

# 2021 Annual Report to The School Community



**School Name: Strathmore Primary School (4612)**

**Strathmore**  
PRIMARY SCHOOL No.4612

- 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 05 April 2022 at 10:06 AM by Peter Olm (Principal)

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

Attested on 05 April 2022 at 10:14 AM by Travis Jones (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

Strathmore Primary School is an inclusive learning community whose members are on an ascending trajectory as lifelong learners and valued members of society. We exhibit the values of Character, Inspiration, Connection and Endeavour and experience these qualities in our learning and interactions. We continually grow as lifelong learners with a sense of voice and agency to achieve goals in our learning and personal development. We have high expectations as we engage with a stimulating and challenging curriculum that enables the development of high-level thinking, independence, resilience, responsibility, interpersonal understanding, care, trust and respect.

Strathmore Primary School's values are Character, Inspiration, Connection and Endeavour.

- Character - we act respectfully and support each other to develop effective personal characteristics and we appreciate the aspects of each individual that give them a unique personality.
- Inspiration - we engage enthusiastically with learning and we challenge each other to think deeply and to be insightful, reflective and creative in our learning.
- Connection - we connect with our learning, with each other, with our school community and with our world in ways that are inclusive, purposeful and thoughtful.
- Endeavour - we use initiative in our thinking and actions along with a sense of adventure and commitment to lifelong learning.

Our school values apply to all community members in relation to how we expect ourselves to act and interact and the experience that we will all have at Strathmore Primary School.

Established in 1944, Strathmore Primary School is located in the north-west of Melbourne and has a proud history and a reputation for providing a quality education. The school is located in the South Western Victoria Region and the school is a member of the Moonee Valley network of schools. The school has a range of buildings with active and passive outdoor spaces. School facilities include an administration block and staffroom, twenty-two classrooms, purpose-built specialist areas for visual arts and music, a competition-sized basketball stadium and a library. All spaces are heated and air-conditioned. The grounds are well established with attractive native gardens and a range of play areas for students including an adventure playground covered with shade cloth. Other areas include a large oval, basketball and netball courts, bat tennis courts, sandpits, passive play areas and cricket nets. The majority of the school's learning spaces are conducive to the implementation of flexible learning communities and this initiative is linked to the implementation of Professional Learning Communities as a school priority. The proportion of students with English as a second language is mid/high compared to the state. The school attracts students from both our local community and the wider community as a result of our reputation as being a high-performing school. Strathmore Primary School aims to fully develop each young person academically, socially, emotionally and physically so they are well-adjusted students who perform to the very best of their ability in all areas. We believe this can be best achieved in a happy, caring, safe and stimulating environment with the mutual commitment, support and cooperation of teachers, parents, students and the wider school community. A culture of collegiality and professionalism is developing at Strathmore Primary. Professional Learning Teams have been established at all levels with recent changes strengthening the teaching and learning programs. Staff are further developing in the use of evidence and data to inform planning for student learning. Teachers have raised expectations of student learning and continue to target the students who require additional learning support and extension. Through acquisition of additional and latest ICT equipment and a BYOD program from Years 3 to 6 we are well equipped to embrace learning through high quality teaching and tools for students to reach their potential. The school implements a School Wide Positive Behaviour Support Framework (PBS) as a means to improve consistency of behaviour management and acknowledgement across the school.

The school currently employs 26.37 FTE staff. No staff identify as Aboriginal or Torres Straight Islanders. The school provides a teaching and learning program based on the Victorian Curriculum for any international students who are enrolled. In 2021, there was one international student enrolled at the school.

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## Framework for Improving Student Outcomes (FISO)

In 2021, the school used the Department of Education and Training's priority goals to guide the work of the Annual Implementation Plan. These priority goals were:

- \* Learning, catch-up and extension priority (FISO - Excellence in Teaching and Learning)
- \* Happy, active and healthy kids priority (FISO - Positive Climate for Learning)
- \* Connected schools priority (FISO - Community Engagement in Learning)

The key actions taken in relation to these priority goals included:

Learning, catch-up and extension priority

- \* The DET Tutor Learning Initiative, which involved over 60 students receiving literacy intervention and over 60 students received additional teaching support in numeracy. Students were selected based on needs identified when analysing student achievement data from 2020 to determine those students who had been most disadvantaged by the impact of remote and flexible learning.
- \* Increasing data literacy of PLTs by the embedding of data walls and data practices for Reading and Number, using triangulated assessments to inform teacher judgment.
- \* Implemented fluid and flexible grouping in response to identifying the needs of individuals and groups of students and implement differentiation of task design in relation to the degree of challenge to optimise student learning growth.
- \* Teacher teams responding to the student data analysis by adapting their pedagogical practice and refining assessment and curriculum delivery. Team planning and professional learning time prioritised assessment data analysis. Teachers evaluated the effectiveness of their practice, trialed new practices, monitored student learning and sought feedback from colleagues and students to gauge the impact of changed practices.

Happy, active and healthy kids priority

- \* Establish a data wall for PBS in relation to the creation of a positive environment for learning and social-emotional development, using the RTI model
- \* Focus on identifying students at each level based on criteria of relevant needs in relation to PBS
- \* Implement specific strategies at each tier
- \* Tracking of students in second and third tier

Connected schools priority

- \* Prepare for school review, engaging with all community stakeholders to develop a new strategic plan
- \* Using digital technologies to enhance engagement with stakeholders

As a result of the work, the following progressions were achieved:

- \* Improved accuracy in teachers formative assessment data and teacher judgement data
- \* Improved data literacy and assessment practices
- \* Improved percentage of students achieving expected growth
- \* Teacher records and observations of student progress
- \* Implementation of TLI intervention groups
- \* Change in mindset and practices with regard to implementation of RTI model and intervention strategies for students in relation to PBS
- \* Change in mindset and practices as a result of implementing the Student Engagement Group
- \* Improved engagement and behaviour from students who attended the Student Engagement Group (students specifically targeted based on presenting needs in relation to engagement and behaviour)
- \* Feedback from students and parents in relation to high effectiveness of RTI strategies and Student Engagement Group
- \* Successful completion of the Pre-Review Self Evaluation
- \* Successful completion of School Review
- \* Staff are more confident and prepared to be open to reflect on practice as well as performance of PLTs
- \* Staff have begun to be more open to identifying areas for improvement and acceptance of change and need for improvement
- \* PLTs have become more unified in identifying and addressing problems of practice and working on a common focus

\* Middle leadership has become more confident to drive improvement

#### Remote and Flexible Learning 2020 and 2021

The years of 2020 and 2021 were impacted by the onset of remote and flexible learning for extended periods of time. During the period of remote and flexible learning all employees contributed to the development and delivery of effective teaching, learning and health and wellbeing programs and the efficient operations of their school/s, consistent with their professional responsibilities. The school developed and delivered a program of learning from home as required by Coronavirus (COVID-19) response conditions, supplemented where necessary by on-site provision. When the period of remote and flexible learning concluded, the school successfully transitioned back to full onsite provision of teaching, learning and support, adjusting programs as appropriate to reflect learnings from the period of remote and flexible learning. All staff contributed, consistent with their professional responsibilities, to the effective development, delivery and deployment of resources, including human, financial, equity funding, physical, learning and health and wellbeing. This included the resources that enable the delivery of flexible and remote learning as required, with a particular focus on ensuring that disadvantaged and vulnerable students fully participated in either flexible and remote learning or on-site provision. All employees participated in collaborative professional relationships, identifying and sharing good practices, including in flexible and remote learning and on-site provision.

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### Achievement

Strathmore Primary School achieved a rate of 85.2% of students who were at or above expected level for both English and 83.7% for Mathematics according to teacher judgements against the Victorian Curriculum. Whilst this lower than the rate of similar schools in 2021, the school's NAPLAN results indicate that it has achieved higher in relation to the percentage of students in the Top 3 bands than similar schools Year 3 and 5 Reading and Year 3 Numeracy over a 4-year average. Additionally, the school's figures for Learning Gain demonstrate being at the same level or above for Year 5 students in 2021 in Numeracy, Writing, Spelling and Grammar and Punctuation.

Working in Professional Learning Teams there was a focus on increasing data literacy of teachers to deeply understand the learning needs of individuals and groups of students within their cohort. Teachers further established processes for implementing learning goals for each student in relation to reading and numeracy as well as processes for enhancing feedback (teacher to students, student to teacher, student to student, teacher to teacher) as a key part of the learning process. Data and evidence informed planning for a differentiated teaching and learning practice using guided and independent reading. Teachers planned with precise use of data and students had learning goals in reading and numeracy. Staff developed data walls for Reading and Number with a focus on consistency of teacher judgements, as informed by reliable evidence, with a goal of continually identifying key needs within cohorts and tracking growth. This strategy supported increasing data literacy of PLTs by embedding data practices using triangulated assessments to inform teacher judgment. PLTs responded to the student data analysis by adapting their pedagogical practice and refining assessment and curriculum delivery. Team planning and professional learning time prioritised assessment data analysis. Teachers evaluated the effectiveness of their practice, trialed new practices, monitored student learning and sought feedback from colleagues and students to gauge the impact of changed practices. PLTs implemented fluid and flexible grouping in response to identifying the needs of individuals and groups of students and implement differentiation of task design in relation to the degree of challenge to optimise student learning growth. Work began on developing and implementing strategies for the setting of student learning goals incorporating student voice and learning agency. Students who attracted PSD funding demonstrated progress against individualised learning goals that were implemented in individual education plans as discussed at regular student support group meetings throughout the year.

To provide further targeted support, the school implemented specific literacy intervention programs and additional numeracy support as part of the DET Tutor Learning Initiative. These interventions involved over 60 students receiving literacy intervention and over 60 students received additional teaching support in numeracy. Students were selected based on needs identified when analysing student achievement data from 2020 to determine those students who had been most disadvantaged by the impact of remote and flexible learning. The Fountas and Pinnell Levelled Literacy Intervention and the MultiLit programs "MiniLit" and "MacqLit" were key features of the literacy intervention, whilst the provision of an additional teacher and education support staff for mathematics sessions in year levels 1/2, 3/4 and 5/6, along with the use of strategies from the "Getting Ready In Numeracy" (GRIN) framework supported students in

mathematics.

#### Remote and Flexible Learning 2021

The school implemented an asynchronous model of teaching and learning in response to feedback from parents that this approach was most conducive to the needs and circumstances of families. Teachers worked to ensure that learning tasks were differentiated according to the needs of students. The use of live sessions and small groups enabled feedback between teacher and student. With the challenges of remote learning, there was a focus on supporting students to develop self-direction in the manner in which they worked on learning tasks. All students made growth in Reading, Writing and Mathematics throughout the year, however, the school is looking forward to being able to further optimise the rate of growth without the interruptions to face-to-face on-site learning that have hindered this optimisation over the last two years.

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### Engagement

Strathmore Primary School demonstrated student attendance rates that were higher than the state average, with all year levels ranging from 92% to 96% attendance rates. The school's student absence rate was close to that of similar school levels. The school implemented a dedicated approach towards improving student attendance and the accurate maintenance of attendance records. The school contact families of extended or regular absentees to communicate around the importance of improved attendance and to set up attendance plans to successfully support increased attendance. Additionally, Student Engagement Groups were implemented as a strategy to support the sense of connection that students experienced in relation to school and as a means to encourage improved attendance.

#### Remote and Flexible Learning 2021

The school implemented an asynchronous model of teaching and learning in response to feedback from parents that this approach was most conducive to the needs and circumstances of families. The model included daily live Webex sessions along with "takeaway tasks" that students would then work on at their own pace. Further "Feedback" live sessions were held over Webex each day, where students had the ability to check in with their teachers in order to give or receive feedback and ask questions. The approach was highly conducive to strong attendance and enabled teachers to connect with students on a daily basis. The school sought and responded to feedback about the implementation of the model, particularly in relation to the frequency and duration of live sessions. The school made reasonable adjustments to the model to respond to the needs of students as the remote learning became longer in duration.

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### Wellbeing

Strathmore Primary School achieved a positive endorsement rating close to that similar school and state averages for the measure of sense of connectedness. The positive endorsement rating for management of bullying was very close to that of the state and similar schools.

#### Remote and Flexible Learning 2021

The school implemented a program of student health and wellbeing support with classroom teachers being supported in this capacity by school leadership. Additional student support group meetings and contacts with parents and students were made in order to support connectedness to school. The school observed that student engagement and positive behaviour was high upon the resumption to on-site learning, indicating that the school's efforts in supporting connectedness were successful.

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### Finance performance and position

Strathmore Primary School maintained a very sound financial position throughout 2021. The School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for the allocation of funds to support school programs and priorities. Like all government schools, Strathmore Primary School benefitted from the Tutor Learning Initiative funding, which enabled the school to provide intervention for students who required support

with catch-up following the impact of remote learning. The Financial Performance and Position report shows an end of year deficit. The deficit occurred as a result of managing a significant number of expenses in relation to staffing, with five staff members taking maternity leave early in the year and two teachers retiring after first term. A workforce plan was put in place to ensure continuity, rather than placing staff into classroom teacher positions who would then be taking leave early in the year. In order to manage the deficit, the school was able to use funds held locally to ensure that there was no financial shortfall. The school expended its equity funding on resources targeted towards enhancing engagement in learning and connectedness to school for students who were identified as attracting equity funding for the school. School Council did not enter into any contracts, agreements or arrangements in 2021.

**For more detailed information regarding our school please visit our website at**

**<https://strathmoreps.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 402 students were enrolled at this school in 2021, 189 female and 213 male.

18 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).

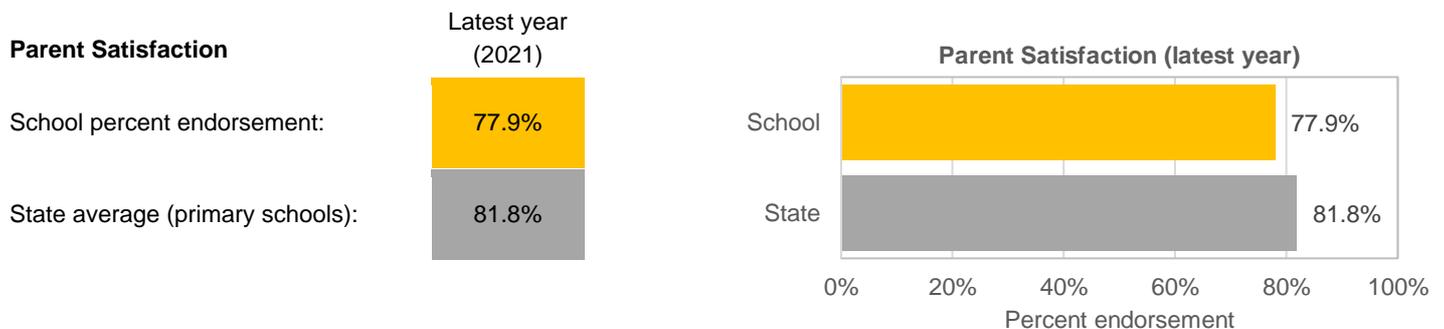
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

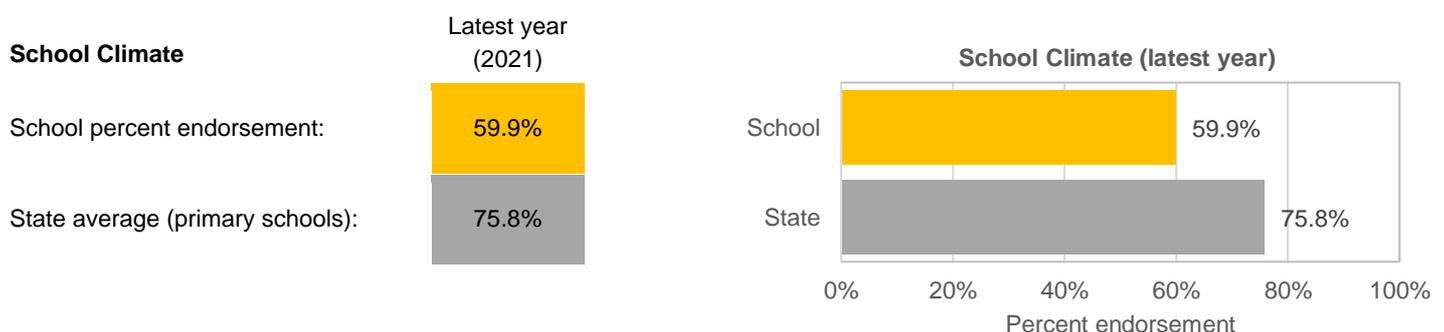


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

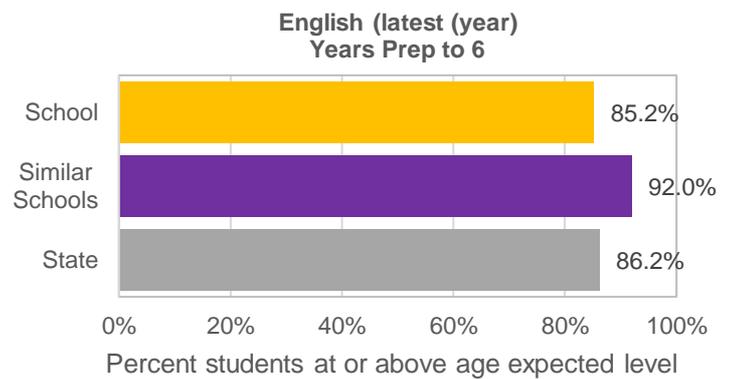
85.2%

Similar Schools average:

92.0%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

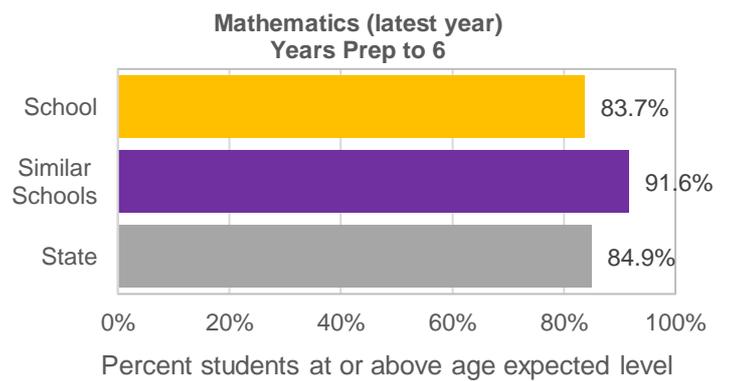
83.7%

Similar Schools average:

91.6%

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.

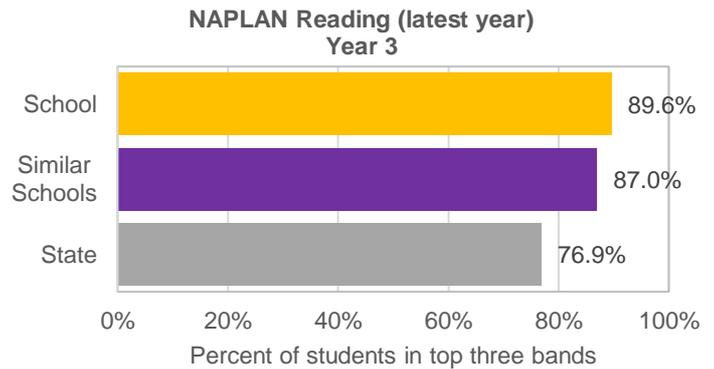
**NAPLAN**

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.

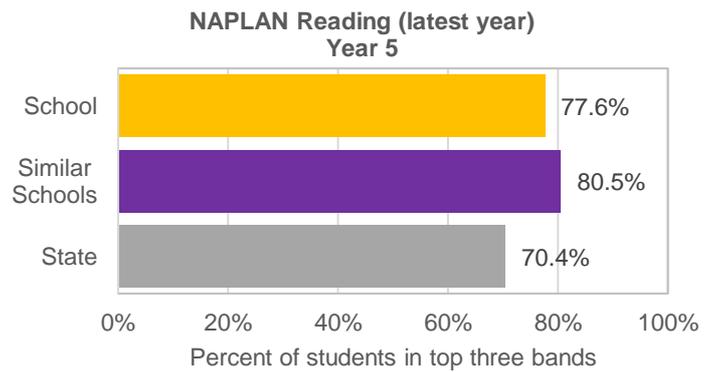
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	89.6%	87.1%
Similar Schools average:	87.0%	86.4%
State average:	76.9%	76.5%



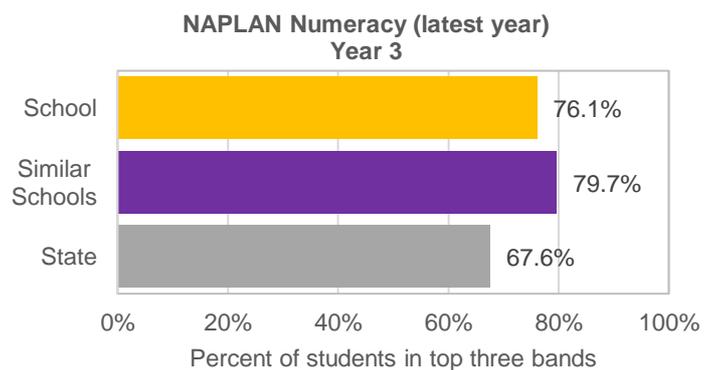
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.6%	80.9%
Similar Schools average:	80.5%	79.6%
State average:	70.4%	67.7%



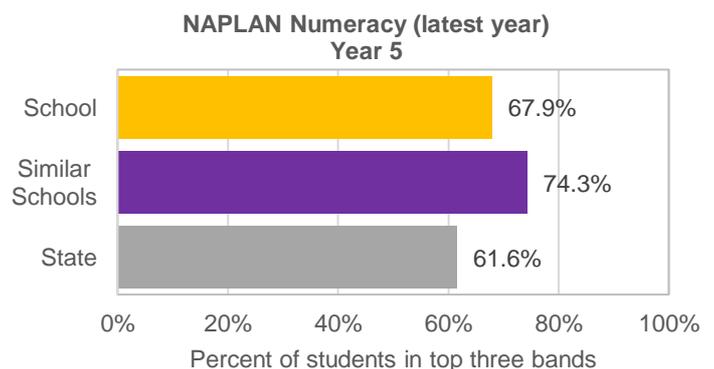
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.1%	81.2%
Similar Schools average:	79.7%	80.2%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.9%	70.4%
Similar Schools average:	74.3%	72.5%
State average:	61.6%	60.0%



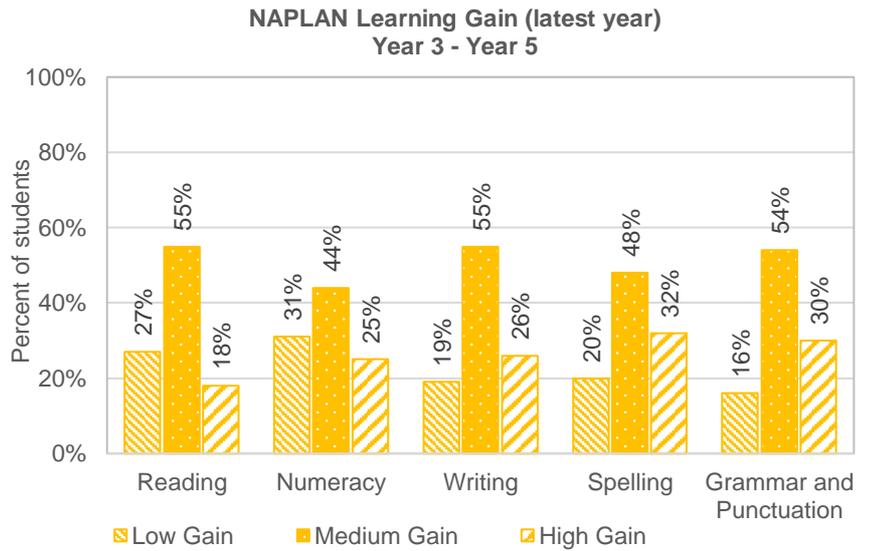
**ACHIEVEMENT (continued)**

**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:	27%	55%	18%	27%
Numeracy:	31%	44%	25%	26%
Writing:	19%	55%	26%	25%
Spelling:	20%	48%	32%	24%
Grammar and Punctuation:	16%	54%	30%	28%



## ENGAGEMENT

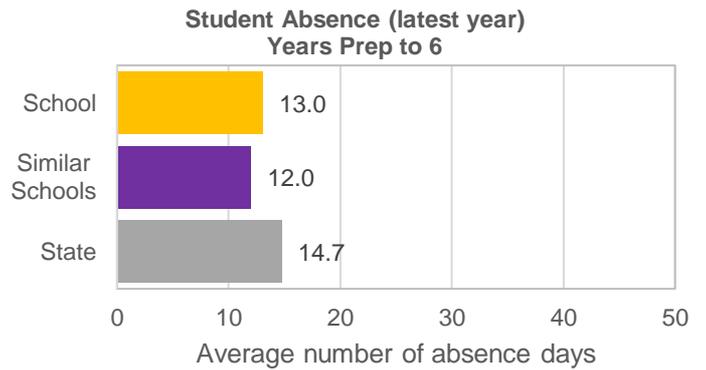
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	13.0	14.4
Similar Schools average:	12.0	12.9
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	96%	94%	94%	93%	93%	92%

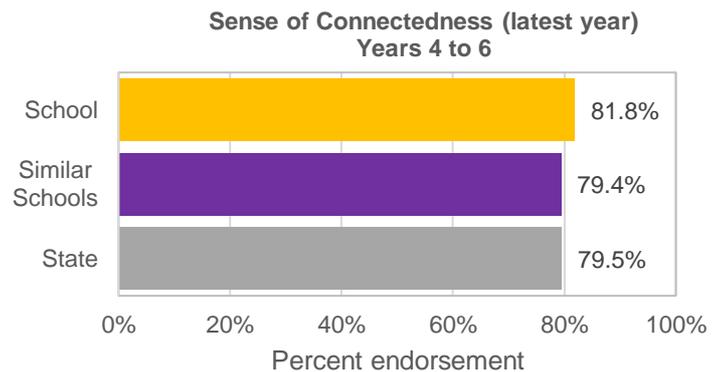
## WELLBEING

**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:	81.8%	79.9%
Similar Schools average:	79.4%	79.5%
State average:	79.5%	80.4%

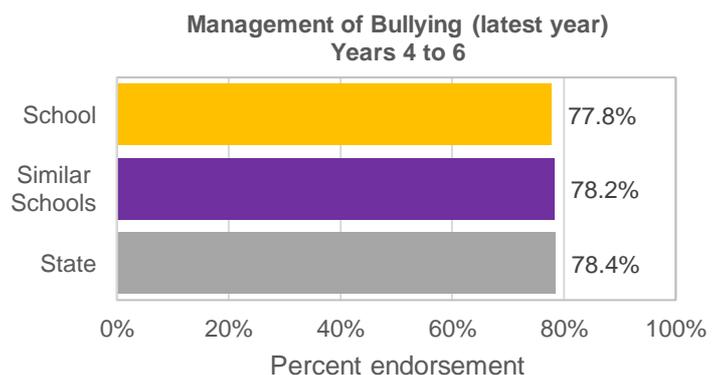


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	77.8%	77.1%
Similar Schools average:	78.2%	79.1%
State average:	78.4%	79.7%



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

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,396,050
Government Provided DET Grants	\$291,613
Government Grants Commonwealth	\$5,850
Government Grants State	\$22,475
Revenue Other	\$4,775
Locally Raised Funds	\$201,428
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,922,191</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$24,781
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$24,781</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,495,349
Adjustments	\$0
Books & Publications	\$1,091
Camps/Excursions/Activities	\$58,418
Communication Costs	\$10,123
Consumables	\$47,276
Miscellaneous Expense <sup>3</sup>	\$7,936
Professional Development	\$15,691
Equipment/Maintenance/Hire	\$113,488
Property Services	\$102,716
Salaries & Allowances <sup>4</sup>	\$31,856
Support Services	\$135,545
Trading & Fundraising	\$18,415
Motor Vehicle Expenses	\$56
Travel & Subsistence	\$0
Utilities	\$29,336
<b>Total Operating Expenditure</b>	<b>\$4,067,294</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$145,103)</b>
<b>Asset Acquisitions</b>	<b>\$0</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	\$273,214
Official Account	\$8,506
Other Accounts	\$13,898
<b>Total Funds Available</b>	<b>\$295,618</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$85,584
Other Recurrent Expenditure	\$3,790
Provision Accounts	\$0
Funds Received in Advance	\$10,100
School Based Programs	\$49,699
Beneficiary/Memorial Accounts	\$7,372
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	\$53,027
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$209,572</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.*