

# 2021 Annual Report to The School Community



**School Name: Kiewa Valley Primary School (6229)**



- 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 16 March 2022 at 09:31 AM by Kelli Jacobsen (Principal)

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

Attested on 16 March 2022 at 08:58 PM by Jo Humphrey (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

Kiewa Valley Primary School is located in the beautiful leafy Kiewa Valley, 20 kilometres from Wodonga. We strive to be a school community where our students are confident, self-motivated, have a love of learning and are kind to others. The academic and social/emotional development of our children is nurtured in an environment which is caring, provides academic rigour and promotes a growth mindset. Our vision is known and shared "our community grows together through kindness as empowered creative learners who believe we can all make a difference." Our school values of Kindness, Integrity, Inclusion and Respect are underpinned by the 4B's "Believe, Belong, Become and Be Kind."

Kiewa Valley Primary School (KVPS) is typified by families from predominantly English speaking backgrounds and low to medium socio economic status with 0% of students with English as an additional language and 2% were Aboriginal and Torres Strait Islander. Our staffing profile is 1 Principal, eight full-time classroom teaching staff, one 0.8 classroom teacher, one 0.4 classroom teacher. They are supported by 1.8 equivalent full-time specialist staff across four specialist learning areas of Art, Music, Auslan and Physical Education and 3.0 equivalent full time Education Support staff.

Important community partnerships exist with Kiewa Kids Kindergarten and the Indigo Shire Child and Maternal Health which are both located on our school site. Our local Lions Club supports our school in a variety of ways and we have links with Indigo Shire, Beechworth Health Service and the Country Women's Association. Our students are also connected to our RSL through their involvement in ANZAC Day and Remembrance Day services. We are regular contributors to the Kiewa Gazette.

In 2021 the school had an enrolment of 191 students. Enrolments in the past twelve months are steadily increasing. There has also been an increase in the total number of students funded under the Program for Students with Disability, two students at the beginning of 2021 up to 6 students funded by the end of 2021. Due to extensive subdivision surrounding our school, future enrolments are expected to rise.

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### Framework for Improving Student Outcomes (FISO)

In 2021, our school's Annual Implementation Plan focussed on key improvement strategies related to the FISO dimension of Curriculum Planning and Assessment.

This work involved:

- The development and embedding of an agreed Teaching and Learning model for writing
- Building teacher capacity in the explicit teaching of writing
- Increase student influence and agency in their learning

Kiewa Valley Primary School delivered on our Key Improvement Strategy to develop and embed an instructional model for writing and in term four finalised our KVPS Writer's Workshop Actions and Beliefs model. The staff worked collaboratively in professional learning teams when allowed to do so. Teachers were also regularly reviewing and updating the learning programs for writing in line with the agreed school curriculum and assessment plan. Unfortunately, due to Remote and Flexible Learning this was only partially met as staff were not able to work as collaboratively as first planned, being on and off site. We were able to complete two full Professional Learning Community inquiry cycles with the focus specifically on writing. Staff had also planned to embed the use of high impact teaching strategies in writing in all classrooms and embed the use of student goal setting and reflection. This too was only partially completed due to the shift of focus to delivering Remote and Flexible Learning and other identified needs, such as utilising COMPASS and Web Ex for teaching and learning.

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## Achievement

In 2021, the school continued to focus on its strategic plan to lift student outcomes in writing and numeracy. With periods of remote and flexible learning impacting the amount of face-to-face teaching and staff collaboration time during each term, it was pleasing to see that we were able to meet some of our intended targets.

### Reading:

In NAPLAN data for reading 68% of Year 3 students are in the top three bands, which is below the state and similar schools. However 81.5% of our Year 5 students are in the top 3 bands which is higher than similar school and state schools averages.

### Writing:

- Increase NAPLAN writing high relative growth data in Year 5 from 6 per cent (2019 baseline) to 20 per cent by 2021. KVPS had 33% of students achieve high relative growth. 37% of students achieved medium growth and 30 % of students achieved low growth. Staff have identified the students who have had low growth and are working to support these students in 2022 through the Tutor Learning Initiative.
- Increase the percentage of students in the top two bands in writing in NAPLAN in Year 5 from 5 per cent (2019 baseline) to 20 per cent by 2021. This target was not met. However, KVPS had 15% of students in the top 2 bands of Year 5 writing and we continue to monitor and focus on this in 2022.
- Decrease NAPLAN low growth in writing from 19 per cent (2019 baseline) to 10 per cent by 2021. This target was not met and we continue to work towards this target in 2022.

In English, 88% of our students are working at or above expected level according to teacher judgement. This is better than the state average and similar school average, which is 86%. Our NAPLAN learning gain for students in the Year 3 to 5 is inconsistent, with our writing, spelling and grammar and punctuation all being above similar schools by at least 10%. Our reading data indicates we are below similar schools at 22%.

### Numeracy:

Our numeracy data is not as strong as our literacy data and this is an area for focus in 2022 and beyond. KVPS has 56% of Year 3 students working in the top 3 bands and 42.3% of Year 5 students working in the top three bands. This is below both state and similar school averages.

- Increase the percentage of students in the top two bands in Year 3 NAPLAN from 21 per cent (2019 baseline) to 28 per cent by 2021. KVPS had 16% of students in the top 2 bands in Year 3, 56% in the middle two bands and 28% in the bottom two bands.
- Increase the percentage of students in the top two bands in Year 5 NAPLAN from 19 per cent (2019 baseline) to 25 per cent by 2021. KVPS remains at 19% of Year 5 students in the top 2 bands.

In Mathematics, 84.5% of our students are working at or above the expected level according to teacher judgements. This is similar to the state average but below similar schools. Our NAPLAN learning gain for students in the Year 3 to 5 in numeracy is at 23% which is below similar schools.

### Proposed future directions and strategies include:

- Continuation of learning walks to monitor the implementation of the agreed instructional model for writing. Including the use of writing conferences as embedded teacher practice.
- Continuation of our Professional Learning Communities inquiry cycles with a focus on writing and numeracy - term about.
- Reviewing the Assessment Schedule and providing staff with professional learning in formative assessment.
- Continuation and refinement of the data wall to track particular students and cohorts, in reading, writing and number.
- The continued commitment of two experienced teachers in the Primary Mathematics Science Specialist Initiative to develop a future plan for the improvement in student outcomes in numeracy in 2022 and beyond. Developing an agreed Instructional Model and Beliefs and Actions for numeracy specific to our context.

KVPS has a continued focus on writing and numeracy planned for 2022. We have engaged a literacy and numeracy

consultant to allow our teaching staff the opportunity to work with experts in PLC teams and invest in the development of all teaching staff. We will be focusing on the 6 + 1 Traits of writing, identifying voice and audience and purpose in 2022, which are areas in writing our students need to improve through our NAPLAN and COLD WRITE analysis. This will impact directly on improving voice in our students writing and the generation of ideas. Our numeracy focus will be on targeted teaching, differentiation and the Big Ideas of mathematics. We will also have a focus on designing and planning curriculum and formative assessment - using assessment for learning.

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## Engagement

Our attendance data continues to remain well below the state median. In 2021, our average number of absence days was 11.7 days compared to the state median of 14.7 days. This result was above the similar schools result. Strategies are in place to check in on children who have been absent for two days or more and classroom teachers or Principal will follow up where attendances are of a concern to put in place strategies to assist. We appreciate the efforts of our families who value education and attempt to have their children at school every day, on time and ready for learning.

Our attendance data target was to reduce the percentage of students who are absent for more than 20 days from 25% to 15%. Our data indicated that 13% of our Prep to Year 6 students were absent for more than 20 days. This is an excellent result and demonstrated the deep connection between our school and our families.

We continued to build strong connections with our students and endeavoured to involve them in activities to build their voice and agency. During remote and flexible learning we were supporting our community via making direct contact with students and families who were not engaging in learning and offering attendance at the on-site delivery of remote and flexible learning program. This was staffed by classroom teachers, who demonstrated a commitment to engaging with our students both face-to-face and remotely through the delivery of Web Ex classes and lessons. Our target was to improve positive response for Student Voice and Agency from 63% in 2020 to 71 % in 2021. KVPS achieved 73% positive responses in the Attitudes to School Survey, which was a great success given the complexities of remote and flexible learning.

Another target for 2021 was to improve positive response from parents for Teacher Communication from 57% in 2020 to 68 % in 2021. This target was not met, however when we broke down the parent responses it was clear that parents feel they receive enough operational communication about the school events, classroom and learning environment, but are looking for more information about what their child has learned, how they are progressing and what they can do to support the learning at home. In 2022, Parent Teacher Interviews will be offered again via Web Ex for term 1 with the plan to be face-to-face term 3. We will also be using the COMPASS platform to send home student learning goals in reading, writing and numeracy. We may also explore progress reports.

Our shift for 2022, is to further develop student voice and agency but through learning. Student learning goals will be a focus for classroom teachers, with the co-construction of these (between student and teacher). Students will be allocated independent work time in our agreed instructional models to be working towards their goals.

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## Wellbeing

Student wellbeing continues to be a focus and is viewed as absolutely fundamental to successful engagement in learning. We continue to place wellbeing at the forefront of everything we do to ensure that all students have connections to their peers and the adults at school.

Through our focus and language around our vision, values and the four B's we promote a culture of kindness and inclusion.

The culture of our school is reflected in our student attitudes to school data. In the sense of connectedness (the extent

to which students feel they belong and enjoy attending school,) our result of 90% agree or strongly agree continues to be above the State, similar schools and our network. Two other areas where we have seen positive gains is in Sense of Confidence and Motivation and Interest which are 88% and 90% positive, respectively.

Our parent engagement in the opinion survey decreased slightly to 88%. The general parent satisfaction summary (percentage of positive results agree or strongly agree) was 74% which is slightly up from 72% in 2020, but below the state, similar and network schools. The general school improvement factor was 77% and still remained above similar schools and state average, however had fallen below the network average.

There is work to be done in harnessing parent efforts to complete this survey so that our results reflect the whole of our parent community.

All classes have implemented aspects of the Respectful Relationships curriculum. However it was felt this program is best delivered face-to-face, which impacted its effectiveness and consistent roll out. This will be revisited in 2022 along with the implementation of Resilience Project which will 'top up' our areas of learning in gratitude, empathy and resilience.

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## Finance performance and position

The Financial Performance and Position report shows a surplus of \$6,458 for 2021. This is in contrast to a deficit of \$28,071 in 2020. KVPS has ongoing long-term maintenance works that need to be completed. Our school applied for a minor works grant through VSBA towards the end of the year and were successful in obtaining money to pay for a boundary fence in the ongoing beautification of the outdoor spaces but to also provide our students with a safe environment. KVPS was also allocated \$130,000 Planned Maintenance Program funding from the DET in 2019, which is still being used to carry out identified works. Covid-19 and remote and flexible learning has had a significant impact on the works being carried out. These works should be completed before end of Semester One in 2022.

Our school received \$13,490 in equity funding which contributed toward the employment of an Education Support staff member to conduct small group literacy intervention. The community kindergarten were also successful in their application for a minor works grant in late 2021. This will provide the kindergarten space with an upgraded playground and a verandah.

We received \$42,000 for the Tutor Learning Initiative which was used for small group intervention in writing and reading.

Our school council entered into a shared usage agreement with Indigo Shire and Kiewa Valley Kids to use our BER building for maternal health nurse appointments and a Kindergarten program.

**For more detailed information regarding our school please visit our website at**  
<https://www.kiewavlyps.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 191 students were enrolled at this school in 2021, 110 female and 81 male.

NDP percent of students had English as an additional language and 3 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).

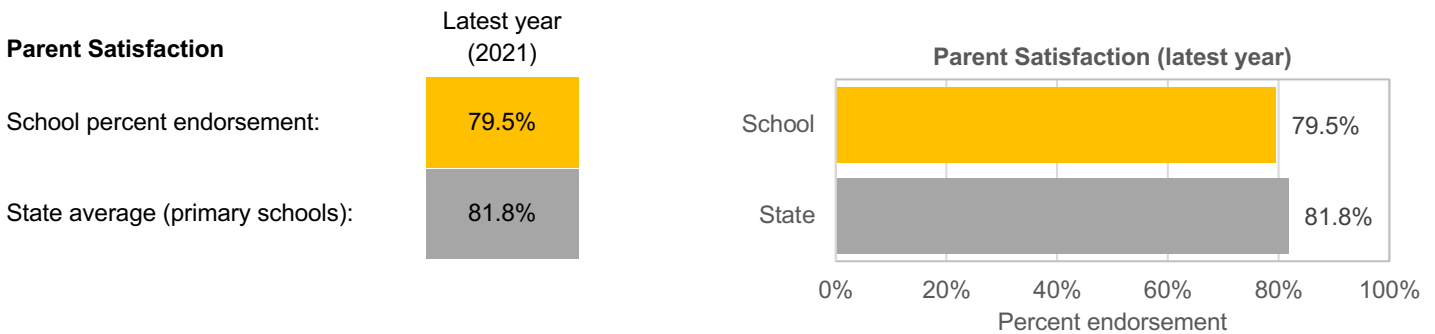
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

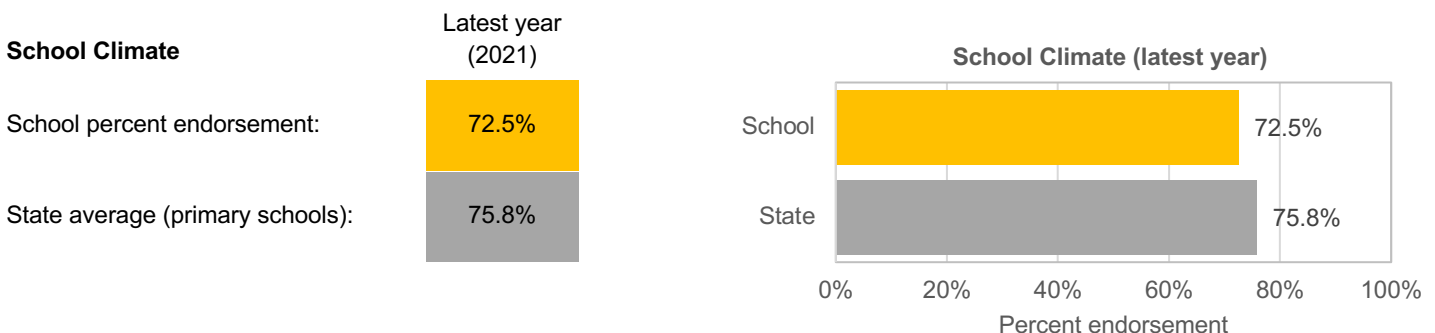


### School Staff Survey

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:

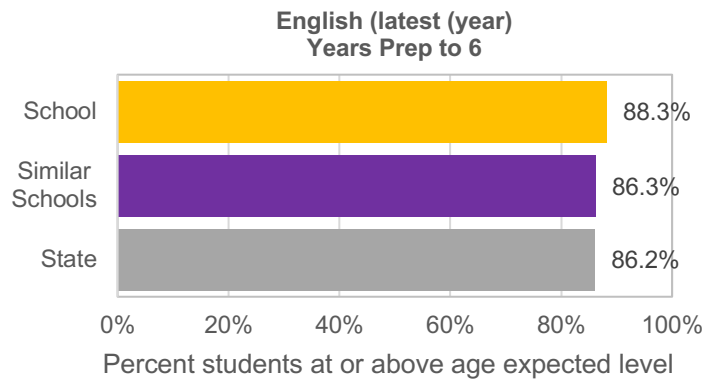
88.3%

Similar Schools average:

86.3%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

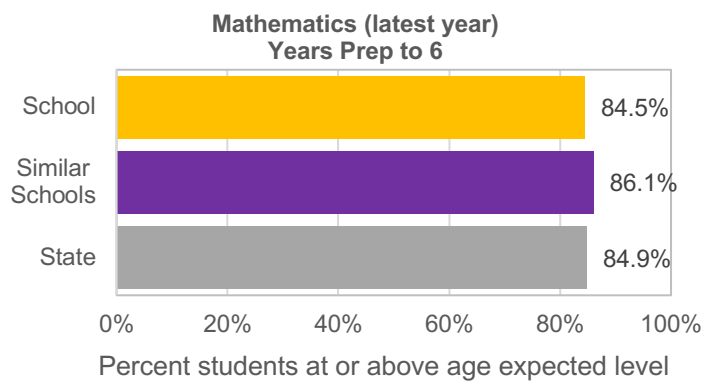
84.5%

Similar Schools average:

86.1%

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.

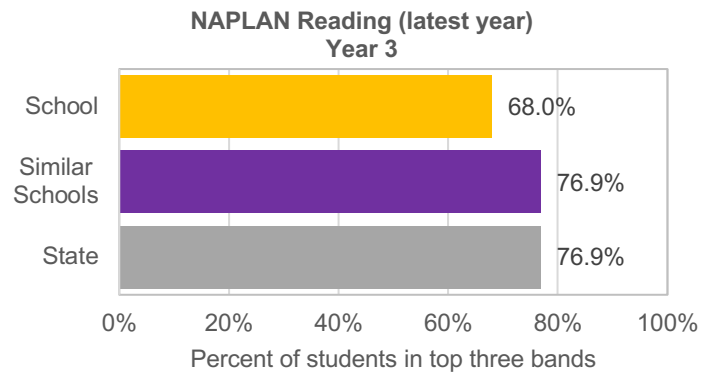
### NAPLAN

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.

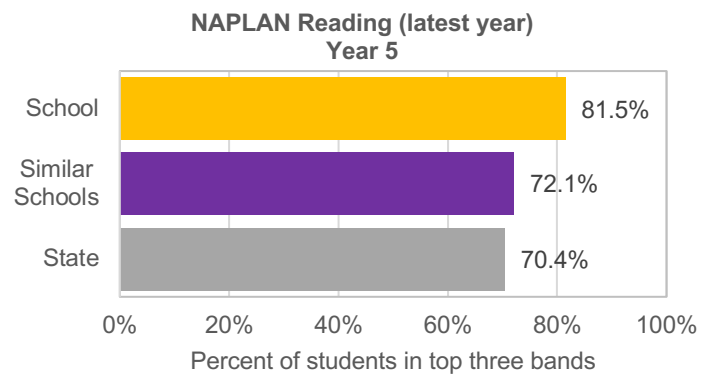
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.0%	76.4%
Similar Schools average:	76.9%	76.4%
State average:	76.9%	76.5%



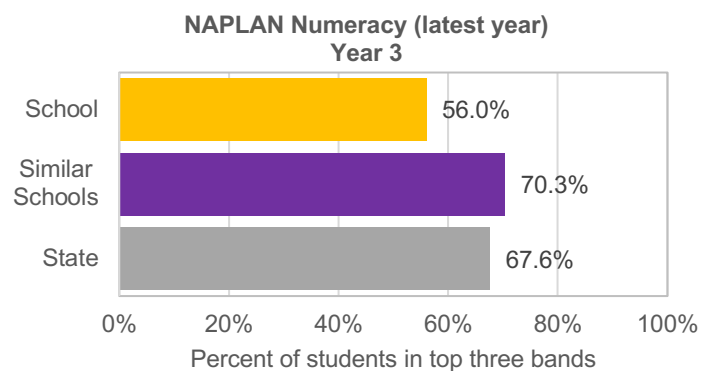
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.5%	69.7%
Similar Schools average:	72.1%	69.4%
State average:	70.4%	67.7%



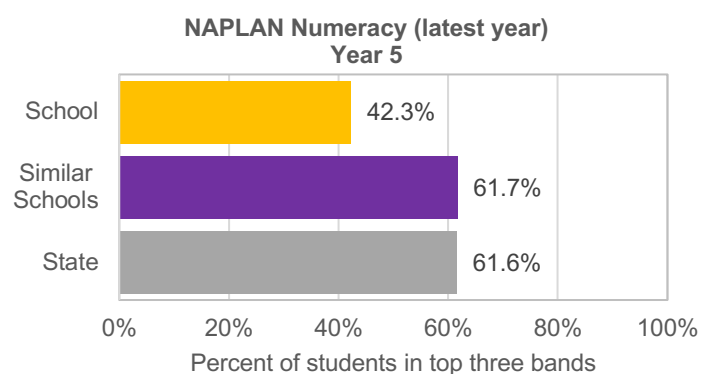
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.0%	53.4%
Similar Schools average:	70.3%	68.3%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.3%	49.3%
Similar Schools average:	61.7%	59.7%
State average:	61.6%	60.0%



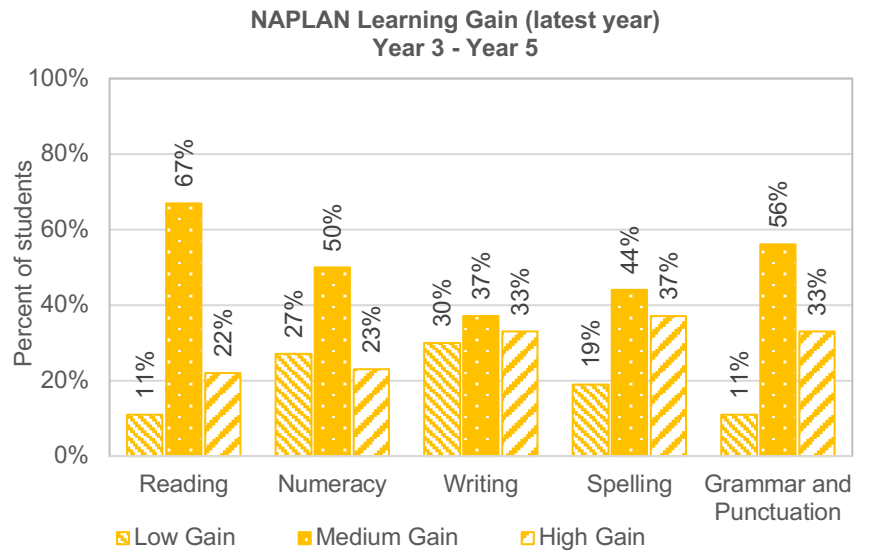
## ACHIEVEMENT (continued)

### 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:	11%	67%	22%	26%
Numeracy:	27%	50%	23%	25%
Writing:	30%	37%	33%	21%
Spelling:	19%	44%	37%	21%
Grammar and Punctuation:	11%	56%	33%	21%



## ENGAGEMENT

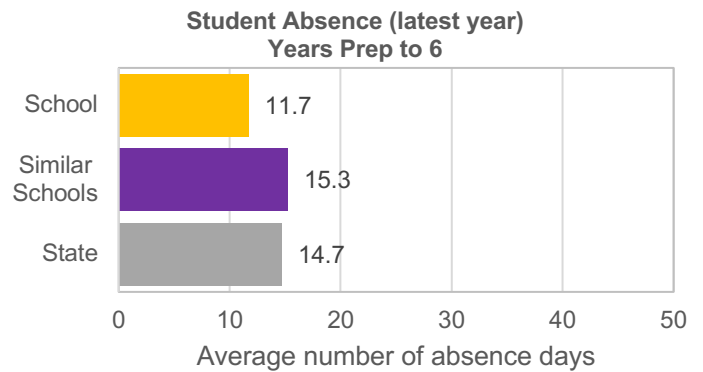
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	11.7	11.7
Similar Schools average:	15.3	15.2
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%	95%	94%	94%	96%	91%	95%

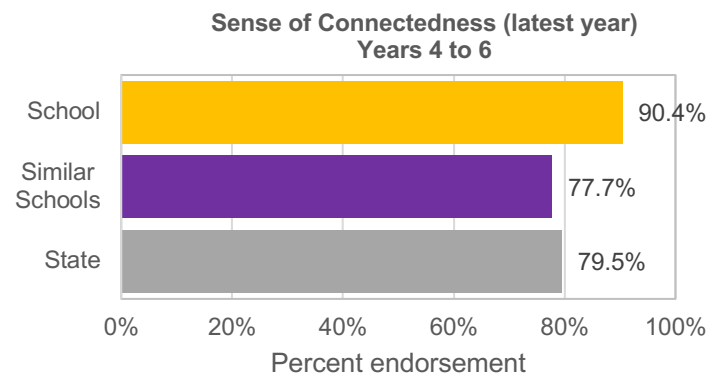
## WELLBEING

**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:	90.4%	88.3%
Similar Schools average:	77.7%	77.8%
State average:	79.5%	80.4%

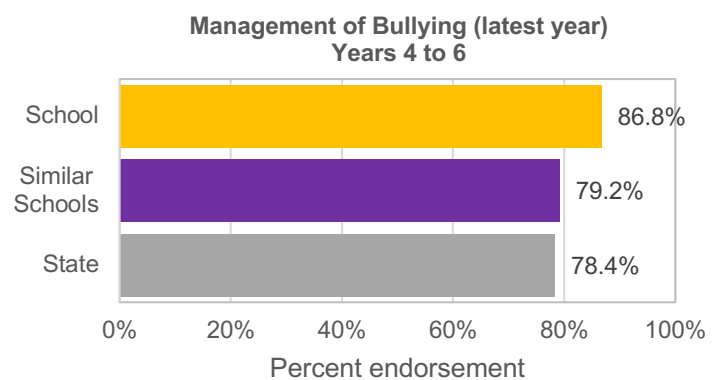


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	86.8%	87.0%
Similar Schools average:	79.2%	79.2%
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

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$1,719,271
Government Provided DET Grants	\$231,179
Government Grants Commonwealth	\$62,889
Government Grants State	\$2,200
Revenue Other	\$4,622
Locally Raised Funds	\$119,498
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,139,660</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$15,440
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$15,440</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$1,734,499
Adjustments	\$0
Books & Publications	\$4,039
Camps/Excursions/Activities	\$35,767
Communication Costs	\$3,565
Consumables	\$33,779
Miscellaneous Expense <sup>3</sup>	\$13,208
Professional Development	\$12,545
Equipment/Maintenance/Hire	\$24,343
Property Services	\$191,652
Salaries & Allowances <sup>4</sup>	\$103,114
Support Services	\$5,842
Trading & Fundraising	\$46,419
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$19,632
<b>Total Operating Expenditure</b>	<b>\$2,228,403</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$88,744)</b>
<b>Asset Acquisitions</b>	<b>\$19,480</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	\$181,515
Official Account	\$25,131
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$206,646</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$60,141
Other Recurrent Expenditure	\$0
Provision Accounts	\$4,000
Funds Received in Advance	\$0
School Based Programs	\$3,549
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,753
Repayable to the Department	\$72,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$52,851
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$197,294</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.*