

2021 Annual Report to The School Community



School Name: Woodlands Primary School (5319)



- 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 17 March 2022 at 01:32 PM by Matthew Gallagher (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 29 March 2022 at 03:09 PM by Lisa Meddings (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

Woodlands is located in a beautiful treed enclave on the fringe of Langwarrin, 40 kilometres to the south of the Melbourne CBD. The school celebrated twenty five years since it opened in 1996. There are new housing estates within the area and further local residential developments are planned.

The school enrolment continues to increase with numbers reaching the 914 student mark in 2021. Enrolment numbers are expected to remain stable for the foreseeable future.

The Principal is supported by one Assistant Principal, one Leading Teacher, who assumes the role of overseeing curriculum development and teacher training for all areas of the curriculum, a psychologist, who oversees the school's Student Wellbeing programs and procedures and a Business Manager. This group makes up the School Leadership Team. The Woodlands teaching staff is made up of 52 teaching staff, 42 full time and 10 part time. Year Level Leaders lead curriculum development in their areas and, along with four Learning Specialists, form the Curriculum Team. Experienced teachers lead year level teams and form the Team Administrators Group. Non-teaching staff include the Business Manager, four office clerical staff, two grounds and maintenance staff, a library technician and ten integration aides.

There are 38 classes supported by co-curricular programs in Physical Education, Visual Art, Library, ICT, Performing Arts, STEM and Media Studies. In addition to formal lessons in these areas, students benefit from timetabled access to a wide range of programs including Woodlands FM and Woodlands TV, swimming, choir, recorder group, camps, inter-school sports, excursions, and school based activities plus performances. The local community also enjoys the school's facilities with clubs and sporting groups holding training sessions before and after school. Team Kids operate Out of Hours School Care from the school Stadium.

Our school vision of 'BE YOUR BEST' was identified and has become an important guide in every aspect of school life at Woodlands. Over the period from our last review this vision has developed into a belief, attitude, philosophy and way of thinking which encompasses everything that we do and at every level.

Our school provides a welcoming, friendly and caring learning environment where individuals are encouraged to live by the values reflected in our school house names; Loyalty, Friendship, Endeavour and Perseverance. We are committed to working with the broader school community to provide a supportive and innovative learning environment where students' individual needs, skills and talents are catered for. Our aim is for our students to leave Woodlands as responsible, confident and caring students who have high self-esteem, self-discipline and respect for others and to be well-informed members of their community.

Woodlands actively encourages a partnership with parents. Parent involvement in the school is welcomed and includes an active Parent and Friends Group and many opportunities for parent involvement in the classroom programs. The school is an active member of the Central Peninsula Network and has close relationships with other Langwarrin schools, forming the Langwarrin Wellbeing Network with a focus on Positive Education. The local secondary school is Elisabeth Murdoch College and the school works closely with the college to support the transition of students into this and other secondary schools.

Woodlands boasts functional, well maintained, attractive and well-equipped buildings that blend into the bush land setting. Many of the 38 classrooms can operate as open double rooms to enable staff to team-teach. All classrooms have interactive white boards or televisions, the middle & senior school incorporates a 1-1 laptop program and our junior school utilise iPads for small group use. Specialist facilities include a large Resource Centre that incorporates a computer lab, library and teacher resources; a Performing Arts Hall incorporating music, media, and art rooms; a Stadium with a basketball court, change rooms, kitchen and STEM room; two synthetic sports fields and two outdoor basketball courts; a learning centre, conference room, staff and administrative facilities.

Framework for Improving Student Outcomes (FISO)

In 2021 Woodlands PS adopted the Department of education and Training Priority Goals and Key Improvement Strategies:

Learning Catch Up and Extension Priority:

Learning catch up and extension was a priority in 2021. Some students thrived during the 2020 online learning environment, whilst other students returned to school needing extra support. Our school implemented the Tutor Learning Initiative, the Victorian High Ability Program (VHAP), intervention programs, disability inclusion planning, Professional Learning Communities and a strong focus on evidence based best teaching practice to achieve the most effective teaching and learning for all students. Our Professional Learning Communities used data effectively to focus on a number of student groups, including students who needed added support and those who needed extension. Teachers collaborated to ensure best practice teaching was evident to assist with learning growth of all students.

Happy, Active and Healthy Kids Priority:

Student wellbeing and connection remained a priority throughout 2021. The balance between student wellbeing and academic development was a key focus throughout remote learning. Protocols and procedures were established to ensure students remained connected with their teachers and absences were followed up regularly. This was achieved through clear communication with families following unexplained absences, the identification of students with critically high level of absences and regular contact with DET regarding chronic absences and students at risk. This school wide commitment resulted in lower student absence in 2021.

The THRIVE Positive Education model continued in 2021 and became a key component of 'Wellbeing Wednesday' during remote learning and an important part of the curriculum as our students returned to onsite learning. This was complimented by a whole school professional learning day run by Berry Street and staff and parent sessions by The Resilience Project.

Connected Schools Priority:

Updating and expanding on school facilities was identified as a key priority in 2021. In an effort to modernise and expand our current facility and build pride amongst our school community, plans were put in place to expand and modernise our Administration Block as well as carpeting and repainting all classrooms in the main building. All the lead up and preparation for these works has been completed and it is anticipated that we will go to tender early in 2022. Other major facility improvements in 2021 include additional safety measures installed in our Shelter In Place (bushfire) building and the replacement of the amphitheatre that surrounds the basketball courts. This is the first task in modernising this area with plans to update the rings and backboards as well as resurfacing the courts over the next couple of years.

Another key priority for the school in 2021 was to harness the gains made during online learning and enhance ICT provisions across the school. A significant investment was made to provide each Foundation - Year 2 class with a 1:4 iPad ratio and all classes from Year 3 - Year 6 with a 1:1 laptop ratio to support and enhance student learning. To maximise the use of these additional devices, staff completed two Google Education learning sessions and teams have begun to strategically plan for and incorporate ICT into their programs.

Achievement

2021 again included extended periods of lockdown which meant students were taught both onsite and online. Online students were taught via Webex in small groups, offering explicit teaching sessions with work focussing on mathematics, reading, writing and wellbeing. Similarly, when on site learning was focussed on wellbeing (THRIVE program), English and mathematics. Explicit teaching remained a priority as did the structure of our lessons. Our teachers were highly collaborative, ensuring students received consistency in teaching and learning. Overall, students continued to engage well despite the disrupted learning climate.

As a result of our clear structures in place, our teachers were able to deliver the curriculum according to our scope and

sequence and students continued to learn new concepts. End of year testing was completed and our norm referenced results show that in both mathematics and reading, our median was higher across all year levels assessed. Our teacher judgement showed that 86.6% (English) and 90.2% (maths) of students were at or above expected level and students in the top 3 bands for NAPLAN was higher than similar schools' average in reading and numeracy for years 3 & 5. These were all highlights for our school, showing that our students have continued to improve in the onsite and online learning environments.

Where learning was the goal (one student not assessed), every student funded under the PSD made learning growth in at least one area in 2020. All PSD students were prioritised for additional support in some way, varying between: attendance on site; scheduling time with integration; additional time with class teacher. Work was personalised for ability level.

Engagement

Woodlands Primary School students are engaged and connected to their school and we are proud of the programs and structures that support our student community. Despite the continued challenges in 2021 Woodlands continued to develop students who are self-motivated and confident learners and able to live up to the school vision 'Be Your Best'.

Student absence continues to be a focus for Woodlands. This year the school focused on the KIS related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing, intentional and continues, being led by a learning specialist overseeing Student Engagement. A range of Wellbeing opportunities continued during remote learning for students to engage in; this included Wellbeing Wednesdays, Social Catch Ups and our weekly Woodlands TV program. On the return to onsite learning, a range of opportunities for student voice and agency continued to be developed through our Student Representative Council, Senior School Leadership and Play Leader programs.

In 2021 the school had a continued focus on improving the school wide average student absence total to come down to 14 per student as indicated in the AIP. This target was exceeded dropping to 11.3. This was in part due to the remote learning environment and the inability to take holidays outside the local area for extended periods. The average attendance rate across the school was 94%, decreasing from 95% in 2020.

Woodlands Primary School continued to work with families to ensure students were learning during onsite and remote learning. The school continued to develop protocols and expectations for school staff to follow up absences. This included messages sent daily from the office if a child was absent, follow up phone calls from the teacher and if required contact made by the principal class. Parents were also encouraged to contact the school if there were any issues that were present to prevent their child from attending school. The school Wellbeing team worked closely to support chronic absences and return to school processes for any students having difficulty making the adjustment back to onsite learning. Our attendance during remote learning was similar to the attendance while onsite.

Wellbeing

Woodlands continues to offer multiple wellbeing programs to support students to be connected and engaged. Our wellbeing program and procedures continue to be overseen by a qualified psychologist. We seek to utilise evidence based programs, interventions and supports, and monitor progress to ensure that what is in place is having the desired impact.

We continue to focus on developing and maintaining positive student/teacher/family relationships is backed up by the THRIVE positive education program that takes a proactive approach towards student mental health and wellbeing. The introduction in 2021 of THRIVE diaries for every student has been positive, and has kept THRIVE front of mind for everyone as these are utilised several times throughout the day.

A significant investment has been made into staff professional development as we undertake training in the Berry Street Education Model – a trauma informed approach to supporting student wellbeing. This training will be ongoing in the coming year. Professional development and parent information sessions were also accessed online through the Resilience Project, with covid disrupting (ultimately resulting in the required cancellation) of the student presentation.

During rounds of remote learning, Woodlands continued to view student wellbeing as the highest priority and put significant wellbeing supports in place, ensuring a high level of student engagement throughout lockdown. While the goal of improving student attendance was not able to be measured as initially intended, the high level of engagement during remote learning translated to an improvement in student attendance.

Wellbeing Wednesday during remote learning continued to be a great success and provided a highly valued circuit breaker for students and staff, while highly promoting engagement with school whilst at home. All activities were based on evidence for promoting positive mental health, mindfulness, resilience and engagement. Wellbeing staff were available and responsive to parent phone calls and providing additional support as needs were identified. Students at risk were identified early, and attendance on site arranged – with flexibility to include families identified with increased need as the year progressed.

The addition of Tier 2 Disability Inclusion funding in Term 3 has been an exciting opportunity to expand programs and supports for students. We were able to create a position for a part time Inclusive Education Leader who started in the role in term 4. A position for a .4 psychologist was created and filled, commencing in term 4 enabling access to psychological assessment and planning of group interventions for the new year. Woodlands, along with the Langwarrin schools network have employed an Inclusive Education Network Leader and Speech Pathologist to also expand the assessment and supports that can be offered. These staff commenced in Term 4, setting up programs and support for the new year.

Finance performance and position

Woodlands Primary School has maintained its very sound financial position throughout 2021 with the school operating within the 2021 Programme Budget ratified by school council.

The 2021 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and the educational outcomes of all students.

The schools surplus shown on the 2021 Commitment Summary contains funds from parents paid in 2020/2021 due to Camps/Excursions/Incursions being cancelled due to COVID-19 and lockdowns, plus funds saved over the past years for the VSBA approved school funded capital works program for the much needed staff toilet and Administration area upgrade. This area was originally built for a school of less than 500 and the school now has 909 students and the extra staff to cater for the increased student / class numbers due to the increased funding in Tutor Learning Program and the Disability Tier 2 funding.

In 2020 Woodlands entered into a 5 year agreement with Team Kids to run Out of Hours School Care out of the school Stadium. This is not only a much needed service for the community but it creates a significant revenue stream for the school.

For more detailed information regarding our school please visit our website at <https://woodlandsps.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 914 students were enrolled at this school in 2021, 468 female and 446 male.

1 percent of students had English as an additional language and 1 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).

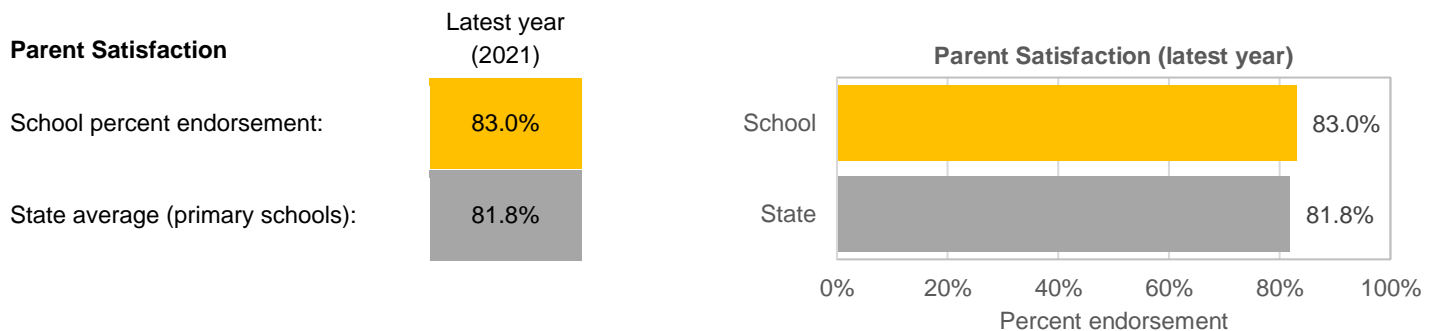
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

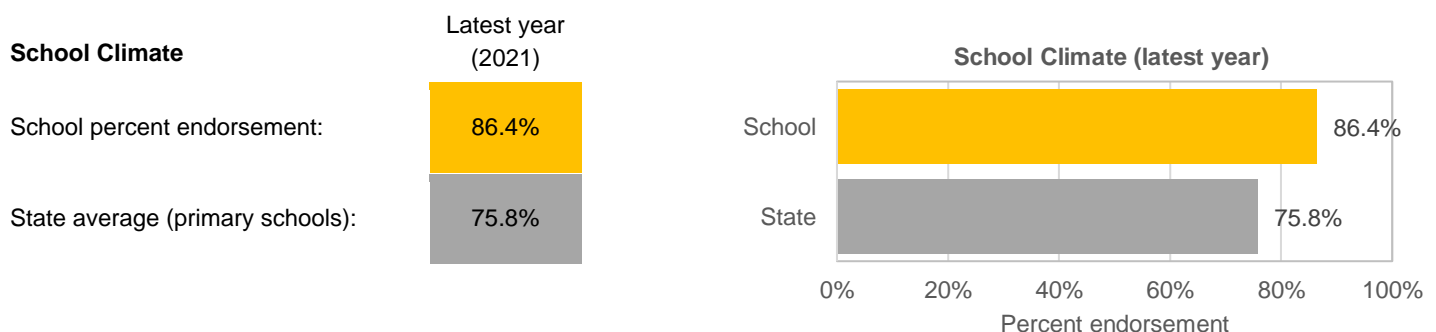


School Staff Survey

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:

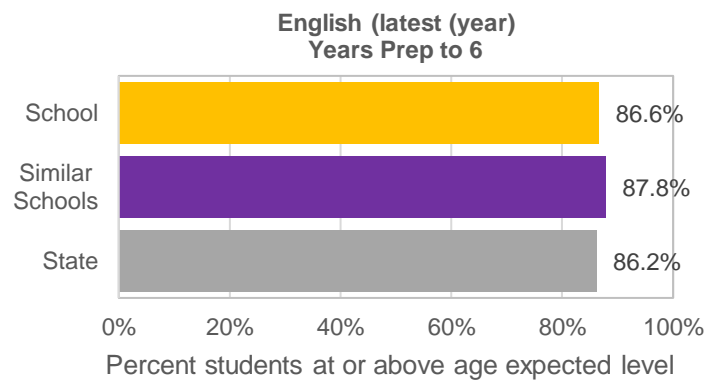
86.6%

Similar Schools average:

87.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

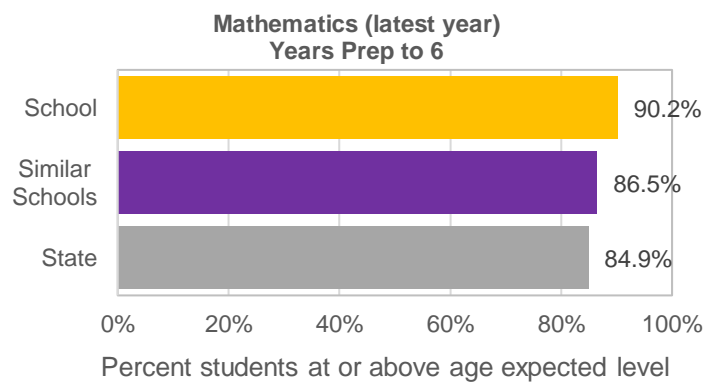
90.2%

Similar Schools average:

86.5%

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.

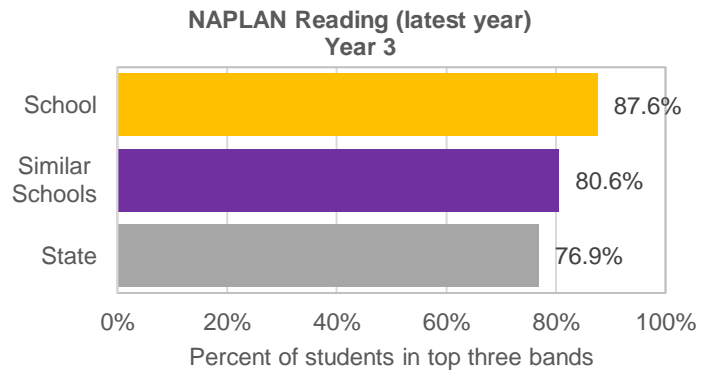
NAPLAN

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.

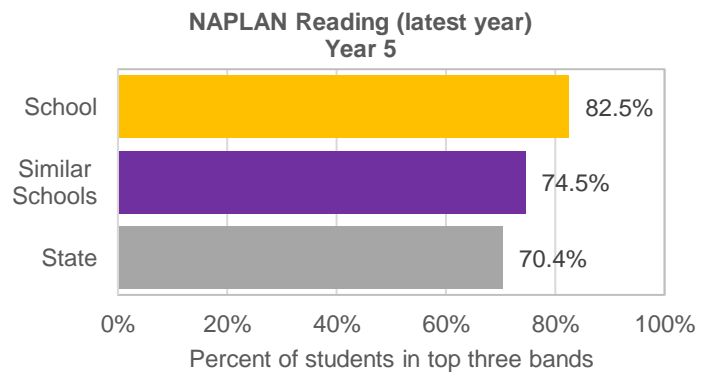
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.6%	87.6%
Similar Schools average:	80.6%	80.4%
State average:	76.9%	76.5%



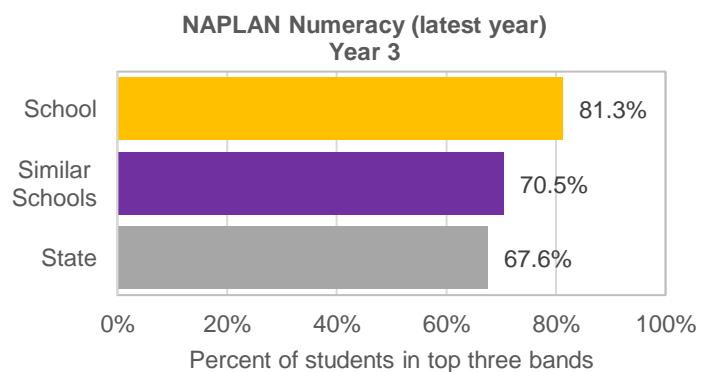
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.5%	79.8%
Similar Schools average:	74.5%	71.7%
State average:	70.4%	67.7%



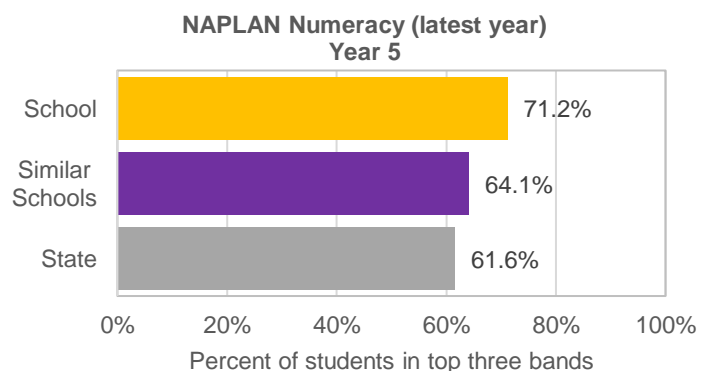
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.3%	84.4%
Similar Schools average:	70.5%	73.3%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.2%	72.2%
Similar Schools average:	64.1%	63.1%
State average:	61.6%	60.0%



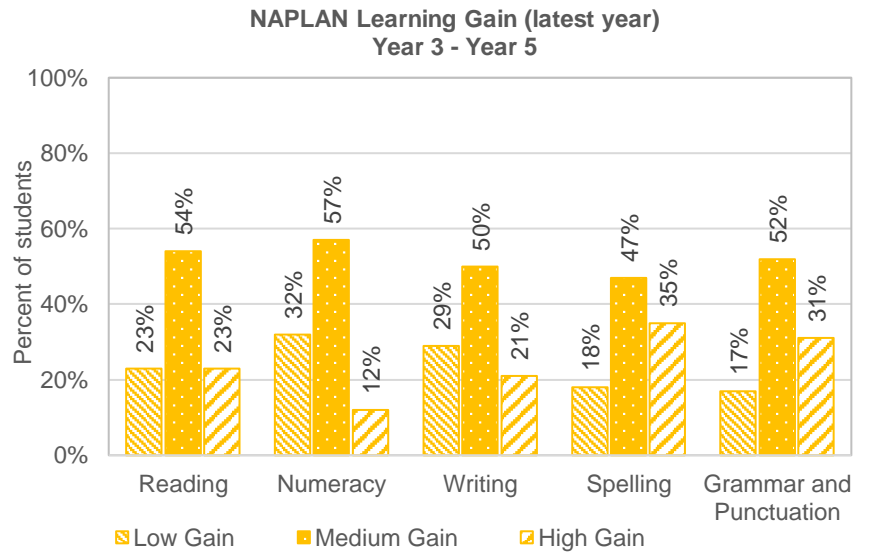
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	54%	23%	24%
Numeracy:	32%	57%	12%	20%
Writing:	29%	50%	21%	21%
Spelling:	18%	47%	35%	22%
Grammar and Punctuation:	17%	52%	31%	20%



ENGAGEMENT

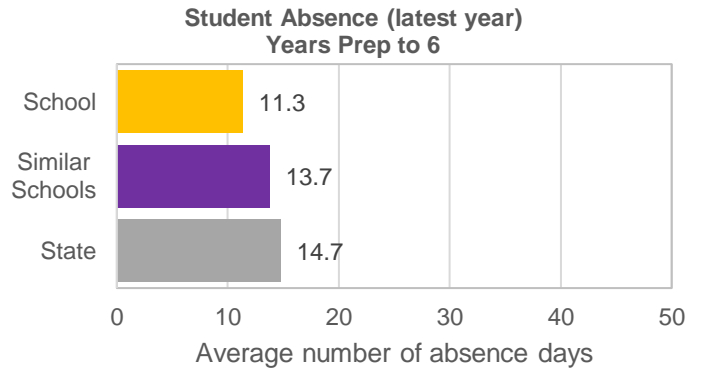
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.3	13.4
Similar Schools average:	13.7	13.9
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):	96%	94%	94%	95%	93%	94%	94%

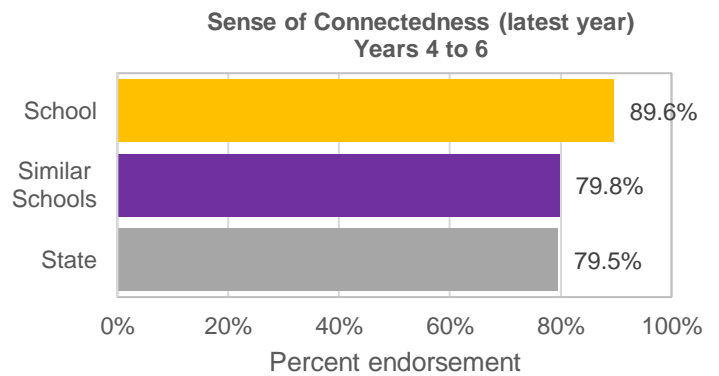
WELLBEING

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:	89.6%	89.7%
Similar Schools average:	79.8%	81.7%
State average:	79.5%	80.4%

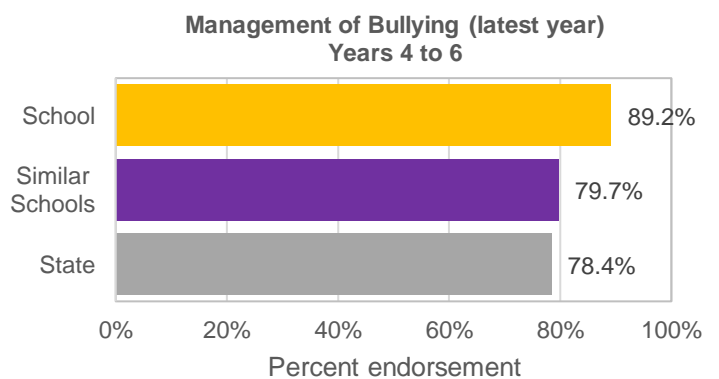


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	89.2%	88.8%
Similar Schools average:	79.7%	81.8%
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	\$7,095,697
Government Provided DET Grants	\$1,022,775
Government Grants Commonwealth	\$1,393
Government Grants State	\$0
Revenue Other	\$32,360
Locally Raised Funds	\$560,374
Capital Grants	\$0
Total Operating Revenue	\$8,712,599

Equity ¹	Actual
Equity (Social Disadvantage)	\$58,274
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$58,274

Expenditure	Actual
Student Resource Package ²	\$6,940,620
Adjustments	\$0
Books & Publications	\$3,807
Camps/Excursions/Activities	\$112,972
Communication Costs	\$9,642
Consumables	\$198,072
Miscellaneous Expense ³	\$45,269
Professional Development	\$64,225
Equipment/Maintenance/Hire	\$55,714
Property Services	\$55,402
Salaries & Allowances ⁴	\$0
Support Services	\$297,557
Trading & Fundraising	\$23,564
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$57,013
Total Operating Expenditure	\$7,863,856
Net Operating Surplus/-Deficit	\$848,743
Asset Acquisitions	\$41,442

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$1,552,334
Official Account	\$66,516
Other Accounts	\$0
Total Funds Available	\$1,618,850

Financial Commitments	Actual
Operating Reserve	\$147,756
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$2,914
School Based Programs	\$355,432
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$125,460
Capital - Buildings/Grounds < 12 months	\$780,000
Maintenance - Buildings/Grounds < 12 months	\$120,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,531,562

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.