

# 2021 Annual Report to The School Community



**School Name: Cann River P-12 College (3920)**



- 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 10 March 2022 at 02:25 PM by Bruce Spink (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 25 March 2022 at 09:03 AM by Alison Rainey (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

### 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

**School vision:** Success for all students in line with the skills and attributes necessary for a changing world. **School values:** The school recognises that it has a central role in developing the lives of young people. Values include: all students should be confident, happy, and positive; considerate and respectful of others, both locally and globally, and skilled and knowledgeable for success in the world.

**Workforce:** We have 9.5 full-time equivalent staff including one Aboriginal SSO. In 2021 we had 46 students including one Aboriginal student.

Cann River P–12 College is situated in Cann River, a small community on the Princes Highway, 450 kilometres east of Melbourne in the extensive forests of East Gippsland. The school is centrally important to the town, as is the Bush Nursing Centre and the Community Centre. Cann River now might be best described as an attractive cafe town with a good degree of optimism. The impact of the bushfires and more so COVID affected the school community, but for some families, limited employment opportunities and remoteness remain the bigger continuing issues. The College program aims to develop young students as happy tolerant and supportive individuals. We prepare students for further education and work and life in the broader world. We aim for all students to develop realistic pathways and see achieving this as a central measure of our success.

In 2021 the school initiated the contracting of a sprinkler system for the main building which is being installed in 2022.

The College facilities include Science and Art rooms, a Design and Technology workshop, a Food Technology kitchen and a Vocational Education and Training (VET) Automotive workshop. The school has netbooks for every student. The College curriculum aligns with the Victorian Curriculum. In Foundation to Year 6, literacy and numeracy are major foci, students also study Science, Health and Physical Education, Humanities and Arts subjects. In Year 7–10, students study English, Mathematics, Science, Careers, Humanities, Physical Education and a range of Technology and Arts. Specialist Art, Physical Education, and Technology teachers work across the whole school.

At the Victorian Certificate of Education (VCE) level, students are able to select from a wide range of subjects based on the needs of the individual students. The school runs many programs including: after school activities (with student leaders), a breakfast club, the annual whole school production, many inter-school sports, participation in art competitions, book week activities, community sport, camps, and excursions.

We have no programs for overseas students.

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### Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning / Building Agency

There were two core improvement directions planned for 2021: a whole school focus on Reading and Writing and, Developing Students' 'Agency' in their own learning. More complex language allows reasoning and explanation and is key to success in senior areas, and this can be developed from early years. This involves developing staff knowledge and applying it in all curriculum areas. It involves frequently responding to student work and modelling ways of writing. It involves every step positively reinforcing the student as a learner. The second direction was to focus on students becoming more able to manage their own learning. In this, students learn to understand what they are learning: what success looks like and how to judge how they are going. Both of these goals were affected by the school not running as usual due to COVID lockdowns. We also had limited staff learning time to focus on these goals. Developing agency involves student discussion, classroom materials and regular immediate feedback - this could not always

occur. The writing approach did show signs of being really powerful and transforming, as all staff gain understandings of how language works at sentence level: and some excellent writing was done in this time. Staff developed more effective ways to reflect on formative assessment, responsive teaching, and planning for changing cohorts of students. Staff maintained a high focus on extending their expertise, and their surveys were exceptionally high.

### Engagement

The school supported students and families. Student well-being and positive life views are central to developing the whole child, and the many issues relating to bushfires and COVID have made this very clear. The COVID years have increased the school's resolve to be a positive influence in all students' lives. Throughout the year, we kept up high staff morale and purpose. With COVID, a number of students received work to do at home, some worked on zoom and Webex, and some others were at school. For many reasons, most students will not thrive in a remote learning environment, and we ensured we got as many back in school as possible. Part of this for older students, especially VCE students, was a sense of optimism about life beyond the town was diminished. 'Imagined pathways,' the ability to 'see' futures elsewhere, were greatly reduced during this time.

The school Triennial Review just completed in March 2022 was outstandingly positive about the school's positive climate, noted was its innovatory differentiated approach to professional development and differentiation, its adaptability, and the commitment of staff. This school 'does whatever it takes' was an often-cited line by the reviewers.

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## Achievement

Staff assessments show that we were able to produce above state and 'similar school' averages in Maths and English from P-6 and Year 7-10. The 2021 NAPLAN results are mostly above the state. (see page 4-6) In year 5, Numeracy, there was two high, two medium and two low growth. NAPLAN preparation was impacted, so results may have been higher in a better year. All five VCE students successfully completed the year, including exams: this is excellent in a year in which students in many schools chose not to complete scored assessments. All five students received tertiary offers. Also, it is important to note that although the school is slightly lower than the state average in VCE study scores, our school does not run VCAL subjects in which students are not scored: so average study scores are never a reasonable comparison. It also must be recognised that our focus is on pathways - not the highest scores; there are many reasons for this. Throughout the year, staff adapted and used whatever it took to help students, whether personally or through technology. Also, in the end, the achievement is about creating happy, tolerant, and supportive individuals who know and like themselves.

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## Engagement

The school maintained a close connection with students and there were not too many issues with students adjusting with returning to school post lock-down. Student attendance results are affected by a few students, and COVID added to the need for many families and students to be away (as well as the usual reasons for rural and remote families needing to travel for services or family connections.) The primary average absences are very high, the secondary lower than the state averages. The school has a much higher engagement with students than attendance would suggest. The school supports families with issues and follows up with absences with phone calls each day.

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## Wellbeing

Throughout the year, we effectively supported staff and families. Detailed data sets show 'general satisfaction' in parent survey at 92%, 100% the school treats my child with respect. 100% of parents believe children are safe at school (this matches what we see with bullying - bullying is usually low level interpersonal and it is well managed). Through

COVID, we managed to keep many students at school who would do better academically and maintain a sense of wellbeing. As stated over the years 'connectedness' in student surveys are not a great measure of actually how connected students are in schools in small communities. School reviewers this year have just seen that the students are highly connected; parent data supports this. Student Survey data in 4-6 has very high scores for 'student voice and agency', 'inclusion', 'life satisfaction', 'advocate at school', 'teacher concern', which reflects a school that is concerned with developing the whole child. Year 7 to 9 student data was the most variable and reflected some personal and social issues that were mostly resolved by the time the data appeared. The 7-12 data was significantly above state averages in 19 of 23 domains, which in itself shows a high degree of connectedness.

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### Finance performance and position

The school maintains an exceptional surplus and has effectively used funds to develop the school, including the installation of a generator that runs all school power in case of emergency. The school is well on the way to completing its long term project of having sprinklers put of the roof of the main building to make the building extremely safe when it is functioning as a Shelter in Place or when it is The Neighborhood Safer Place. This is a school funded program. Additional funding has allowed the employment of a new teacher through the Teacher Financial Incentive Scheme and further support in allowing targeted team teaching support, and professional development.

**For more detailed information regarding our school please visit our website at**  
<http://cannp-12.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 46 students were enrolled at this school in 2021, 23 female and 23 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).

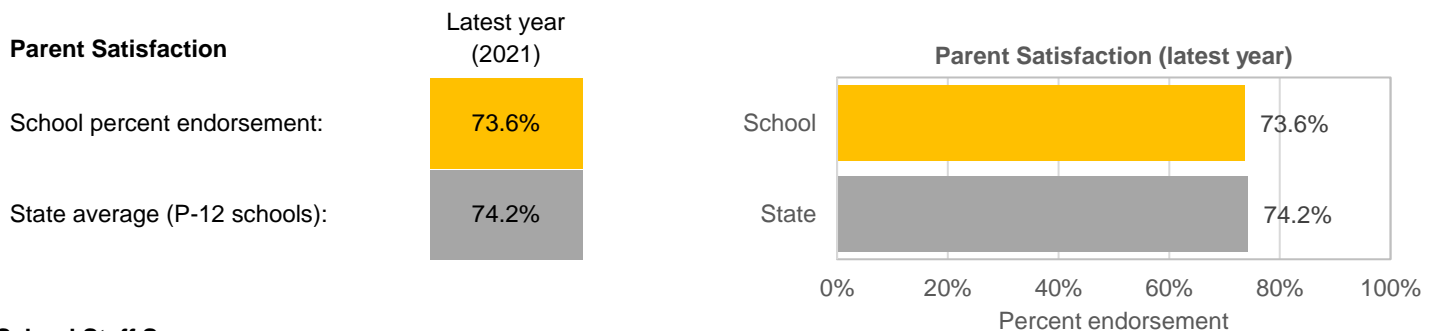
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

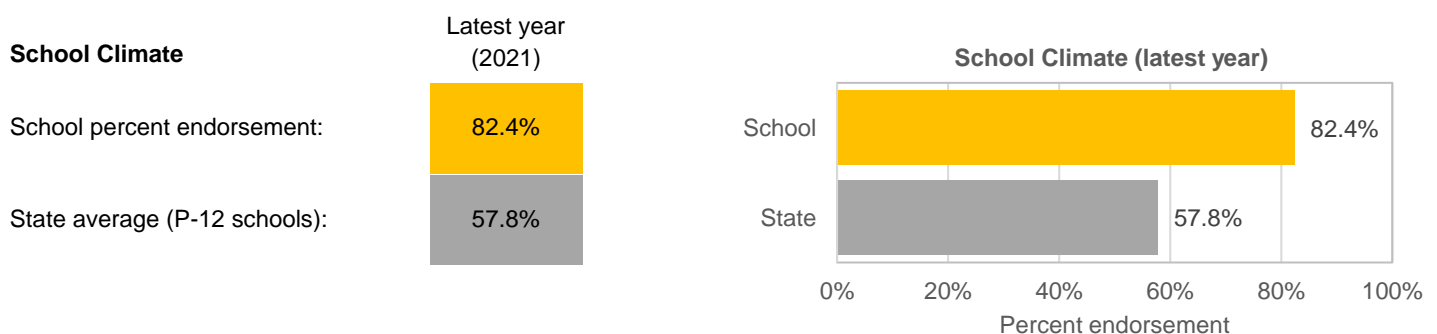


### School Staff Survey

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

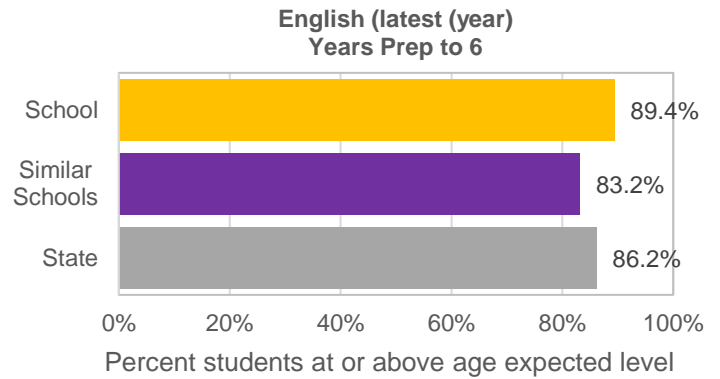
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

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

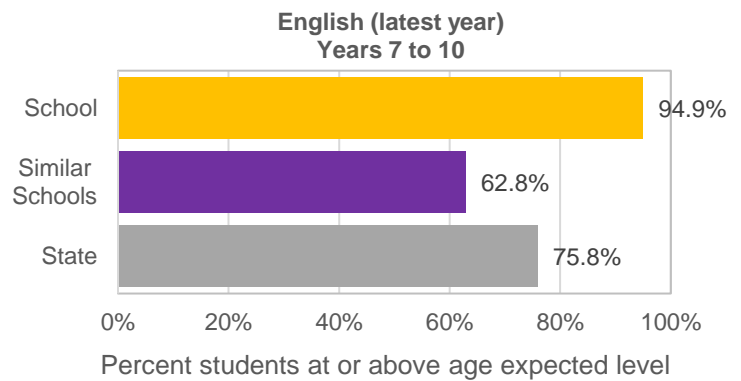
#### English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	89.4%
Similar Schools average:	83.2%
State average:	86.2%



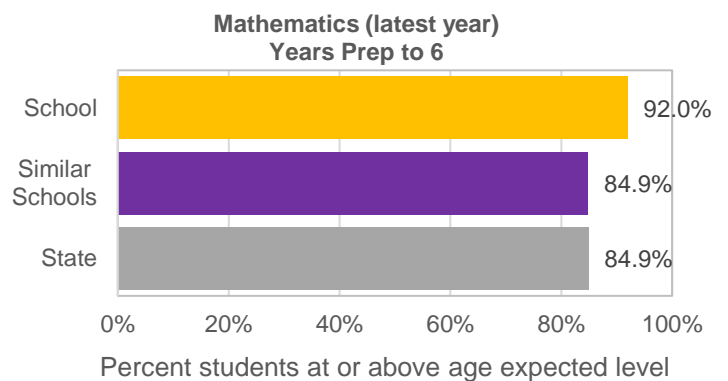
#### English Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	94.9%
Similar Schools average:	62.8%
State average:	75.8%



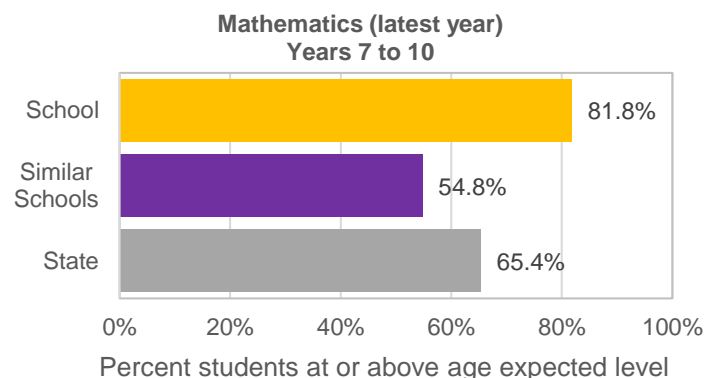
#### Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	92.0%
Similar Schools average:	84.9%
State average:	84.9%



#### Mathematics Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	81.8%
Similar Schools average:	54.8%
State average:	65.4%





**ACHIEVEMENT (continued)**

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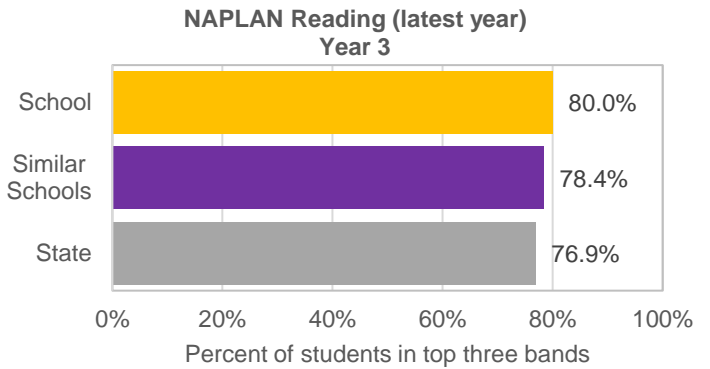
**NAPLAN**

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.

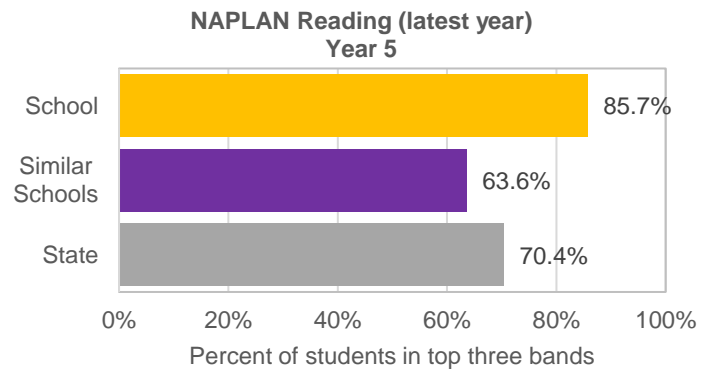
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	71.4%
Similar Schools average:	78.4%	70.5%
State average:	76.9%	76.5%



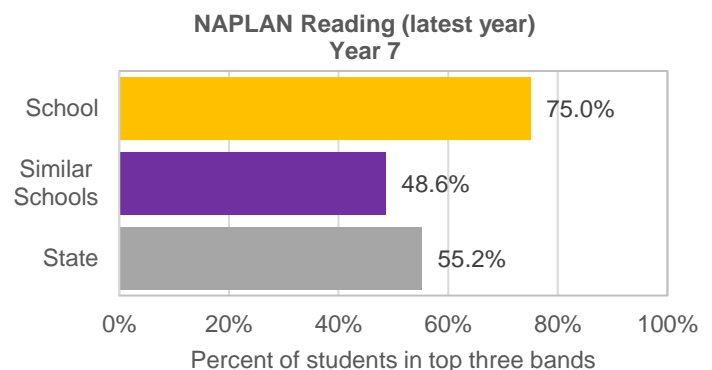
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.7%	84.6%
Similar Schools average:	63.6%	62.1%
State average:	70.4%	67.7%



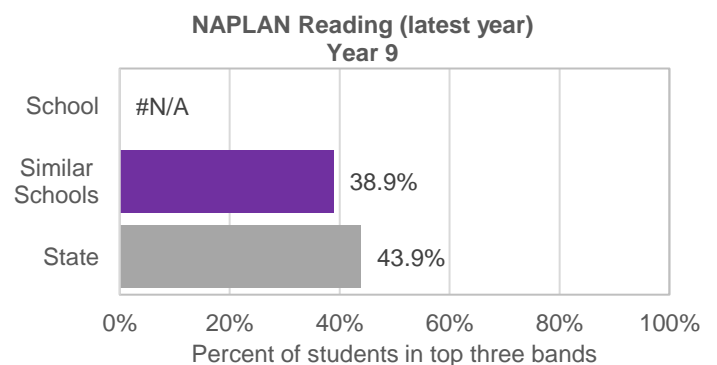
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	90.0%
Similar Schools average:	48.6%	49.1%
State average:	55.2%	54.8%



**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	40.0%
Similar Schools average:	38.9%	42.5%
State average:	43.9%	45.9%



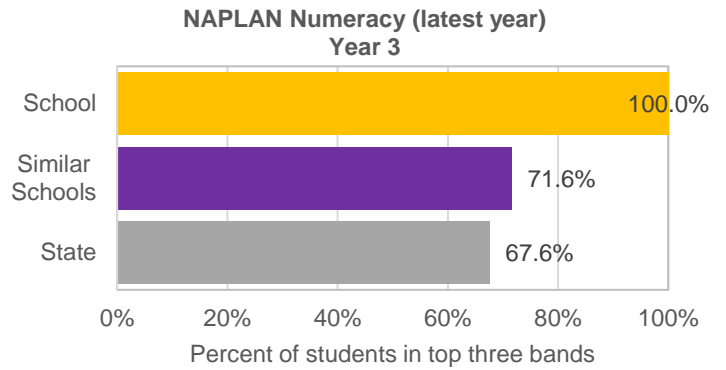
**ACHIEVEMENT (continued)**

**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 (continued)**

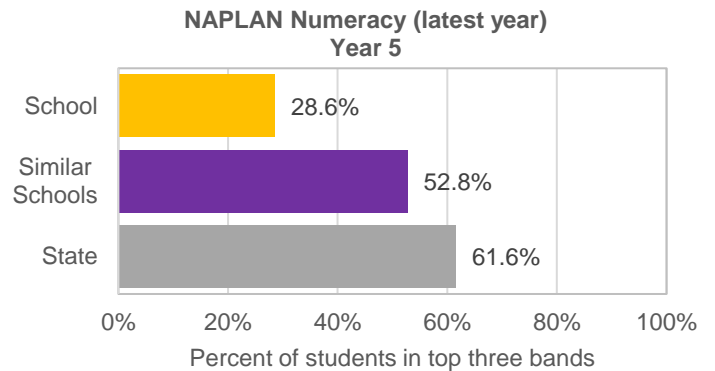
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	64.3%
Similar Schools average:	71.6%	67.7%
State average:	67.6%	69.1%



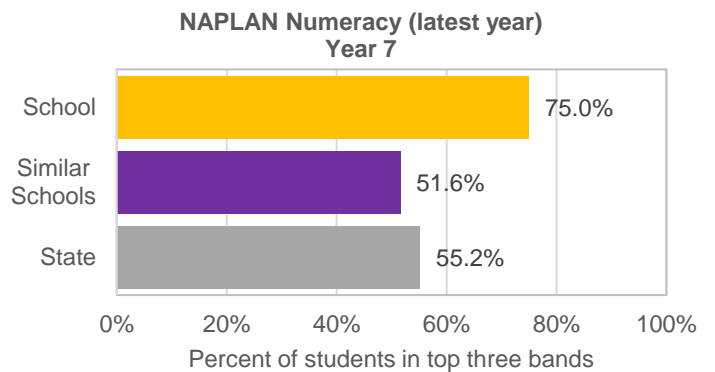
**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	28.6%	46.2%
Similar Schools average:	52.8%	55.9%
State average:	61.6%	60.0%



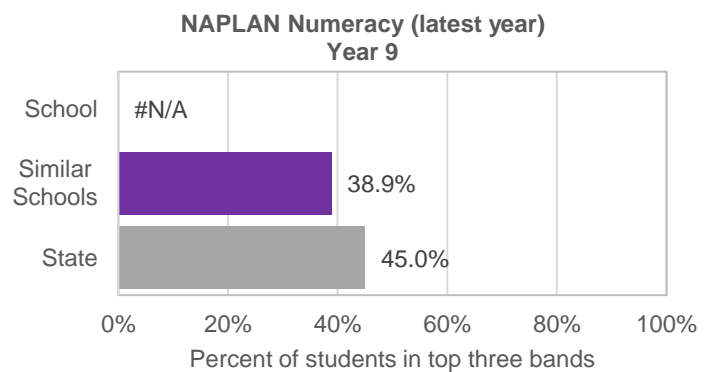
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	90.0%
Similar Schools average:	51.6%	54.3%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	40.0%
Similar Schools average:	38.9%	44.4%
State average:	45.0%	46.8%



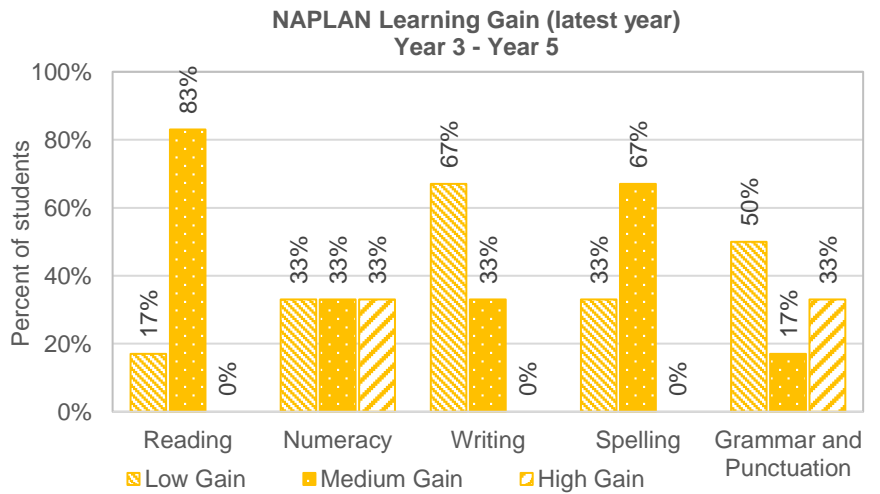
**ACHIEVEMENT (continued)**

**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'.

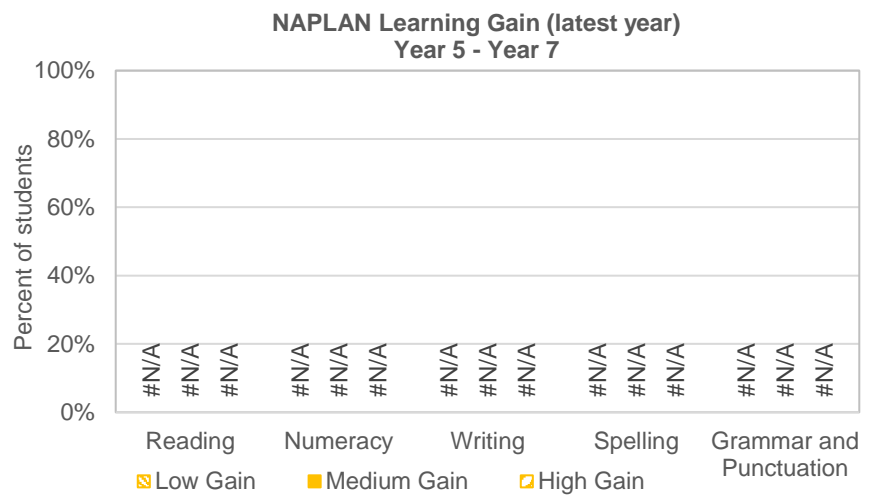
**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	83%	0%	24%
Numeracy:	33%	33%	33%	20%
Writing:	67%	33%	0%	16%
Spelling:	33%	67%	0%	17%
Grammar and Punctuation:	50%	17%	33%	25%



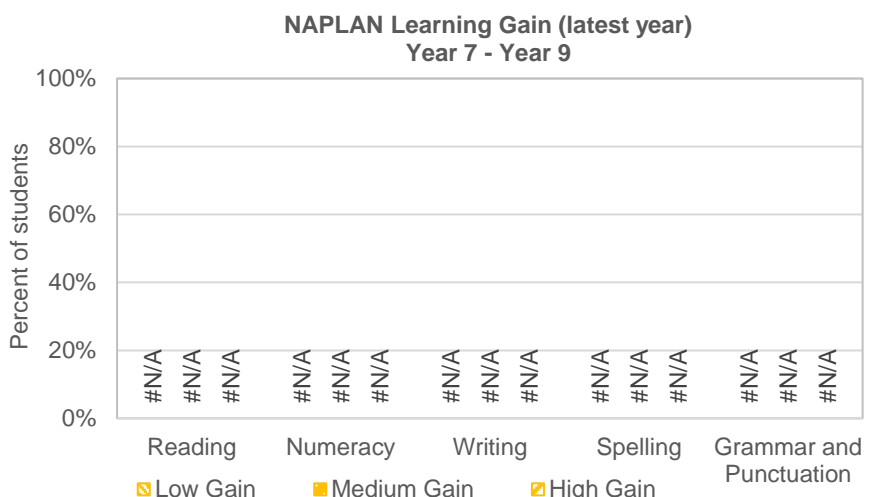
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	21%
Numeracy:	NDP	NDP	NDP	23%
Writing:	NDP	NDP	NDP	18%
Spelling:	NDP	NDP	NDP	27%
Grammar and Punctuation:	NDP	NDP	NDP	22%



**Learning Gain  
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	18%
Numeracy:	NDP	NDP	NDP	22%
Writing:	NDP	NDP	NDP	18%
Spelling:	NDP	NDP	NDP	22%
Grammar and Punctuation:	NDP	NDP	NDP	23%



**ACHIEVEMENT (continued)**

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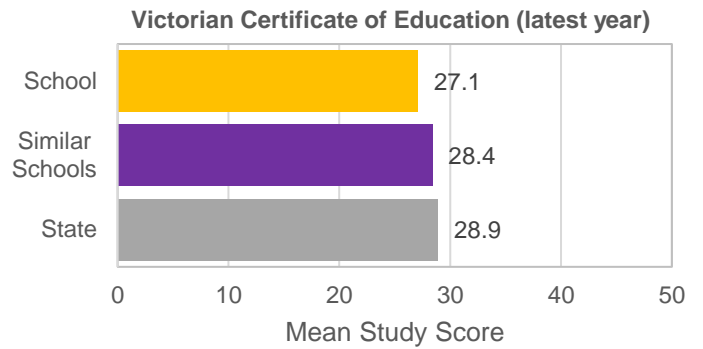
**Victorian Certificate of Education (VCE)**

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

**Victorian Certificate of Education**

	Latest year (2021)	4-year average
School mean study score	27.1	26.9
Similar Schools average:	28.4	28.1
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:	100%
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:	NDA
VET units of competence satisfactorily completed in 2021*:	50%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	NDA

\* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

## ENGAGEMENT

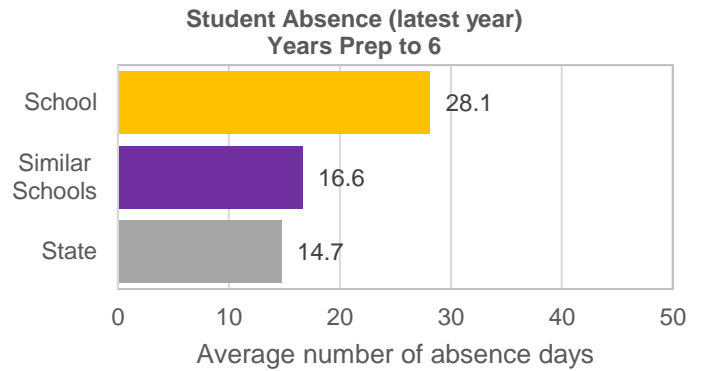
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

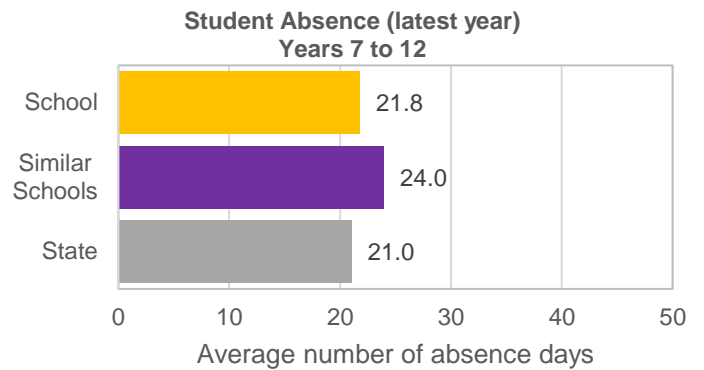
#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	28.1	25.6
Similar Schools average:	16.6	15.4
State average:	14.7	15.0



#### Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	21.8	19.6
Similar Schools average:	24.0	22.1
State average:	21.0	19.6



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	85%	83%	85%	87%	NDP	90%	87%

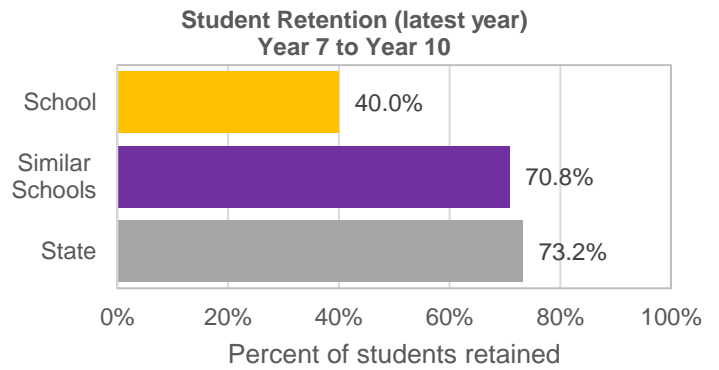
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	91%	NDP	NDP	NDP	NDA	90%

## ENGAGEMENT (continued)

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10	Latest year (2021)	4-year average
School percent of students retained:	40.0%	57.1%
Similar Schools average:	70.8%	70.3%
State average:	73.2%	72.9%

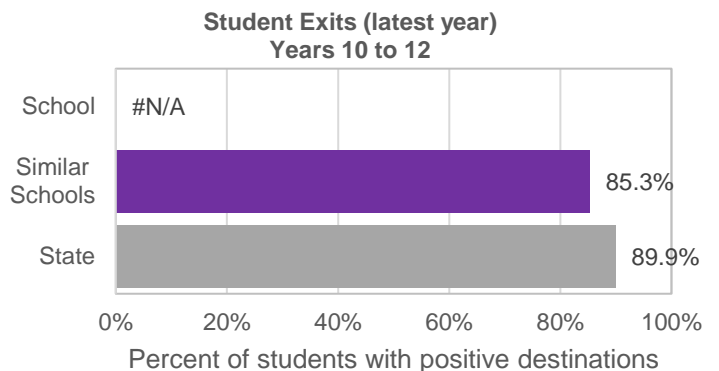


### Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	NDA	100.0%
Similar Schools average:	85.3%	84.9%
State average:	89.9%	89.2%



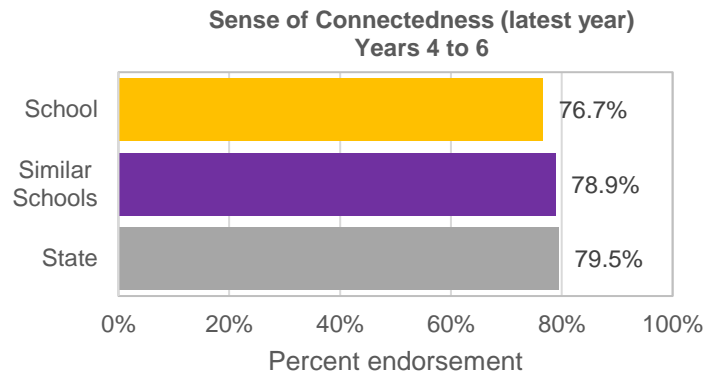
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

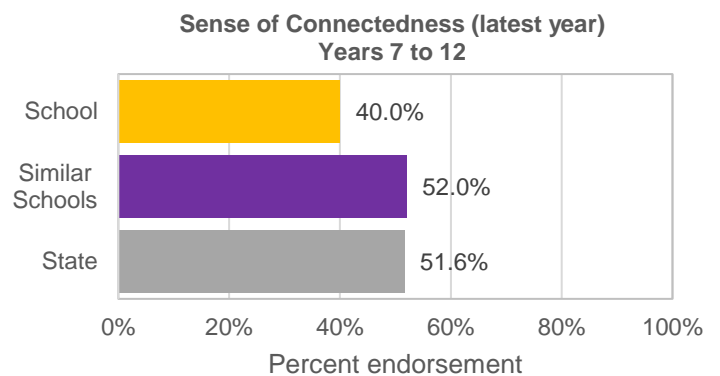
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	76.7%	80.9%
Similar Schools average:	78.9%	77.9%
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.*

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	40.0%	50.6%
Similar Schools average:	52.0%	54.2%
State average:	51.6%	54.5%



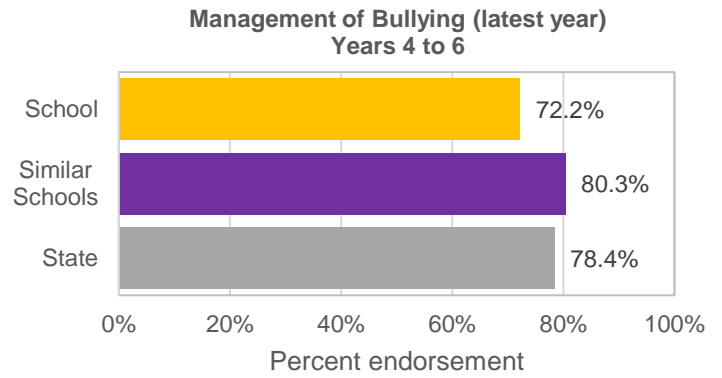
*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**WELLBEING (continued)**

**Student Attitudes to School – Management of Bullying**

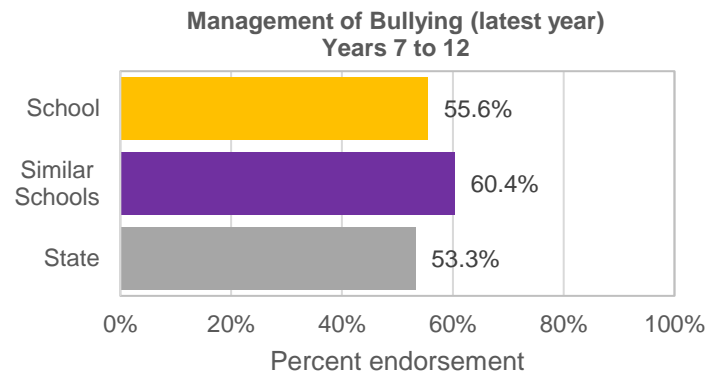
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	72.2%	80.4%
Similar Schools average:	80.3%	78.6%
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.*

<b>Management of Bullying Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	55.6%	62.7%
Similar Schools average:	60.4%	61.6%
State average:	53.3%	56.8%



*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	\$2,031,198
Government Provided DET Grants	\$561,704
Government Grants Commonwealth	\$0
Government Grants State	\$2,097
Revenue Other	(\$83,557)
Locally Raised Funds	\$16,881
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,528,323</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$84,173
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$84,173</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,570,050
Adjustments	\$0
Books & Publications	\$302
Camps/Excursions/Activities	\$10,131
Communication Costs	\$5,953
Consumables	\$34,707
Miscellaneous Expense <sup>3</sup>	\$5,691
Professional Development	\$2,521
Equipment/Maintenance/Hire	\$22,007
Property Services	\$92,797
Salaries & Allowances <sup>4</sup>	\$68,698
Support Services	\$14,227
Trading & Fundraising	\$5,205
Motor Vehicle Expenses	\$6,293
Travel & Subsistence	\$2,226
Utilities	\$20,109
<b>Total Operating Expenditure</b>	<b>\$1,860,916</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$667,407</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

Funds available	Actual
High Yield Investment Account	\$1,061,082
Official Account	\$25,681
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,086,763</b>

Financial Commitments	Actual
Operating Reserve	\$39,910
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$250,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$266,763
Capital - Buildings/Grounds < 12 months	\$355,000
Maintenance - Buildings/Grounds < 12 months	\$215,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,126,674</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.*