenced by Parent Satisfaction positive responses (agree or strongly agree) of 86.7% (compared to 81.8% of the primary state average). School staff Survey on School climate positive responses (agree or strongly agree) of 82.1% (compared to 75.8% of the primary state average). Student Attitudes to School Survey on Sense of Connectedness positive responses (agree or strongly agree) of 84.7% (compared to 80.6% similar schools and 79.5% of the primary state average).

Whilst we did not see the level of growth in reading we were anticipating during remote learning, we responded quickly with identified students accessing the Tutor Learning Initiative. Tutors were available for small group guided reading sessions online as well as phonics and phonemic awareness opportunities. We noticed a decrease in attendance as the lockdowns were extended. In response we increased the number of shorter webex sessions and introduced Google Classroom and Class Dojo, students were able to submit work and be provided with feedback by the teacher.

During remote learning, staff were able to continue to provide for small group instruction daily, via webex. All staff were exposed to professional learning on guided reading (online) and also several PL sessions on successful online learning, including understanding synchronous and asynchronous learning opportunities. Teachers continued to meet in Professional Learning Community structures and collaboratively plan for their students.

Once we returned to face to face learning we were able to pivot successfully in teaching English and Mathematics.

Achievement

Our learning catch up and extension priority focused on Building Practice Excellence in reading enabled us to build a consistent understanding of our school wide instructional models with specific focus on the Reader's workshop model. However, some of the associated AIP actions and professional development plans were modified to suit remote learning.

We did this by pivoting synchronous and asynchronous teaching through a flexible and remote learning model. Students engaged in daily whole class and small groups instruction online through the online communications platform, Webex. Teachers met with students each day for morning and afternoon whole class instruction where asynchronous activities were introduced and supported at check ins to provide feedback. Students could access their learning or upload their completed tasks on either Class Dojo and Google Classroom. Teachers used their assessment data collected to differentiate small group instruction online.

Focussing on Reading, teachers (including tutors) facilitated guided reading sessions online. Teachers were provided with specific professional learning to assist them with this practice. Leadership provided observations and feedback to support the teachers ongoing development of their online teaching to ensure student engagement and quality teaching opportunities for all students P-6.

Additional evidence gathered through peer observation and PDP conversations and discussions with teachers during their PDP process recorded as part of 2021 AIP mid year and end of year monitoring. This showed positive changes in teacher practice and student learning outcomes.

We have successfully implemented our Tutor Learning Initiative (TLI), where a major focus has been providing rich learning opportunities for students who were specifically targeted students who were well below the expected level in Reading. The students Fountas & Pinnel Data (particularly in Years 1-2) indicated significant growth in their reading Fountas and Pinnel levels with a focus on differentiated small group instruction in guided reading and phonics and phonemic awareness.

Our actions in 2021 included:

- 1) Developed data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support including the small group tutoring program. A detailed school wide data collection system was used to support and document school-wide benchmark assessment data. This data was used to inform teacher judgements of Victorian Curriculum reading levels in June & December. All classroom teachers used the equivalence table to moderate their students' reading data.
- 2) Established PLCs structures to support teacher collaboration and reflection to strengthen teaching practice. Each week each Year level cohort PLC met and worked through a 3 week cycle of inquiry (both online and face-to-face). Every 3 weeks teams discussed their reading data and worked through the FISO improvements cycle. Teachers built their understanding of using the Fountas & Pinnell continuum and skills & behaviour checklist to inform and to plan their lessons and small group instruction.
- 3) Planned whole school professional learning on the identified reading priority area throughout the year (i.e. the instructional model, Reader's Workshop and teaching reading practices). The staff have demonstrated a thorough understanding of the Reader's workshop model, by engaging in professional learning sessions as well as classroom observations and feedback. Guided reading has been the focus for 2021, both online and face to face practices. Teachers have demonstrated a detailed understanding of the structure of the practice in both classrooms and tutoring sessions

Our actions for 2022 involve providing professional learning to new staff on the Reader's workshop model, Guided reading and administration and analysis of Fountas & Pinnell assessments. Close Reading & Reciprocal reading will be introduced through professional learning as a strategy to support students in Year 3-6 with their Reading. Reading will continue to be a priority for the mentors and mentees as part of the Career Start program mentors will model, support and observe practice.

Engagement

We are very pleased that the opinion survey data from parents, staff and students indicates our strategies focused on our connected schools priority, (key Improvement Strategy Building Communities) has been very successful. Our action included

1) Prioritising time for staff to communicate and build relationships with parents/carers/kin. The Parent Opinion Survey on School Communication positive responses (agree or strongly agree) of 87% (compared to 84% similar schools and 82% of the primary state average). The Parent Opinion Survey on Teacher Communication positive responses (agree or strongly agree) of 78% (compared to 77% similar schools and 74% of the primary state average). The data indicates that our strategies have been successful.

During remote learning we provided a guide book to parents on the expectations of remote learning and how to use Google Classroom, we provided devices to ensure all students had access to the remote learning experience, we surveyed parents on a number of occasions to gather data on how to adapt the remote learning experience for our families.

2) Focused activities on student connection and attendance every day. The Student Attitudes to School Survey on Sense of Connectedness positive responses (agree or strongly agree) of 84.7% (compared to 80.6% similar schools and 79.5% of the primary state average). The data indicates that our strategies have been successful.

3) Implementing strategies to allow the parent and wider community feel welcome in the school and regularly use school facilities. The Parent Opinion Survey on Student Connections positive responses (agree or strongly agree) of 92% (compared to 90% similar schools and 89% of the primary state average). The data indicates that our strategies have been successful.

In 2021, GWPS worked with families to ensure all students were at school and learning during onsite instruction. The school continued (even during remote learning) to take an attendance record and communicate with families, requesting them to notify the school of any absences. The GWPS Attendance Policy was used to carefully monitor and track those students with regular non attendance. Regional Support was sought when chronic absences occurred and return to school processes were followed. Our attendance during remote learning was slightly less than attendance whilst onsite. This could be due to changes in data collection processes. In 2021 our attendance rate for Prep to Year 5 was above 90%.

During extended and subsequent lockdowns student absences increased. We noted in particular that attendance after 12:30pm decreased. In response, we evaluated our remote learning experience and responded to the length of the lockdown to ensure students feel connected. We introduced live specialist sessions for the whole school to attend each day at 2:00pm. On average 135 students have attended each of these sessions. They include PE, MUSIC, ART, STORY TIME, SCIENCE and ASSEMBLY.

To support student engagement during the transition back to onsite learning our school focused on the INQUIRY UNIT - community- our story. This resulted in our Community Opening Ceremony and a sensational Year 6 graduation. Each and every student had input into the areas of the opening ceremony connected to their inquiry unit:

Year 3-6 Indigenous perspectives

Year 1-2 European settlement and the story of the Cropley family and Mayfarm

Prep- Our families now and hopes and dreams of our future generations.

The ceremony included a smoking ceremony conducted by two Bunurong Elders and an appearance by a descendant of the Cropley family.

Our actions for 2022 involve continuing to build upon our story/ journey and develop community partnerships. In 2022 we wish to develop a partnership with the adjacent Truganina South East Early Years Centre, managed by Wyndham Council and ECMS. This centre houses 3 and 4 year old kindergarten programs, community areas, allied health and maternal health. It will allow the school to begin the journey into becoming a Community Hub.

Wellbeing

We have made outstanding progress in student wellbeing given this was our inaugural year, and half was spent in remote learning. Student Attitudes to School Survey on Management of Bullying positive responses (agree or strongly agree) of 77.6% (compared to 76.8% similar schools and 78.4% of the primary state average). This is an excellent

outcome for our first year.

Our happy, healthy and active kids priority was focused on setting expectations and promoting inclusion. Our actions included

- 1) Established a whole school approach to wellbeing
- 2) Established an agreed approach to monitoring and responding to student wellbeing concerns.
- 3) Ensured all students with additional learning needs have Individual Education Plans.

Our actions for 2022 include the appointment of a learning specialist with a focus on leading whole school wellbeing, further development of School Wide Positive Behaviour Support and the introduction of Respectful Relationship curriculum. The appointment of a Community Liaison Officer will focus on attendance, welfare support, Program for Students with Disability students, equity funded students and family support.

Finance performance and position

Garrang Wilam Primary School maintained a very sound financial position in 2021. The 2021 Annual Implementation Plan provided the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$142,770. This surplus occurred through generous donations of locally raised funds and the government provided New School Grant. An amount of New School Grant of \$20,000 was not spent but was tagged in the 2022 budget. An amount of equity of \$5,000 funding was not spent but was tagged in the 2022 budget. Within the Financial Commitments section of this report totalling \$117,610 was to provide for the two month operating reserve and School Based Programs \$19,735 which refers to the Respectful Relationships Partner, Student Excellence and new school grant (for the Arts and Science). Maintenance Buildings/ Grounds funds of \$18,942 were not spent due to being a new school in 2021.

For more detailed information regarding our school please visit our website at
<https://garrangwilamps.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 196 students were enrolled at this school in 2021, 91 female and 105 male.

70 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).

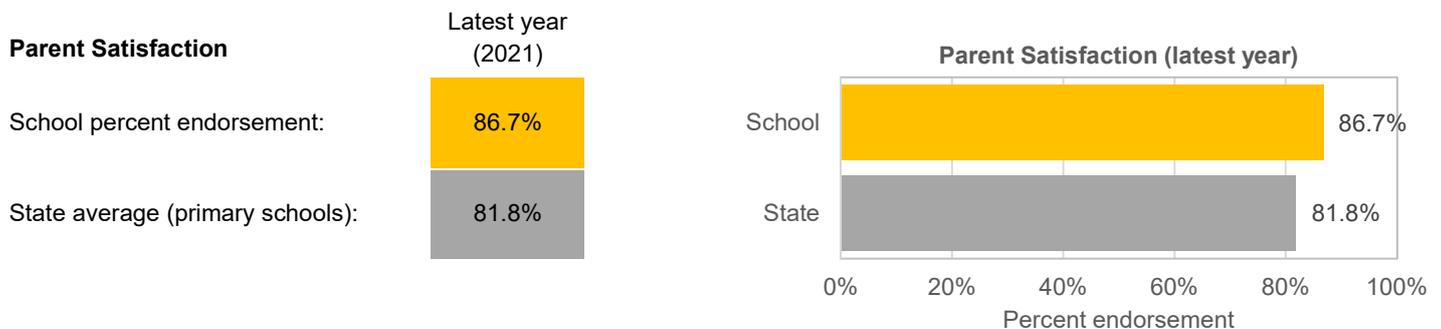
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: NDA

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.

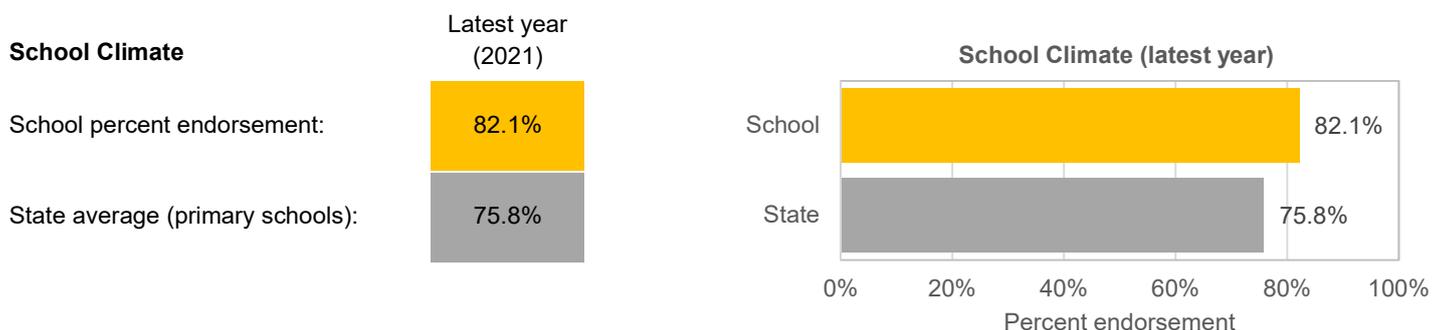


School Staff Survey

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:

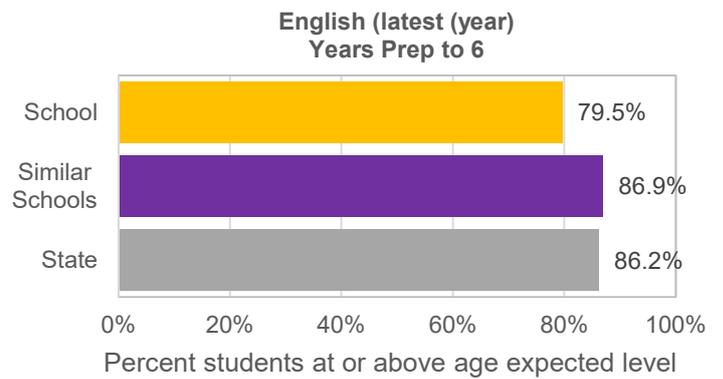
79.5%

Similar Schools average:

86.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

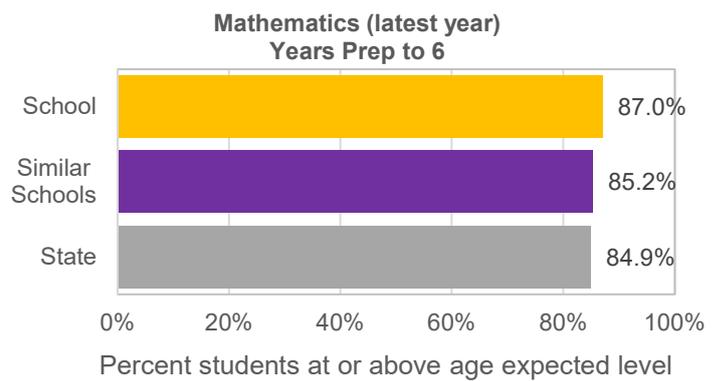
87.0%

Similar Schools average:

85.2%

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.

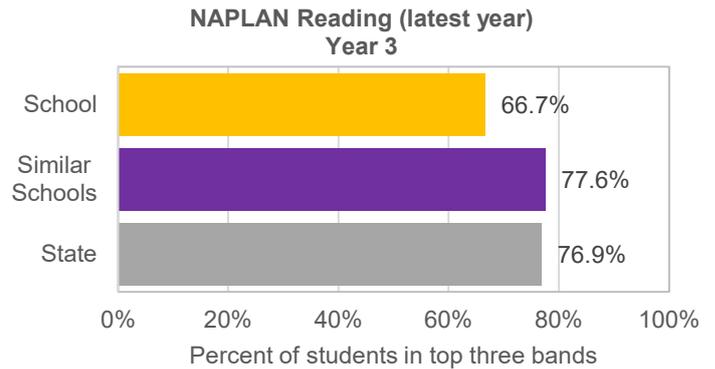
NAPLAN

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.

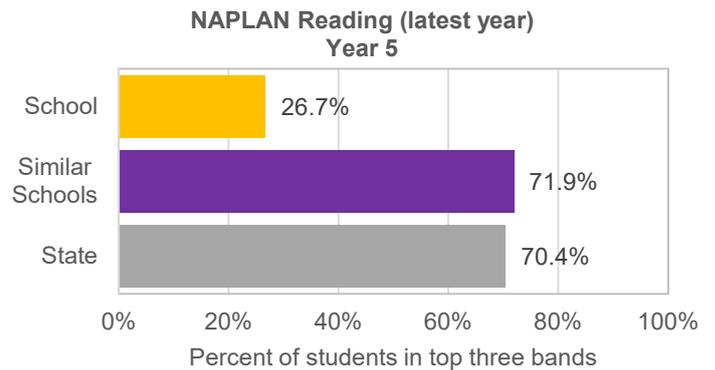
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	66.7%
Similar Schools average:	77.6%	77.1%
State average:	76.9%	76.5%



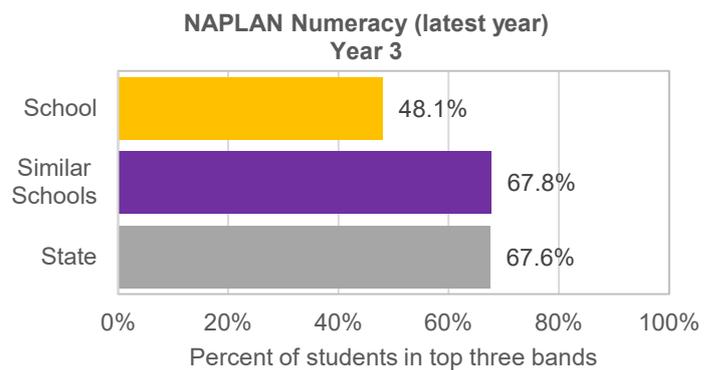
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	26.7%	26.7%
Similar Schools average:	71.9%	69.6%
State average:	70.4%	67.7%



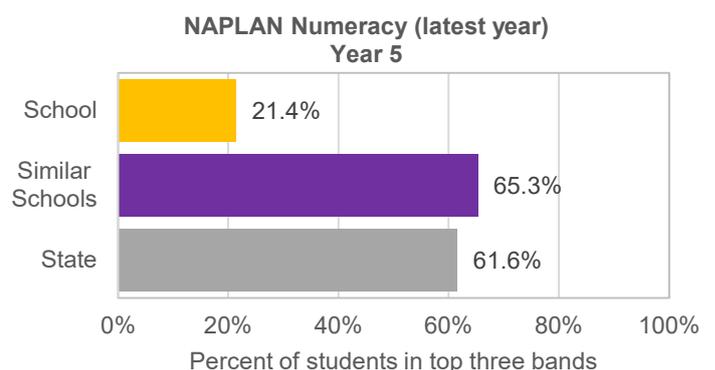
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	48.1%	48.1%
Similar Schools average:	67.8%	69.5%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	21.4%	21.4%
Similar Schools average:	65.3%	64.8%
State average:	61.6%	60.0%



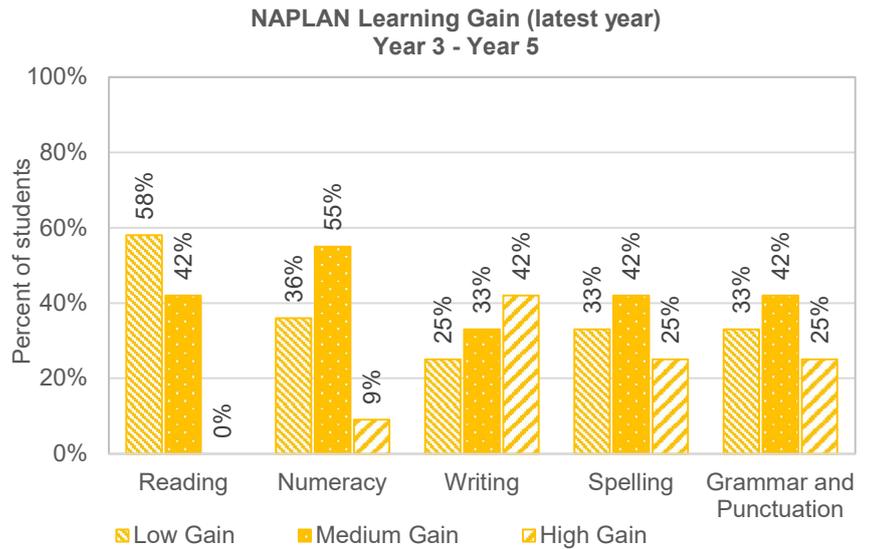
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	58%	42%	0%	27%
Numeracy:	36%	55%	9%	32%
Writing:	25%	33%	42%	27%
Spelling:	33%	42%	25%	29%
Grammar and Punctuation:	33%	42%	25%	33%



ENGAGEMENT

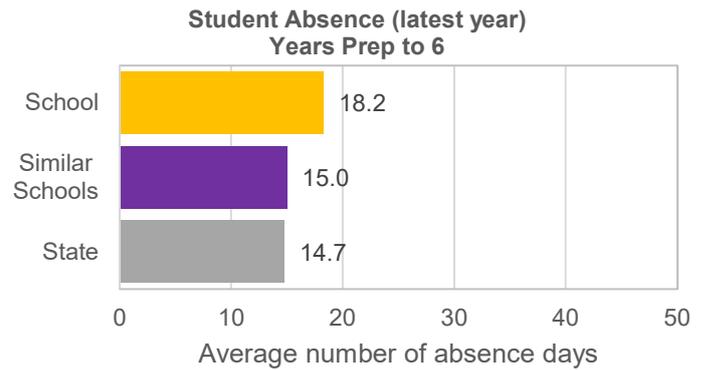
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.2	18.2
Similar Schools average:	15.0	16.0
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):	91%	91%	90%	91%	92%	90%	84%

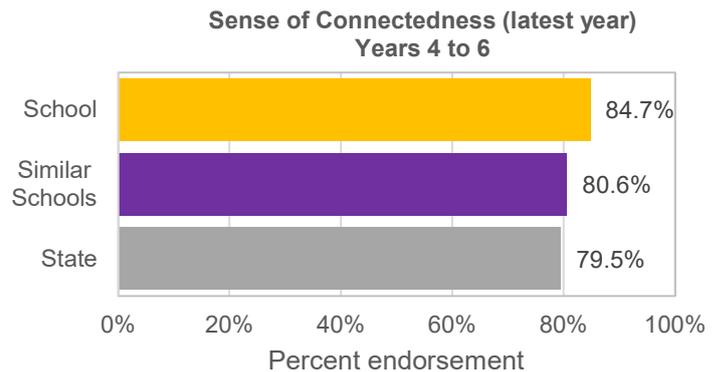
WELLBEING

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:	84.7%	84.7%
Similar Schools average:	80.6%	82.4%
State average:	79.5%	80.4%

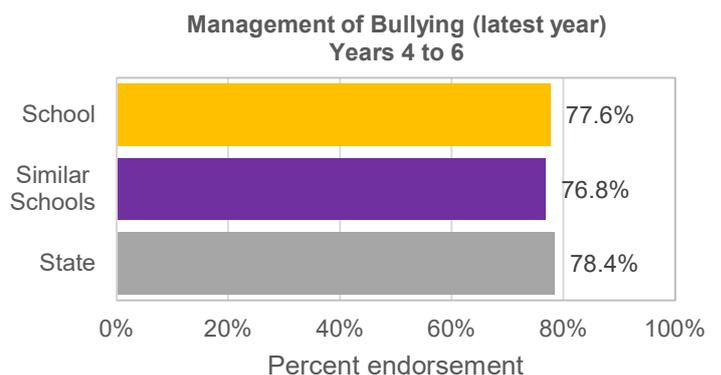


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	77.6%	77.6%
Similar Schools average:	76.8%	79.5%
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	\$2,019,084
Government Provided DET Grants	\$441,795
Government Grants Commonwealth	\$1,788
Government Grants State	\$0
Revenue Other	\$4,440
Locally Raised Funds	\$80,715
Capital Grants	\$0
Total Operating Revenue	\$2,547,822

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$1,918,868
Adjustments	\$0
Books & Publications	\$50,554
Camps/Excursions/Activities	\$5,930
Communication Costs	\$375
Consumables	\$96,878
Miscellaneous Expense ³	\$14,063
Professional Development	\$5,363
Equipment/Maintenance/Hire	\$63,772
Property Services	\$35,305
Salaries & Allowances ⁴	\$48,252
Support Services	\$109,444
Trading & Fundraising	\$85
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$56,164
Total Operating Expenditure	\$2,405,052
Net Operating Surplus/-Deficit	\$142,770
Asset Acquisitions	\$11,719

- (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	\$37,821
Official Account	\$15,074
Other Accounts	\$0
Total Funds Available	\$52,895

Financial Commitments	Actual
Operating Reserve	\$52,895
Other Recurrent Expenditure	\$19,257
Provision Accounts	\$0
Funds Received in Advance	\$6,782
School Based Programs	\$19,735
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$18,942
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$117,610

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.