

# 2021 Annual Report to The School Community



**School Name: Dinjerra Primary School (5450)**



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

Attested on 29 April 2022 at 09:33 AM by Natalie Vulic (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 30 April 2022 at 03:52 PM by Vesna Frisina (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Engagement

Student attendance at school

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## About Our School

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### School context

Dinjerra Primary School is located in the City of Maribyrnong in the western suburbs of Melbourne, approximately 12 kilometres from the Melbourne Central Business District. The school was founded in 1953 when it was named Tottenham Primary School.

The school grounds, upgraded in 2019 include an administration building, a junior and middle school building, a Building Education Revolution (BER) building and a specialist and multi-purpose hall. The grounds include a quadrangle in the centre of the grounds, with shade sails, two pergolas and a vegetable garden. There is a double soccer / basketball court with an athletics track and a school oval. Two outdoor gaga pit play were installed. Enrolments for 2021 were 143 students, comprising of 61 female and 82 male students. Over the past four years, enrolments have been maintained. Due to uneven enrolment numbers at each year level, the grade structure up until the end of 2021 was P/1, 2/3, 4/5, 5/6. The Specialists classes are Art, Physical Education and Spanish for LOTE (Language Other Than English). 58% of students have English as an additional language and 3% are Aboriginal or Torres Strait Islander. The Student Family Occupation Education (SFOE) index was 0.5381 in 2021, which is categorised in the High band value. The school provides learning informed by the Victorian Curriculum. An Out Of School Hour Care is provided through Kelly Club, an external provider.

The staffing profile of Dinjerra Primary School includes a principal and assistant principal, the equivalent of 10 full time teachers across six classrooms, the equivalent of 4 full time equivalent Education Support (ES) staff, 2 office administration education support staff and 1 wellbeing education support staff member. Due to the former principal retiring at the end of 2020, there was a change in leadership, with the newly appointed principal beginning the principalship at the beginning of 2021. Over the 2021 school year, the organisational structure developed into a more distributed style of leadership, with the creation of middle leadership roles, such as Collaborative Team Leaders and an Acting Learning Specialist role. From Term 4, a substantive Learning Specialist was appointed on a three year tenure, focused on enhancing teacher capacity and building practice excellence.

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### Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) was used as a framework to identify Strategic Plan Goals and Annual Implementation Plan (AIP) Key Improvement Strategies (KIS). These were:

\*GOAL 1: 2021 Priorities Goal: Support for the 2021 Priorities

KIS 1a. Learning, Catch-Up and Extension priority

KIS 1b. Happy, Active and Healthy Kids priority

KIS 1c. Connected Schools priority

GOAL 2: Instructional Practice: all students to improve their Literacy and Numeracy outcomes

KIS 2a. Focus on Instructional Practice to ensure improvement in all literacy and numeracy outcomes

GOAL 3: Guaranteed and Viable Curriculum: to provide a coherent curriculum and assessment schedule to meet the needs of all students

KIS 3a. Develop whole school approaches to the use of data to inform targeted teaching opportunities

Develop a Guaranteed and Viable Curriculum in Place Value for Numeracy.

GOAL 4: To build leadership teams to improve student learning outcomes.

4a. Establish accountability processes to monitor school improvement

Develop leadership skills to lead Professional Learning Communities / Communities of Practice

Explore opportunities to develop a culture of professional dialogue across the school.

\*Due to the Remote and Flexible Learning periods in both 2020 and 2021, GOAL 1 was a Department of Education priority.

Dinjerra staff built upon the professional learning and practice throughout the year to collaboratively create a Reading Workshop Model, focused on high quality instructional practices. Staff began to build the school's Guaranteed and Viable Curriculum (GVC). The Reading Essential Learnings were collaboratively created, albeit, via an online format, due to Remote and Flexible Learning in Term 3. This deep thinking work is completed to a higher level when face to face, and since returning to face to face teaching and learning, staff were also impacted by the union bans in after school meetings. The strong momentum built in Semester 1 set a favourable pace, and even through the staff was restricted by lockdowns and working remotely, the product of the Reading Essential Learnings was still able to be generated.

Dinjerra was identified to receive support from the Department, in the form of DSSI (Differentiated School Support Initiative) Teaching Partners. The two DSSI Leading Teachers attended Dinjerra one day a week over the 2021 school year. The support included modelling, coaching and meeting with classroom teachers, with the aim to enhance practices in the teaching and learning of Reading. When the school transitioned to Remote and Flexible Learning, the Literacy SIT (School Improvement Team) decided to modify the DSSI support to work online with teachers to further build a Guaranteed and Viable Curriculum document, the Reading Learning Sequence. This work sits behind the Reading Essential Learnings, and unpacks the practice, with Learning Intentions, 'I Can' statements, examples of Anchor Charts, examples of student reading responses and also matching mentor texts. This has been an incredibly valuable and important body of work, as teachers have collaboratively built the Learning Sequences in the 'Beyond the Text' section of Comprehension Strategies, heavily referenced by Fountas and Pinnell and the Victorian Curriculum. High quality and rigorous discussions were initiated and observed, as teachers unpacked essential practices based on research.

In Mathematics, our teachers continued to work alongside our consultant, Chris Botheras, to build the Guaranteed and Viable Curriculum in all Number and Algebra areas and including the Essential Learnings, Learning Sequences, Common Formative Assessments, Proficiency Scales and Detailed Planners. Repeating the process over a number of units has built teacher confidence in the overall process and ensured the curriculum and assessments are of high quality, by referring to professional readings from Booker, Siemon and Van Der Walle. Building the GVC in Number and Algebra is now completed. All teachers have consistently implemented and analysed the Place Value Common Formative Assessments, which has proven to build high quality, consistent practices. Some teachers have begun to use the proficiency scales with students in terms of goal setting. Practice around using these documents will be a major focus for 2022.

In Term 4 staff unpacked and confirmed the Mathematics Lesson Structure and Writing Workshop Model using a similar process that was used when creating the Reading Workshop Model.

#### The School Review Process:

2021 was the final year of Dinjerra's 2018-21 School Strategic Plan (SSP), before heading into the School Review in October 2021. The school review was an important event, for the review panel to reflect on the last four years in relation to Dinjerra's strategic goals. The School Review Panel recommended the following key directions for the next School Strategic Plan, as Dinjerra transitions into its next phase:

- Embedding a school culture with a relentless focus on improved student learning and wellbeing outcomes
- Improving learning outcomes for all students
- Promoting student voice and agency in learning
- Ensuring a learning environment in which students can thrive and flourish.

#### Tutor Learning Initiative:

When analysing our mid-year SMART Goals for Reading Benchmark (F&P), we decided to alter the focus of the Tutor Learning Initiative from Semester 1 to Semester 2, to be in-class support for students who were less than 6 months behind benchmark. This daily intervention contributed to individual reading growth in students.

#### Intervention: LLI and Sounds Write:

Our Intervention Leader, along with two Education Support staff members completed professional learning in Sounds Write. This new learning further refined our differentiation and intervention processes and practices, and has resulted in some fantastic growth in students, who originally had not acquired their letter and sound knowledge.

Looking forward to 2022:

2021 saw staff collaboratively build high quality guaranteed and viable curriculum documents, and collectively agree on instructional practices. The focus for 2022 will see staff focus on how to transfer these documents into yearly, termly, weekly and daily practice. This will include using the common formative assessments in a consistent fashion from Prep to 6, and also using the proficiency scales to inform and track individual goal setting. Areas of Guaranteed and Viable Curriculum which will be developed in 2022 are:

Measurement and Geometry

Statistics and Probability

Writing (Essential Learnings and 'I Can' Statements)

Reading Learning Sequence in areas: Critiquing, Analysing, Inferring, Monitoring and Self Correcting

Fluency goals for Patterns and Algebra and Time will be set and tracked.

A Classroom Environment Checklist will be implemented each term.

The high quality Start Up 'Create the Environment For Learning' unit for the beginning of 2022, will ensure the first days of the year focus on setting up the students as independent learners who know their learning routines, based on HITS and Marzano's work. This will be a space where individual goals will initially be created, derived from student/teacher individual conferences, common formative assessments, Mathematics Online Interview growth points and Fountas and Pinnell Reading Benchmarks.

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## Achievement

Due to a consecutive year of Remote and Flexible Learning, a number of students experienced challenges in terms of their academic results. Prep to 6 teacher judgements in English were similar to that of similar schools, however 12% less than the state average. In Mathematics, teacher judgements were 10% below similar schools and 20% below the state average.

NAPLAN:

NAPLAN targets for Year 3 were more easily realised, than the Year 5 NAPLAN targets, in both Reading and Numeracy. To highlight some pleasing results from the NAPLAN data, there were 9% of Year 5 students identified as High Gain in Reading (from 2019-2021) and 17% of students identified as High Gain in Spelling. During the pre-review self evaluation, staff identified and reflected on various factors and disruptions to learning that contributed to these disappointing, but not surprising results.

During Remote and Flexible Learning, staff were able to implement online resources and the use of an online platform for content delivery and assessment (SeeSaw for Prep to 3, Google Classroom for 4-6).

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## Engagement

After face to face teaching and learning resumed, the staff focused on transition back to school, and kept track of the social, emotional and mental wellbeing of students. Whole school celebrations such as the Spanish Fiesta and Art Expo, and the Family Fiesta (community market night) were swiftly organised and implemented, which contributed to the students' re-connectedness to school, and their overall wellbeing. Attendance data shows Dinjerra having slightly more absence days than similar school and the state average, although the 4 year average is decreasing, which is pleasing.

Communication channels to family members have increased as the year has progressed, with Compass being used regularly to communicate, in conjunction with the school Facebook page and an extensive update to the school website. Promotional, professional photographs were taken to update the existing website, thereby promoting the school to attract prospective enrolments.

The creation of the Community Liaison Leader role has ensured our Classroom Volunteer program was implemented well, with an extensive number of family members completing the induction and (when able to be onsite) undertaking specific volunteer jobs in classrooms.

The Fundraising Committee has also seen a great turnout of helpers, with the Mother's Day raising over \$800, which is

fairly substantial, considering the size of the school. The Community Garden committee, run by family members, has also been integral in getting the new vegetable garden up and running, and will now be focusing on the front of our school, in order to make it look more appealing. Family members' participation in the above activities has substantially increased the connection to school.

The Prep to 3 collaborative teams have used SeeSaw to communicate learning with families, although there are some inconsistencies in the frequency of communication. The grade 4-6 team have used Google Classroom, with less frequency. During remote learning, teams used WebEx and Google Meet to communicate with families, which resulted in a positive turnout. Parent Teacher Interviews in both Term 1 and 2 were conducted via webEx, with interpreters also dialling into meetings as required. The community has gotten more comfortable in communicating in this fashion. During remote learning periods over Semester 1, 'Learning From Home' Grids were communicated with families via Compass and SeeSaw or Google Classroom, and families gave positive feedback on the ease of use and understanding of tasks.

SSGs (Student Support Group Meetings) have been conducted each term, either face to face or via WebEx, for PSD (Program for Students with Disabilities) students, Out of Home Care and Indigenous students, ensuring we maintain optimal contact, both informally and formally with our families.

#### Focus for 2022:

Growth Mindset will play a major feature in 2022, with the Tern 1 Unit 'Training My Brain' for all Prep to 6 students to lay the foundation skills in using a growth mindset, including unpacking: the relationship between effort and achievement, growth versus fixed mindset, positive self talk, rating our effort, the concept of yet, and mistakes are proof you are trying. A benefit of focusing on Growth Mindset with staff and students will be the development of whole school positive growth mindset dialogue and behaviours. This body of work will see all members of our community recognising themselves as learners, and understanding and applying the concepts of persistence and effort.

A more structured approach to communication via digital platforms is needed, for example detailing the content of communication (e.g. weekly learning intentions) and the frequency of communication to be consistent within collaborative teams.

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## Wellbeing

A focus on Health and Wellbeing for staff, students and families was prioritised in 2021, during the remote learning period, and also for the resumption of face to face teaching and learning. Our staff and students are to be congratulated on their resilience under difficult circumstances through a second year of uncertainty.

Staff revised the SWPB (School Wide Positive Behaviours) Matrix to include new outdoor play areas, and this was implemented with students in Term 1. A House Point system was introduced and positive behaviour and demonstration of the three school values, (Safe, Thoughtful, Learner) is now recognised and reinforced with house point tokens. Over the year, staff and students have continued to implement and follow the SWPBS Matrix, including using the House Points system.

Breakfast Club continued to run on Wednesday and Thursday mornings, after the resumption to face to face learning, and is facilitated by community volunteers. A trial period was introduced where recess and lunch times were revised, so that the recess break is the first break. Two fruit breaks were introduced. Families responded well to this trial, and so the new breaks were confirmed.

The CASEA program, facilitated by psychologists from the Royal Children's Hospital psychologists was implemented over Term 3 and 4, which saw a group of 8 students from Grade 2/3 and their parents participate in separate student/parent workshops, focusing on social skills and behaviour management strategies.

#### Considerations for 2022:

CASEA program will continue over into 2022, with the RCH conducting another round of student / parent workshops, this time face to face. Dinjerra will benefit from a one day per week visiting psychologist from RCH to support with any student cognitive assessments, counselling or mental health needs.

The staff have developed a First Days SWPBS Creating the Environment For Learning Unit, to ensure consistent practices are in place in setting up positive classrooms, with unpacking of school values and SWPB Matrix, creating classroom agreements and organisation of roles within the classroom.

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### Finance performance and position

All funds received from the Department, or raised by the school, have been expended to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies. Additional funding was received from the State/Commonwealth government. This includes 'Education State' equity funding of \$199,845. This funding was used to support our intervention and wellbeing programs. The net operating result for the year shows a surplus of \$22,295, due to the less operational expenses during remote learning. A generous benefactor once again donated \$3000 to the school, which will again be used in 2022 to provide learning experiences and Grade 6 scholarships for students from disadvantaged families.

**For more detailed information regarding our school please visit our website at**  
<https://www.dinjerra.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 143 students were enrolled at this school in 2021, 61 female and 82 male.

58 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

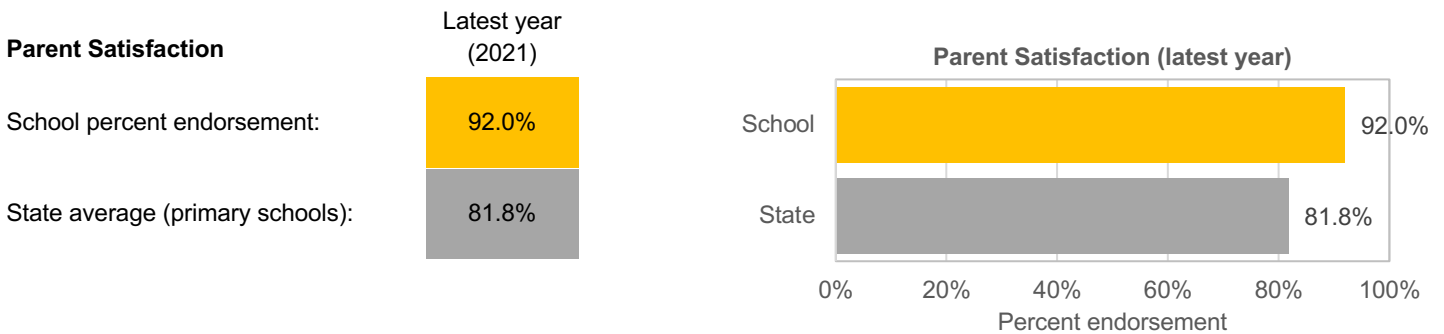
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

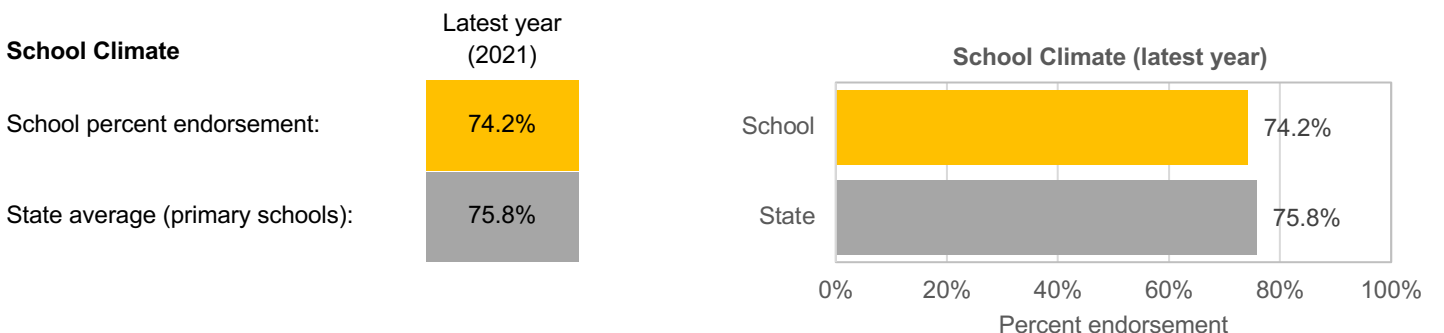


### School Staff Survey

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:

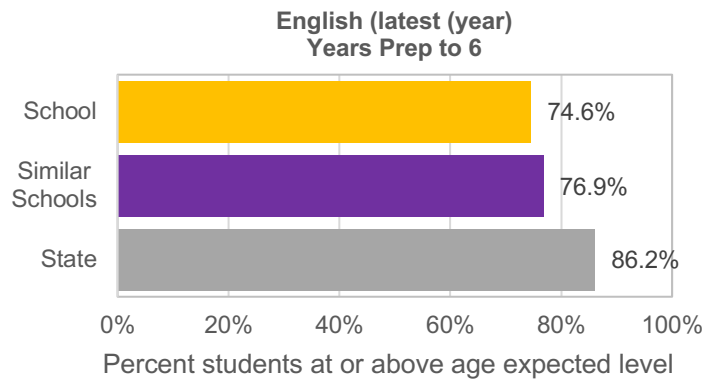
74.6%

Similar Schools average:

76.9%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

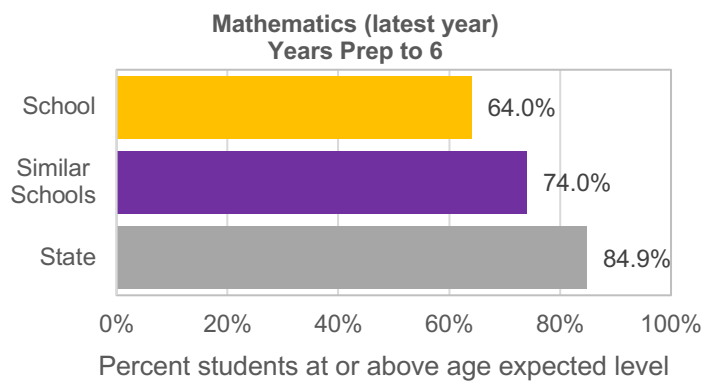
64.0%

Similar Schools average:

74.0%

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.

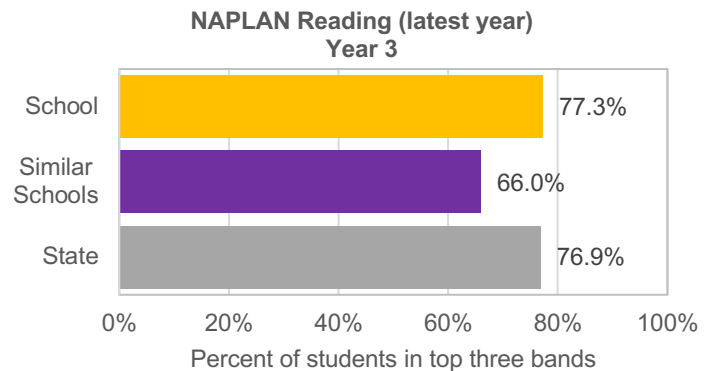
### NAPLAN

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.

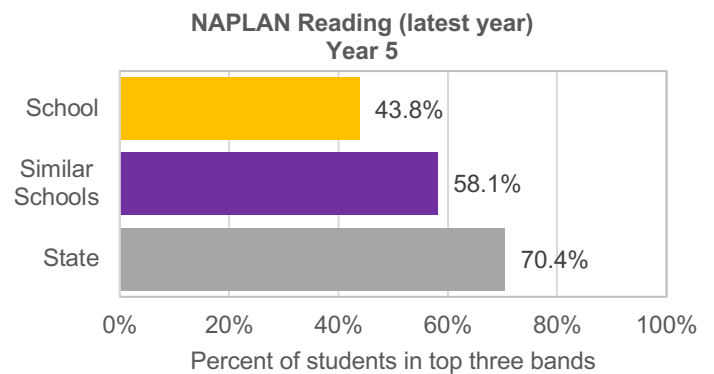
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.3%	62.5%
Similar Schools average:	66.0%	64.1%
State average:	76.9%	76.5%



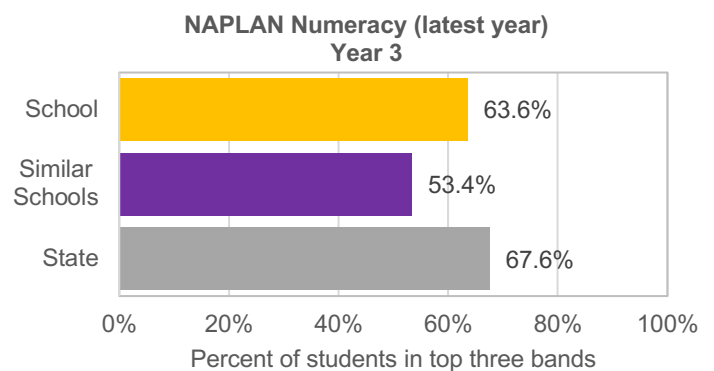
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	43.8%	44.4%
Similar Schools average:	58.1%	53.9%
State average:	70.4%	67.7%



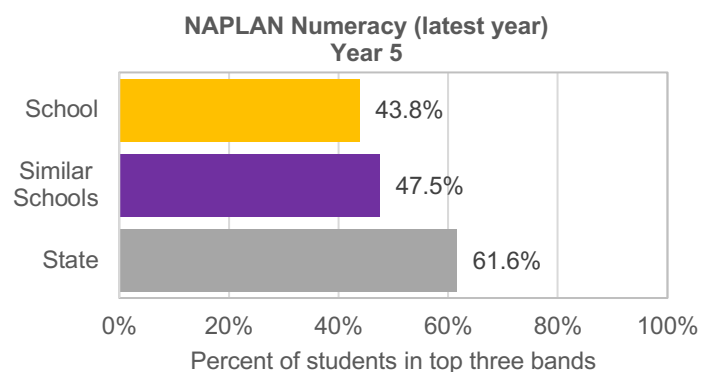
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.6%	58.2%
Similar Schools average:	53.4%	53.3%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	43.8%	33.3%
Similar Schools average:	47.5%	44.3%
State average:	61.6%	60.0%



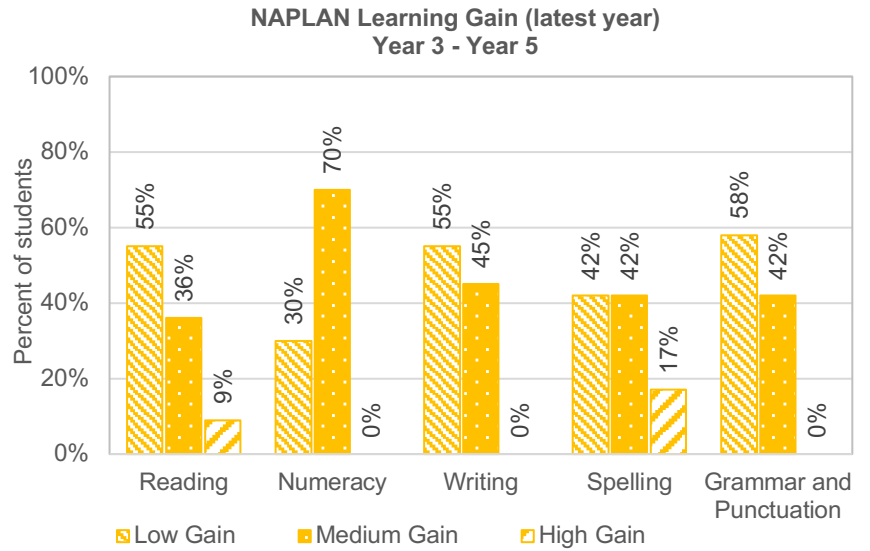
## ACHIEVEMENT (continued)

### 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:	55%	36%	9%	20%
Numeracy:	30%	70%	0%	24%
Writing:	55%	45%	0%	24%
Spelling:	42%	42%	17%	30%
Grammar and Punctuation:	58%	42%	0%	24%



## ENGAGEMENT

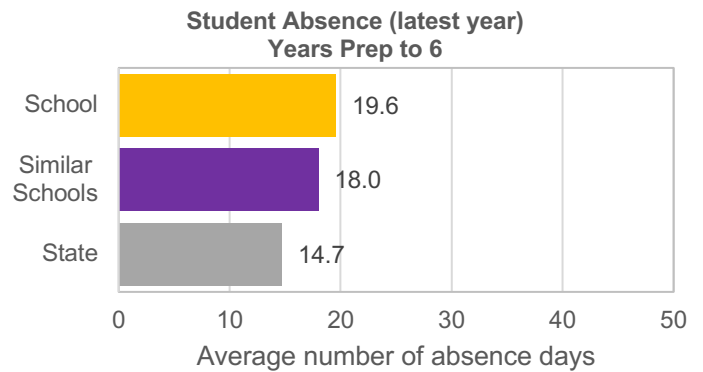
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	19.6	16.9
Similar Schools average:	18.0	18.0
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):	85%	89%	91%	93%	92%	92%	90%

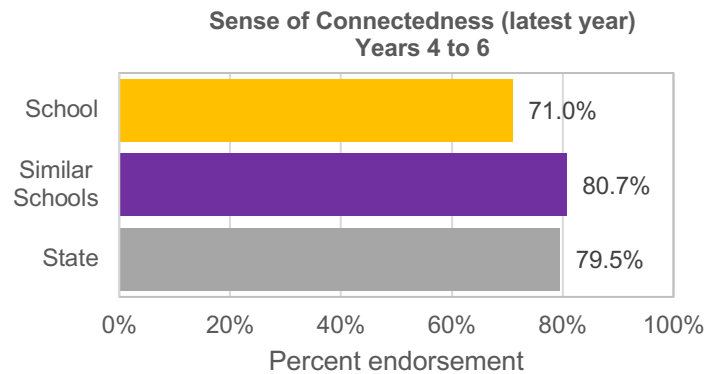
## WELLBEING

**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:	71.0%	77.8%
Similar Schools average:	80.7%	82.7%
State average:	79.5%	80.4%

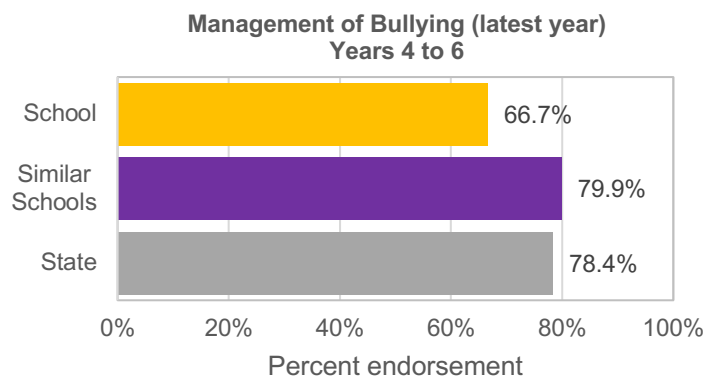


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	66.7%	72.5%
Similar Schools average:	79.9%	81.0%
State average:	78.4%	79.7%



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

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$1,706,421
Government Provided DET Grants	\$296,947
Government Grants Commonwealth	\$6,148
Government Grants State	\$7,000
Revenue Other	\$5,797
Locally Raised Funds	\$42,161
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,064,474</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$199,845
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$199,845</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$1,684,125
Adjustments	\$0
Books & Publications	\$5,506
Camps/Excursions/Activities	\$15,773
Communication Costs	\$5,675
Consumables	\$59,234
Miscellaneous Expense <sup>3</sup>	\$12,776
Professional Development	\$7,325
Equipment/Maintenance/Hire	\$29,466
Property Services	\$34,919
Salaries & Allowances <sup>4</sup>	\$1,900
Support Services	\$65,155
Trading & Fundraising	\$13,185
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,902
<b>Total Operating Expenditure</b>	<b>\$1,958,942</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$105,533</b>
<b>Asset Acquisitions</b>	<b>\$67,069</b>

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

**FINANCIAL POSITION AS AT 31 DECEMBER 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$580,030
Official Account	\$38,898
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$618,928</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$41,015
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$4,185
School Based Programs	\$158,341
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$23,768
Capital - Buildings/Grounds < 12 months	\$250,000
Maintenance - Buildings/Grounds < 12 months	\$40,497
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$517,806</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*