

# 2021 Annual Report to The School Community



**School Name: Westgrove Primary School (5365)**



- 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 25 March 2022 at 11:56 AM by Christopher Gatt (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 25 March 2022 at 02:42 PM by Karlie Miles (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

Westgrove Primary School is located in Werribee, in the western suburbs of Melbourne, Victoria. In 2021, the school had an enrolment of approximately 680 children. The staffing profile consisted of 65.46 FTE staff, which consisted of 46.6FTE teaching staff and 18.86FTE of educational support staff, with none being Aboriginal or Torres Strait Islander. It operated with 32 classes, comprising of eight Foundation/Year 1 classes, five Year 2, Year 3 and Year 4 classes, and nine Year 5/6 classes. Each band had an allocated leading teacher as their Instructional Leader or Learning Specialist. Specialist programs include PE, Visual Art, Performing Arts, Italian and STEM.

In 2021, the Student Family Occupation Index (SFO) was 0.6513 and the Student Family Occupation and Education Index (SFOE) was 0.5154. There has continued to be a decrease in the number of families identified as disadvantaged, however, the social and emotional supports needed for our students has not lessened. The number of students of an English as an Additional Language and Indigenous backgrounds continued to remain steady. The school continued to work tremendously hard to support all students to have access to the education they deserve.

The school vision is: Westgrove Primary School is a safe, inclusive and supportive community that empowers students with the tools to reach their individual potential.

Westgrove Primary School's guiding values are: Respect, Honesty, Empathy, Perseverance, Inclusivity, Resilience and Collaboration. These values define our behaviour and underpin all decision making. The school is committed to ensuring that we treat one another and the environment with respect, are honest in our endeavours and interactions, persevere to achieve our goals, demonstrate empathy for all members of our community, and at all times embrace inclusive practices. We continue to strive to develop a toolbox of strategies to help us become more resilient and we are collaborative in both our learning and decision making.

The school motto "Together We Grow" underpins the core aim of working together to build a purposeful learning community. This is supported heavily by three positive behaviour pillars: Be Safe, Be Respectful and Be a Learner, as well as our work with Berry St implementing their trauma informed education model and DET's Respectful Relationships program. Additionally, the school continued to engage a consultant to work on improving school culture, resiliency and staff welfare.

In 2021, the school continued to focus on improving academic achievement and are proud of our ability to continually improve our results. Professional Learning Communities within the school focused on improving teacher knowledge and trying new practices in reading to improve student learning whilst building teacher capacity. Some significant intervention programs were also in place to support Literacy outcomes. The Intervention programs focused on stretching those students who are working above level as well as supporting those students who are working below. This was enabled by 2.8FTE teachers working to support Years 2-6 and 8 teaching assistants working to support Year Prep/1. There was a robust academic program scaffolded by appropriate technology with many extra-curricular opportunities.

Westgrove Primary School is committed to improving student attendance rates and have strategies in place for tracking and the follow up of student absence. Class Dojo points are awarded to encourage positive learning behaviours. School attendance is monitored each month with awards being given at assembly. Westgroover Awards are presented weekly for those students showing the school values in the playground.

Students in the senior school participated in a leadership program aimed at developing their leadership skills, as well as developing student voice and giving the community an opportunity to have a voice about different aspects of the school. In Year 4 we had the Better Buddies program with the Preps, in Year 5 the Community Service Program and a Leadership Summit and in Year 6 there was a variety of school leadership roles and the school leaders attended the GRIP Leadership program.

The school grounds have three designated play equipment areas, a synthetic sports area which encompasses an oval, soccer pitch, softball diamond and running track. It has an Indigenous garden, which includes a meeting place and a culturally significant sculpture. The school has a gymnasium, well-resourced library, daily canteen and well furnished classroom buildings with a designated professional learning and planning building for staff. Westgrove Primary School is in a joint use agreement with Paul Sadler Swimland for the pool on school grounds. The students regularly access swimming programs as do several local schools who hire the facility.

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## Framework for Improving Student Outcomes (FISO)

In 2021, the school's Annual Implementation Plan (AIP) focused on the DET school priorities (learning, catch-up and extension, happy, active and healthy kids and connected schools) and the implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence and Curriculum Planning and Assessment. This included:

- embedding the practice of distributive leadership and collective responsibility.
- improving the consistency of literacy teaching practices across the school using Professional Learning Communities (PLCs) as a vehicle for adult professional learning and planning for differentiation.
- building teacher capacity to interrogate data and design teaching and learning strategies to teach at each student's point of learning.

However, some of the associated AIP actions and professional development plans were modified, paused and/or rolled out later than originally intended to suit remote and flexible learning. In 2021 the school progressed by:

- ensuring the consistency in implementation of PLC Inquiry Cycle across the school as they were led by learning specialists who were able to continue to apply and refine their learning from the PLC Initiative in 2020.
- ensuring there was a combination of professional learning, discussion, inquiry and experimentation throughout the PLC process to support teachers to progress at their own rate and for the work to continue as the school transitioned to and from remote and flexible learning.
- leaders working collaboratively with a consultant to build strong teams, a collaborative culture and collective efficacy within a team and across the school. This was evidenced in the School Staff Survey, which showed a significant increase in positive responses in the collective efficacy factor (59% in 2020 to 72% in 2021).
- narrowing the focus of the curriculum in Reading in order to improve practice and improve student outcomes. There was continued improvement in the way curriculum was delivered via WebEx throughout remote and flexible learning, with a combination of live class meetings, online resources, small group and individual meetings. Positive gains in student learning data showed clear evidence of impact, with additional evidence gathered through peer observation.
- teaching teams beginning to intentionally plan formative assessments (e.g. continuums), ensuring teachers were clear on what evidence of learning would look like to drive the future learning goals for each student.

To support the implementation of these KIS the leadership team, which consisted of the Principal team, Instructional Leaders and PLC Leaders worked collaboratively to ensure consistency in practice occurred vertically across the school.

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## Achievement

In 2021 the school continued to work on its strategic plan goal of maximising the learning and growth for each student, particularly in Reading. This was enabled through the work of the school's PLCs, where they were focused on using student data in Reading to build the capacity of teachers to meet their needs. The rigour in this work had PLCs see strong growth in their cohort reading data. The school met the following 12-month targets in 2021:

- 'decrease the percentage of students in Years 3 and 5 reading in the lower 2 NAPLAN bands to be equal or lower 2017 results and below that of the state', where 92% of student in both Year 3 and Year 5 were in the middle and top 2 NAPLAN bands.
- 'increase the percentage of Foundation to Year 6 students at and above the expected level in reading according to teacher judgments, to be equal or above that of similar schools', where the school now sits 2% above similar schools.

Students responded well during remote and flexible learning as the school adapted and innovated on the remote

learning program offered previously, with targeted face-to-face lessons, supplemented with differentiated tasks and online groupings, conferencing and specific feedback provided to students in a timely and varied manner. Throughout this time, intervention and support programs continued to support students in developing both reading and number skills. This was supported from the student's perspective, where the 'Differentiated learning challenge' factor in the Attitude to School Survey data (AtoSS) increased from 86% in 2020 to 94% in 2021.

The Tutor Learning program was established in 2021, which focused on both Reading and Number. Tutors worked across the school and the program was adapted through remote and flexible learning. In 2022, the tutor program will continue to be refined to enable a larger cohort of students to access the program, which will further enhance student literacy and numeracy outcomes.

Students supported through the Program for Students with a Disability (PSD) all showed satisfactory progress in achieving their individual goals as identified in their ILPs. These students were supported throughout remote learning by modified timetables and learning programs, as well as 1:1 ES online meetings in addition to their online class sessions.

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## Engagement

Westgrove Primary School students are engaged and connected to school and we are proud of the programs which support students in building resilience, perseverance and engagement.

Engagement measured by attendance shows that Westgrove Primary School students have a similar number of absences in comparison to similar and network schools. To positively engage students and families during remote and flexible learning the school held weekly online assemblies (cohort and whole school), 'Fun Friday' tasks and a variety of interactive activities. To address attendance concerns across the school during remote learning set protocols were established to monitor attendance, which included consistent follow up phone calls with families. The school worked tirelessly to support families, especially those that are disadvantaged to ensure they had access to learning materials and were linked to Compass, Class Dojo and WebEx. This also included providing additional welfare support and frequent access to hardcopy materials. The online platforms strengthened the home/ school relationship as it promoted stronger communication between all stakeholders as the school has noticed parents were communicating far more regularly.

When transitioning back to face-to-face learning, Westgrove Primary School prioritised student wellbeing and engagement. This included structuring lessons to include rich hands-on tasks, collaborative learning experiences, structured language experiences (Years P-2) and a Life Skills Program (Years 5/6) to enable students to reconnect and recalibrate back at school and to counteract the students use of technology during remote and flexible learning. The use of Class Dojo continued to maintain the relationships that were established between families and staff.

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## Wellbeing

Health and wellbeing supports were prioritised for staff, students and their families at Westgrove Primary School in 2021.

Throughout remote and flexible learning the school prioritised daily check ins with students, which focused on Wellbeing. In planning, the school and staff ensured it was responsive to feedback and ensured the workload for families was manageable. This was effective as teachers were highly aware of each individual child's family circumstance. The principal team checked in with staff regularly and leaders monitored staff within their teams through frequent wellbeing check ins. When returning to face-to-face teaching, the school had a consistent wellbeing focus which revisited the school's pillars (Be a Learner, Be Respectful, Be Safe). This included consistent morning circles, building social connections and communication skills, re-teaching expected behaviours and sustaining the home/school communication.

The school continued to make progress in student wellbeing, parent satisfaction and staff satisfaction, and was



reflected in the various surveys conducted throughout the year. For example:

- Attitudes to School Survey (AtoSS): There was a significant increase in the 'school connectedness' factor, in students from Years 4-6 from 80% in 2019 to 88% in 2021.
- Parent Opinion Survey: From a parent perspective, student connectedness factor rated highly, with 89% positive responses. This is consistent with 2020 data and in line with similar schools and the state.
- Staff Opinion Survey: The overall positive endorsement of the School Climate module increased from 66% in 2020 to 76% in 2021. This module includes the following factors (targets within the School Strategic Plan) - teacher collaboration, staff trust in colleagues, shielding and buffering, trust in students and parents.

Engagement and Wellbeing continues to be a focus, therefore in 2022 the school will:

- Strengthen the school's attendance monitoring practices.
- Implement student management protocols with more fidelity, paying particular attention to processes and protocols with the majors and minors, during which student and parent voice will be invited and encouraged.
- Facilitate the use of the Zones of Regulation in the classroom.
- Continue to implement the Berry Street Education Model and the Rights, Resilience and Respectful Relationships agenda.

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## Finance performance and position

Westgrove Primary School maintained a very sound financial position throughout 2021 and continued to spend its funding on student programs, staffing, furniture and equipment.

The Strategic Plan and the 2021 Annual Implementation Plan provided the framework for school council allocation of funds to support school programs and priorities.

Specific areas in which funds were spent include:

- providing teaching staff with additional non-face to face time to support them meeting the needs of our students.
- investing in staff and student wellbeing to provide additional support (including welfare support) during lockdowns.
- purchasing replacement tables and lockers for a variety of learning spaces.
- additional maintenance projects carried out around the school to improve facilities and grounds.

Some of the school's financial commitments and transactions for 2021 included:

- Swimland Holding account (capital reserve for pool works) held \$87,356, which is part of our Joint Use Agreement with Paul Sadler Swimland.
- \$210,000 of the schools Equity cash allocation was paid back into salaries. This supported our intervention programs and the extra session of non-face to face teaching time to support teachers with peer observations.
- utilising the school's Equity and Tutor Learning Initiative Funding for staffing.
- lease agreements for iPads, laptops and photocopiers (these were extended for 2022).
- Wyndham Principal Network funds being transferred to Tarneit Rise Primary School.

The school is managing a financial deficit in its credit funding to ensure the quality of student learning programs are maintained while the school reduces in enrolments.

The School Council of Westgrove Primary School testifies that all funds received have been expended or committed to subsequent years to support the achievement of educational outcomes for students at the school.

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

**<http://www.westqtps.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 688 students were enrolled at this school in 2021, 338 female and 350 male.

39 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).

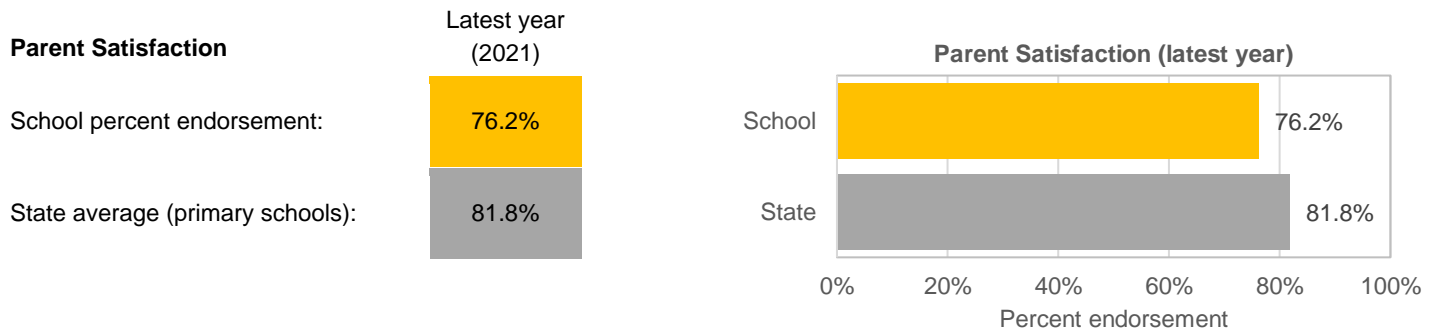
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

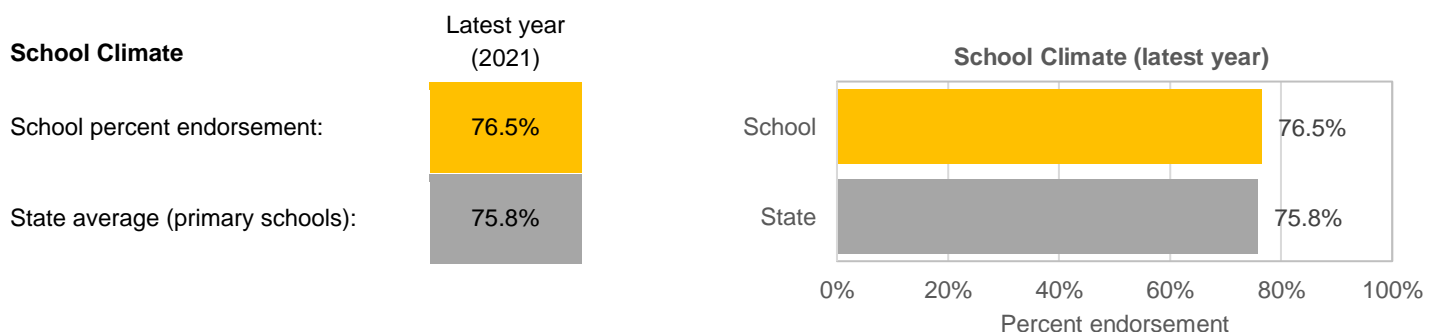


### School Staff Survey

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:

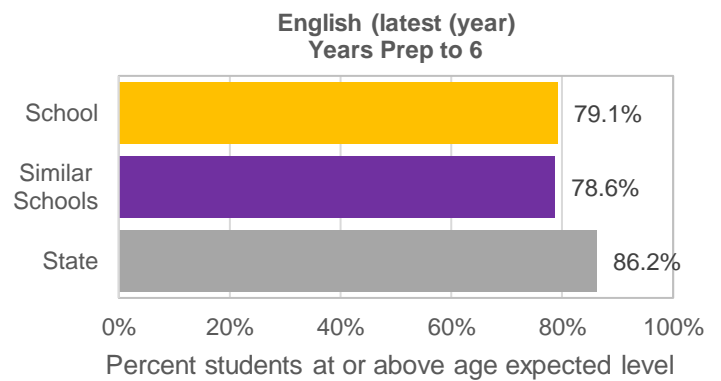
79.1%

Similar Schools average:

78.6%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

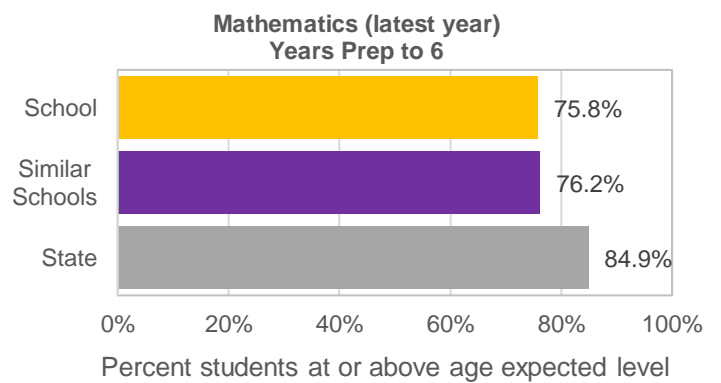
75.8%

Similar Schools average:

76.2%

State average:

84.9%



**ACHIEVEMENT (continued)**

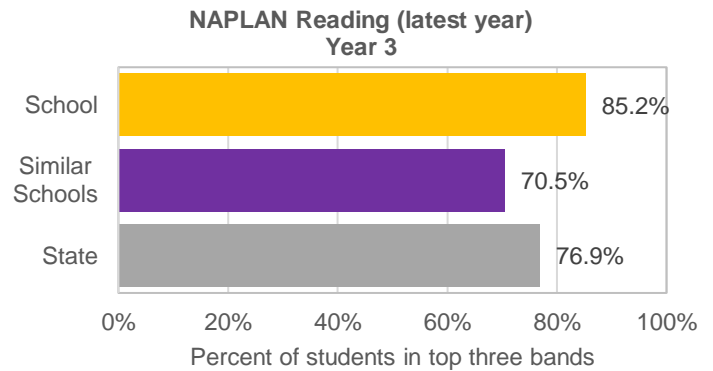
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**NAPLAN**

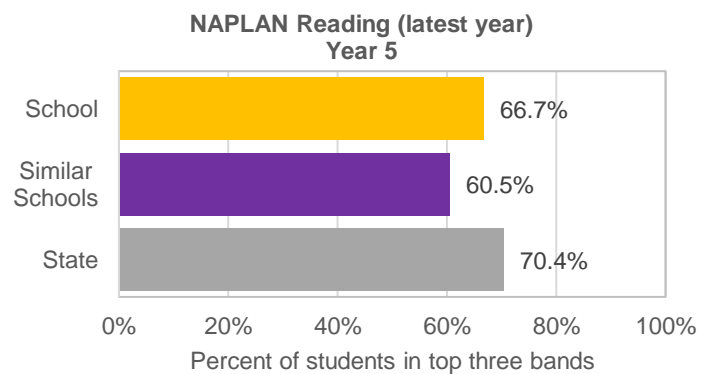
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

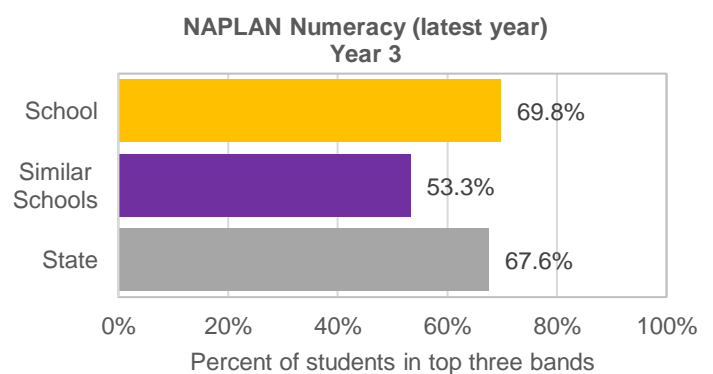
| <b>Reading Year 3</b>                          | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 85.2%              | 79.7%          |
| Similar Schools average:                       | 70.5%              | 69.5%          |
| State average:                                 | 76.9%              | 76.5%          |



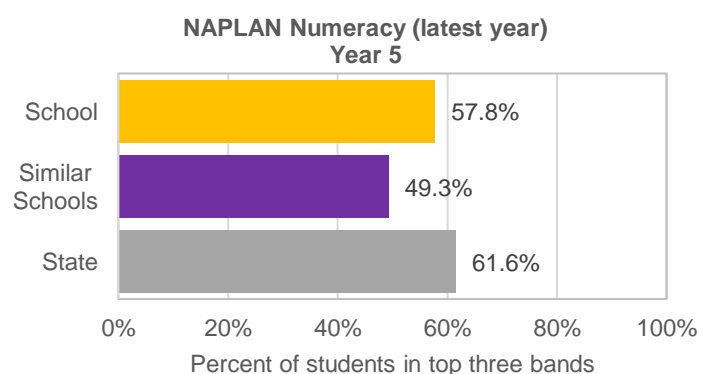
| <b>Reading Year 5</b>                          | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 66.7%              | 60.6%          |
| Similar Schools average:                       | 60.5%              | 57.2%          |
| State average:                                 | 70.4%              | 67.7%          |



| <b>Numeracy Year 3</b>                         | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 69.8%              | 67.5%          |
| Similar Schools average:                       | 53.3%              | 57.1%          |
| State average:                                 | 67.6%              | 69.1%          |



| <b>Numeracy Year 5</b>                         | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 57.8%              | 51.5%          |
| Similar Schools average:                       | 49.3%              | 48.5%          |
| State average:                                 | 61.6%              | 60.0%          |



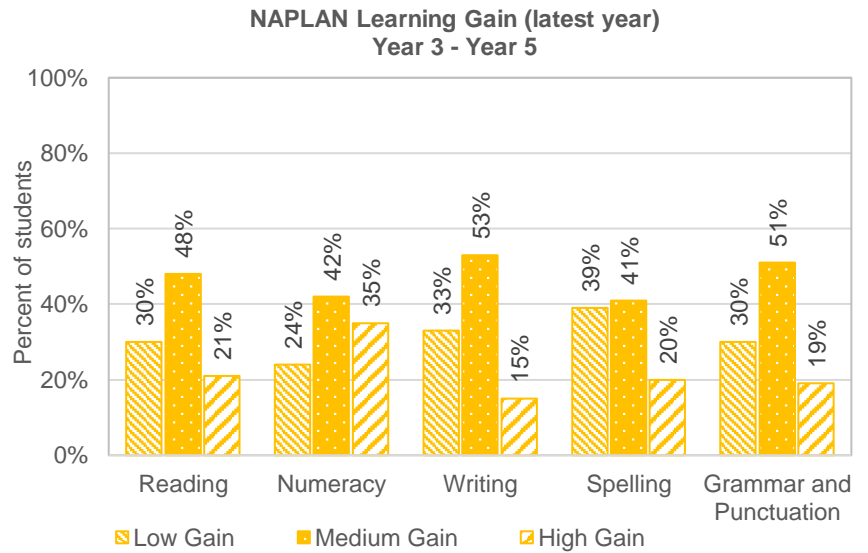
**ACHIEVEMENT (continued)**

**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:                 | 30%      | 48%         | 21%       | 20%                         |
| Numeracy:                | 24%      | 42%         | 35%       | 22%                         |
| Writing:                 | 33%      | 53%         | 15%       | 22%                         |
| Spelling:                | 39%      | 41%         | 20%       | 24%                         |
| Grammar and Punctuation: | 30%      | 51%         | 19%       | 24%                         |



## ENGAGEMENT

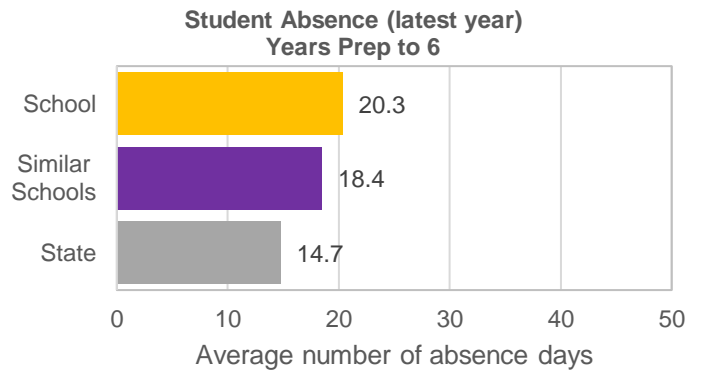
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 20.3               | 19.1           |
| Similar Schools average:               | 18.4               | 17.9           |
| 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): | 87%  | 90%    | 90%    | 88%    | 89%    | 93%    | 90%    |

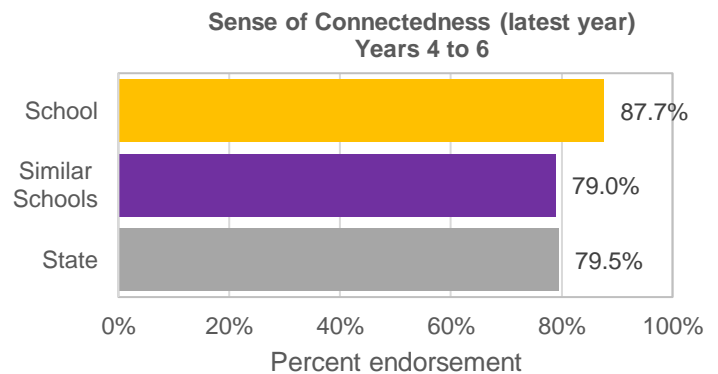
## WELLBEING

**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:         | 87.7%              | 81.8%          |
| Similar Schools average:            | 79.0%              | 80.2%          |
| State average:                      | 79.5%              | 80.4%          |

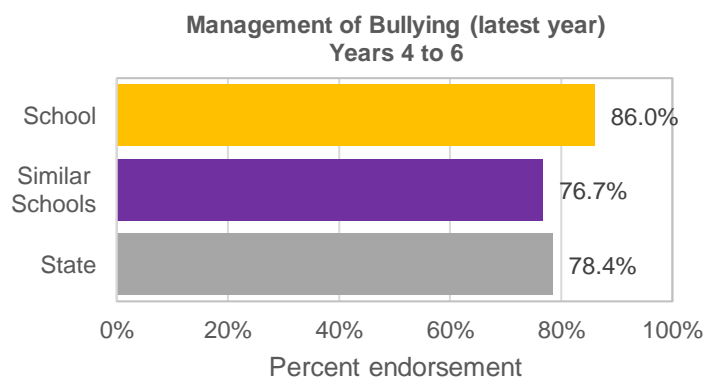


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:         | 86.0%              | 79.6%          |
| Similar Schools average:            | 76.7%              | 79.0%          |
| 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

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$7,147,837        |
| Government Provided DET Grants | \$800,610          |
| Government Grants Commonwealth | \$0                |
| Government Grants State        | \$6,400            |
| Revenue Other                  | \$70,152           |
| Locally Raised Funds           | \$385,114          |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$8,410,113</b> |

| Equity <sup>1</sup>                                 | Actual           |
|---|------------------|
| Equity (Social Disadvantage)                        | \$882,187        |
| Equity (Catch Up)                                   | \$0              |
| Transition Funding                                  | \$0              |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0              |
| <b>Equity Total</b>                                 | <b>\$882,187</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$7,047,251        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$3,323            |
| Camps/Excursions/Activities           | \$58,839           |
| Communication Costs                   | \$3,793            |
| Consumables                           | \$62,573           |
| Miscellaneous Expense <sup>3</sup>    | \$97,305           |
| Professional Development              | \$10,507           |
| Equipment/Maintenance/Hire            | \$152,909          |
| Property Services                     | \$109,482          |
| Salaries & Allowances <sup>4</sup>    | \$14,989           |
| Support Services                      | \$383,695          |
| Trading & Fundraising                 | \$91,470           |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$111,243          |
| <b>Total Operating Expenditure</b>    | <b>\$8,147,377</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$262,736</b>   |
| <b>Asset Acquisitions</b>             | <b>\$16,500</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 | \$950,418          |
| Official Account              | \$31,962           |
| Other Accounts                | \$129,876          |
| <b>Total Funds Available</b>  | <b>\$1,112,256</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---|------------------|
| Operating Reserve                           | \$166,049        |
| Other Recurrent Expenditure                 | \$0              |
| Provision Accounts                          | \$122            |
| Funds Received in Advance                   | \$47,410         |
| School Based Programs                       | \$0              |
| Beneficiary/Memorial Accounts               | \$0              |
| Cooperative Bank Account                    | \$0              |
| Funds for Committees/Shared Arrangements    | \$6,078          |
| Repayable to the Department                 | \$0              |
| Asset/Equipment Replacement < 12 months     | \$200,000        |
| Capital - Buildings/Grounds < 12 months     | \$0              |
| Maintenance - Buildings/Grounds < 12 months | \$87,356         |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$400,288        |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$907,303</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.*