

2021 Annual Report to The School Community



School Name: Creswick Primary School (0122)



- 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 29 April 2022 at 03:19 PM by Melanie Stewart (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 29 April 2022 at 09:42 PM by Tahlia Horsburgh (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

Creswick Primary School is located 18km North of Ballarat in the Hepburn Shire.

Creswick Primary School's vision is to create a respectful and welcoming environment where parents, teachers and community members nurture students to achieve their best on an academic, social and emotional level.

Creswick Primary School's mission is to provide an excellent education in a vibrant, safe and caring environment that challenges all students to achieve their personal best.

Creswick Primary School's objective is to ensure the staff, students, parents and wider community, work cooperatively to form strong partnerships in order to build a culture of lifelong learning for all students.

Creswick Primary School's values are Respect, Resilience, Safety and Personal Best

- Respect – Treating people and property with consideration and manners
- Safety – Moving and playing carefully in the school and community
- Resilience – Able to persevere with challenges and disappointments
- Personal Best –Applying ourselves fully in all tasks and situations

Creswick Primary School is committed to gaining continuous learning for all students. The school strives to:

- Assist each child to achieve high standards in literacy and numeracy
- Explicitly teach our values and social competency skills through our School Wide Positive Behavior Framework
- Make links too and strengthen our local community
- Find and develop individual strengths and areas of passion for each child.

Classrooms are well equipped with sufficient space to meet all educational needs. Specialist classrooms include an Art Craft room, Multi-Purpose Building and a Library. The Gallery and our Multi-Purpose Building are utilised for a wide range of activities, including play based social learning, Friday afternoon assemblies and breakfast club twice a week. Play grounds are extensive and feature a broad range of equipment that is regularly checked by our maintenance person, annually by playground auditors and our OHS committee members. We also have facilities that cater to a Before and After school care program.

Our classroom programs are complimented by many extra-curricular activities. These activities enhance the community engagement in learning and support the development of individual student interests. Some of these activities include: Sporting Schools, Year 5/6 Extension activities, Leadership Training, Year 3-6 camps, multi-aged Families groups, Lunchtime Legends, Fitness is Fun, excursions, incursions and a variety of sporting pursuits. Due to COVID-19 in 2021 many of these extra curricular activities were limited.

There is a strong partnership between the school and the wider community and a high level of parent participation.

When permitted and COVID restrictions are not in place, parents support the school program in many roles including classroom helpers, volunteers at breakfast club, volunteers in the canteen, fundraising and as members of the Parents Association and School Council. Due to the 2021 pandemic, parent in school participation was limited due to restrictions, although parent partnerships were strengthened during remote and flexible learning

The community is fortunate in having for its use, extensive and varied recreational facilities, a number of active service clubs and organisations catering for children's recreational needs. Being the largest Primary School in a small town we believe that we have a responsibility to actively promote and engage with our community.

Students are encouraged to participate in community events, sporting teams in the town and other engagement activities.

Community partnerships are maintained with the Lawn Bowling Club, RSL, Creswick Railway Workshops, Pavilion Arts Group, Creswick Library, Community Bank, Creswick Fire Brigade, Police, Ballarat Community Health, CAFS, Hepburn Health, School Focused Youth Service, Hepburn Shire and Hepburn Engaging Youth.

Creswick Primary School has quality facilities that provide a modern, safe and stimulating learning environment for the enrolment of 174 students. Our Junior Unit consists of 3 grades (Prep, 2 x Year One/Two). Our Senior Unit consists of 5 grades (3 x Year three/four and 2 x Year five/six)

There is also an on-site Before and After School Care Program that families can access. The workforce composition contains a total of 13.7 EFT staff. This includes 1 Principal Class, 1 Leading Teacher, 11 teachers and 4 Education Support Staff who work in a part time capacity and 1 ES staff Business Manager who holds a full time role.

Framework for Improving Student Outcomes (FISO)

Due to the disruption caused by COVID over 2020, the Department of Education prioritised one core goal for all schools with three Key Improvement Strategy Areas.

KEY IMPROVEMENT STRATEGY ONE LEARNING CATCH UP AND EXTENSION

To support this KIS our two Learning Specialists continued to develop and embed the PLC (Professional Learning Community) inquiry cycle across the whole school. Due to the year being interrupted with many lock downs and pivots in and out of remote learning we were able to start but not complete inquiry cycles. Our Learning Specialists also supported and led professional learning in developing and completing a Creswick Primary School Instructional Model which will be embedded and used in classrooms in 2022. It will become a live and working document that students understand and will become a focus point in peer observations.

A full-time whole school tutor was employed through the Department Initiative (TLI) to support students whose learning had been disrupted through remote and flexible learning in 2020. Tutoring was delivered through a hybrid approach – small group work for Junior unit and classroom teacher release for Senior Unit so the classroom teacher could take small focus intervention groups.

We also completed some work on the HISAP PROGRAM identifying year 4 and 5 students who had scored in the top two bands on NAPLAN for reading. Teachers worked with regional support staff to identify student needs through data analysis to develop a focused action plan to work with these students. Unfortunately, due to the pandemic this work was extremely interrupted.

KEY IMPROVEMENT STRATEGY TWO HAPPY, ACTIVE AND HEALTHY KIDS PRIORITY.

To support this Key Improvement Strategy, we continued to embed and work on our School Wide Positive Behaviour Framework. We revisited and refined practices with the goal of embedding consistent practice and teacher confidence. Despite disruptions to school our SWPB team met regularly and continued to develop and work on our action plan. We introduced the PULSE dashboard through Compass which will support us with behaviour data analysis in 2022 when we work with the regional School Wide Positive Behaviour Coach.

Staff completed Professional Development Training in The Department Respectful Relationships program and in 2022 we will develop and implement a whole school scope and sequence program.

Student attendance continued to be monitored closely and support put in place when needed for students and families.

KEY IMPROVEMENT STRATEGY THREE CONNECTED KIDS PRIORITY

Actions taken to support this priority were continuing to embed SEESAW through a whole school wide approach as a communication platform for learning. SEESAW was used a learning tool in the classroom when students were onsite learning and as our main learning platform during remote and flexible periods of learning. Our school website was rebuilt and is now a user friendly and informative site for our community. Due to the disruption of COVID the other actions regarding our Marrung Action Plan and Junior School Council were not able to be achieved.

Achievement

Once again student learning in 2021 was challenging and disrupted due to the COVID-19 pandemic. Staff, students and families continued to pivot in and out of remote and flexible learning over the course of the year. As in 2020 our main focus in 2021 for students and their families was:

- keeping students and their families connected to school, their teachers and their learning
- supporting families through resourcing where and when needed
- having clear, consistent and regular communication to keep parents informed

Once again, the majority of our students and families coped well with Remote and Flexible Learning, with some finding it easier to navigate as having been through it before. As a school we continued to be patient, flexible, realistic and

honest and students were set tasks that they could complete at their own pace. Regular and timely feedback kept the students engaged and teachers took feedback from students on what activities they enjoyed and used this for future planning. Teachers conducted webex lessons so students could connect with each other and also attend sessions if they required support with a task. We were aware of the emotional impact on families and set regular wellbeing tasks. We did see a rise in the number of students attending for onsite learning.

When returning to school in Term Four students transitioned back to being onsite in an extremely positive way. Students had once again developed independence and our junior (Prep - 2) students who engaged returned with more confidence. Their learning benefited from the one on one home learning. Those who didn't engage with Remote Learning returned further behind than where they were at, at the beginning of the year. These students were immediately identified and interventions were started.

Student achievement data shows that:

In English teacher judgment student achievement we have a higher average percentage of students at or above level than similar schools and are below the state average. (Creswick 81.3%/Similar schools 80.5%/State 86.2%)

In Mathematics we have higher average percentage of students at or above expected level than similar schools and are a little below the state average. (Creswick 82.9%/Similar schools 79.3%/State 84.9%)

NAPLAN DATA

Year 3 NAPLAN data for 2021 shows that our percentage of students in the top three bands for reading and numeracy are above similar school and state average. Year 5 NAPLAN data results show Year 5 reading data is below similar schools and state averages. Year 5 Numeracy results are above similar school average and below state average. NAPLAN learning gain data (year 3 to year 5) shows mixed results and this can be attributed to the disruption of student learning and consistency due to COVID. Our high gain growth in numeracy, writing and grammar and punctuation was higher or equal to similar schools. High learning gain in reading and spelling was below similar schools.

Engagement

Attendance data for 2021 showed that we had a lower percentage of average number of days absence at 14.1 compared to similar schools 17.6 and the state average 14.7. This is also lower than our four-year average of 14.8, Similar schools 4 year average of 16.7 and state 4 year average of 15.

At Creswick Primary School our main focus during Remote Learning was:

- keeping students and their families connected to school, their teachers and their learning
- supporting families through resourcing where and when needed
- Having clear, consistent and regular communication to keep parents informed

We ensured that communication was timely and that all resources were put in place in supporting family and student engagement. The majority of our students were engaged during remote learning, due to the programs and strategies that were put in place which supported them in building their resilience, persistence and independence.

To support student engagement back to onsite learning we prioritised giving students the time and place to reconnect with each other. We closely monitored attendance and re-engagement of students and families and sought support from services when required. We were mindful of establishing a balance of allowing students to connect with peers, staff and their environment, easing them back into onsite learning and conducting some assessments to gauge learning during remote time. We also focused on continued regular communication with parents as some were feeling anxious around students returning to school and how their child would cope.

Creswick Primary School continues to work with families to ensure students are at school and learning during onsite instruction. The school continues to send SMS messages to parents, requesting them to notify the school of any absences and make phone calls after extended periods of absences. We are also working with our families in using Compass to record their child's absence and the reason. The school utilises our school chaplain, external services and works closely with the re-engagement officers at DET to support chronic absences and return to school processes. We did find it challenging at times to follow up/ and promote attendance during this time of pandemic when we are also encouraging parents to keep their children home if unwell and also ringing parents to come and collect their children if they present with symptoms.

Wellbeing

Health and Well-being of students, their families and our staff was once again the number one priority of 2021.

Supports and strategies that were put in place were:

- We identified Students at risk that needed support – compiled this list with staff, well-being co-ordinator and school chaplain
- School chaplain identified students she would contact weekly via phone and also set tasks for on Seesaw based on growth mind set, positive self talk, gratitude etc.
- Classroom teachers, leading teacher of wellbeing and principal maintained regular contact with students and families via Webex, email, phone and Compass communication.
- Arranged for ICT equipment and access to be organised for families in need
- Student well-being was and continues to be a key item on all meeting agendas
- Clear, consistent, regular and supportive communication with families and students with an emphasis on support for students and families and for them to do what works for them in their unique situations in relation to learning.
- Breakfast club items provided to families and hampers provided to families
- Staff well-being was a main focus and priority in all meeting agendas. Processes were put in place to support and promote connection and well-being – staff get together online, weekly team and unit planning to support each other, activities to gauge well-being and share ideas, fun trivia at meetings. Staff were also supported by clear and concise communication, guidelines and expectations, ensuring they were receiving timely information relived stress of not knowing what was going on.

Student well-being will continue to be a focus at Creswick Primary School where we will continue to create a safe and inclusive learning environment for all of our students. We will continue to build upon the learnings from 2021 to continue to encourage connection with our families and students' connections with their community.

The Attitude to School Survey Data showed:

Students sense of connectedness was 78.6 % which was higher than similar schools and slightly lower than the state average.

Management of Bullying was slightly higher than similar schools at 77.1% and slightly lower than the state average (78.4%)

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results with a percentage of 82.5% higher than the state average.

Staff satisfaction positive endorsement of school climate was positive at 83.1% higher than the state average of 75.8%. These results were very pleasing considering the challenging year we had again.

Finance performance and position

Creswick Primary School finished with a surplus of \$8218 although the performance report shows a deficit.

The school received equity funding in 2021 and used this to:

- Employ our school chaplain an extra day per week
- Employ casual support staff to run intervention programs and support the needs of individual students and cohorts
- Support the running of the Hands on Learning Program
- To support student well-being
- Purchase a range of teaching and learning resources

Our government grants consisted of money from Sporting Schools to purchase sporting equipment, monies paid by Universities for Teacher Supervision Placements.

Due to COVID 19 no Parent Association funds were raised

For more detailed information regarding our school please visit our website at

<https://www.creswickps.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 173 students were enrolled at this school in 2021, 76 female and 97 male.

0 percent of students had English as an additional language and 2 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).

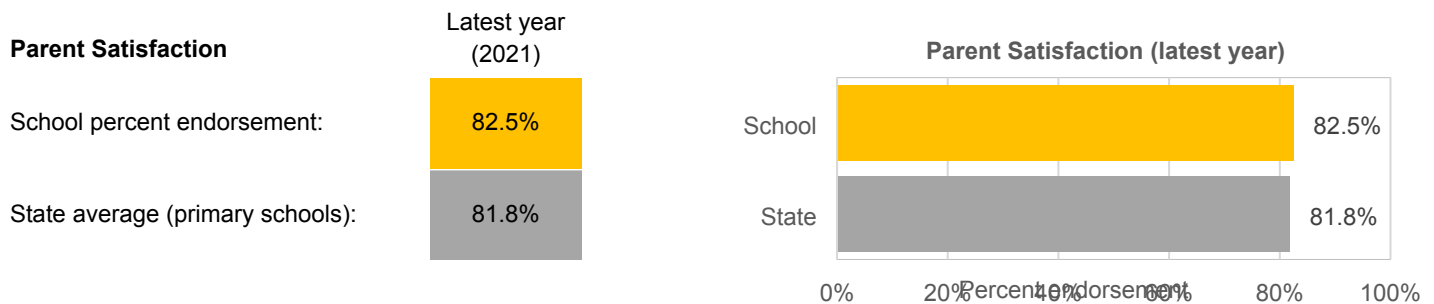
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

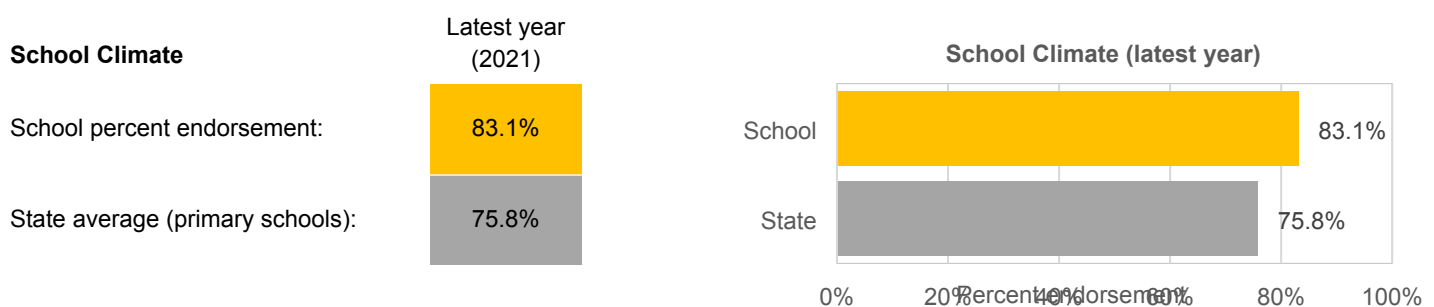


School Staff Survey

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:

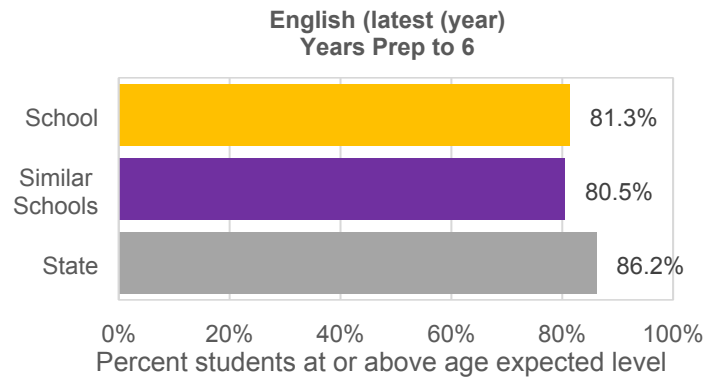
81.3%

Similar Schools average:

80.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

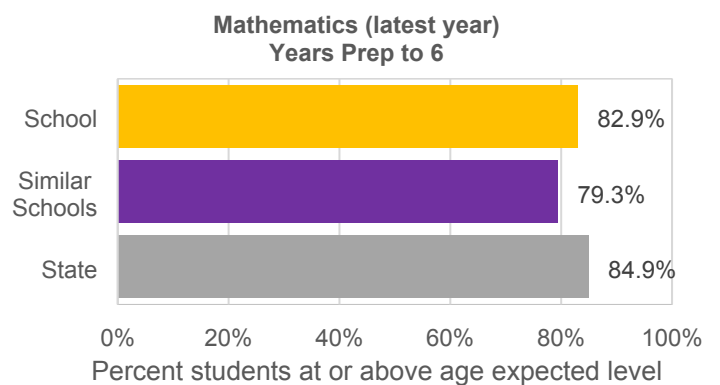
82.9%

Similar Schools average:

79.3%

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.

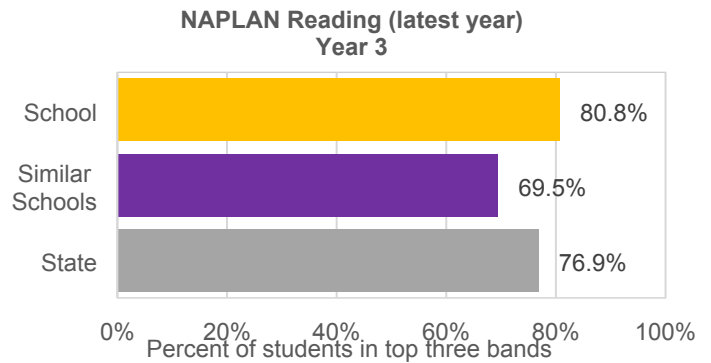
NAPLAN

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.

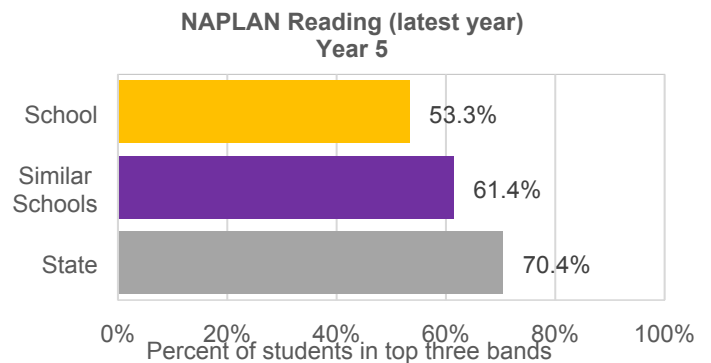
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.8%	70.4%
Similar Schools average:	69.5%	69.4%
State average:	76.9%	76.5%



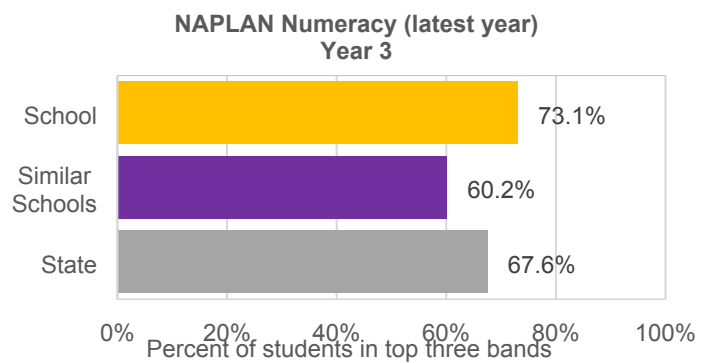
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.3%	70.0%
Similar Schools average:	61.4%	60.3%
State average:	70.4%	67.7%



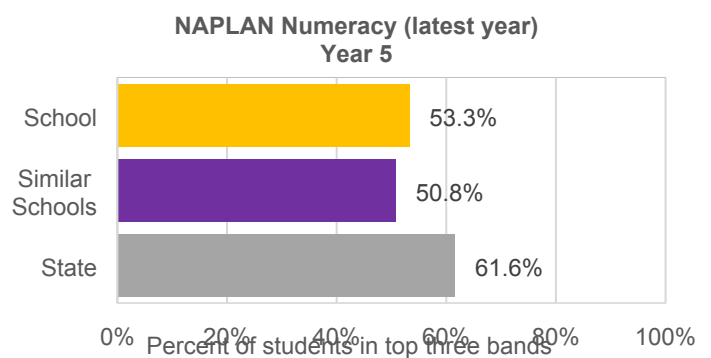
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.1%	66.7%
Similar Schools average:	60.2%	61.5%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.3%	62.9%
Similar Schools average:	50.8%	49.6%
State average:	61.6%	60.0%



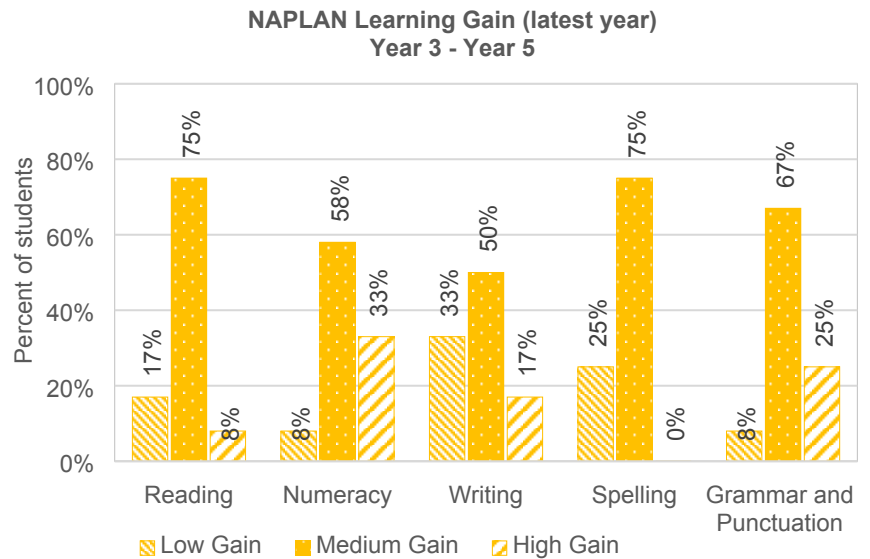
ACHIEVEMENT (continued)

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:	17%	75%	8%	18%
Numeracy:	8%	58%	33%	19%
Writing:	33%	50%	17%	17%
Spelling:	25%	75%	0%	18%
Grammar and Punctuation:	8%	67%	25%	18%



ENGAGEMENT

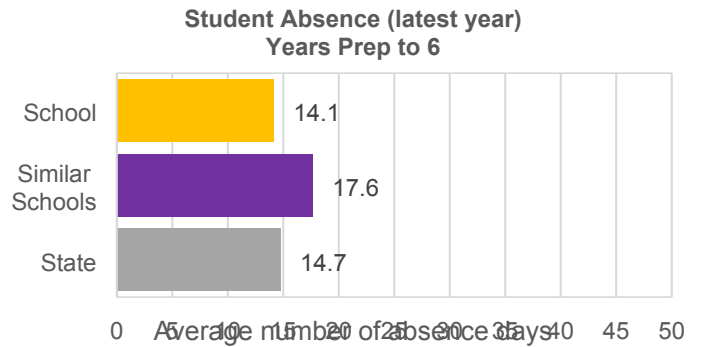
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	14.1	14.8
Similar Schools average:	17.6	16.7
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	93%	89%	94%	96%	87%	94%

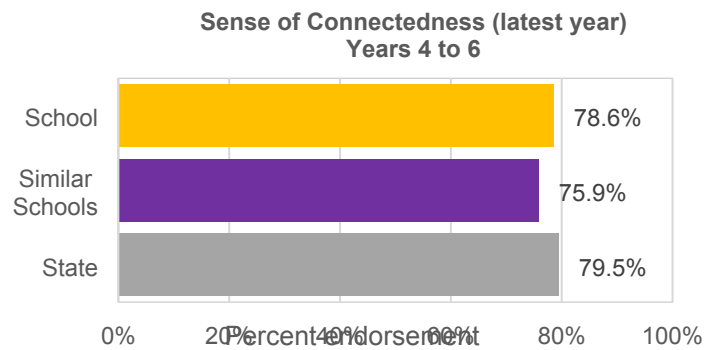
WELLBEING

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:	78.6%	72.3%
Similar Schools average:	75.9%	77.7%
State average:	79.5%	80.4%

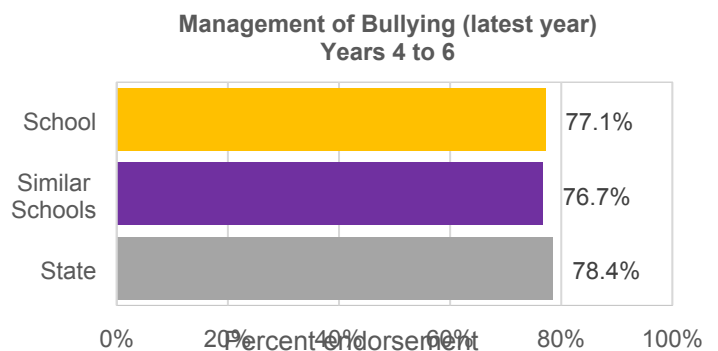


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	77.1%	68.5%
Similar Schools average:	76.7%	78.6%
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	\$1,625,362
Government Provided DET Grants	\$367,630
Government Grants Commonwealth	\$9,136
Government Grants State	\$0
Revenue Other	\$19,709
Locally Raised Funds	\$52,228
Capital Grants	\$0
Total Operating Revenue	\$2,074,065

Equity ¹	Actual
Equity (Social Disadvantage)	\$133,957
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$133,957

Expenditure	Actual
Student Resource Package ²	\$1,617,144
Adjustments	\$0
Books & Publications	\$59
Camps/Excursions/Activities	\$16,907
Communication Costs	\$13,674
Consumables	\$60,243
Miscellaneous Expense ³	\$27,983
Professional Development	\$3,396
Equipment/Maintenance/Hire	\$36,654
Property Services	\$129,993
Salaries & Allowances ⁴	\$149,387
Support Services	\$7,023
Trading & Fundraising	\$23,037
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,265
Total Operating Expenditure	\$2,108,766
Net Operating Surplus/-Deficit	(\$34,700)
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	\$31,462
Official Account	\$10,293
Other Accounts	\$0
Total Funds Available	\$41,755

Financial Commitments	Actual
Operating Reserve	\$41,755
Other Recurrent Expenditure	\$7,647
Provision Accounts	\$4,768
Funds Received in Advance	\$23,883
School Based Programs	\$9,124
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$18,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$90,368
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$195,544

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.