2021 Annual Report to The School Community

School Name: Gormandale And District Primary School (5442)

- 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 30 March 2022 at 07:46 AM by Leanne Sinnadurai (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 31 March 2022 at 12:11 PM by Peta Thexton (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

Gormandale and District Primary School fosters a community learning environment in which each and every member is nurtured to become a confident life long learner. Our Core Values of Be a Learner, Be Respectful, and Be Safe, combine with our Eagle mascot to promote School Wide Positive Behaviour Scheme in all classes and learning spaces. We promote the development of a Growth Mindset, with a focus on embracing challenge, modelling the benefits of making mistakes, developing life-long learning skills, working in teams, and learning together. Our core values are used to drive our students to be enthused and curious about their learning. This provides a common language and culture for our school community. We promote respect for ourselves as well as each other as we move forward together in a learning focused, physically and psychologically safe environment.

Gormandale and District Primary School is located between Traralgon and Yarram in the Gippsland region, approximately 185 kilometers from the Melbourne Central Business District. The school is an amalgamation of five small schools that were previously operating in the greater district. The school facilities include three classrooms, a dedicated art room, performing arts room, library, oval, tennis courts and playground area. Enrolments in 2021 were approximately 67 students, divided into three composite classrooms: Prep/Year 1; Year 2/3/4; and Year 5/6. The staffing profile of Gormandale and District Primary School includes a principal, 3 classroom teachers, 1 specialist teacher (0.6 EFT); 1 LOTE Teacher (0.2); 1 Tutor (0.2 EFT); and 3 Education Support staff (2.4 EFT) and Business Manager (0.8 EFT). There is a privately operated kindergarten within the school grounds.

3 students (2.3 EFT) were eligible for Program for Students with Disabilities funding and were supported through reasonable adjustments to achieve high levels or engagement and achievement. Gormandale and District Primary school currently does not have any students or staff who are Aboriginal and Torres Strait Islander; nor are there any programs offered for overseas students. The school's SFOE is 0.55.

Framework for Improving Student Outcomes (FISO)

In 2021, Gormandale and District Primary School's AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, Health and Wellbeing, and Building Communities.

This included:
- Identifying and engaging with a school improvement cycle to maximise the effectiveness of planning, implementation, evaluation and goal setting;
- Systemising data management for use in the improvement process;
- Documenting a student wellbeing program based on the school's agreed values and behaviours (SWPBS);
- Aligning adult learning and data management with the implementation of the Professional Learning Community process with a partner school;
- Developing an adult learning plan to build the capacity of all staff to teach numeracy in line with Professional Learning Community processes and effective data use; and
- Actively engaging the community in the School Review process.

To support implementation of the identified KIS, GDPS created a school improvement cycle to maximise the learning growth for all students using a school wide approach to collecting, analysing and using data to drive teaching and learning. A focus on the improvement on numeracy and reading was identified and improvement facilitated by an newly appointed Learning Specialist. The school established an agreed approach to the use of data to inform the planning of student learning and Implemented a whole school approach to assessment and data collection. The alignment with PLC process supported the school to build capacity consistently across the school. To support the 'Health and Wellbeing' priorities, the school engaged a DET School Wide Positive Behaviour Support Coach to guide and mentor the newly designated SWPBS leader and as a result GDPS was able to achieve several key outcomes within the

school SWPBS action plan. Utilising neighbouring school partnerships, the school was able to refine the use of a consistent PLC process for the improvement of numeracy, effective data use, planning, and teacher collaboration. This had a positive impact on teacher practice within numeracy.

Achievement

In 2021 Gormandale and District Primary School prioritised developing and implementing evidence–based processes for the teaching of numeracy, supported by the PLC framework. School wide assessment schedules were used consistently, including PAT-M, and Essential Assessments. Teacher confidence to consistently analyse data during the PLC process increased and subsequently data walls were created. Teacher confidence to use PLC process to identify students with low growth and support them with differentiated teaching practice increased. The introduction of the Professional Learning Community (PLC) philosophy and the establishment of Professional Learning Communities(PLCs) has established a collaborative approach to planning for teaching and learning.

Year 5 Numeracy NAPLAN data showed the percentage of students in the top three bands was 66.7% compared to similar school average of 59.6%.
The school has seen an increase in student learning growth against the Victorian Curriculum with 88% of students at or above age expected standards, compared to similar school average of 84.1%.
Attitude to School Survey Data within the 'Stimulated learning' component showed positive growth from 74th percentile to 89th percentile.

GDPS established a collaborative focus on the documentation of school–wide guaranteed and viable curriculum and developed a school–wide instructional model to establish shared pedagogical practice across the school to maximise the learning and growth in Numeracy for each student.
Within the School Staff Survey, the component of 'Teacher Collaboration' increased from 40% to 45% in 2021, compared to the state school average of 63%. The component of 'Academic Emphasis' increased from 57% to 72%, compared to the state school average of 70%.
Attitude to School Survey Data within the 'Stimulated learning' component showed positive growth from 86% to 94%.

The Tutor Learning Initiative (TIL) was utilised to provide targeted learning for students identified as achieving low growth in 2020. Students in the TIL demonstrated growth, especially during semester 2. The program was altered in Term 3 and 4 and proved to have greater engagement from students; more consistency with timetabling and programming was observed. Students supported through the Program for Students with a Disability showed progress in achieving their individual goals as identified in their Individual Education Plans.

Remote and flexible learning made the assessment of Reading and Mathematics difficult, and collaborative data analysis was impacted due to the online meetings.

Engagement

Gormandale and District Primary School aims to improve engagement in learning for all students. Although COVID impacted on the opportunities for our students to engage consistently throughout the school year, students demonstrated resilience and motivation to reconnect with their peers and teachers. Teachers continued to develop stimulating and differentiated learning experiences for students during and remote and flexible learning as well as during face to face learning (depending on restrictions).

Attitude to School Survey Data within the 'Learner Characteristics and Disposition' component, specifically 'Attitudes to Attendance' showed positive growth from 19th percentile to 56th percentile.

The school is concerned at the impact of the last two years on students' engagement in their learning and wanted to maintain a focus on this area. Student voice and agency was the lowest score on the AToSS and was seen as an important area to develop, to enhance engagement. Therefore the new SSP will prioritise develop whole school

practices for social and emotional wellbeing, and build staff capacity to implement, embed and document these practices. GDPS will develop whole school practices for increasing student agency, and build staff capacity to implement, embed and document these practices; and develop whole school practices for student goal setting and feedback processes, and build staff capacity to implement, embed and document these practices.

This year, GDPS focused on KIS related to the FISO dimension Building Communities. This was particularly relevant as the school completed its School Review. the Panel observed all demonstrated students engaged in their learning with the teachers actively interacting with their students. There were no examples of disruptive or negative behaviours observed. The activities the teachers had devised were innovative and timed so that students' engagement was maintained throughout the lessons. Differentiated activities were also observed and some students worked with aides or 'on the mat' with the teacher which kept the students connected to the activities. During student focus groups, students articulated that they appreciated the leadership roles they were involved in. Students said the work was interesting, and their learning goals helped them improve. They also liked the choices they were given in extension work and the monthly reviews of their work which helped them know how they were going.

During the period of remote and flexible learning all learning tasks were delivered via the online app program and became the primary method of communication; this was a significant positive shift in home/school communication and access. The app has been significantly useful for student absences, sending absence notes, communication of school wide events, newsletters, and lockdown information. Classroom teachers sent out weekly notifications with a "preview" of the upcoming learning for the week; this encouraged families to be informed of class specific learning information and upcoming events. Parent feedback for the conversation tool, that allows direct contact with teachers, has been positive.

Rural communities such as Gormandale face additional obstacles with attendance as distance, bussing and communication can be challenging. In this light the Panel found the attendance data to be positive and was enabled by some positive initiatives by the school. A communications app was introduced for parents to record absences and protocols were developed to follow up all unexplained absences. The school also purchased a mobile phone in 2019 that allowed parents/carers to text in absences daily. The school average number of absence days is 14.8 compared to similar schools average 16.7.
Attitude to School Survey Data within the 'Learning characteristics and disposition' component, specifically 'Attitudes to attendance' showed positive growth from the 20th percentile to the 56th percentile.

Wellbeing

This year, Gormandale and District Primary School made a considerable priority of focusing on improving student wellbeing outcomes through the whole school commitment to School Wide Positive Behaviour Support and the Berry Street Educational Model (trauma informed practice) implementation. All teachers completed SWPBS Universal Prevention Part A Training and a GDPS SWPBS leader was identified and provided with coaching and mentoring to lead the whole school implementation. The school utilised the support of the DET SWPBS coach to develop a school action plan and provide necessary guidance and feedback to build the skills and knowledge of the staff to implement SWPBS confidently. The staff will continue to complete SWPBS in the form of SWPBS Universal Prevention Part B Training in 2022. Students have consistently responded to the school values and the concept of the 'Eagle Team' to support the increase in expected behaviours from a student perspective.

Attitude to School Survey Data within the 'Effective Teaching Practice for Cognitive Engagement' component, specifically 'Effective classroom behaviour' showed positive growth from the 36th percentile to the 73rd percentile.

All staff completed the first component Berry Street Educational Model (BSEM) and will continue to complete the subsequent three components in 2022. GDPS has successfully implemented and embedded some key components of the BSEM, including Morning Circle, Brain Breaks, and Positive Primers. All students have responded favourably to this predictable and routine practice within their classroom.

Attitude to School Survey Data within the 'Social Engagement' component, specifically 'Sense of Connectedness' showed positive growth from the 38th percentile to the 55th percentile. GDPS expects this positive growth to continue

as staff continue to build their knowledge and expertise in BSEM practices.

The impact of the COVID–19 pandemic which saw a shift in focus from improvement in Reading and Mathematics to a high focus on providing a remote and flexible learning program. There was also a large shift to a focus on wellbeing for both staff and students during the pandemic.

Finance performance and position

Gormandale and District primary School maintained a sound financial position throughout 2021. The 2021 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of $61 016. This surplus occurred through generous community grants and donations to camps, excursions, and targeted teaching areas in 2021. Equity funding was allocated to build the competence and confidence of staff to implement SWPBS and BSEM.

GDPS were successful in their application for a $200 000 Inclusive Schools Fund grant for a new playground to be installed in 2022. The school was also successful in their Expression of Interest for an Out of School Hours Care facility at GDPS, valued at $75000 per year for three years. The OSHC is expected to commence service in 2022.

For more detailed information regarding our school please visit our website at
https://www.gormandale.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 67 students were enrolled at this school in 2021, 32 female and 35 male.

0 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).
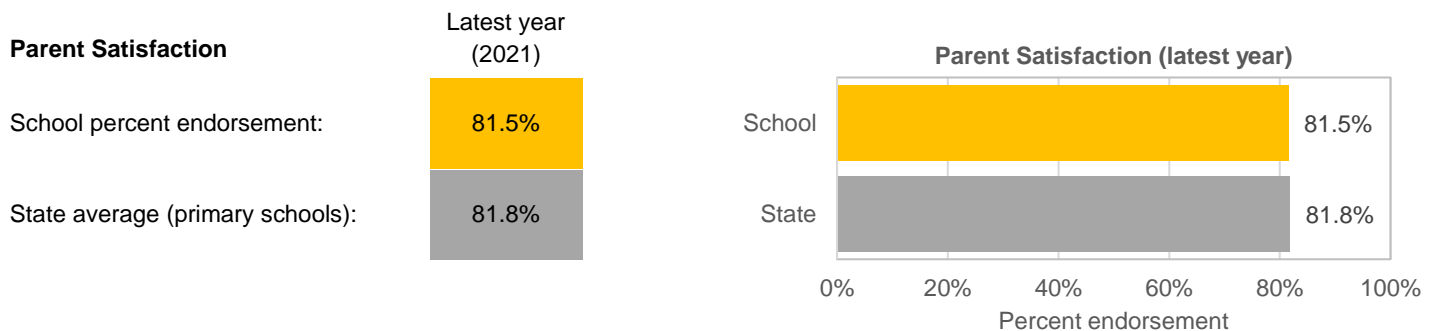
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
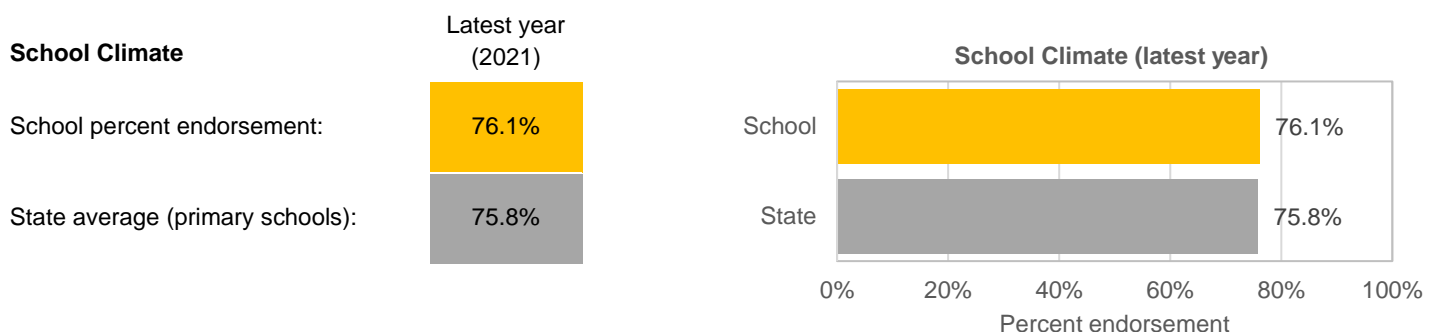
Parent Satisfaction	Latest year (2021)
School percent endorsement:	81.5%
State average (primary schools):	81.8%

Parent Satisfaction (latest year)

School 81.5%
State 81.8%

0% 20% 40% 60% 80% 100%
Percent endorsement

School Staff Survey

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

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

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

School Climate	Latest year (2021)
School percent endorsement:	76.1%
State average (primary schools):	75.8%

School Climate (latest year)

School 76.1%
State 75.8%

0% 20% 40% 60% 80% 100%
Percent endorsement

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:	83.5%
Similar Schools average:	83.8%
State average:	86.2%

English (latest (year)
Years Prep to 6

School	83.5%
Similar Schools	83.8%
State	86.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
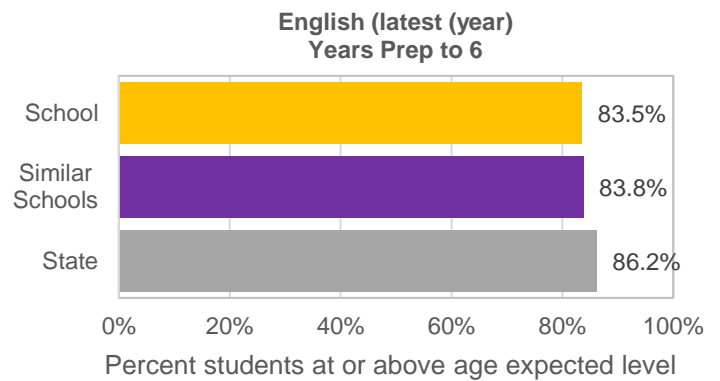
Mathematics **Years Prep to 6**	Latest year (2021)
School percent of students at or above age expected standards:	88.0%
Similar Schools average:	84.1%
State average:	84.9%

Mathematics (latest year)
Years Prep to 6

School	88.0%
Similar Schools	84.1%
State	84.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
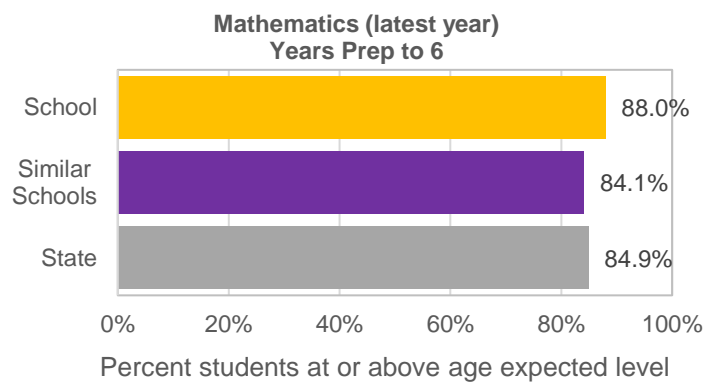
ACHIEVEMENT (continued)

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.
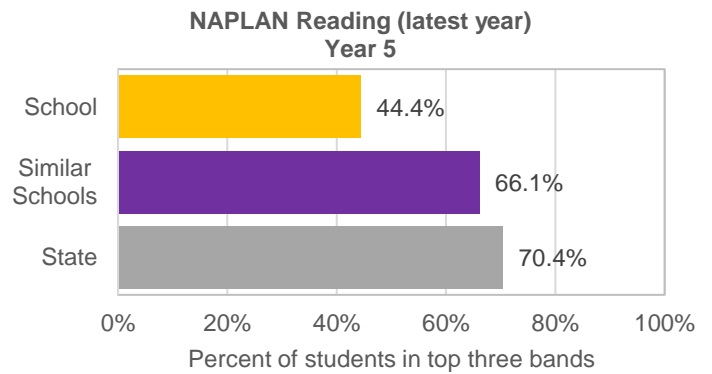
Reading Year 3	Latest year (2021)	4-year average		NAPLAN Reading (latest year) Year 3
School percent of students in top three bands:	75.0%	70.0%		
Similar Schools average:	71.5%	72.7%		
State average:	76.9%	76.5%		
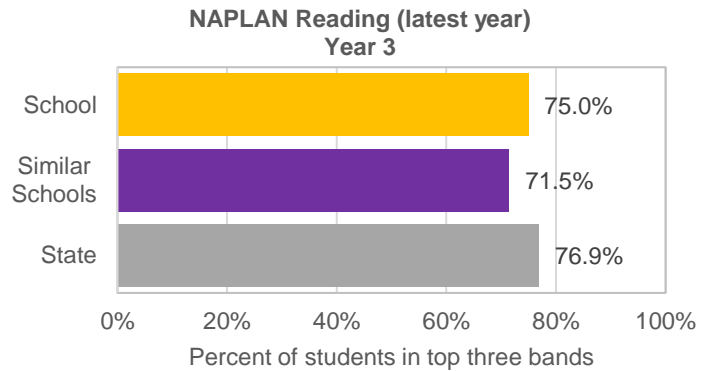
Reading Year 5	Latest year (2021)	4-year average		NAPLAN Reading (latest year) Year 5
School percent of students in top three bands:	44.4%	52.2%		
Similar Schools average:	66.1%	65.5%		
State average:	70.4%	67.7%		

Numeracy Year 3	Latest year (2021)	4-year average		NAPLAN Numeracy (latest year) Year 3
School percent of students in top three bands:	66.7%	63.6%		
Similar Schools average:	59.6%	65.7%		
State average:	67.6%	69.1%		
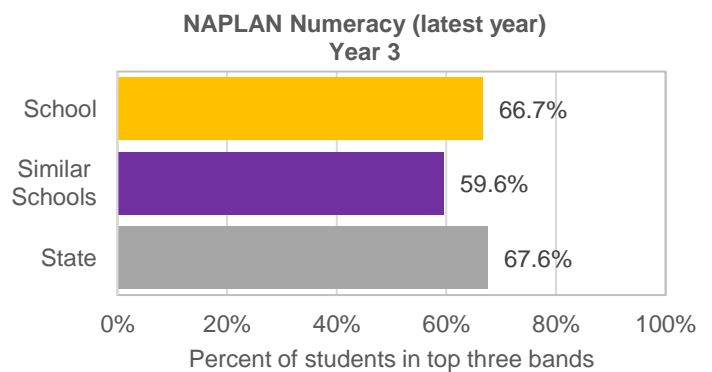
| **Numeracy Year 5**	Latest year (2021)	4-year average		NAPLAN Numeracy (latest year) Year 5
School percent of students in top three bands:	22.2%	52.2%		
Similar Schools average:	53.0%	56.6%		
State average:	61.6%	60.0%		
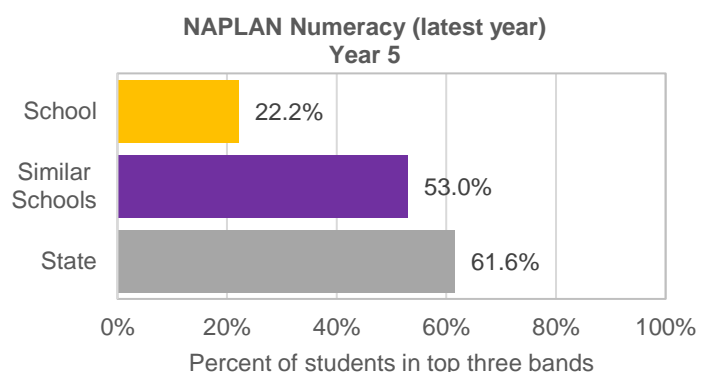
ACHIEVEMENT (continued)

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:	43%	57%	0%	24%
Numeracy:	57%	43%	0%	20%
Writing:	0%	71%	29%	17%
Spelling:	57%	29%	14%	22%
Grammar and Punctuation:	57%	14%	29%	21%

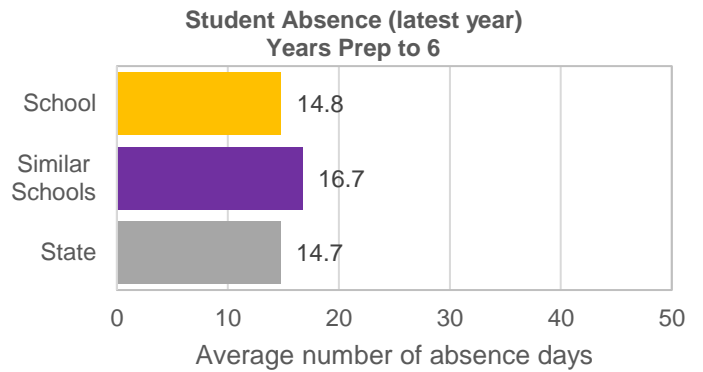NAPLAN Learning Gain (latest year)
Year 3 - Year 5
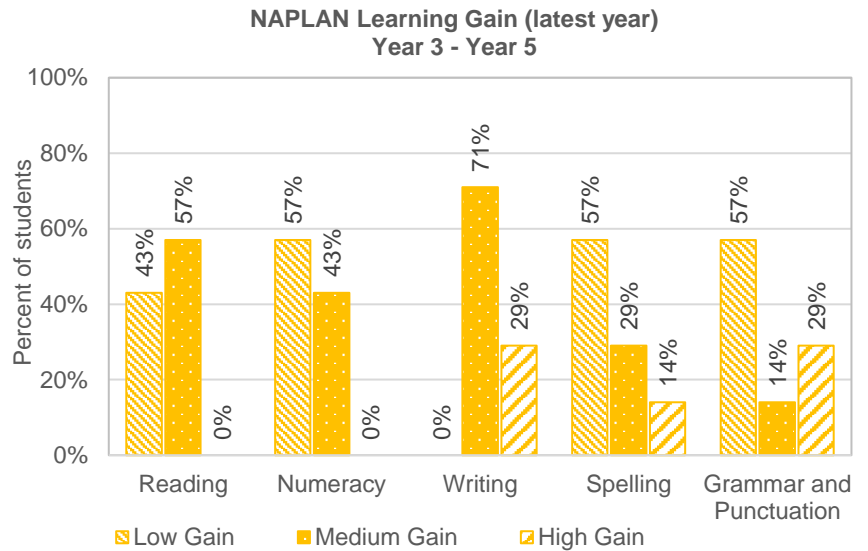
ENGAGEMENT

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:	14.8	13.2
Similar Schools average:	16.7	16.5
State average:	14.7	15.0

Student Absence (latest year) Years Prep to 6

School	14.8
Similar Schools	16.7
State	14.7

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	90%	94%	92%	92%	96%	93%

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:	80.8%	85.3%
Similar Schools average:	82.6%	82.9%
State average:	79.5%	80.4%
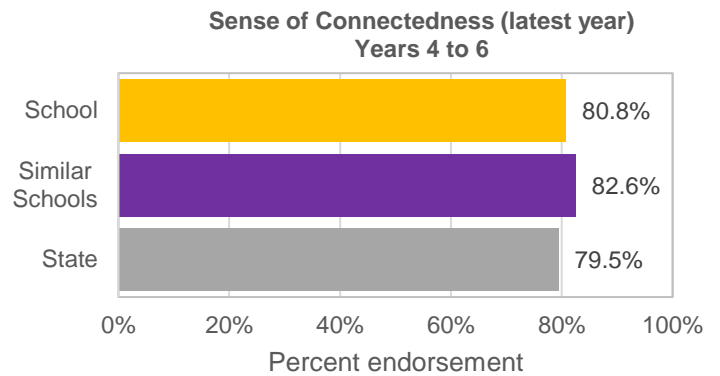
Sense of Connectedness (latest year) Years 4 to 6

School 80.8%
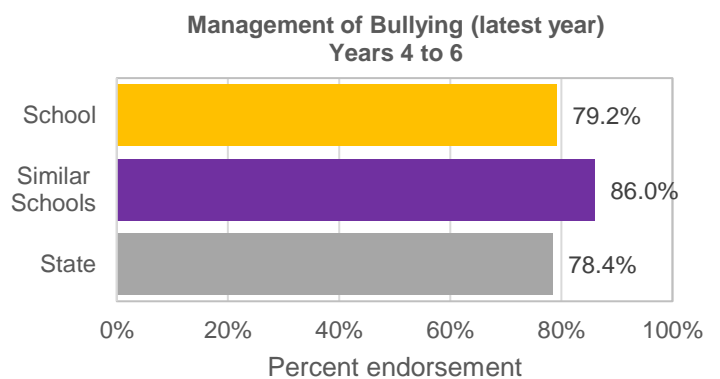Similar Schools 82.6%
State 79.5%

Percent endorsement

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:	79.2%	83.8%
Similar Schools average:	86.0%	85.4%
State average:	78.4%	79.7%

Management of Bullying (latest year) Years 4 to 6

School 79.2%
Similar Schools 86.0%
State 78.4%

Percent endorsement

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	$795,897
Government Provided DET Grants	$201,799
Government Grants Commonwealth	$1,970
Government Grants State	$8,000
Revenue Other	$8,371
Locally Raised Funds	$35,160
Capital Grants	$0
Total Operating Revenue	**$1,051,197**

Equity [1]	Actual
Equity (Social Disadvantage)	$80,800
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$80,800**

Expenditure	Actual
Student Resource Package [2]	$781,308
Adjustments	$0
Books & Publications	$2,164
Camps/Excursions/Activities	$14,965
Communication Costs	$2,009
Consumables	$37,644
Miscellaneous Expense [3]	$13,370
Professional Development	$9,509
Equipment/Maintenance/Hire	$39,614
Property Services	$35,773
Salaries & Allowances [4]	$16,710
Support Services	$21,596
Trading & Fundraising	$9,767
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$5,751
Total Operating Expenditure	**$990,180**
Net Operating Surplus/-Deficit	**$61,016**
Asset Acquisitions	**$0**

(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	$92,788
Official Account	$5,111
Other Accounts	$0
Total Funds Available	**$97,900**

Financial Commitments	Actual
Operating Reserve	$32,961
Other Recurrent Expenditure	$13,278
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$2,126
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$4,872
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$19,371
Total Financial Commitments	**$72,607**

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.