

2021 Annual Report to The School Community



School Name: Brighton Primary School (1542)



An Internationally Accredited School

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

Attested on 16 March 2022 at 01:28 PM by Steve Meade (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 16 March 2022 at 01:43 PM by Andrew Campbell (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

Brighton Primary School: As an internationally minded school, our reputation stands on honouring our history, focusing on the present and preparing for the future. We believe that the growth of our children is at the heart of our community. By focusing on the whole child, we facilitate a sense of belonging and achievement through powerful interactions with other learners and rich learning tasks.

Our vision is to build a community of active learners who can meet challenges of our rapidly changing world and become responsible global citizens

We value our colleagues as reflective educators who are open to new ideas and focused on best practice as they educate our students to develop as critical thinkers and lifelong learners.

We are committed to highly effective learning and teaching which is built on relational trust. We have positioned ourselves globally through our membership and authorisation by the IB to deliver the Primary Years Program (PYP).

Brighton Primary School has an enrolment of approximately 570 students, which includes 15-18 students with moderate to profound hearing loss enrolled in the regional Hearing Unit hosted at the school. Our school culture of shared responsibility and collaboration ensures that our Hearing Unit functions as an integral part of the school community, supporting students to fully access mainstream education. The number of full time equivalent staff in 2021 was 50.12. Brighton Primary School has a high levels of student attendance. When students are absent, we contact families if there are any unexplained absences.

The school was established in 1875 and is situated in the Bayside suburb of Brighton, 12 kilometres from the CBD. Brighton fronts Port Phillip Bay. With almost six kilometres of coastline within Brighton's suburban boundary, there is a diverse range of attractions and activities for all. The school has strong generational ties and is well supported by the School Council and parents.

Brighton Primary School's design is traditional and has twenty-seven classes organised in year levels. The school has been redeveloped with attention to maintaining the architectural integrity of the two brick Victorian buildings. Brighton Primary School has a large number of re-locatable buildings. Generally, they are grouped in year levels to support our collaborative approach to learning and teaching and maximise the student playing space. The school is fully air-conditioned and all rooms are uniformly furnished to provide a familiar environment for students as they progress across the school.

Brighton Primary School has a rich, well-resourced Specialist Program. There are purpose-built Science, Music and Art Rooms and a Gymnasium. As well, there are literacy and numeracy resource rooms and a large shared learning space in the junior hall. The Library is centrally located and available to students at lunchtime, as well as class time. Adjoining it is the Performing Arts Centre and the school canteen. The school community raised the funds to fit-out these spaces and construct the covered walkway that connects all classrooms and specialist teaching areas. Our Outside School Hours Care program, conducted by TeamKids, is accommodated in the Performing Arts Centre and the Gym.

A variety of spacious and shaded areas that are landscaped provide a safe and well-equipped play area for students. There is a turfed oval and an athletics track, two adventure playgrounds, a fitness circuit and netball and down-ball courts. Below the junior play equipment is the Wonder garden, designed by our students. It is both a teaching space and a playing area. The Brighton Primary School community has funded the outdoor equipment and development of the grounds and are maintained by the School Council Facilities Committee. Our school employs a groundsman to maintain our facilities and grounds.

Framework for Improving Student Outcomes (FISO)

STRENGTHEN STUDENT READING SKILLS

Brighton Primary School has seen significant growth in student achievement for reading over the last two years as evident by our 2021 NAPLAN reading results. This improvement in student learning can be attributed to a number of factors including a common approach to teaching reading, ongoing professional learning for teachers, and the acquisition of new reading resources including classroom libraries, decodable texts and new reading assessments.

The benchmark growth in reading at BPS (33%) was higher than similar schools (30%), Beachside network schools (29%) and the State average (27%) in 2021.

The relative growth in reading at BPS (31%) was higher than similar schools (29%), Beachside network schools (29%) and the State average (24%) in 2021.

In 2021, the percentage of grade 3 students in the top 2 bands for reading at BPS was 78%. In similar schools, this percentage was also 78% and 77% for Beachside Network schools while for the State, it was 60%.

In 2021, the percentage of grade 5 students in the top 2 bands for reading at BPS was 67%. In similar schools, this percentage was 63% and 61% for Beachside Network schools while for the State, it was 43%.

Overall, our 2021 NAPLAN results demonstrate significant growth in student achievement in reading, writing and numeracy over the last two years despite the challenges of remote learning. We have maintained a particularly strong focus on reading which has included:

1. Staff Professional Learning on Phonics, Phonemic Awareness and the Reader's Workshop Model leading to a common approach across the school
2. Establishing classroom libraries in all classrooms
3. Purchasing a range of new decodable and guided reading materials
4. The employment of two Teaching and Learning Specialists and a Learning Intervention Team to lead and support the implementation of this work.

We will be continuing to work on strengthening reading, writing and numeracy as well as spelling, grammar and punctuation.

There is much to celebrate with these results and we extend our congratulations and thanks to all members of our community - teachers, staff as well as parents/carers - who work in partnership to support learning for all students.

FACILITIES MASTER PLAN

In 2020, our School Council has made the decision to fund the development of a Facilities Master Plan for Brighton Primary School (BPS). We selected architects Clarke Hopkins Clarke (CHC) to develop the Facilities Master Plan. In March 2021, we have arranged for CHC to meet with parents to gather their ideas and feedback on the School Facilities Master Plan. You can learn more about the allocation of funds to support government school infrastructure by visiting the Victorian School Building Authority (VSBA) website. This VSBA supports school infrastructure and the website outlines how State Government funds are allocated to upgrade school buildings and grounds. The BPS Facilities Master Plan is an exciting initiative to build better learning environments for our students. Our School Council aims to seek support for our Facilities Masterplan from the local members of parliament and State Government in 2022.

FACILITIES & CLASSROOM LEARNING ENVIRONMENTS

A small team of P-6 teachers met throughout the 2020-21 school years to discuss, research and improve our facilities and classroom learning environments. These school improvements included:

- The Installation of classroom libraries as well as new student tables and chairs in all classrooms
- Installing a new multimedia AV system in the gymnasium
- Installing several irrigation systems in several garden beds as well as planted and mulched the garden beds

Replacement of timber sleepers around the G3-4 playground equipment as well as the garden bed by the Canteen

Achievement

STUDENT READING PROFICIENCY

During the 2020 and 2021 school years, we had a strong focus on professional learning for teachers to improve student reading proficiency at Brighton Primary School. Outlined below are some of the improvements we made to strengthen reading at Brighton Primary School:

NAPLAN RESULTS 2021

Target 1.1

To increase the percentage of students achieving in the top two bands in NAPLAN for:

Year 3 Reading from 72 per cent in 2019 to 77 per cent in 2024

Year 5 Reading from 51 per cent in 2019 to 59 per cent in 2024

Year 3 Writing from 67 per cent in 2019 to 72 per cent in 2024

Year 5 Writing from 26 per cent in 2019 to 30 per cent in 2024

Outcome 1.1

Year 3 Reading from 72 per cent in 2019 to 78 per cent in 2021 (3 years earlier than anticipated)

Year 5 Reading from 51 per cent in 2019 to 67 per cent in 2021 (3 years earlier than anticipated)

Year 3 Writing from 67 per cent in 2019 to 71 per cent in 2021 (almost met 2024 goal in 2021)

Year 5 Writing from 26 per cent in 2019 to 29 per cent in 2021 (almost met 2024 goal in 2021)

Target 1.2

To increase the percentage of students making above Benchmark Growth in NAPLAN from Year 3 to Year 5 for:

Reading from 19 per cent in 2019 to 26 per cent in 2024

Writing from 25 per cent in 2019 to 30 per cent in 2024

Grammar and Punctuation from 20 per cent in 2019 to 29 per cent in 2024

Outcome 1.2

Reading from 19 per cent in 2019 to 33 per cent in 2021 (3 years earlier than anticipated)

Writing from 25 per cent in 2019 to 29 per cent in 2021 (almost met 2024 goal in 2021)

Grammar and Punctuation from 20 per cent in 2019 to 20 per cent in 2021

CLASSROOM LIBRARIES

We introduced classrooms libraries in all classrooms in 2020 & 21. We assigned funds to purchase books / texts for students from prep to grade 6. We also conducted several book drives with BPS families donating over 3000 books in 2020 and 2021. The school also added over 2000 newly purchased books in 2020 & 2021.

WRITE TO READ - TEACHER PROFESSIONAL LEARNING

We had 28 teachers and support staff attend WRITE TO READ Professional Learning in March 2021. Write to Read provides teachers with the skills that students must own to read and write successfully and how to explicitly teach these skills. The explicit teaching of these skills ensures that students are confident and in control of their learning, and truly experience the feeling of success and being empowered by knowledge. Research has found the following components essential for successful literacy instruction - phonemic awareness, explicit systematic phonics, vocabulary, fluency, and text comprehension. The WRITE TO READ course investigates each of these and how to explicitly teach them. These staff members are to be commended for their willingness to dedicate three Saturdays to receive this professional learning.

THE SCIENCE OF READING

In 2021, eleven teachers attended The Science of Language and Reading – An Introduction Online Course conducted at LaTrobe University. This is a specialised course covering the linguistic basis of early reading as this applies to word

decoding and language comprehension. Both initial reading instruction and support for struggling readers are a focus of this course. This includes frameworks for early identification and intervention.

READING: TAKE HOME BOOKS

In 2020, teachers from Grades Prep-6 began training in an approach to reading and spelling called “Write to Read”. This approach to phonics instruction is explicit and systematic, and aims to provide students with the “tools” to read and write through a multi-sensory experience. Having the correct “tools” available to problem solve, empowers students to become successful readers and writers. In 2021, a large investment of \$25,000 has been made in purchasing decodable books.

PROFESSIONAL LEARNING COMMUNITIES

In 2020 & 2021, we introduced Professional Learning Communities (PLCs) at Brighton Primary School. PLC’s is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students we serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

CURRICULUM MAPPING & DOCUMENTATION

In 2020 and 2021, our leadership team and teachers worked collaboratively to develop curriculum templates to help us organise, document and map our curriculum. This is ‘heavy’ work which will take several years to deeply embed in all learning areas within the school.

Engagement

HOME LEARNING - PARENT FEEDBACK

Thank you to the parents who completed our remote learning parent survey in 2021. The results are summarised below:

86.4 % of parents surveyed strongly agree or agree their children continue to learn during remote learning

86.5 % of parents surveyed strongly agree or agree that the learning tasks set by the school have been clear.

88.9 % of parents surveyed strongly agree or agree that the live video conferencing helps their child feel more connected

81.3 % of parents surveyed strongly agree or agree that the remote learning program offered by Brighton Primary is/has been successful

Teachers and parents reported that most students remained engaged during Home Learning however, a small number of students struggled with the limited face-to-face engagement with their peers while learning at home. A significant number of students reported after returning to school that they prefer to learn at school rather than at home. A significant number of parents also reported that they have a newfound appreciation for teaching and learning and the associated expertise of the teachers.

Wellbeing

In 2020 & 2021, our school modified the delivery of health and wellbeing supports for students and their families as a result of COVID-19 and the need to learn remotely at home. Grade level teachers conducted online classes daily via Google Meet. This daily contact provided the opportunity for teachers to deliver explicit, direct instruction, answer student questions, clarify misunderstandings as well as ‘check in’ with students to support their health and wellbeing. Teachers and parents reported that most students remained engaged during Home Learning however, a small number of students struggled with the limited face-to-face engagement with their peers while learning at home. Teachers worked closely with parents and students to ensure this daily online contact and additional support was provided to those students who struggled with learning at home.

Finance performance and position

In 2021 the school finished the year with a surplus of \$1,288,455.02. Part of these funds were held over from previous years as a commitment to replace classroom furniture, Numeracy & literacy books and building repairs and maintenance which could not be completed during 2021 due to Covid 19. There are many areas where funds were raised in 2021 including the Building and Library funds. These funds are committed towards the purchase of new classroom furniture, technology equipment, website upgrade, building repairs and maintenance, garden & grounds improvements.

The main source of funding for the school is derived from the Student Resource package provided by the Department of Education together with parent contributions – curriculum contributions, other contributions, including IT Levies which assists with the upkeep and upgrading of digital learning environment and subscriptions to providers, Grounds Levy to help with the employment of a grounds person, maintenance and upkeep, Health Centre levy to help with employment of our school nurse, Building Fund which helps with areas such as painting, roof repairs, replacing air-conditioners, the Library fund which helps towards library books for both the Library and classroom libraries and library furniture.

Other areas where the school raised funds include hiring of the facilities \$35,628 Before & After Care Licence agreement \$90,000, Uniform Shop \$18,463.00, Newsletter advertising \$4,635.00, Photography commission \$2,273.

In addition to the above funding BPS also received grants for Sporting Schools grant \$5,450

Major expenditure in 2021 included IT equipment, student laptops, IPADS, Smart TV's, licences, additional IT support \$104,494. Library books, computer applications & guided reading material \$24,384. Painting library \$6,332. New dishwasher in canteen and staffrooms \$2,206. Grounds person \$21,961, irrigation, retaining walls, softplay mulch, arborist tree works & maintenance \$24,009. Classroom furniture, office furniture & students lockers \$112,120. AV equipment & electrical works \$91,068. Acoustic panels \$14,590, Sound equipment Hearing Unit \$11,657. Assessment & Reporting modules \$9,810. Essential safety inspections \$4,792. PYP Affiliation & PD'S \$19,238. Decodable books \$10,679. Replace floor coverings in staff toilets \$4,320. Annual Essential Safety inspections \$8,992

For more detailed information regarding our school please visit our website at
<https://www.brighton.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 617 students were enrolled at this school in 2021, 288 female and 329 male.

13 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

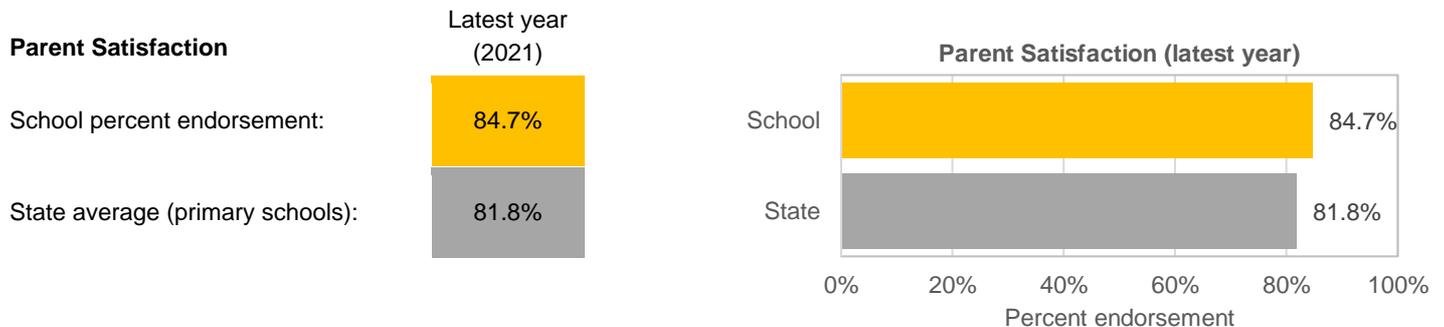
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

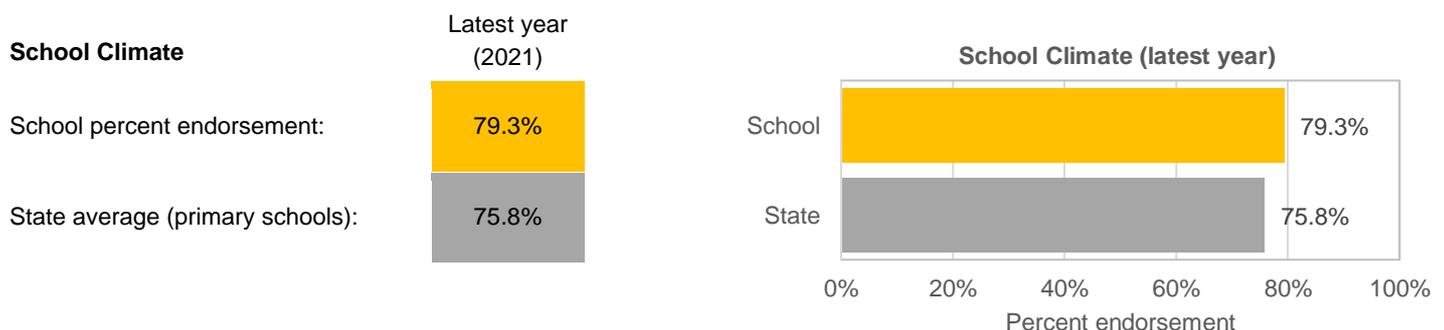


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

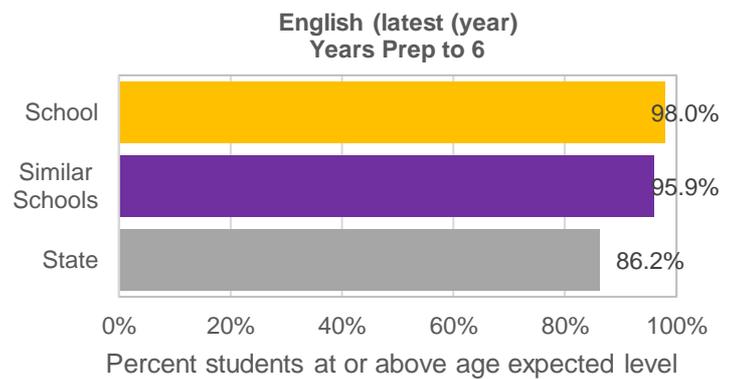
98.0%

Similar Schools average:

95.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

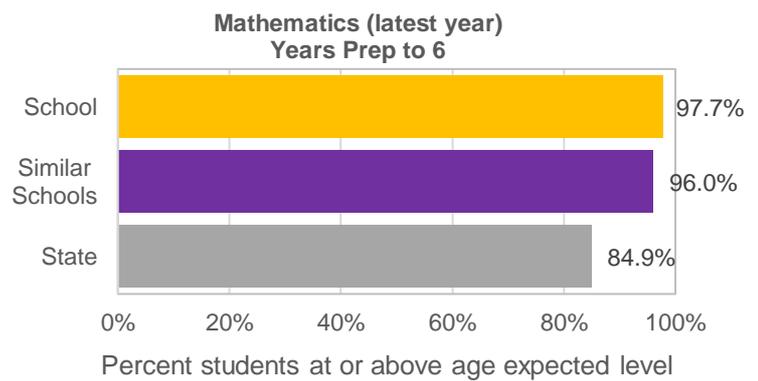
97.7%

Similar Schools average:

96.0%

State average:

84.9%



ACHIEVEMENT (continued)

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

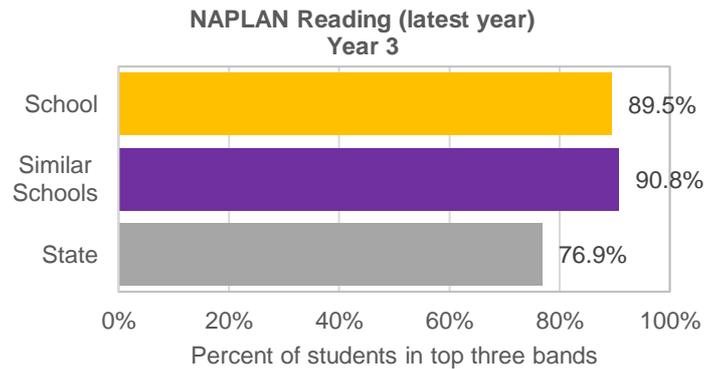
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

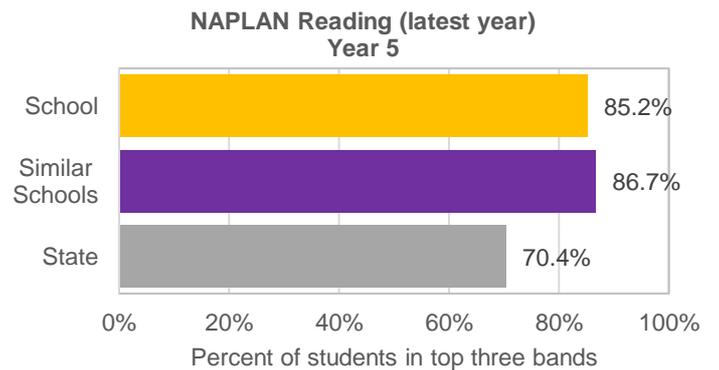
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	89.5%	87.8%
Similar Schools average:	90.8%	90.5%
State average:	76.9%	76.5%



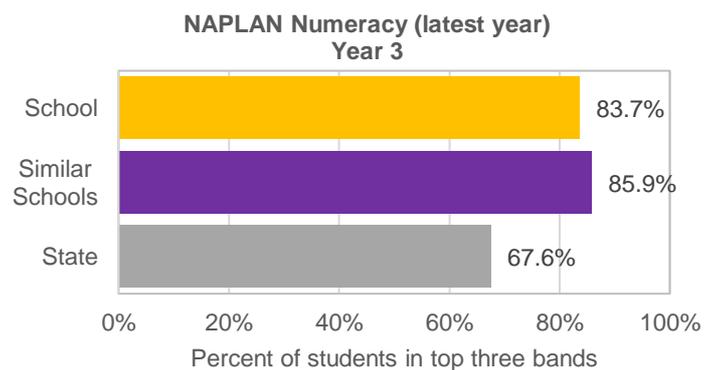
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.2%	79.3%
Similar Schools average:	86.7%	83.9%
State average:	70.4%	67.7%



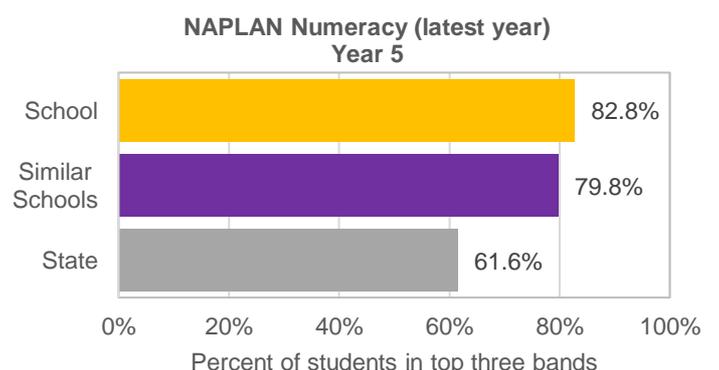
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.7%	81.8%
Similar Schools average:	85.9%	86.5%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.8%	77.0%
Similar Schools average:	79.8%	79.0%
State average:	61.6%	60.0%



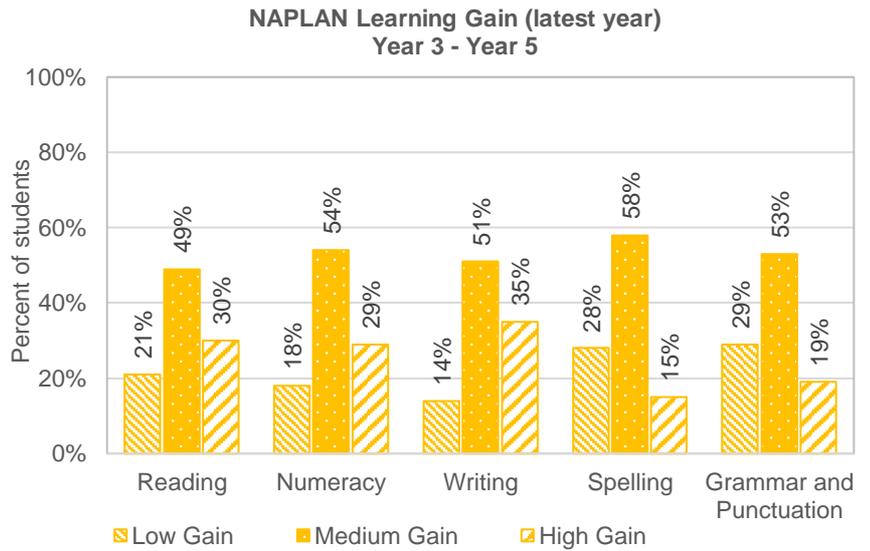
ACHIEVEMENT (continued)

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:	21%	49%	30%	29%
Numeracy:	18%	54%	29%	29%
Writing:	14%	51%	35%	29%
Spelling:	28%	58%	15%	26%
Grammar and Punctuation:	29%	53%	19%	27%



ENGAGEMENT

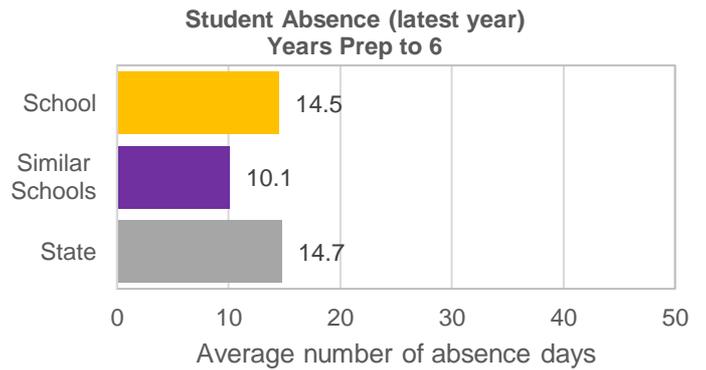
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	14.5	13.6
Similar Schools average:	10.1	11.4
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):	93%	93%	93%	92%	93%	93%	92%

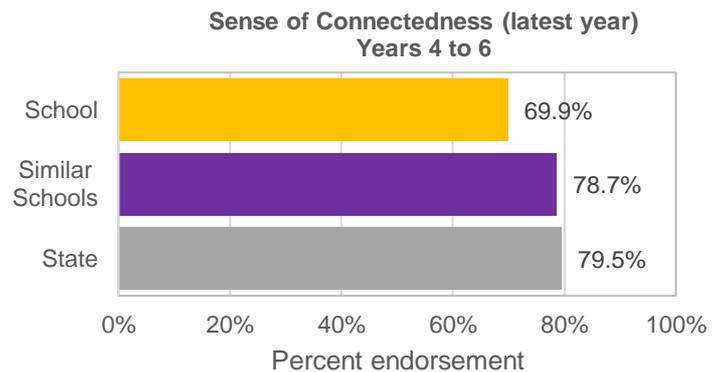
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	69.9%	74.1%
Similar Schools average:	78.7%	80.3%
State average:	79.5%	80.4%

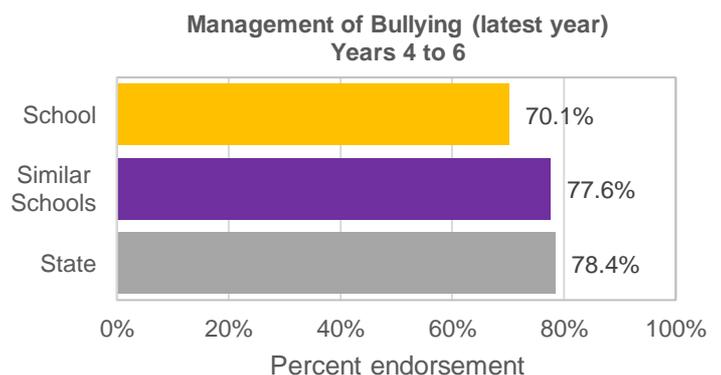


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	70.1%	75.5%
Similar Schools average:	77.6%	79.7%
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	\$5,570,433
Government Provided DET Grants	\$528,726
Government Grants Commonwealth	\$27,208
Government Grants State	\$192
Revenue Other	\$32,687
Locally Raised Funds	\$914,039
Capital Grants	\$0
Total Operating Revenue	\$7,073,284

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,970
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,970

Expenditure	Actual
Student Resource Package ²	\$5,480,582
Adjustments	\$0
Books & Publications	\$37,440
Camps/Excursions/Activities	\$176,796
Communication Costs	\$7,009
Consumables	\$90,868
Miscellaneous Expense ³	\$75,223
Professional Development	\$51,601
Equipment/Maintenance/Hire	\$138,332
Property Services	\$59,514
Salaries & Allowances ⁴	\$113,570
Support Services	\$269,912
Trading & Fundraising	\$114,518
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$13
Utilities	\$56,185
Total Operating Expenditure	\$6,671,562
Net Operating Surplus/-Deficit	\$401,722
Asset Acquisitions	\$248,708

- (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	\$1,306,310
Official Account	\$13,852
Other Accounts	\$159,763
Total Funds Available	\$1,479,924

Financial Commitments	Actual
Operating Reserve	\$191,469
Other Recurrent Expenditure	\$34,768
Provision Accounts	\$3,271
Funds Received in Advance	\$131,225
School Based Programs	\$316,720
Beneficiary/Memorial Accounts	\$218,371
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$198,640
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$84,200
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$201,260
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,479,924

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.