

# 2021 Annual Report to The School Community



**School Name: Somerville Primary School (2656)**



- 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 31 March 2022 at 01:44 PM by David Tapp (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 07 April 2022 at 05:25 AM by Vaha Lino (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

Somerville Primary School is located in a well-established residential area; with the local community attracting young families with high educational aspirations for their children. The school is considered highly within the community, with a current student population of 326. Somerville Primary School is a nurturing community where students, staff and families come together to create an environment that develops, happy, healthy confident students, underpinned by the knowledge that success and achievement at school, engages and builds confidence that transcends the academic environment and encourages children to seek options and opportunities to maximise their education throughout their lives. The school is well regarded for its focus on Research and Evidence based approaches to teaching and learning. It is known for its explicit, systematic approach to teaching fundamental concepts and skills to allow students to have the best foundation to extend complex thought and learning in the later years. Somerville Primary values connection to the local and national realms ensuring all members model and teach inclusion, cultural safety, and respect for our environment. We ensure our students learning opportunities are challenging, differentiated, engaging and promote curiosity. We support students to set goals and monitor own learning progress. Together we develop community partnerships to support and promote student wellbeing. We have extensive and very well-maintained grounds, which continue to surprise and astound visitors to our school. Our Specialist Programs include Performing Arts, Environmental Science, Visual Art and PE. The school has 31 equivalent full-time staff, 2 Principal class and 7 Education Support Staff. Somerville Primary School is well known for Social and Emotional excellence, academic excellence, inclusion and a deep commitment to sustainability.

Somerville Primary School works collaboratively to ensure every student achieves success by engaging them in the curriculum at their point of need. Our school community creates meaningful relationships with strong values. Our Mission: Inspiring Excellence in Education... Every Student – Every Time. Somerville Primary School Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults; through enacting our values of:

Courage - To act confidently

Honesty - To be truthful to yourself and others

Respect - To acknowledge individuals with courtesy

Responsibility - To be accountable for your actions

Trust - To rely on and have faith in others

---

### Framework for Improving Student Outcomes (FISO)

2021 was a review year for Somerville Primary School, following the postponement of the 2020 Review. Our 2021-2023 SSP has 3 goals:

- Improve the learning growth for all students.

Our Key Improvement Strategies are:

- o Develop whole school scope and sequence documents that promote high quality teaching and learning in literacy and numeracy.
- o Build teacher capability to differentiate learning tasks to meet students at point of need.
- o Build teacher capability to utilise data.

- Strengthen agency and engagement in learning for all students.

Our Key Improvement Strategies are:

- o Build understanding of student voice and agency in learning.
- o Develop student learning opportunities that are challenging, differentiated, engaging and promote curiosity.
- o Develop teacher capability to support students to set goals and monitor own learning progress.

- Improve the resilience and social capabilities of each student.

Our Key Improvement Strategies are:

- o Build a whole-school approach to the development of the resilience and social capabilities of each student.
- o Develop community partnerships to support and promote student wellbeing.

PLCs as part of APT have been successful, every team uses the same consistent minute taking format, which is aligned to PLC and FISO improvement cycle. PLC Leaders still meet with Regional PLC staff and Regional support has continued throughout the year for our PLC leaders. Staff have received PD through their weekly PLC meetings; this included Coaching sessions, PLC 'virtual' observations, peer feedback in meetings. Instructional Model is in all planning and consistent across the whole school. As part of the Mid and End Cycle reviews all staff have discussed their understanding and explained areas for specific improvement based on their knowledge and capacity. Instructional Model discussion at the beginning of every staff meeting about specific elements and checking staff knowledge and building staff capacity through rich discussion and reflection. Curriculum Leaders and the SIT Team have reviewed and revised the Assessment Schedule based on staff feedback and Student outcomes. Both Literacy and Numeracy schedules have been revised to ensure assessment is meaningful and used to inform teaching practice.

Due to Remote Learning we refined our approach to Flexible Learning to include more online video conference sessions, greater small group video sessions and more specific and individualised programs for all students. There was a significant shift in the increase for explicit teaching across Literacy and Numeracy. Across the whole school we developed our focus on ensuring consistency for each class and year level. – This was done through SIT meetings and PLC meetings held weekly.

All classes started the day with a Google Meet, roll call and wellbeing catch-up, followed up by whole class instructional teaching of Reading. All classes ran daily Reading Groups via Google Meets. All classes ran writing sessions – these were both via pre-recorded videos of modelling and then video conferences for feedback. All classes ran online Maths lessons and mini maths workshops based on students point of need and also the Victorian Curriculum. There was greater emphasis placed on student's growth for both Literacy and Numeracy; this was clearly evident in the number of online group and individual sessions teachers ran to cater for their students needs.

The implementation of a Structured Synthetic Phonics resource has been a driving force within the Early Years, our Foundation – Grade 2 students have had explicit Phonics taught every day; the use of decodable readers for both Guided Reading and Take Home readers has also demonstrated growth in students reading abilities.

---

## Achievement

2021 was a solid year for Somerville Primary School in regards to Achievement and student outcomes, this was shown by both school standardised testing and system measures.

Our NAPLAN Data in Grade 3 was very strong:

- 67% in the top two bands for Reading – 7% Above State, the first time in the schools history.
- 53% in the Top Two bands in Writing - 2% below State
- no students in the bottom bands in Maths;

Our Grade 5 NAPLAN data

- 32% in top two bands for Reading, An increase of 9% from 2019
- 19% in the top two bands for Numeracy - an increase of 4% from 2019

At Somerville in 2021 there was a greater focus on triangulation of data; staff used the Fountas and Pinnell BAS along side, PAT-R, Little Learners Love Literacy Assessments and NAPLAN Band Data to review teacher judgments. This led to Somerville having 85.9% of students making expected growth in Reading even with Remote Learning, this is just .3% below State and 2.5% above Similar Schools.. Numeracy has improved to this year be above State, with 86.6% of students making 12 months growth in 2021.

When comparing our 2021 data against 4 year trend data; our Grade 3 Reading results are 6.1% higher than trend, Numeracy is .7% higher than the trend data. Our Grade 5 data was disappointing with a decrease of 11.4% in Reading, however there has been an increase of 7.2% over the trend data in Numeracy. Using the Tutor Learning Initiative our students have received extensive literacy tutoring in the early years, This led to 10 students making 24

months growth in 12 months, 16 students making 18 months growth in 12 months and 37 making at least 12 months growth, even from starting at a lower level the previous year.

Learning Gain continues to be a focus area, with the majority of students making medium gain except in writing where it was 50% low, 50% medium/high gain, significantly less students made high gain when compared against like schools. This is reflected in Teacher Judgement data and also noted as our older students had struggled with Remote Learning.

As per DET advice, a greater focus was put on student wellbeing rather than academic outcomes. This is particularly evident for the senior classes. We have 11 students funded by the PSD program, all students have IEPs and Termly SSGs. All students on the PSD made expected growth in Literacy and Numeracy. Our 11 PSD funded children were able to achieve success throughout the year. We had a number of students on-site as part of Remote Learning to ensure learning continuity. All students have IEPs and Termly SSGs. All students on the PSD made expected growth in Literacy and Numeracy. All of our funded children achieved growth throughout the year; achieving at least 2 of their goals in their Individual Education Plans.

---

## Engagement

Student Attendance at Somerville Primary School is now indicating that we are below similar schools with the average number of days absent per student at 15.1 days a year (where below is the desired result). This number has decrease from 18.8 days absent per student in 2020. Our school is now only slightly above the state average which was 14.7 days absent per student. This data can be attributed to the increase number of days taken off school by a small percentage of our students during Remote Learning. As a school we have communicated the importance of not missing days of school with our parent community. We have also had meetings to discuss attendance with families where necessary. The year levels with greater absence rates were in the higher year levels, with many in Grades 4-6. We created small group check-in sessions for students who didn't want to use Google Meets with their peers and also used phone calls to talk to students who were reluctant to access technology.

Our school places a strong emphasis on student engagement. This is achieved by developing a culture where positive relationships with all stakeholders are seen as an integral component of our school. From forming meaningful relationships with our students, parents and wider community, to allocating time at the beginning of each school year where students participate in two weeks of planned activities that are designed to allow students to get to know each other, setting clear expectations for the year and much more, this builds students' connectedness to their school, their classroom, their teachers and their peers. As a school we work to ensure that Somerville Primary School is a place where students want to come to each day. We used 'Fun Friday's as part of our transition back to On-site Learning, this gave students something to look forward too, either bringing a toy to share, theme days and dress up days.

---

## Wellbeing

2021 was another complex year for Somerville Primary School, we were able to run our wellbeing 2 weeks at the beginning of the year and this was successful. The Resilience Project has not been a consistent focus each week due to other factors such as current issues that have occurred. Staff have attended RRRR training as well - moving this into our everyday practice. Number of documented incidents in the yard has decreased by 10% when compared to previous years. Severity of incidents has decreased as shown through the Sentral Data.

In Term 2 we were able to conduct the Attitudes to School Survey onsite before students began Remote Learning, Student Voice and Agency - 76%, up from 70% in 2020; Student Motivation and Interest - 79%, up from 76% in 2020; Self Regulation and Goal Setting 88%, down from 90% in 2020, but up from 79% in 2019; Sense of Connectedness. 83%, down from 85% in 2020, but up from 74% in 2019. This is also now above State by 3.8%. Differentiated Learning Challenge 89%, same as 2020, up from 69% in 2019 Above State. Stimulated Learning maintained 85% in 2020 and 2021, up from 65% in 2019 - Above State. School Safety - 86% 2021, above state, maintaining 86% from 2020, up from 72% in 2019; Not experiencing Bullying 87% in 2021 which is above State. Our management of bullying is overseen by our Assistant Principal; Somerville was 7.2% above State in 2021.

FISO 2.0 increased our focus on Wellbeing and this was used as a mechanism to support students and identify their specific needs. Somerville is part of the Disability Inclusion Funding; we employed a Learning Specialist who has reviewed all student files and identified gaps, led staff to develop learner profiles and plan for Professional Learning to boost teacher capacity when working and supporting our Tier 2 students.

---

### Finance performance and position

Somerville Primary School is in a financially sound position at the end of the 2021 school year. Somerville Primary School ended 2021 with a Net Operating Surplus of \$318,816.00. This included \$129,860.00 that was surplus brought forward from 2020. Due to Remote Learning and the requirement to utilize local payroll staff we had a significant expenditure of \$84,484.00 for Salaries and Allowances. In previous years this has been significantly less. The surplus was a result of increased enrolments from 2019 (305) to 2021 (326) and having staff on long term sick leave. We also received over \$100,000 in Tutor Learning and over \$100,000 in Disability Inclusion funding. The plan for locally raised funds needed to be changed due to COVID, this represented a \$30,000 dollar decrease in revenue. School funds were also used to ensure that we were able to provide a comprehensive specialist program which included Music, Visual Arts, PE and also Japanese. We also continued to receive funding as part of the National School Chaplaincy Program which allows us to provide the services of a School Chaplain for four days each fortnight. Our equity funding was used to increase the hours of our Educational Support Officers. This allowed us to provide more support to those who needed it along with providing invention for students. Future funding will need to be allocated to maintaining our grounds and in particular addressing the large number of gum trees that are to be trimmed or removed and replaced with trees more suitable to a school setting. School fundraising will be saved to and allocated to upgrading our grounds and more books for our library and classroom libraries. A significant amount of funds were spent in upgrading the Fire Service, which had not been done in the last 10 years, this represented over \$35,000.00. The Basketball Court Project was finalized with a total spend of \$122,000.00 Ex GST invested in new courts; an excellent addition to our outstanding grounds.

# 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 326 students were enrolled at this school in 2021, 162 female and 164 male.

NDP 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).

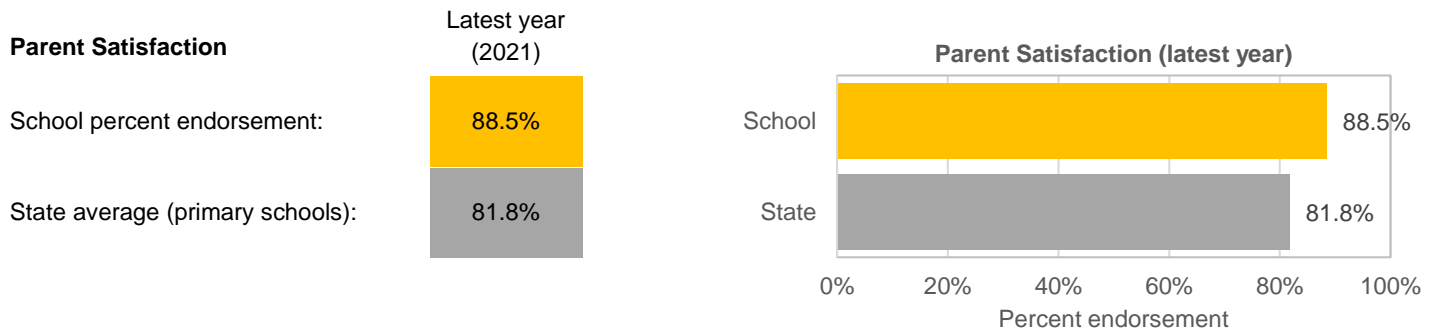
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

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

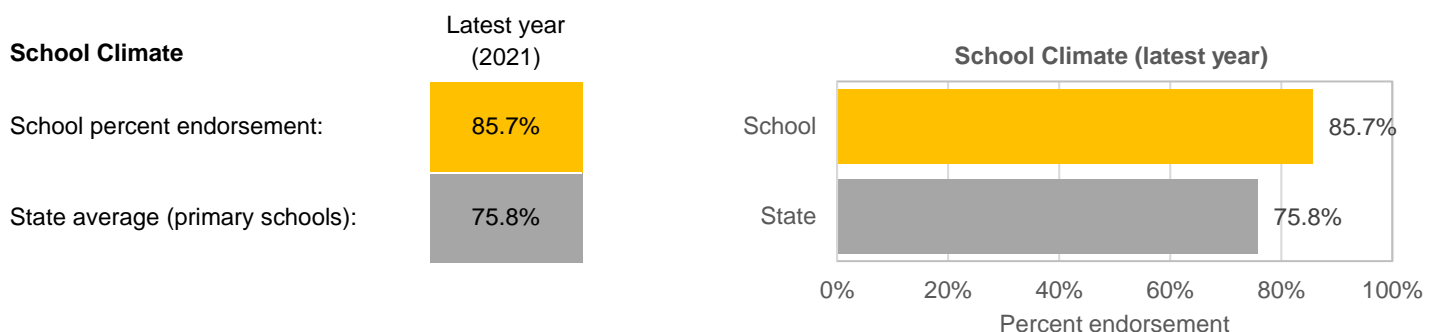


### School Staff Survey

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

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

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





## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

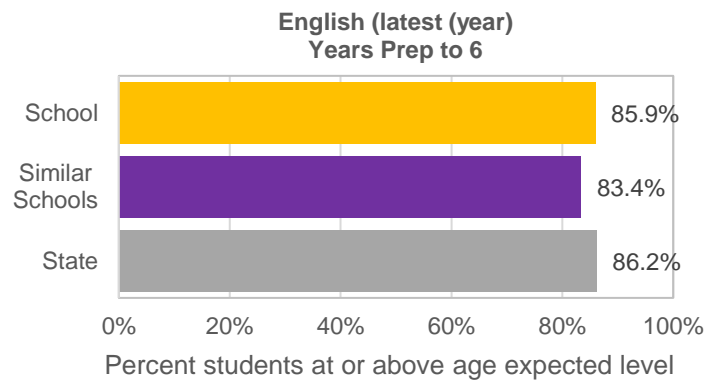
85.9%

Similar Schools average:

83.4%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

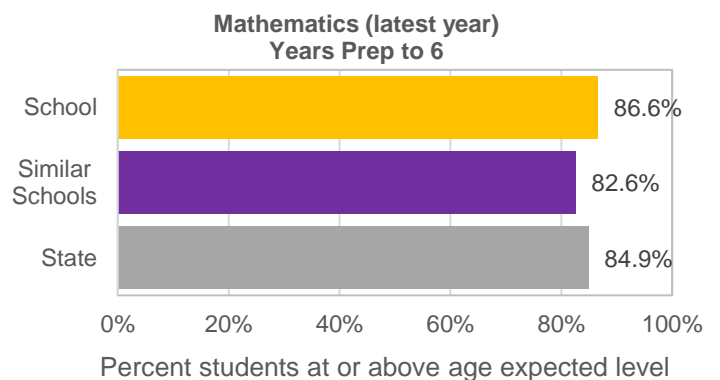
86.6%

Similar Schools average:

82.6%

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.

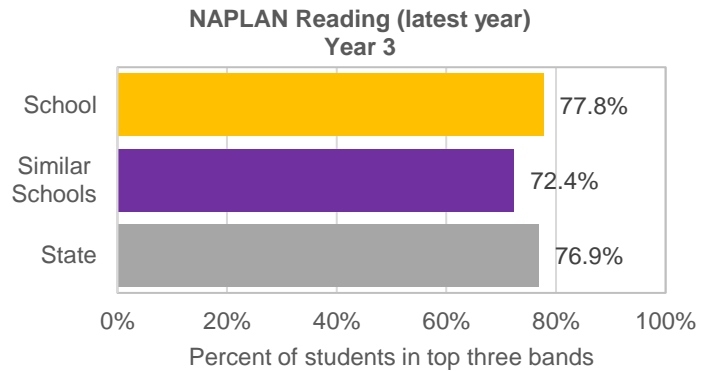
**NAPLAN**

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.

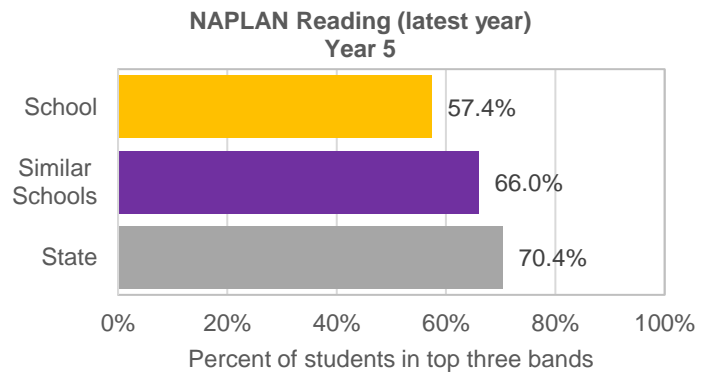
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.8%	71.7%
Similar Schools average:	72.4%	71.5%
State average:	76.9%	76.5%



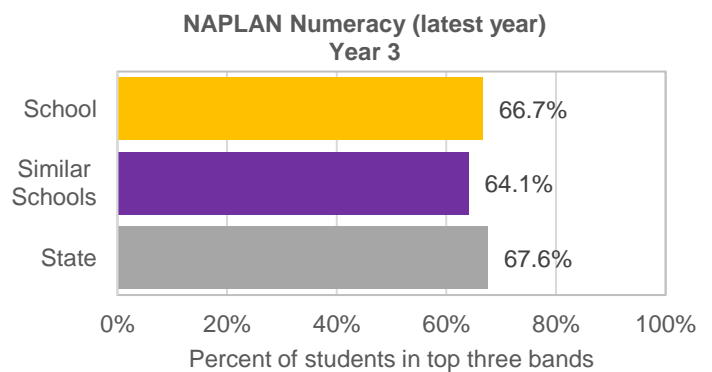
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.4%	68.8%
Similar Schools average:	66.0%	64.3%
State average:	70.4%	67.7%



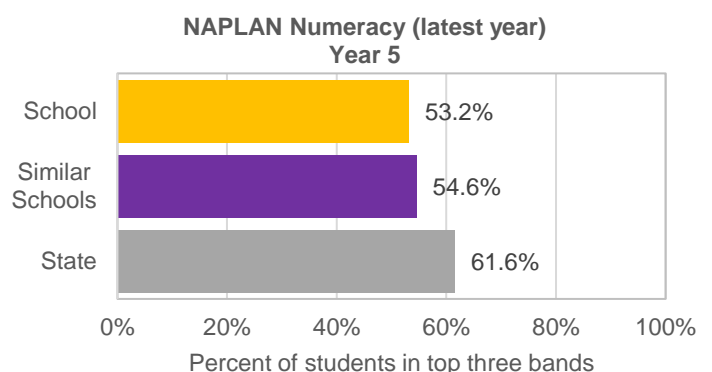
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	66.0%
Similar Schools average:	64.1%	64.6%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.2%	46.0%
Similar Schools average:	54.6%	52.5%
State average:	61.6%	60.0%



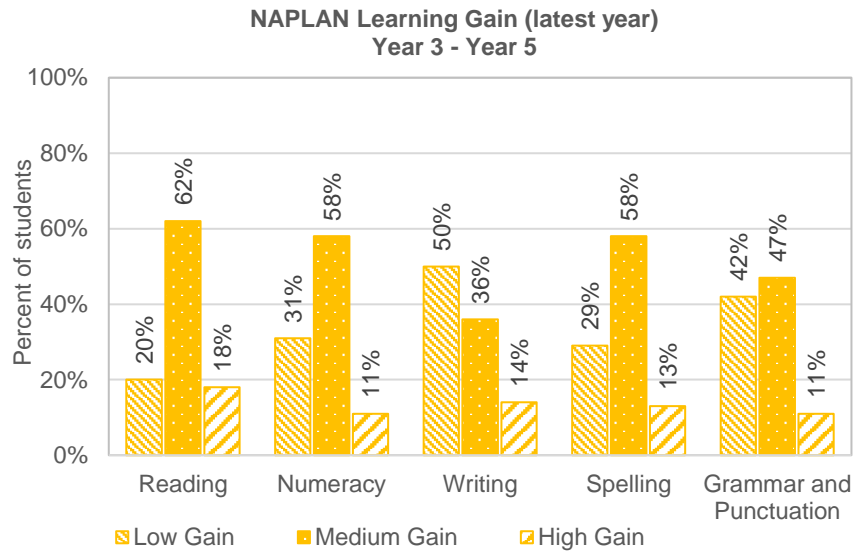
## ACHIEVEMENT (continued)

### 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:	20%	62%	18%	22%
Numeracy:	31%	58%	11%	22%
Writing:	50%	36%	14%	18%
Spelling:	29%	58%	13%	19%
Grammar and Punctuation:	42%	47%	11%	21%



## ENGAGEMENT

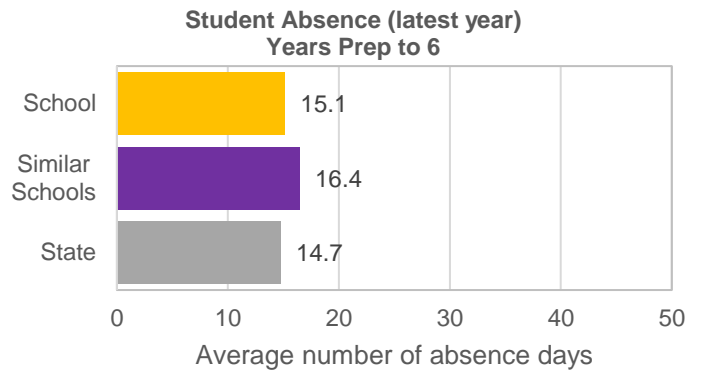
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	15.1	16.4
Similar Schools average:	16.4	15.9
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):	94%	92%	92%	93%	90%	92%	92%

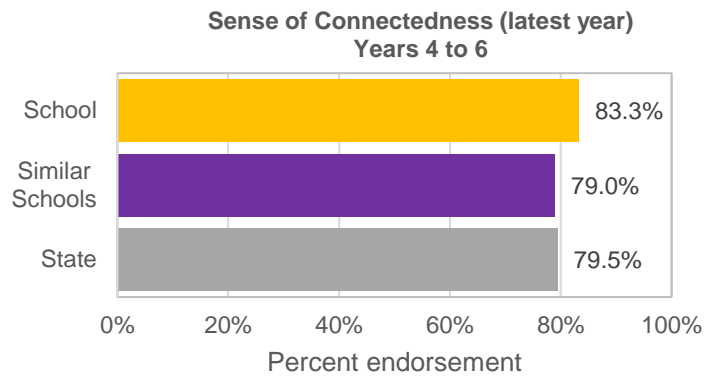
**WELLBEING**

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	83.3%	79.6%
Similar Schools average:	79.0%	78.9%
State average:	79.5%	80.4%

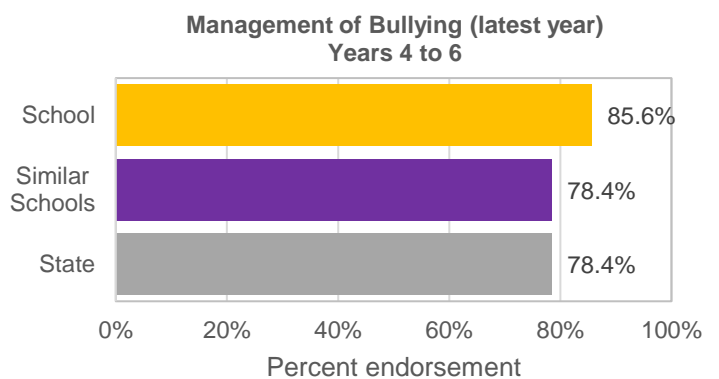


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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:	85.6%	77.6%
Similar Schools average:	78.4%	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	\$3,130,090
Government Provided DET Grants	\$446,537
Government Grants Commonwealth	\$57,222
Government Grants State	\$0
Revenue Other	\$5,713
Locally Raised Funds	\$93,618
Capital Grants	\$60,760
<b>Total Operating Revenue</b>	<b>\$3,793,940</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$126,970
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$126,970</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,880,511
Adjustments	\$0
Books & Publications	\$150
Camps/Excursions/Activities	\$44,888
Communication Costs	\$7,311
Consumables	\$111,001
Miscellaneous Expense <sup>3</sup>	\$14,154
Professional Development	\$6,271
Equipment/Maintenance/Hire	\$88,832
Property Services	\$55,987
Salaries & Allowances <sup>4</sup>	\$84,484
Support Services	\$88,566
Trading & Fundraising	\$12,853
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$19,355
<b>Total Operating Expenditure</b>	<b>\$3,414,364</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$318,816</b>
<b>Asset Acquisitions</b>	<b>\$115,993</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	\$150,881
Official Account	\$38,619
Other Accounts	\$3,961
<b>Total Funds Available</b>	<b>\$193,460</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$83,791
Other Recurrent Expenditure	\$20,510
Provision Accounts	\$0
Funds Received in Advance	\$56,327
School Based Programs	\$12,000
Beneficiary/Memorial Accounts	\$500
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$18,824
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$4,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$195,953</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.*