

# 2021 Annual Report to The School Community



**School Name: Specimen Hill Primary School (1316)**



- 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 01 April 2022 at 02:17 PM by Wendy Jackson (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2022 at 10:05 AM by David Craggs (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

Specimen Hill Primary School is situated in Golden Square, a suburb of the provincial city of Bendigo located in the North West Region of the state. It has a rich historical background dating back to 1874. The school was built on the goldfields; hence its name referencing the gold specimens that were found in the area. The school is in a picturesque setting with a view across to Mount Alexander. A new school was built and officially opened in 2006, making for modern facilities. The school's vision is; to provide a caring and inspiring learning environment which prepares all students with the potential for a successful further education and employment and for every student to be an effective participant in a global society. As a school community our values are Respect, Honesty, Resilience, Excellence and Empathy. These values are deeply embedded within the culture of the school and are continually revisited. It is part of the framework used to achieve the school's vision.

In 2021 the school had an enrolment of 285 students of which, 7% of students had English as an additional language and 7% identified as Aboriginal or as Torres Strait Islander. Approximately 54% of all students received equity funding in the year. During 2021 the school employed the equivalent of 26 fulltime teaching staff, including the principal, an assistant principal and two learning specialists, one tagged to literacy and one to numeracy. There were eleven non-teaching staff employed or the equivalent of 6.1 full-time staff, one being the Business Manager. A Karen multi-cultural education aide was employed for a time fraction of .8 to support students from this background and is included in the previous data regarding non-teaching staff. Due to the school's student demographic and a number of students coming from a low socioeconomic-background, additional programs were run across the school. A speech therapist was employed for two days per week to support students along with the equivalent of a full-time Reading Recovery teacher. Year 1 students also had access to the Extending Mathematical Understanding program in 2021. A Wellbeing Officer was employed in a .8 capacity to support students, families and staff. An area that became a high priority during 2021 due to the pandemic.

Once again, the school faced the challenge of providing a remote teaching and learning program for a large part of the year. The whole school organisation of teaching teams across the school supported teachers to deliver an effective remote and flexible program for our students. The school was organised into a Prep team consisting of two classes, a Year 1/2 team of four classes, four classes in the 3/4 team and a 5/6 team made up of four classes. Teams worked together to plan the teaching and learning programs for students whilst on and off site.

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### Framework for Improving Student Outcomes (FISO)

In 2021 the Specimen Hill Primary School Annual Implementation Plan (AIP) focused on the Framework for Improving Student Outcomes (FISO) dimensions of excellence in teaching and learning, promoting a positive climate for learning and improving community engagement. Specifically the goals were around improving learning growth in Mathematics, empowering students to be self-regulated, motivated and resilient learners and strengthening student and parent engagement in learning. 2021 once again presented the school community, and the world, with a very different and challenging year. The school became very adept at swinging between onsite and remote and flexible learning. In other ways, it became more challenging for the whole school community as the ongoing disruptions occurred throughout the year.

Necessarily this made it difficult to undertake some of the actions and activities outlined in the AIP. Some of the goals of the AIP were still able to be progressed throughout the year, however others needed to have a reduced focus and professional learning plans altered due to the unique situation. Two staff members continued in the Primary Maths/Science Specialist program and were able to deliver high quality professional learning to staff along with being able to support classroom teachers to deliver a high quality Mathematics program in classrooms and remotely.

In addition to this, the Parent Opinion Survey also returned over 87.7% positive responses as opposed to the state average of 81.1%. The staff opinion survey also was largely very positive with 82.2% of responses being positive and this was well above the state mean of 75.8%. In addition to this, the Attitudes to School Survey administered to students in Years 4-6, was more positive in most factors than similar schools and the state average. The target of 71% of positive responses in the Attitudes to School survey in relationship to student voice and agency remains a focus for the school in 2022. Along with improving the positive parent responses to teacher/parent communication in the Parent

Opinion Survey.

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## Achievement

The school was able to deliver a modified quality program to students throughout 2021. We began the year in an optimistic manner, hoping for a normal school year. Once again, we faced many periods of having to deliver a remote and flexible teaching and learning program. We made some key adjustments to how we did this from 2020. Across the school, Seesaw app was used to deliver an online program for all students, an adjustment that supported families who no longer had their children working on a range of platforms. Staff became adept at transitioning between online and face to face learning, being able to switch between these two modes quickly and seamlessly. Teams worked hard to continue student learning growth over the year.

Overall, our students outperformed similar schools in both English and Mathematics according to teacher judgement. This was a pleasing result considering the challenges of the last two years. Although working remotely for a large part of the year, most students were able to progress their learning.

The school has historically performed well in Reading and been close to or above state in most measures for many years. Our Year 5 students continued this trend with 63.4% of students achieving in the top three bands of the National Assessment Program of Literacy and Numeracy (NAPLAN), out performing similar schools by nearly 10%. However, the percentage of students that made high growth between Years 3 and 5 was disappointing with only 15 % of students making high gain. No doubt the quality of the school's Reading program was compromised due to remote and flexible learning being in place for a considerable time in the previous two years.

63% of Year 3 students achieved in the top three bands of Reading in NAPLAN in 2021. This was slightly lower than similar schools and below the school's 4 year average. With the return to onsite learning in 2022, the school is keen to make up for lost schooling through a rigorous classroom program and also, the tutoring program. Returning to implementing the successful Reading program it has done for many years.

The intensive work that the school has been doing on improving Mathematics instruction was rewarded with some very pleasing results in NAPLAN. 71.1% of students in Year 3 achieved in the top 3 NAPLAN bands which was above similar and state schools, along with being higher than the 4 year average of 69%. Our Year 5 students performed strongly with 69.8% of students achieving in the top three NAPLAN bands. This was above similar and state schools along with being over 10% higher than our 4 year average. In addition to this, 38% of students made high gain between Year 3 and 5 in Mathematics, as measured by NAPLAN, with only 12% of students making low gain. This was an outstanding result and testament to the staff's willingness to strive to improve outcomes for all students. The school will continue to focus on developing the capacity of staff to deliver a high quality, evidenced based Mathematics program throughout 2022.

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## Engagement

The school had worked hard to improve student attendance and engagement throughout 2020 and 2021. However, with continued disruption to the school year in 2021 there were a number of students, despite the school's best efforts, who had a large number of absences. As students and families became fatigued by the continual lock-downs and restrictions due to the pandemic, some students and families became more disengaged. Some students, on their return to school, had reduced stamina. This was reflected in the school's attendance data of students having an average of 21.4 days absent from school. In 2022, the school is keen to improve students attendance rates and this is a focus going forward for the school.

School staff strived throughout the year to engage students both on and off site, with a large percentage of students engaging online and also, completing set learning tasks during periods of remote and flexible learning. Teachers were in constant communication with students and families via Seesaw and daily check in sessions run in all classrooms over a video conferencing app. Due to the waning engagement of students in the 5/6 cohort during remote and flexible learning, staff moved to delivering live lessons which most students and families responded well too. There was

continual follow up with families and students who were disengaged from school both whilst on and off site. Agency support was also sort. One of the highlights of the year, was that our Karen families were empowered to the point that their children could engage constructively in an off-site learning program with the assistance of our multi-cultural education aide checking in and supporting families on a daily basis.

Across the school, teachers worked hard to keep students and families engaged with the school whilst remote and flexible learning was in place. Teaching teams used a range of strategies to incorporate fun into students days. The school was able to run a modified graduation ceremony for our Grade 6 students and also, the school dance concert was held which, despite some challenges, was a highlight for families, students and staff. Our Year 5/6 students were able to go on camp to Burnside Camp at Angelsea. A highlight of the year for this cohort. The Book Week parade was run by having students walk around the neighborhood and students also paraded past the windows of an aged care facility in our neighbourhood. The response to this was overwhelmingly positive and will become part of the school's annual activities. The school thought creatively to engage our community and students where and when we could throughout the whole year.

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## Wellbeing

Health and wellbeing became a very high priority for staff, students and families at Specimen Hill Primary School in 2021, with the whole school community faced with ongoing challenges due to the pandemic. The Wellbeing Program was led by the Assistant Principal and a Wellbeing Officer was employed in a .8 time fraction. The school has been involved in the Mental Health in Schools pilot program for two years, this being run by Murdoch Children's Research Institute. A large part of the early focus was on training and upskilling of the Wellbeing staff member in regards to referral pathways in addition to this, an audit was conducted of the school's Wellbeing program. The Wellbeing officer planned weekly lessons, based on the Respectful Relationships curriculum and the school values, that were delivered by classroom teachers. In 2022, the school aims to host the Wellbeing program lessons on a blog that will be accessed through SENTRAL creating a record of the program.

The Wellbeing Officer supported individuals and groups of students along with families throughout the year. Making referrals to services and providing individual families and students with targeted support. The Wellbeing Officer has an excellent working knowledge of the referral pathways and the processes of the different services. Throughout remote and flexible learning they were available to support families remotely.

The way in which the school supported staff, student and family wellbeing had to be modified whilst working remotely. Students deemed to be vulnerable were encouraged to work on-site and our Karen families were supported by a designated staff member. The school was engaged in the Refugees in Schools program with this program continuing into 2022. The program will also support the implementation of a plan of action to build connection between the students, refugee families and the school in 2022. Staff wellbeing was supported through regular check-ins and also, reduced expectations regarding meetings etc. The Parent Opinion Survey was very positive as was the Staff Opinion Survey.

On the return to onsite learning, a modified teaching and learning program was offered and teachers worked hard to provide opportunities for students to reconnect with their peers. Students sense of connectedness to the school, was slightly below similar schools, however it did exceed the school's 4 year average. The school will be working hard in 2022 to reconnect students to school and their peers.

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## Finance performance and position

School expenditure matches budget allocations and has been used effectively to target school priority areas. Programs have been conducted within budgets with some variations which have been noted by the School Council Management committee during the year.

Our school has targeted school priorities contained in our Annual Implementation Plan (AIP). School Council approved extra spending of our bank surplus to support these programs - Literacy and Mathematics.

Other major expenditure was spent for building and grounds improvements, such as new playground equipment and

play areas; a new portable meeting room.

Due to COVID extra school cleaning was undertaken and because of remote learning for students, unbudgeted funds were spent on on-line programs such as Mathletics, Seesaw and Reading Eggs. Also, additional funds were used for student welfare to support families during this time.

A commitment to offering staff Professional Development was once again given priority, and staff benefited from a Maths PD by Rob Vingerhoets and Di Simeon.

One of our school's biggest expenditure was for Casual Replacement Teachers (CRT's) The CRT's were required for Professional Development coverage, extra programs and support, to cover staff absences and to run classes for students who attended during the remote learning time. Extra Education Support staff were also employed to assist those students who attended during remote learning time. Extra staff were also employed under funds received from DET for the Disability Inclusion – Tier 2 Grant.

Sources of funding the school received:

Equity Funding was used to supplement our school programs, especially in Literacy and Numeracy. The school purchased a large number of resources in reading, writing and spelling, and purchased more books to make extensive class libraries to assist our literacy program.

Specimen Hill Primary School ran Emu Maths and the Reading Recovery program along with the tutoring running in both the senior and junior departments. Extra funds were received from the "Sporting Schools Grant" which subsidised our schools swimming program and the purchase of sports equipment. A 'PE Active Schools Grant' of \$30,000 helped fund the installation of two additional playgrounds and an additional gaga pit.

The school once again received a grant from the "Bushfire preparedness Scheme" to undertake vegetation clearance, removal of trees and the tidying up of the grounds. We were also fortunate in obtaining a grant of \$10,000 from the City of Greater Bendigo for development of native vegetation in our school grounds.

The school has a strong commitment to remain in surplus each year and has remained in a surplus position by careful monitoring and budget planning.

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

**<https://www.shps1316.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 298 students were enrolled at this school in 2021, 133 female and 165 male.

6 percent of students had English as an additional language and 7 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.

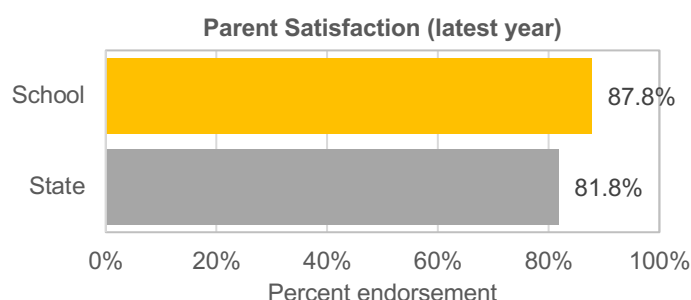
This school's SFOE band value is: High

### 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.

Parent Satisfaction	Latest year (2021)
School percent endorsement:	87.8%
State average (primary schools):	81.8%



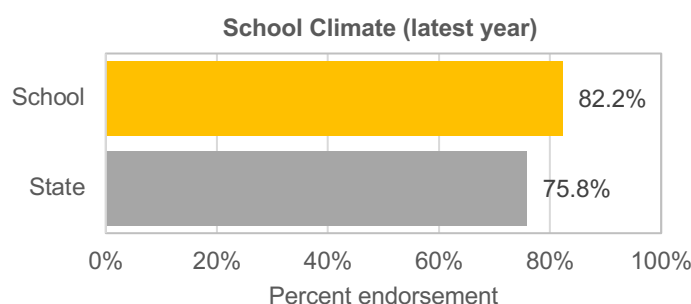
### School Staff Survey

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.

School Climate	Latest year (2021)
School percent endorsement:	82.2%
State average (primary schools):	75.8%





## 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:

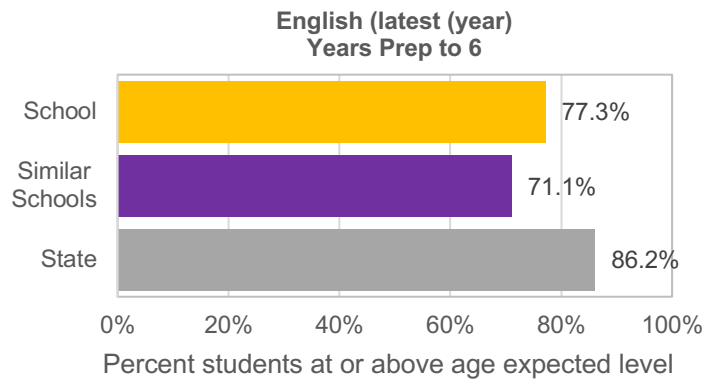
77.3%

Similar Schools average:

71.1%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

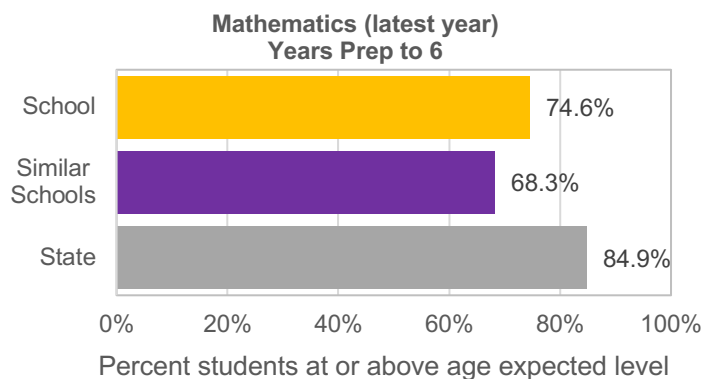
74.6%

Similar Schools average:

68.3%

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.

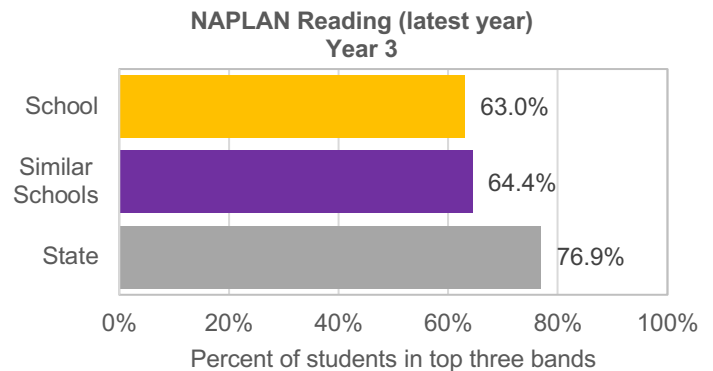
### NAPLAN

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.

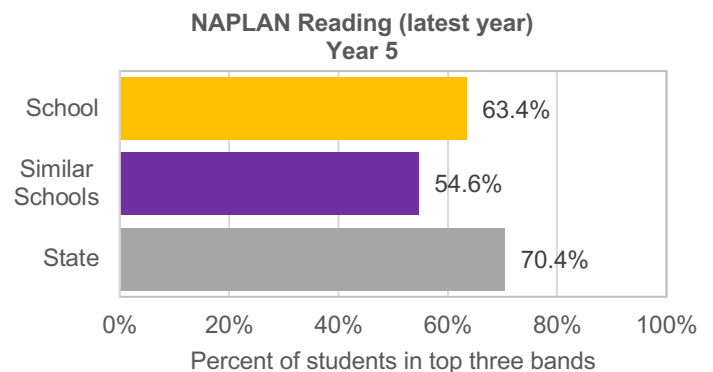
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.0%	72.5%
Similar Schools average:	64.4%	63.7%
State average:	76.9%	76.5%



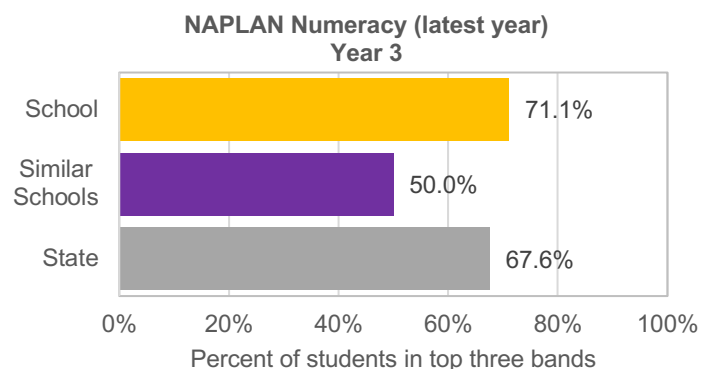
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.4%	62.0%
Similar Schools average:	54.6%	54.2%
State average:	70.4%	67.7%



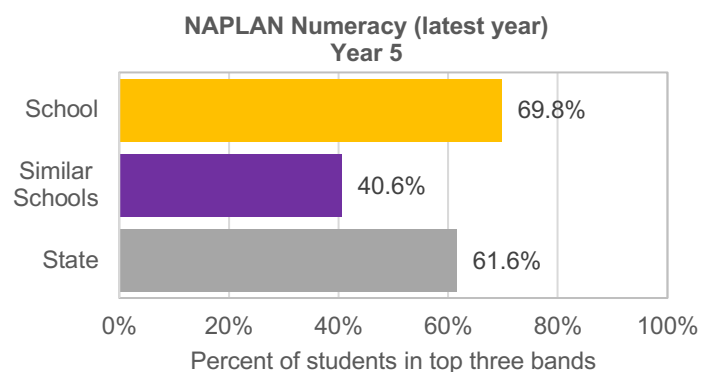
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.1%	69.0%
Similar Schools average:	50.0%	52.8%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.8%	59.3%
Similar Schools average:	40.6%	41.1%
State average:	61.6%	60.0%



## ACHIEVEMENT (continued)

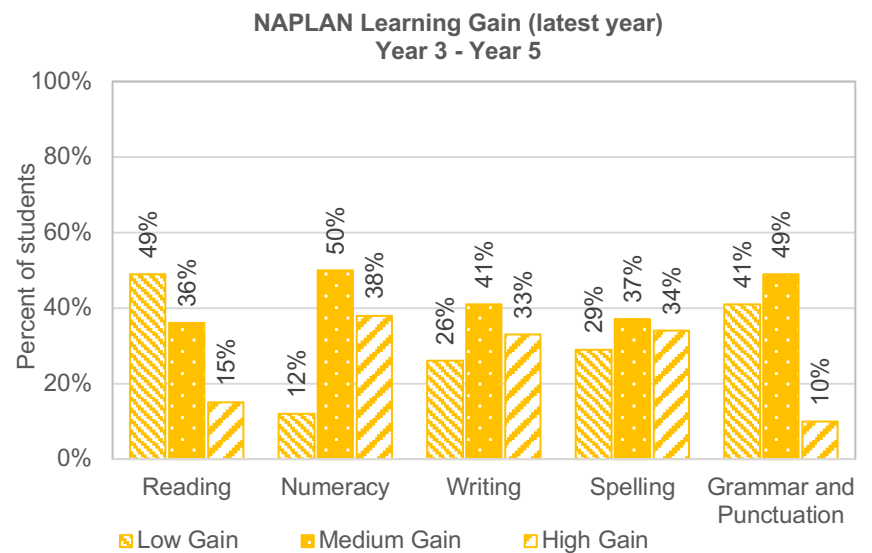
### NAPLAN Learning Gain

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:	49%	36%	15%	19%
Numeracy:	12%	50%	38%	20%
Writing:	26%	41%	33%	16%
Spelling:	29%	37%	34%	17%
Grammar and Punctuation:	41%	49%	10%	16%



## ENGAGEMENT

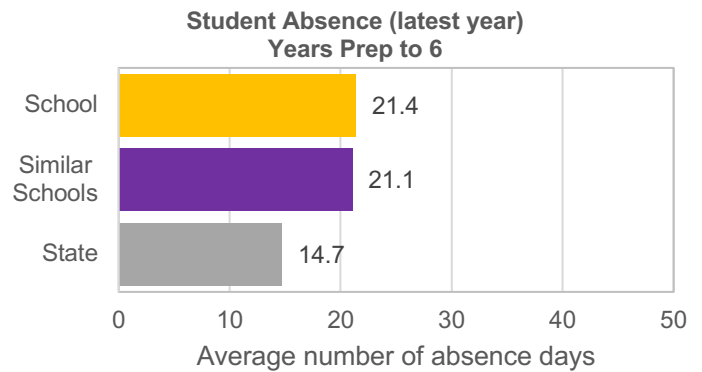
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	21.4	16.8
Similar Schools average:	21.1	18.5
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%	92%	87%	91%	88%	87%	89%

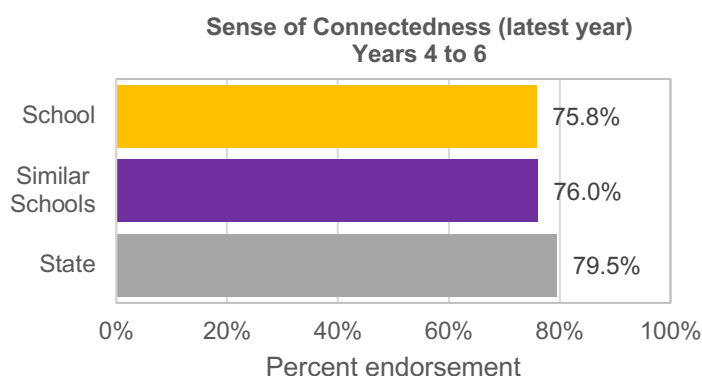
## WELLBEING

**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:	75.8%	75.5%
Similar Schools average:	76.0%	77.9%
State average:	79.5%	80.4%

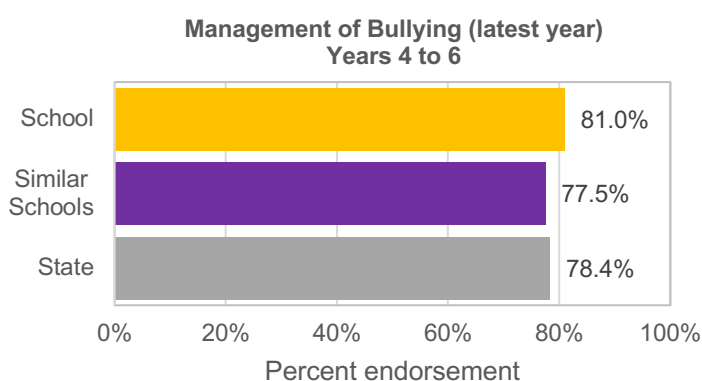


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	81.0%	80.9%
Similar Schools average:	77.5%	78.2%
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	\$3,204,254
Government Provided DET Grants	\$637,448
Government Grants Commonwealth	\$5,250
Government Grants State	\$0
Revenue Other	\$33,807
Locally Raised Funds	\$115,955
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,996,714</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$712,489
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$712,489</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,144,773
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$47,249
Communication Costs	\$6,489
Consumables	\$110,465
Miscellaneous Expense <sup>3</sup>	\$8,541
Professional Development	\$17,320
Equipment/Maintenance/Hire	\$54,027
Property Services	\$199,617
Salaries & Allowances <sup>4</sup>	\$280,577
Support Services	\$2,336
Trading & Fundraising	\$44,070
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,109
<b>Total Operating Expenditure</b>	<b>\$3,947,574</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$49,141</b>
<b>Asset Acquisitions</b>	<b>\$107,703</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	\$208,735
Official Account	\$35,915
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$244,650</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$113,474
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$10,000
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	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$30,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$75,000
<b>Total Financial Commitments</b>	<b>\$258,474</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.*