

2021 Annual Report to The School Community



School Name: Templestowe Park Primary School (5129)



- 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 04 April 2022 at 11:26 AM by Mark Roberts (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 04 April 2022 at 06:13 PM by Ben White (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

Templestowe Park Primary School is situated on Church Road in Templestowe. Templestowe is situated 20 kilometres from the Central Business District.

Templestowe Park PS is on a large school site that consists of three main buildings, STEM room, Visual Arts room, Performing Arts room, two ovals, school hall, TV studio, an Outdoor Eco Education Centre (OEEC), synthetic and asphalt playing surfaces and designated playgrounds for each level.

Templestowe Park PS student population is 578 students and 44% of our families are from a language background other than English. The Student Family Occupation and Education (SFOE) Index is 0.17, which places the school in the 'Low' band and means that our parent community on average has a high level of occupation and education.

Our school values of Respect, Responsibility, Integrity, Pride & Optimism (RRIPO) and school-wide Positive Education program guides our students to be balanced, optimistic and to be the very best that they can be. These programs are overarching, and they form the building blocks for all teaching and learning programs. Templestowe Park PS maintains a strong focus on developing the whole child.

Templestowe Park PS has a whole school focus on Science, Technology, Engineering and Mathematics (STEM). The STEM program is named after Dr Scott Ayton, who is a former student at Templestowe Park PS and is now Head of the Translational Neurodegeneration Laboratory at the Florey Institute. All students from Prep to Grade 6 participate in a weekly specialist STEM lesson in our Discovery room or in our Outdoor Eco Education Centre. A focus on using technology to augment learning, guides the whole school computer coding and robotics program, and our very own TV studio affords our students the opportunity to host a fortnightly web-based TPTV program. Templestowe Park was also named as a Mathematics Association of Victoria Maths Active School for its excellent programs and opportunities for students to participate in maths competitions.

A focus on Sustainability is highlighted by the OEEC where an outdoor classroom, chook shed, composting facilities and large student vegetable patches are housed. A student sustainability team leads the implementation of our sustainability program across the school and all students are involved in working towards making Templestowe Park PS a 5-Star Sustainable School.

The school has high expectations in all areas, specifically in English and Mathematics. A consistent whole school approach is used to teach Reading, Writing, Spelling and Mathematics. Support programs to support and extend our student learning is evident through the Reading Assistance Program from Prep – Gr 2, Target Teaching small group lessons from Prep – Gr 6, MultiLit Reading Tutor Program from Gr 2 – 6, numerous enrichment programs and many students participating in the Victorian High-Ability program. In 2021, our school performed extremely well in the Maths Association of Victoria Maths Talent Quest (MTQ). Templestowe Park PS was the highest performing school in 2021 with 10 High Distinctions and 3 Distinctions. Two entries were judged the best in Victoria and competed in the National MTQ.

In 2021 the staffing profile consisted of 43.3 full time equivalent staff. This included 3 Principal class, 2 Learning Specialists, 36 teachers and 6.2 Educational Support staff.

Templestowe Park PS is well supported by the wider school community and there is a strong partnership between parents and staff. Parents participate in the School Council, Parents & Friends Association and are welcomed as classroom, excursion and camp helpers. The parent community also is invited to regularly learn about and provide feedback to the school about its programs.

In 2021 the School Council purchased a Mod 5 portable classroom to provide extra learning spaces for the school. Through a successful grant application to the Inclusive Schools program, a brand-new playground was built for our students from Grade 3-6.

The Templestowe Park community prides itself on maintaining and improving our school and its facilities through a cooperative effort. Fundraising is undertaken throughout the year to continually improve the learning opportunities for our students and the school grounds.

Framework for Improving Student Outcomes (FISO)

In 2021 the school focused on the statewide priorities of learning, catch up and extension, happy, active and healthy kids, and connected schools. Additionally, the FISO improvement goals of Excellence in teaching and learning (Curriculum planning and assessment and Building practice excellence) were undertaken in 2021.

Due to the ongoing global pandemic in 2021 the school focus changed throughout the year as we transitioned from onsite to remote learning. By using our learnings of 2020, the school was able to navigate the changing environment successfully and we still managed to implement many FISO goals from our Annual Implementation Plan.

During the remote learning periods, the school increased the number of live lessons throughout the day and implemented small group meets to cater for individual student needs. Reading support programs were also introduced and identified students were able to log into specialized lessons. The Specialist teachers held live lessons during the afternoon, and this was well attended by the students. The changes that were implemented were very well received by the school community and although the remote learning period was difficult, it was very successful.

Within the Excellence in teaching and learning domain the Key Improvement Strategy (KIS) was to build staff capacity through the development of professional learning communities and to refine the school's pedagogical model to ensure consistency of practice and language across the school in Mathematics. Due to the global pandemic the school was unable to pursue the actions associated with building professional learning communities.

The school aimed to refine the school's pedagogical model in mathematics. In February, all staff participated in a curriculum day devoted to mathematics teaching and learning, with a specific focus on problem solving, progress was made, but not as much as we planned due to the switch to remote learning. Individual grade level teams delved deeper into the mathematics data, particularly from that generated from the online Essential Assessment tool. In consultation with the Mathematical Association of Victoria (MAV), the text 'Primary and Middle Years Mathematics Teaching Developmentally' was purchased for all grade levels for professional reading to strengthen teacher knowledge of the developmental teaching of concepts in mathematics. Problem solving strategies were introduced by grade levels. The 'Formative Five' assessment techniques were introduced and included in weekly planning documentation to ensure formative assessment is being planned for and used in each mathematics lesson.

Achievement

The students of Templestowe Park PS continued to work very well during the remote and flexible learning periods in 2021. As stated in the FISO section of this report the activities and milestones that were designed for the 2021 Annual Implementation Plan were not fully completed. Other objective assessments that were planned were used differently in 2021 so measuring this student performance data in relation to the goals and actions almost became very difficult.

Within the catch up and extension statewide priority the school focused on embedding the Professional Learning Community (PLC) strategies. This process was commenced in 2020, however, the global pandemic impeded the implementation of this approach. To drive the PLC approach within the school, a Learning Specialist was appointed in late 2020 to lead this approach from 2021 onwards.

Through excellent leadership of our Learning Specialist and PLC team, the changes that we have seen in the PLC culture of the school were significant. At the commencement of the school year professional learning was undertaken with all staff about the PLC process. The teachers then completed a PLC cycle in Term 1 focusing on 'place value' in Mathematics. Significant professional learning and meeting time was allocated to support the staff to identify student

needs, design a differentiated plan to teach identified learning areas, undertake a learning intervention and then measure the success of initiatives. This proved to be very successful and student gains were evident. Staff felt supported in the process and the learning outcomes were strong.

The second whole school focus on 'Bump it Up' walls by the two learning specialists followed the same inquiry cycle. It was hampered significantly by the extended lockdown in Term 3 and 4, however, a successful PLC cycle took place. The analysis of student work samples is still to take place, but the ongoing assessment has been positive.

The Tutor Learning Initiative (TLI) provided resources for the school to hire additional teachers to run small group teaching sessions with identified students. This program proved to be very successful in Term 1 before new lockdowns were introduced to reduce the spread of COVID-19. During the remote learning period our tutors still worked with identified students and then recommenced the full program on the return to onsite learning in Term 4. The learning outcomes of the students that participated in this program were strong and this pedagogical model will be used in the TLI program in 2022.

Even after two COVID-19 impacted years, the students of Templestowe Park continued to achieve well. 97% of students were judged to be working at or above age expected standards in both English and Maths in 2021. This was above the 93% of students in similar schools. Additionally, our students outperformed Similar Schools and the State in both Reading and Numeracy in NAPLAN.

A major highlight in 2022 was the outstanding performance of the students in the Maths Association of Victoria Maths Talent Quest (MTQ). Templestowe Park PS was the highest performing school in 2021 with 10 High Distinctions and 3 Distinctions. Two entries were judged the best in Victoria and competed in the National MTQ.

At the completion of Term 4, Parent/Teacher interviews were undertaken to discuss the Semester 2 student report and to communicate with parents on how their child progressed during the interrupted 2021 school year.

Through a balanced and considered approach to teaching and learning over the past two years, our students have achieved strong academic progress. The school is very pleased with these outcomes and will look to continue to implement the learnings over the last two years to continue this progress.

Engagement

In 2021, Templestowe Park focused strongly on Student Engagement. The engagement of primary school learners within a digital learning program was challenging. Interaction between students and teachers is paramount to a successful learning program. Our focus on student engagement in 2021 included:

- Multiple Daily Google Meet video conferences with the whole class and small groups.
- Weekly Google Meet specialist lessons.
- Written directions and lesson plans that supported the live lessons to students.
- The continuation of EAL sessions, Target Teaching groups, Reading Assistance Program and Reading Tutor program via online video conferences.
- Providing a rich and supportive onsite learning program with teacher to student ratios of less than 1:10. A whole staff focus on making the onsite students and families feel welcome and supported was a priority. Engagement in onsite learning was excellent and outstanding feedback was provided by families.
- Teachers and the Principal class working with families that required assistance in accessing the curriculum. This included IT assistance, support phone calls, visits to homes to drop off resources and making connections to outside organisations.

Upon the arrival back to school from remote learning periods, there was an immediate focus on building engagement through Positive Education sessions, additional Physical Education lessons and use of the outdoor classroom and outdoor learning.

In 2021 the school introduced the PIVOT Student Perception Survey. The survey is completed by students to provide feedback on their teacher to measure the impact of their teaching practice and student engagement. Teachers then work in conjunction with their class to improve these areas within the classroom.

The PIVOT Student Perception Survey was undertaken in Semester 1 and we completed one improvement cycle. School leadership also undertook a feedback cycle with selected staff. Staff and leadership then completed a plan to improve their practice based on the feedback and then received further feedback after the cycle. The second cycle did not take place in Semester 2 due to lockdowns and a COVID outbreak.

The students from Grade 4-6 participated in the student Attitudes to School Survey (AToSS) in 2021. Although the survey was interrupted by a lockdown, our students expressed strong engagement in their learning. This included 84% providing positive responses in the category of 'Stimulating learning', 88% in 'Attitudes to attendance' and 82% in 'Sense of inclusion'.

Wellbeing

The well-being of all students is a core element that underpins all teaching and learning programs at Templestowe Park. Our school values of Respect, Responsibility, Integrity, Pride and Optimism (RRIPO) direct us in how we act in all situations within and outside of the classroom.

The whole school Positive Education program continued in 2021 and this was vitally important as we moved between onsite schooling and the remote learning program. The PERMAH (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment and Health) model was used to promote a balanced approach for all students and the school community. Maintaining this balance was important during the months of lockdown.

We were extremely pleased to open the brand-new sensory and Grade 3-6 playground that was funded through the Inclusive Schools grant. This provided terrific excitement for the school community and greatly improved the wellbeing of the students.

To support health and wellbeing during the remote learning period Templestowe Park undertook the following:

- Multiple daily whole class and small group lessons to maintain connections to the teacher and classmates.
- Weekly social Google Meets to maintain classroom connections and check on the wellbeing of all students.
- An introduction of a 'Feel Good Friday' remote learning program where all activities were focused on Positive Education and wellbeing. There were also Google Meet sessions with school leaders so the students could maintain contact with the Principal class.
- Online assemblies were published every two weeks. Highlights of the assemblies included short videos made by students, the presentation of RRIPO role model awards and celebration of student work.
- A virtual Athletics Carnival was undertaken, and the students competed in a range of events at home.
- An online Book Week dress up parade was held for all students.
- An online school disco was undertaken.
- The publication of a Positive Education calendar of activities so students could maintain wellbeing at home.
- Weekly check ins were undertaken by all teaching staff and the Principal class. Support was offered via Student Support Services and other outside agencies.
- Information on maintaining wellbeing for families and individuals was forwarded to all families. Selected families and students were guided for specific services as required.

Upon the arrival back to school from remote learning, there was an immediate focus on building wellbeing through Positive Education sessions, additional Physical Education lessons and use of the outdoor classroom and outdoor learning.

Within the health and wellbeing statewide priority the school had planned to re-establish our RRIPO cross-age mentoring programs and lunchtime clubs. Due to restrictions on the mixing of student cohorts, the school was unable to do this. In 2022, this will be a priority for the school.

Finance performance and position

Templestowe Park continues to manage its funds effectively utilising Government funds in accordance to the direction set by School Council. In 2021, there was a surplus in our expenditure; this is due to consistently strong enrolments in Prep, reduced spending due to COVID-19 and the students not being onsite. Government funds include grants to cover minor maintenance items as well as contributions for implementation of key areas e.g., utility costs.

Locally raised funds include monies received from the Uniform Shop, P.F.A., Subject contributions, Camps and Excursions, Library Trust and Building Trust Funds. The majority of this money comes into the school and then is immediately paid out for goods, salaries or events. Money that is received to improve the school is put to good use. The following improvements to school facilities were undertaken in 2021:

- The purchase of a refurbished Modular 5 portable. This included two classrooms and a teacher office.
- The creation of a new asphalt path to the Modular 5 classroom. Additional asphalt repairs also were completed around the school.
- New fencing was erected on the perimeter of the school.
- A whole school exterior and interior painting program took place.
- The installation of new LED lighting in the main building.
- The installation of new pinboards in all classrooms.
- Landscaping of paths and new garden beds.

For more detailed information regarding our school please visit our website at
<http://www.templestoweparkps.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 582 students were enrolled at this school in 2021, 290 female and 292 male.

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

Overall Socio-Economic Profile

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

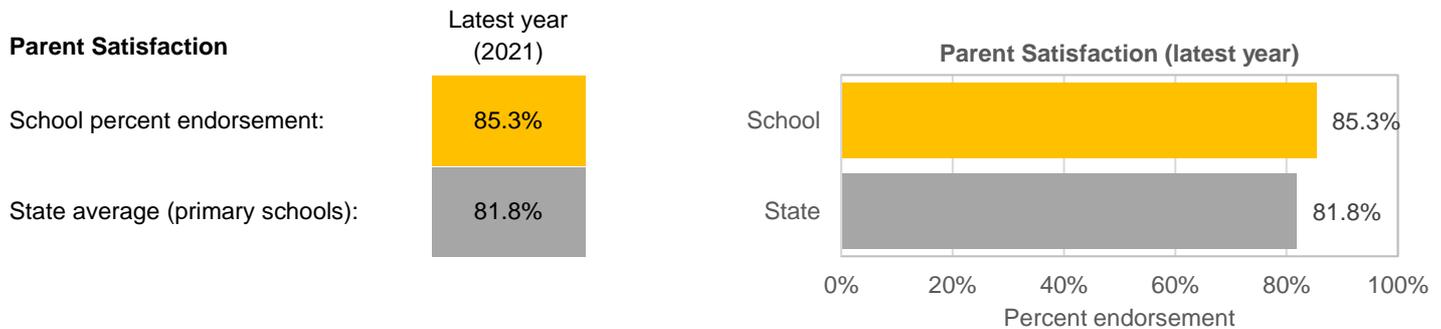
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

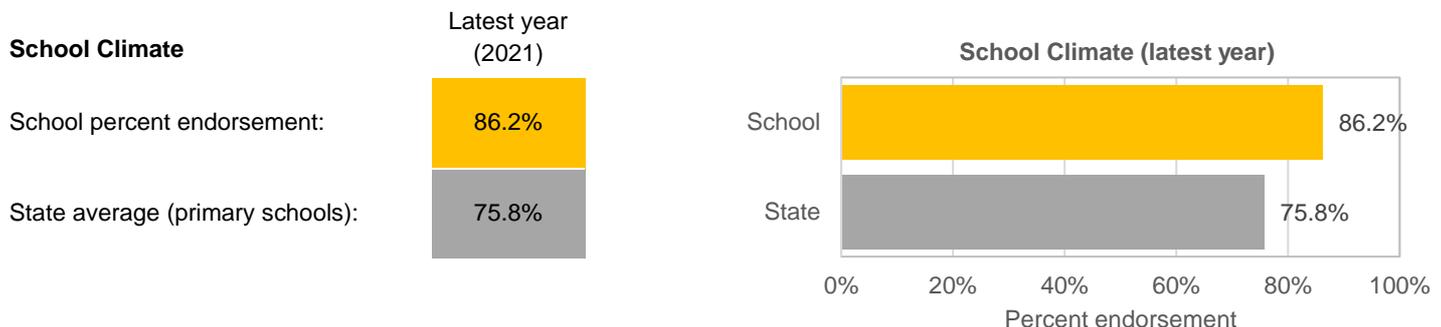


School Staff Survey

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:

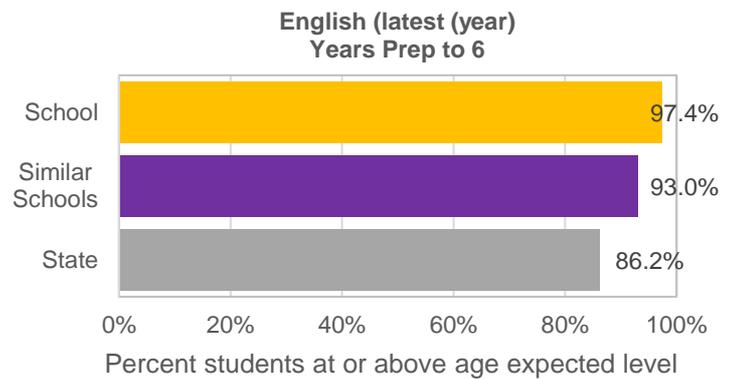
97.4%

Similar Schools average:

93.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

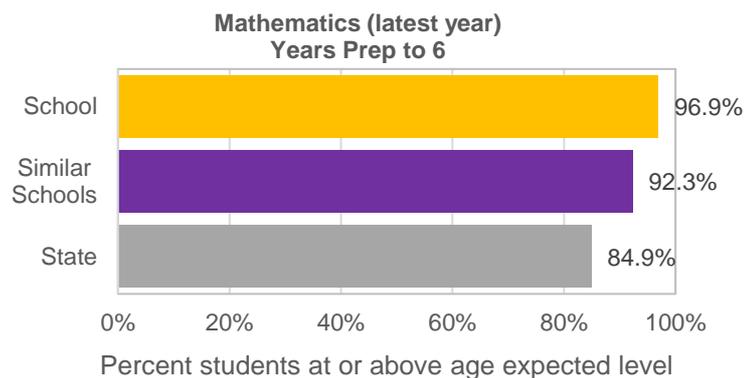
96.9%

Similar Schools average:

92.3%

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.

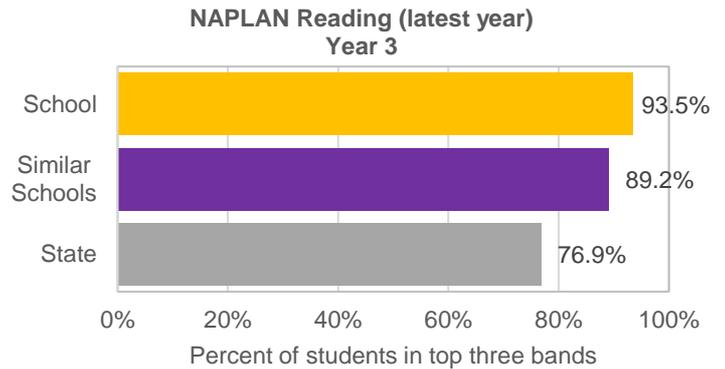
NAPLAN

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.

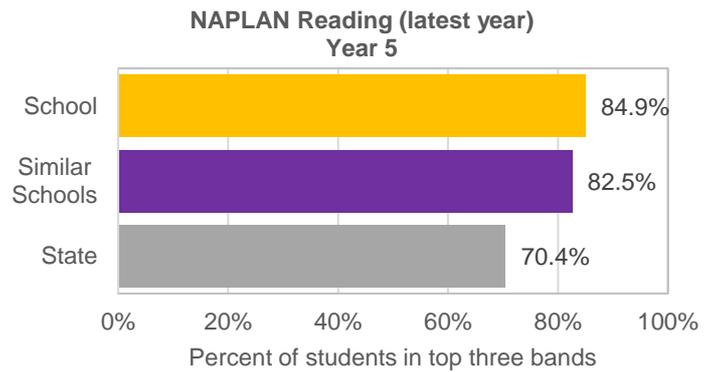
**Reading
Year 3**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 93.5% | 90.5% |
| Similar Schools average: | 89.2% | 88.2% |
| State average: | 76.9% | 76.5% |



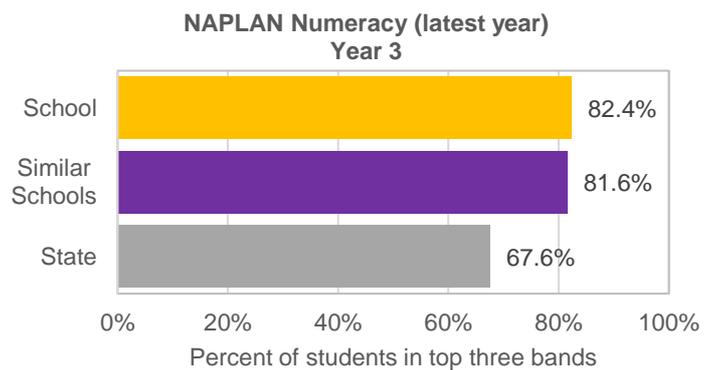
**Reading
Year 5**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 84.9% | 83.3% |
| Similar Schools average: | 82.5% | 80.9% |
| State average: | 70.4% | 67.7% |



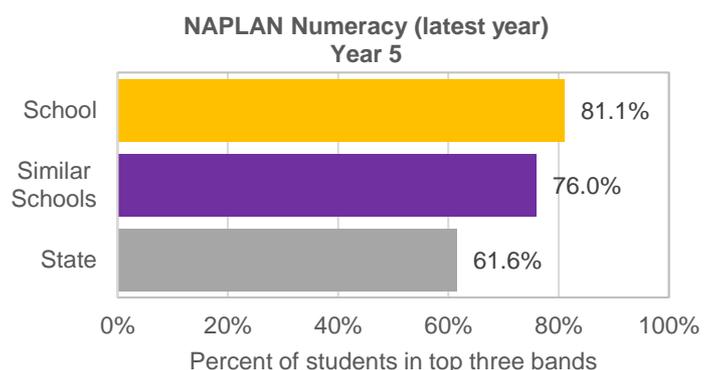
**Numeracy
Year 3**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 82.4% | 84.9% |
| Similar Schools average: | 81.6% | 82.7% |
| State average: | 67.6% | 69.1% |



**Numeracy
Year 5**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 81.1% | 75.7% |
| Similar Schools average: | 76.0% | 74.4% |
| State average: | 61.6% | 60.0% |



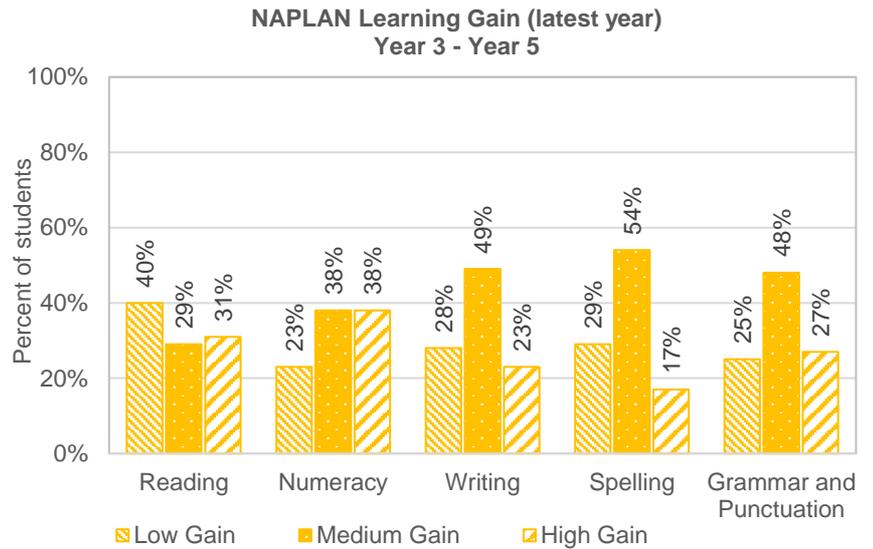
ACHIEVEMENT (continued)

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: | 40% | 29% | 31% | 28% |
| Numeracy: | 23% | 38% | 38% | 26% |
| Writing: | 28% | 49% | 23% | 29% |
| Spelling: | 29% | 54% | 17% | 26% |
| Grammar and Punctuation: | 25% | 48% | 27% | 29% |



ENGAGEMENT

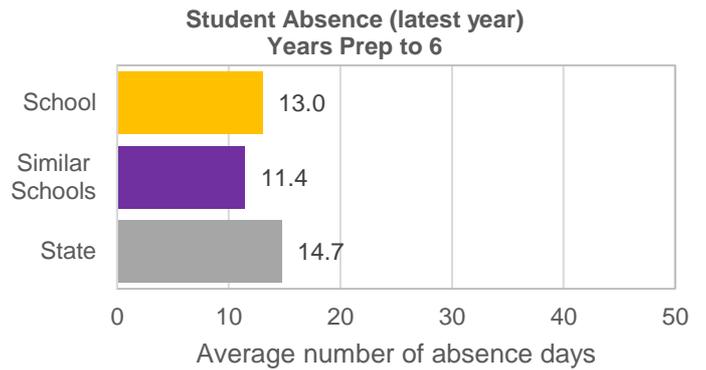
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 13.0 | 14.9 |
| Similar Schools average: | 11.4 | 12.4 |
| 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): | 92% | 94% | 93% | 93% | 94% | 93% | 95% |

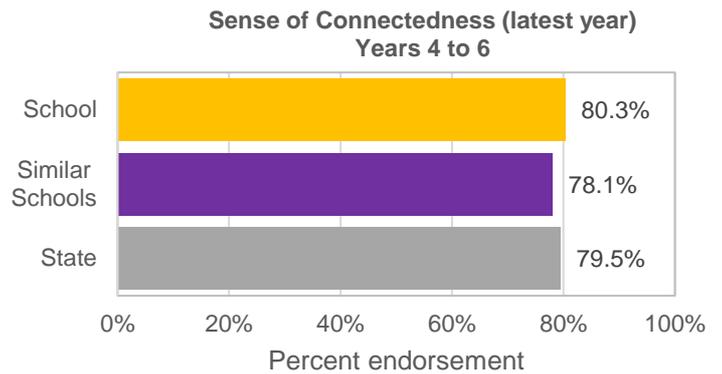
WELLBEING

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: | 80.3% | 80.9% |
| Similar Schools average: | 78.1% | 79.5% |
| State average: | 79.5% | 80.4% |

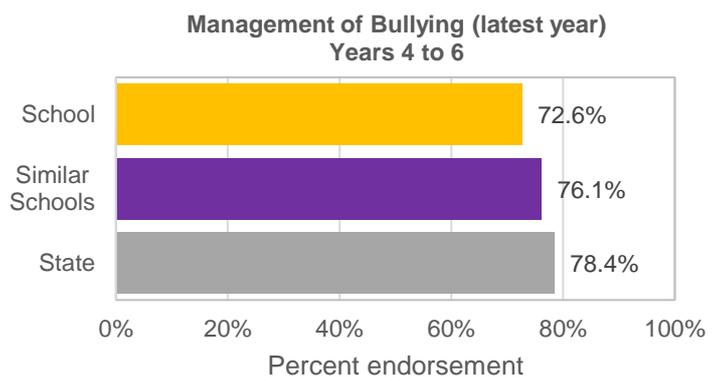


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 72.6% | 77.1% |
| Similar Schools average: | 76.1% | 78.4% |
| 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 | \$4,841,860 |
| Government Provided DET Grants | \$424,728 |
| Government Grants Commonwealth | \$5,600 |
| Government Grants State | \$0 |
| Revenue Other | \$36,482 |
| Locally Raised Funds | \$660,854 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$5,969,524 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$15,004 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$15,004 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$4,328,491 |
| Adjustments | \$0 |
| Books & Publications | \$7,265 |
| Camps/Excursions/Activities | \$91,172 |
| Communication Costs | \$6,201 |
| Consumables | \$140,454 |
| Miscellaneous Expense ³ | \$42,744 |
| Professional Development | \$19,350 |
| Equipment/Maintenance/Hire | \$72,283 |
| Property Services | \$404,275 |
| Salaries & Allowances ⁴ | \$69,473 |
| Support Services | \$55,391 |
| Trading & Fundraising | \$92,536 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$33,698 |
| Total Operating Expenditure | \$5,363,335 |
| Net Operating Surplus/-Deficit | \$606,189 |
| Asset Acquisitions | \$14,345 |

- (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 | \$540,985 |
| Official Account | \$123,271 |
| Other Accounts | \$73,792 |
| Total Funds Available | \$738,048 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$106,411 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$304,039 |
| School Based Programs | \$0 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$30,000 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$160,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$600,450 |

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.