

# 2021 Annual Report to The School Community



**School Name: Maldon Primary School (1254)**



- 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 11 March 2022 at 05:27 PM by Alisa Burdett (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 March 2022 at 09:13 AM by Thomas Robertson (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

Maldon Primary School, established in 1873, stands proudly in the main thoroughfare of Maldon, a historic gold mining town in Central Victoria. Our main school building reflects the heritage and history of our town. In 2021 Maldon Primary School had an enrolment of 90 students. The school's Student Family Occupation and Education (SFOE) index was 0.4143 in 2021, reflecting a medium socio economic band value.

Our school's vision is to be a community of enthusiastic, curious learners who can problem solve and think creatively and critically. We want students to develop strong connections to their peers and the local and global community to ensure a sense of belonging.

The values our school embraces are: Be Kind, Be Brave, Be Your Best. These values provide us with a framework for the way staff and students work academically, socially and emotionally in the classroom, in the playground and out in the community. Maldon Primary School has a safe, positive learning environment where students can be happy, courageous and confident. We explicitly teach all students our three main values of the school through the School Wide Positive Behaviour Support (SW-PBS) framework.

In 2021, our students were divided into 4 classrooms, comprising of a Grade Prep/1 class, Grade 2/3 class, Grade 4/5 class and a Grade 6 class. The staffing profile is made up of 1 principal (1.0 EFT), 1 Learning Specialist (1.0 EFT), 4 classroom teachers (4.0 EFT), 2 integration aides (1.3 EFT) and 1 business manager (1.0 EFT). We did not have any Aboriginal and Torres Strait Islander staff. Our school provided Visual Arts, LOTE (Japanese) and Performing Arts specialist programs for one day each week. Library sessions were conducted on a weekly basis by the classroom teacher with support from the Education Support Staff. Our school does not provide any programs for overseas students.

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### Framework for Improving Student Outcomes (FISO)

In 2021 the school's AIP focused on the implementation of the Department of Education's Key Improvement Strategies:

1. Curriculum Planning and Assessment (Learning, Catch Up and Extension priority)
2. Health and Wellbeing (Happy, Active and Healthy Kids priority)
3. Building Communities (Connected Schools priority)

To support the implementation of these Key Improvement Strategies, throughout the year professional learning was undertaken by staff, a tutor was appointed to work with students, and staff supported students and their families through an unsettled and disrupted time due to covid-19. Our major improvement focus was in the 6+1 Traits of Writing and broadening our teaching of Mathematics to encourage students to think creatively, have a positive mindset and to build connections in their learning. The staff at our school showed great support and encouragement for each other and ensured that students and families also had the support they needed during these difficult times, making wellbeing a priority in everything they did.

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### Achievement

in 2021 the school continued to work on its strategic goal of maximising the learning and growth in Literacy and Numeracy for each student. Staff attended professional learning and used this knowledge to review and revise our planning documentation for writing, reading and maths, however due to remote learning, this continues to be a work in progress. Professional Learning was delivered by a Maths Consultant to improve our maths planning and teaching to ensure that problem solving and differentiation was part of maths sessions. This included some face to face professional learning with another school, as well as online webinars and coaching in the classroom. The students have enjoyed collaborating with each other through more of a problem solving approach in maths and it has allowed students to show their creativity and valuing different ways of thinking in maths, minimising maths anxiety. This work will continue into 2022.

Through the Tutor Learning Initiative, we appointed a Tutor within our staff who worked with students who didn't make

the expected growth over the last 12 months in Reading. The tutor and the students work together to create a goal to work towards in their reading skills. We have seen great progress in student's reading ability since being part of this program. Our tutor often engages with the classroom teachers to discuss students entering and exiting the program, as well as their learning progress throughout the program. The Tutoring Program has been very successful at our school and will continue in 2022.

All full time staff completed their training in Professional Learning Communities (PLC) in Term 1, 2021. Even though all of the training was carried out online, the main focus was to ensure students are at the centre of the work and to use the student data for the planning, teaching and learning of Literacy and Maths. Unfortunately remote learning impacted the ability for staff to be involved in peer observations within the school, however this is planned for 2022. We appointed a Learning Specialist within our staff who delivered professional learning to staff based around Literacy and the 6+1 Traits of Writing, models best practice for them to observe, as well as assists teachers with their planning. The Victorian High Abilities Program was another success. We had at least 2 grade 5/6 students enrolled in this online program each term, with up to 6 students from our school participating in Term 3. This program was very successful when students were onsite learning, as well as when they were in remote learning. Virtual Schools Victoria commented on the high level of active participation by our students during sessions.

During remote learning, there were many opportunities for staff to undertake professional learning. Our teachers participated in a 6+1 Traits of Writing program over 6 weeks. From this, teachers began using student work samples to improve each student as a 'writer', not just improving their writing piece. The school has seen an increase in the percentage of students making 12 months growth in Writing in 2021 with 78% of students making at or above the expected growth in Teacher Judgements. We will continue working on this in 2022.

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## Engagement

2021 was once again a mix of face to face learning and remote learning. Some students enjoyed working independently at home on their set tasks, asking for feedback and attending webex conferences, but there were some families who found remote learning a challenge and the children struggled to maintain their engagement in learning after two years of switching from onsite to remote learning. Once again, we held special days during remote learning, such as 'National Health and PE Day' and 'Are You OK? Day' where students dressed up, sent in photos of being active and completed a special pack of activities etc. to connect people and engage with the school community. The younger grades continued to have online Show and Tell throughout remote learning. The older grades participated in webex conferences and were also offered additional conferences for students to socialise and connect with each other. Teachers also sourced online incursions and new ways to engage students in learning. Our tutor's role broadened from working with students who had not made the expected growth to working with students who needed support to get their work completed or just wellbeing check ins. The online incursions opened us up to the world, so we will continue to access these to ensure students have rich experiences in 2022.

The student absence data for our school in 2021 is above similar schools and the state average, with the average number of absence days being 20.1. This is above our 4 year average of 16.9 absence days. During remote and flexible learning periods, students were marked present based on attendance of webex conferences, daily work submissions and communication between teachers and parents/carers. Staff offered catch up conferences to support students and made phone calls to parents to encourage attendance. Grade Prep, Grade 5 and Grade 6 all had an attendance rate of below 90% in 2021, therefore we need to work on attendance with these cohorts in 2022.

The Grade 4-6 student Attitudes to School Survey showed that 'Stimulated learning' had a positive endorsement of 90% in 2021. This result has slightly decreased over the remote learning period, however it is still above similar schools and the state average. In this survey, 'Student Voice and Agency' almost met our target of 90% with 89% positive endorsement which is well above similar schools. We will continue to work on ensuring students create their own goals in learning and strive to meet these goals.

Even though we experienced periods of remote learning, our school was still able to link in with community groups to help students engagement and connections with the community. As part of our clubs program, some students worked with the Maldon Croquet Club for croquet lessons throughout the year. All parties involved enjoyed this activity and we are hoping to continue this link in the future. Older students also helped publish our fortnightly school page in the local Tarrengower Times newspaper. We continued our connections with the RSL through the Remembrance Day Writing competition as well as attaching our letters, poems, stories and artwork about Remembrance Day on the front fence for passers-by to take home. This event was highly appreciated and was recognised by a Maldon community member on social media stating how proud we should be of our staff and students. Staff collaborated with other schools through

network meetings and professional learning opportunities, and students and staff joined the Maldon Kindergarten for the annual Easter Parade as well as participated in online meetings as part of our transition program. Covid-19 kept us apart at times, however we still were able to maintain connections with various groups and organisations.

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## Wellbeing

Since we implemented the School Wide Positive Behaviour Support (SWPBS) framework, we have made significant progress in student wellbeing over the past four years and this is reflected in maintaining very high positive endorsement in our student Attitudes to School Survey (AToSS) results. In 2021, the results show that most areas of AToSS are rated above 85% positive endorsement and we performed higher than similar schools and the state average in all areas. 'Sense of Connectedness' was positive endorsed at 85% which is above similar schools and the state average and 'Management of Bullying' was rated at 90.7%, also well above similar schools and the state average. Student wellbeing continues to be a focus. In 2021, the school continued to promote a positive learning environment for all students through SWPBS.

Staff had a consistent approach to Wellbeing sessions on a weekly basis. Our Wellbeing Scope and Sequence was reviewed and uses a mix of Respectful Relationships, Berry St and School Wide Positive Behaviour to ensure lessons are targeting the behaviours/values needed for each classroom. All classes implement 'mindfulness' after lunch breaks to ensure students are calm and ready to learn for the afternoon. Teachers completed the Student Check In resource in Semester 1 to identify students 'at risk' and in what area, socially, emotionally or academically. While in remote learning, staff did regular wellbeing 'check in' phone calls with families to offer support. Onsite attendance was offered to students who were 'at risk' during remote learning. Our uEducateUs system was utilised for conversations, announcements as well as sharing virtual assemblies to keep everyone connected. Over the last two years, it has been difficult to involve parents in school events, so we are hoping this can be a focus in 2022. Staff wellbeing was also a focus, especially during remote learning periods. Staff could attend weekly online 'catch up' meetings and there were many Department of Education webinars offered, as well as a Virtual Gym to help staff look after their own wellbeing as well as their students in these difficult times. Teacher Collaboration, according to the School Staff Survey, indicated pleasing results, performing above our SSP target of 75% with 86% positive endorsement in 2021, which is also above similar schools.

Towards the end of the year, we appointed a School Counsellor through the DET Chaplaincy Program. The timing of this was ideal, as children were experiencing concerns and issues returning to school, as well as attending school camps which they hadn't experienced for a while, if at all. The School Counsellor was able to work with students and parents on a range of areas, such as resilience, anxiety, trauma and social skills. The School Counsellor will continue to work with us in 2022.

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## Finance performance and position

Maldon Primary School maintained a very sound financial position throughout 2021. The 2018-2022 School Strategic Plan, along with the 2021 Annual Implementation Plan, were used to direct the allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$239,169. This surplus occurred through:

- a high level of graduate staff and/or staff not at the top of the salary scale
- the retention of approximately \$10,000 in School Chaplaincy funding as the school was unable to secure a counsellor until term 3. This funding will be used to extend the program into 2023
- the retention of a \$10,000 maintenance payment from the department for roof repairs. These repairs will take place as part of the Shelter in Place department upgrade which was scheduled to take place in 2021 but has now been pushed out to 2022 or 2023
- the retention of approximately \$16,000 from the Bushfire Vegetation grant which will be used in 2022 to install a watering system to assist with bushfire management
- a higher than expected collection rate of parent contributions
- the reduction in many costs eg utilities, art supplies, excursions/incursions etc. due to remote learning

Maldon Primary School is an historic school with considerable maintenance needs. The Rolling Facilities Evaluation completed in mid 2020 identified over \$400,000 in maintenance and repair works which needs to take place between 2020 and 2025. Throughout 2021 in excess of \$70,000 was spent on roof replacements, exterior painting and repairing of the bike shed. The majority of this work was funded by school reserve funds and fundraising together with additional department funding of around \$15,000. The school will need to continue to work through the list of repairs/maintenance in 2022, replacing the storage shed, revamping the grounds around the shed, painting the ceilings and revamping the football oval. Some of the 2021 surplus (approximately \$50,000) will be allocated towards these projects with the end goal being exceptionally presented and maintained facilities for our students to enjoy for years to come.

Equity funding was spent during the year on staff professional development in literacy and numeracy and student literacy and numeracy resources in line with equity funding guidelines and school priorities.

The school received a Sporting Schools grant of \$2200, which was spent on swimming.

The school raised approximately \$6000 by conducting a Mango fundraiser, a pie drive and our annual Shopping Spree and the funds were directed to the 2021 maintenance projects.

# 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 90 students were enrolled at this school in 2021, 39 female and 51 male.

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

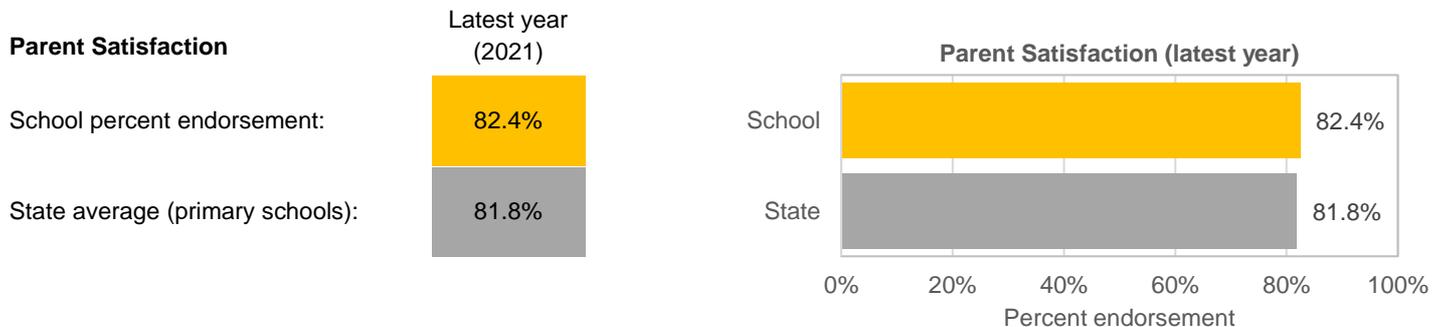
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

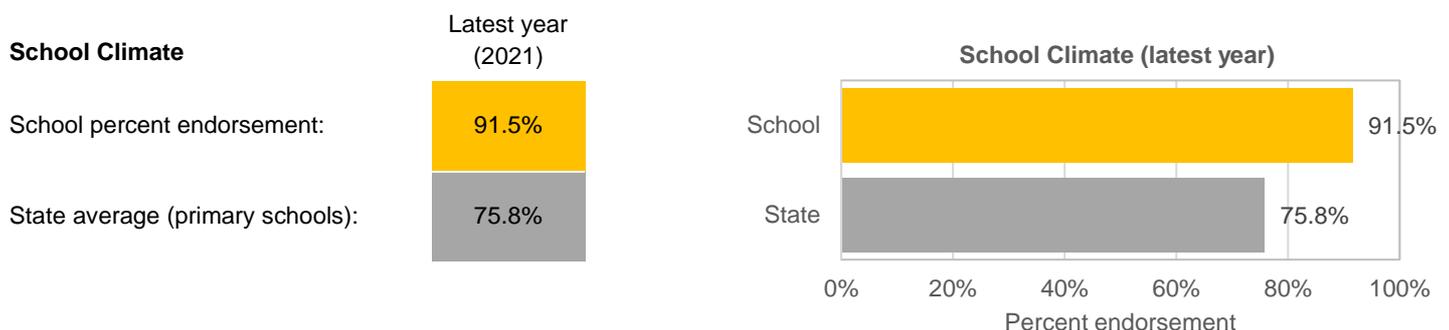


### School Staff Survey

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:

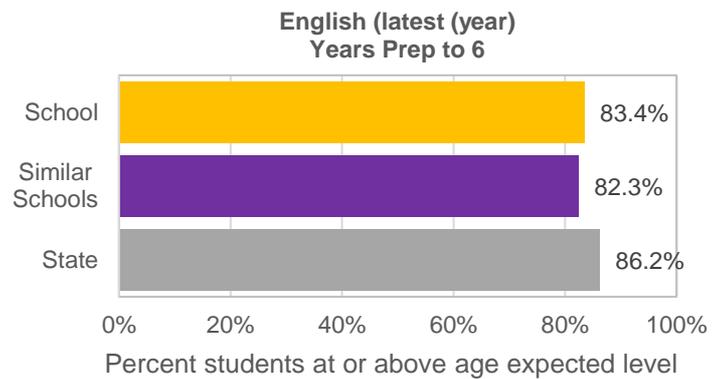
83.4%

Similar Schools average:

82.3%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

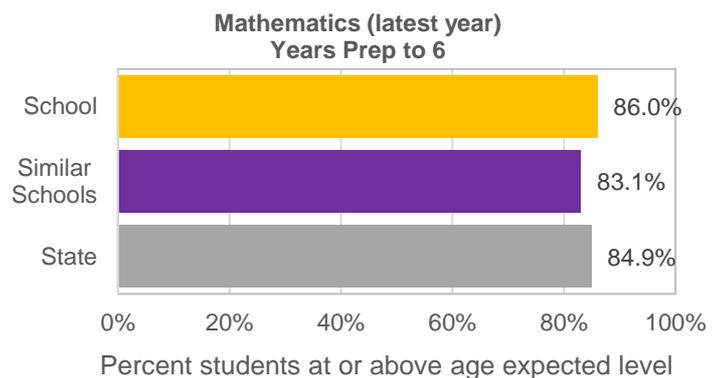
86.0%

Similar Schools average:

83.1%

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.

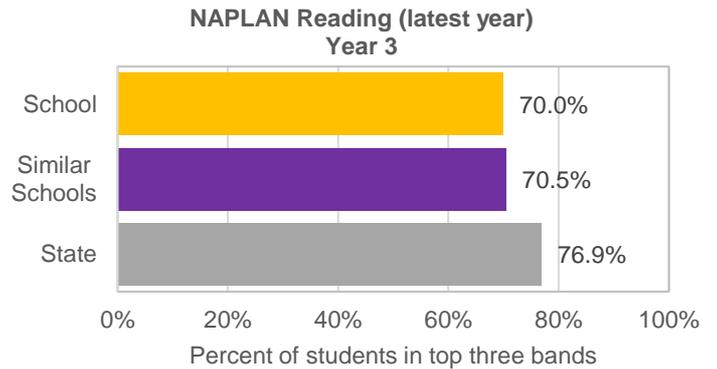
**NAPLAN**

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.

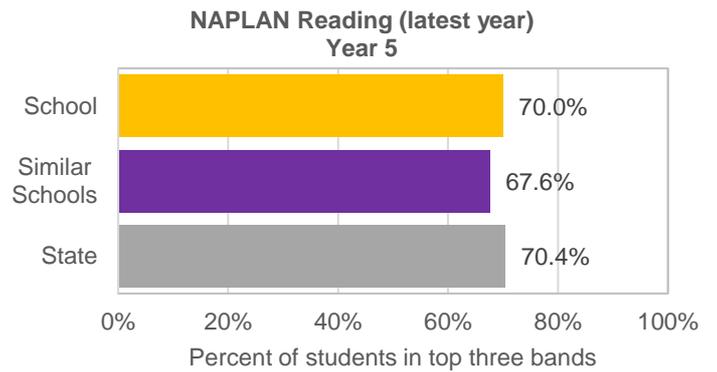
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.0%	74.3%
Similar Schools average:	70.5%	70.6%
State average:	76.9%	76.5%



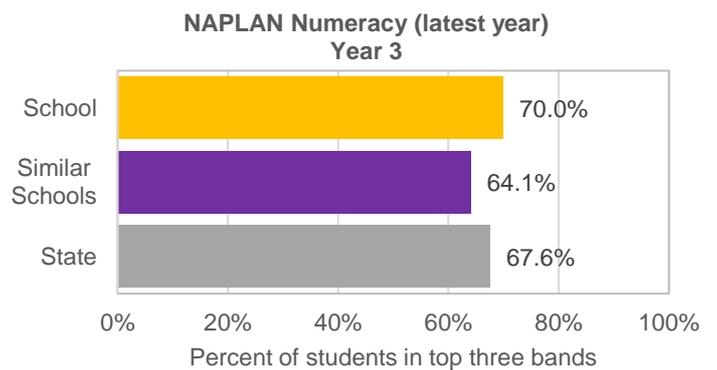
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.0%	63.3%
Similar Schools average:	67.6%	66.0%
State average:	70.4%	67.7%



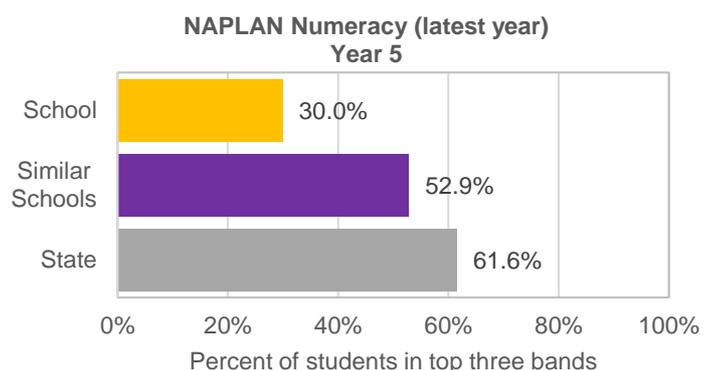
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.0%	65.7%
Similar Schools average:	64.1%	64.9%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	30.0%	40.0%
Similar Schools average:	52.9%	54.3%
State average:	61.6%	60.0%



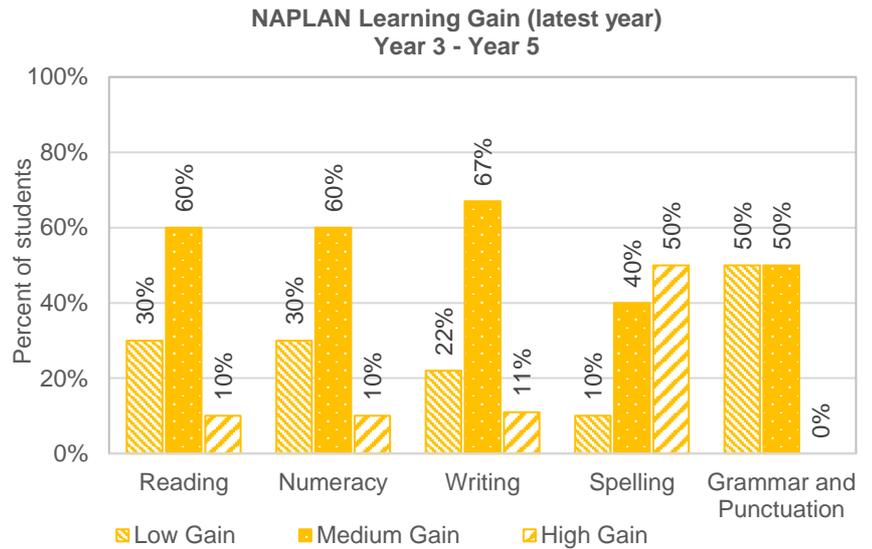
**ACHIEVEMENT (continued)**

**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:	30%	60%	10%	23%
Numeracy:	30%	60%	10%	20%
Writing:	22%	67%	11%	16%
Spelling:	10%	40%	50%	20%
Grammar and Punctuation:	50%	50%	0%	18%



## ENGAGEMENT

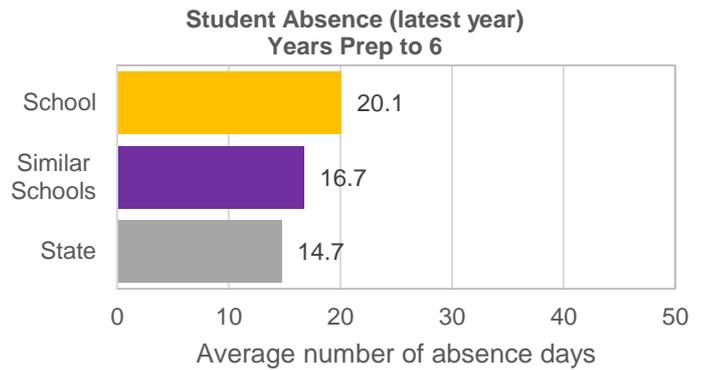
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	20.1	16.9
Similar Schools average:	16.7	15.5
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%	93%	92%	90%	91%	88%	88%

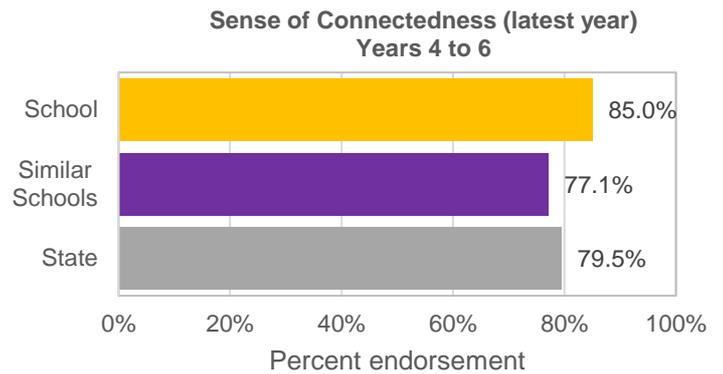
**WELLBEING**

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	85.0%	93.3%
Similar Schools average:	77.1%	77.1%
State average:	79.5%	80.4%

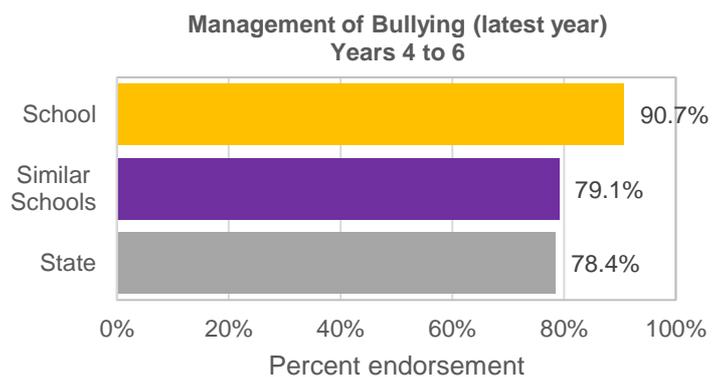


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	90.7%	93.7%
Similar Schools average:	79.1%	78.9%
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	\$1,024,190
Government Provided DET Grants	\$271,294
Government Grants Commonwealth	\$2,200
Government Grants State	\$0
Revenue Other	\$4,408
Locally Raised Funds	\$69,831
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,371,922</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$28,558
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$28,558</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$879,308
Adjustments	\$0
Books & Publications	\$410
Camps/Excursions/Activities	\$26,731
Communication Costs	\$1,502
Consumables	\$19,589
Miscellaneous Expense <sup>3</sup>	\$10,512
Professional Development	\$2,930
Equipment/Maintenance/Hire	\$24,927
Property Services	\$85,405
Salaries & Allowances <sup>4</sup>	\$33,815
Support Services	\$15,850
Trading & Fundraising	\$17,635
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$924
Utilities	\$13,215
<b>Total Operating Expenditure</b>	<b>\$1,132,753</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$239,169</b>
<b>Asset Acquisitions</b>	<b>\$28,807</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	\$148,320
Official Account	\$2,987
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$151,307</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$35,129
Other Recurrent Expenditure	\$4,593
Provision Accounts	\$0
Funds Received in Advance	\$6,866
School Based Programs	\$41,164
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$9,100
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$54,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$150,852</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.*