

2021 Annual Report to The School Community



School Name: Abbotsford Primary School (1886)



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

Attested on 07 April 2022 at 06:07 PM by Stanley Wang (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 28 April 2022 at 03:44 PM by Melissa Hii (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

School Vision

All students of Abbotsford Primary School will be kind local citizens and caring global thinkers.

School Mission

Abbotsford Primary School's mission is to offer a world-class, holistic, Chinese/English bilingual education that is informed by global best practice and tailor-made for Abbotsford's local context.

Objectives

As a bilingual school with a multicultural makeup, Abbotsford Primary School endeavours to:

- Equip students with the capabilities to navigate seamlessly across linguistic and socio-cultural borders ("Learning about diversity")
- Empower students to be leaders of their own learning ("Diversity in learning")
- Inspire students to build and maintain global connections ("Globally informed")
- Instil a culture of empathy and mutual respect for all students to embrace their unique identity ("Locally rooted")

School Values

Curiosity, Challenge, Connectedness, Care

Workforce composition

The staffing profile in 2021 included one principal class employee (1.0FTE), thirteen teachers (11.8FTE), two education support class employees (1.8FTE). There was no Aboriginal and Torres Strait Islander staff.

Details of programs offered for overseas students

In 2021, Abbotsford Primary School had no international students enrolled.

School size, structure and geographic location

In 2021, Abbotsford Primary School had 137 students, with 40% having English as an additional language. There was no Aboriginal or Torres Strait Islander. The school ran 6 classes: 1 for each year level from Foundation to Year 4 and 1 composite class for Year 5/6. The school is situated in the vibrant and multicultural inner suburbs of Abbotsford, attracting both students from within (30%) and outside of the school zone (70%). Being a Chinese/English bilingual school, many families cross zones to enrol at Abbotsford Primary School specifically for our unique curriculum.

Social and enrolment characteristics

Based on the Student Family Occupation and Education index, Abbotsford Primary School's socio-economic band value is Low-Medium.

Framework for Improving Student Outcomes (FISO)

School Review

In 2021, Abbotsford Primary School went through a four-year School Review. The preparation process saw the new Principal, Stanley Wang, lead a review process of the School's vision, mission, objective, values and policies, in consultation with staff, students and the school community. In particular, the lead-up to the School Review allowed students to identify the highlights of the School over the 2017-2020 period, the staff to reflect on the school's and students' achievement over the last four years, and the school community to re-define the DNA of Abbotsford Primary School.

The actual School Review days with the Review Panel validated the continuous effort of the school to improvement in all 16 dimensions of the Framework for Improving Student Outcomes, with the final assessment of all 16 dimensions as either 'evolving' or 'embedding' (Note: the most rudimentary being 'emerging' and most established being 'excelling'.)

The School Review process helped to formulate the new 2020-2024 School Strategic Plan (see below) and a high-level roadmap for implementation was drafted in the second half of 2021.

2020-2024 SSP Goals:

1. To improve student learning outcomes for every student in bi-literacy and numeracy
2. To strengthen student voice and learner agency

Annual Implementation Plan

In 2021, Abbotsford Primary School adopted the 3 Key Improvement Strategies as dictated by the Department of Education and Training. They were:

1. Learning, catch-up and extension priority
2. Happy, active and healthy kids priority
3. Connected schools priority

These priorities were measured by the following targets:

- 80% of all students identified for the tutoring programs in each subject (English, Chinese, Numeracy) achieve progress of more than 12 months, as determined by Fountas & Pinnell and writing moderation for English, character recognition and production targets for Chinese, and Assessment for Common Misunderstandings tools for Numeracy.
- All subjects taught in Chinese will have curriculum documented in the CLIL 4C structure.
- All Professional Learning Team (PLT) meetings to incorporate a High Impact Teaching Strategies (HITS) focus.
- A reported 80% (or higher) positive response to "Managing Bullying" statements in the Student Attitudes to School Survey (in line with the state average for 2019.)
- All teaching staff complete Berry St Education Model Training Module 2.
- A reported 80% (or higher) positive response to "Teacher Communication" statements in the Parent Opinion Survey in line with the school's past performance in 2017-18.
- A reported 80% (or higher) positive response to "Parent Participation and Involvement" statements in the Parent Opinion Survey in line with the school's past performance in 2017-18.

In light of the disruption of further lockdowns and extended remote learning, Abbotsford Primary School had partially met, met or exceeded in all targets set. In particular, significant progress is evident in the adoption of the CLIL 4C structure by the Chinese team. There was also 100% completion of Berry St Education Model Training Modules 2 & 3, and significant increase in the positive response to "Teacher Communication" and "Parent Participation and Involvement" statements above the targets set.

In response to staff and parental feedback regarding remote learning in 2021, the Leadership team also re-designed the remote learning structure and expectations. The new model aimed at striking a balance between on-screen vs. off-screen time, whole-class vs. small-group/individual time with teacher, face-to-face vs. self-paced activities, frequency vs. intensity of contact, curriculum vs. extracurricular offerings, and staff teaching vs. preparation time. The numerous check-in surveys conducted during lockdowns confirmed the positive reception to the new model. The School summarised the key features of the remote learning model on our website as a way of sharing with the broader community our innovative practices and learnings from the iterative refinement process:
<https://www.abbotsfordps.vic.edu.au/page/71>

Achievement

Students at Abbotsford Primary School maintained a high level of academic rigour throughout 2021 despite the challenges posed by COVID.

Based on teacher judgement data, the percentage of students at or above age expected standards in English was 94.3% (Note: similar schools average at 85.5%) and for Mathematics, 89.2% (Note: similar schools average at 84.4%).

The school also produced some of the strongest NAPLAN results seen in recent years. Some highlights included:

- 77.3% of Year 3 students were in the Top 2 Bands for English literacy (Note: similar schools average for "Top 3 Bands" was 77.2%)
- 82.4% of Year 5 students were in the Top 3 Bands for Numeracy (Note: similar schools average at 63.8%)
- 100% of Year 5 students obtained high (top 25%) or medium (middle 50%) gains in numeracy from 2019-21
- The school was also featured in the media for being one of the Top 5 schools with the most improved writing results in NAPLAN 2021

In Chinese, the school introduced the Youth Chinese Test (for non-background speakers) and the Children's Chinese Competency Certification (for background speakers) as standardised assessment tools for benchmarking. More than 95% of the students passed the level set as the goal for their year level. The school also trialled systemically tracking students' character recognition and production abilities, so that longitudinal data can be collected for monitoring growth.

An inter-school project with Richmond West Primary School and Richmond High School was undertaken to ensure that there is curriculum alignment and transfer of Chinese-specific achievement data for future cohorts of students that wish to continue their bilingual journey onto Richmond High School.

During remote learning, students continued their studies in both languages everyday via core subject classes, while specialist subjects were delivered in the form of self-paced activities that could be completed any time throughout the week. Staff also conducted at least two focus groups with all students each week, so they could offer differentiated instruction and support in a tailored manner. This essential feature of the remote learning structure received very positive feedback from both students and parents.

In other times, the school co-contributed funding to offer an extensive tutoring program in English, Maths and Chinese. For catch up support in each subject area, the school allocated staff with most experience and expertise, and ensured that those who did not make sufficient growth (but was performing on par) were also included. For extension, the school engaged additional staff, volunteers and the principal to deliver extension programs such as secondary maths and Chinese for background speakers. A small group of students were also selected by the Victorian High Abilities Program (VHAP) to participate in extension literacy courses.

In 2022, Abbotsford Primary School plans to consolidate the new curriculum model introduced in 2021 but also undertake research and professional development to build towards a "shared biliteracy model," which is Goal 1 of the school's 2020-2024 School Strategic Plan. This will ensure that both the English and Chinese teams continue to collaborate on developing students' literacy collectively through a shared bilingual curriculum, approach to assessment and pedagogical practices.

Engagement

Student engagement with school learning was strong overall despite the ongoing interruptions in 2021. The school average number of absence days was 13.9, which was lower than similar schools and state averages, but slightly higher than the 4-year average (12.4 days).

The school developed an efficient system for the distribution of laptops every time a lockdown was announced. This ensured that there was minimum turnaround between the start of a lockdown and start of remote learning. An increased level of IT support onsite and via the phone was also provided to ensure that student engagement was not hindered by inability to use technology. Apart from Google Classroom, the school also experimented with Seesaw for junior year levels to support engagement.

During remote learning, the school hosted 10-15 students onsite daily, and there was very rigorous follow up on absences for both students onsite and students online. The school continued to mark both AM and PM rolls to ensure that engagement was sustained throughout the day.

The Principal also hosted 1-2 extra-curricular or social activities online each week, including movie screening, dance workshops, whole-school Kahoot, art workshops, science online incursions, so that students were able to connect 'socially' online in a safe environment. The school hosted online assemblies and invited parents and carers to join, just

as the school would during onsite learning.

To support student engagement during the transition back on onsite learning during staggered returns, the school operated on an adjusted timetable to allow staff to manage both onsite and online learning simultaneously, and students to use the extended breaks to socialise with classmates they had not seen due to the lockdowns. The school continued to use a student management software for monitoring and follow up on absences, and for parents to report absences.

Wellbeing

In 2021, Abbotsford Primary School implemented a structured Wellbeing session into the timetable and a new two-year curriculum cycle that included Bullying! No Way, Personal Safety and Resilience, Rights and Respectful Relationships. New scope and sequences were designed centrally by the Learning Specialist to ensure that important learning goals were covered and reinforced through impactful activities and celebration of special days, such as the National Day of Action against Bullying and Violence.

Health and wellbeing support for students and families with special needs intensified during the remote learning periods. Most children attended onsite learning, and had access to support services such as counselling and art therapy on a much more frequent basis than during onsite learning. It was during remote learning that many of our students requiring additional support made the biggest progress due to the low staff-student ratio available for students onsite.

In recognition of the range of health and wellbeing activities offered onsite at Abbotsford Primary School, the Learning Specialist and Primary Welfare Officer (now Student Wellbeing Officer) designed a localised Abbotsford Wellbeing Model which was released to the school community in late 2021. The model clarified the levels and channels of access to health and wellbeing services offered by the school, from those that are proactive/preventive, to those that are reactive/responsive - see <https://www.abbotsfordps.vic.edu.au/page/75/The-Abbotsford-Wellbeing-Model>. It also placed our families at the centre in recognition of the partnership required between the school, parents/carers and students.

Throughout 2021, significant effort was also put into the restructuring of physical and human resources in preparation for 2022. With the introduction of the new Framework for Improving Student Outcomes where learning and wellbeing are seen as interrelated elements at the core of schools' function, the school re-designed the roles of Education Support staff to allow staff to specialise in administrative or wellbeing roles. The school also used the remaining funds from the Capital Works project and proposed a minor refurbishment of the upstairs office which will become a Student Wellbeing Centre in 2022.

Finance performance and position

All funds received from the Department of Education & Training (DET), or funds 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 DET policies, School Council approvals and the intent/purposes for which funding was provided or raised. As shown in the Operating Statement, the Net Operating Surplus for 2021 was \$89,205.

2021 saw a significant drop in programmatic expenditure due to the extended and repeated lockdowns. In contrast, the school saw a large increase in salaries paid out of school-level payroll and support services (Casual Relief Teachers) in order to meet the requirements for operating both online and onsite during remote learning.

Since the start of 2021, Abbotsford Primary School began to enter into hiring agreements with community organisations to use school facilities outside of school hours. These have included PE Club (fitness group), Basketball613 (social basketball) and one-off hires for community events. This form of community engagement has helped to build a respectful relationship between the school and the community in looking after school facilities and

mutual sharing of relevant educational resources and opportunities.

Apart from the standard Student Resource Package, in 2021, the School also engaged with the following DET initiatives that attracted additional funding:

- Primary Mathematics and Science Specialist (PMSS)
- Career Start - Transforming the First Year of Teaching
- Tutor Learning Initiative

The school community also raised more than \$13,000 which gave the school the resources to complete its 3-year fundraising project to ensure that every classroom was equipped with air-conditioning.

For more detailed information regarding our school please visit our website at
<https://www.abbotsfordps.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 137 students were enrolled at this school in 2021, 73 female and 64 male.

40 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

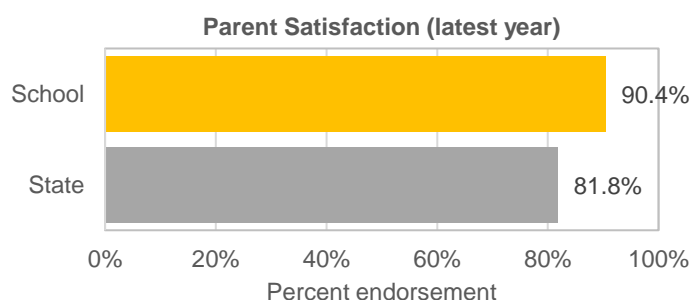
This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	Latest year (2021)
School percent endorsement:	90.4%
State average (primary schools):	81.8%



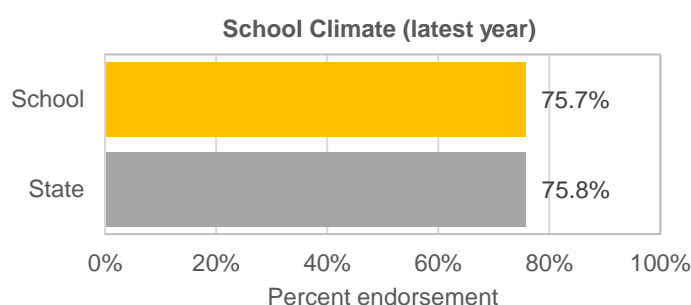
School Staff Survey

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.

School Climate	Latest year (2021)
School percent endorsement:	75.7%
State average (primary schools):	75.8%



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:

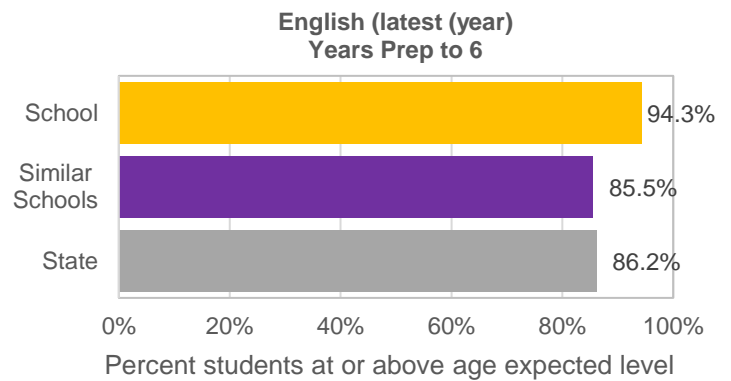
94.3%

Similar Schools average:

85.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

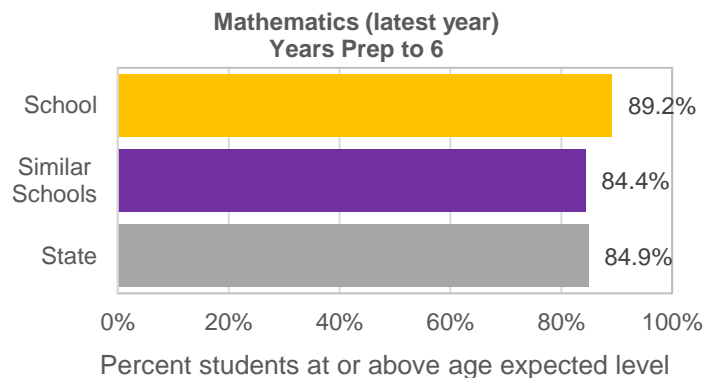
89.2%

Similar Schools average:

84.4%

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.

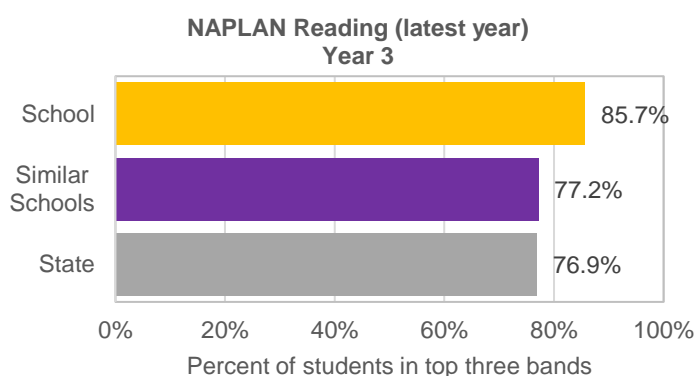
NAPLAN

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.

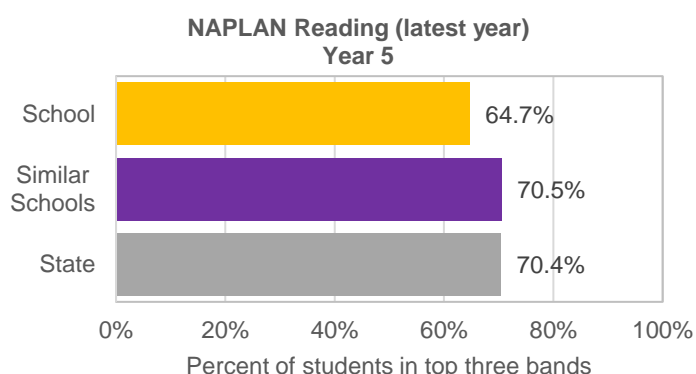
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.7%	76.8%
Similar Schools average:	77.2%	77.0%
State average:	76.9%	76.5%



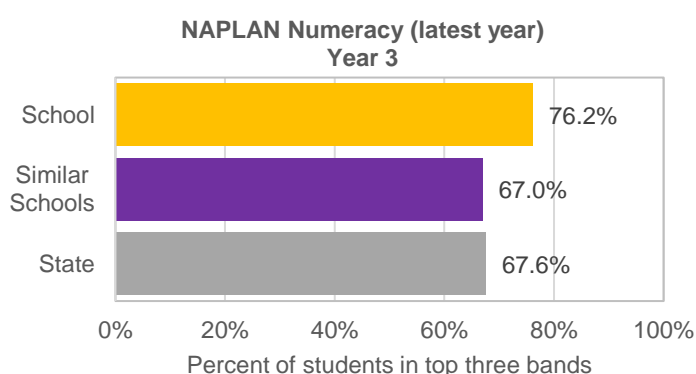
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.7%	58.7%
Similar Schools average:	70.5%	67.4%
State average:	70.4%	67.7%



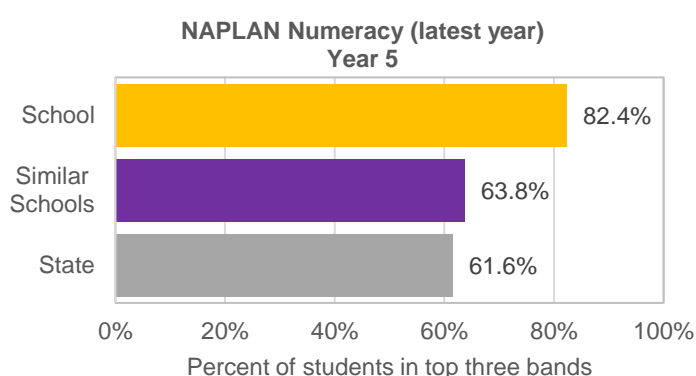
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.2%	66.1%
Similar Schools average:	67.0%	69.2%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.4%	67.4%
Similar Schools average:	63.8%	60.6%
State average:	61.6%	60.0%



ACHIEVEMENT (continued)

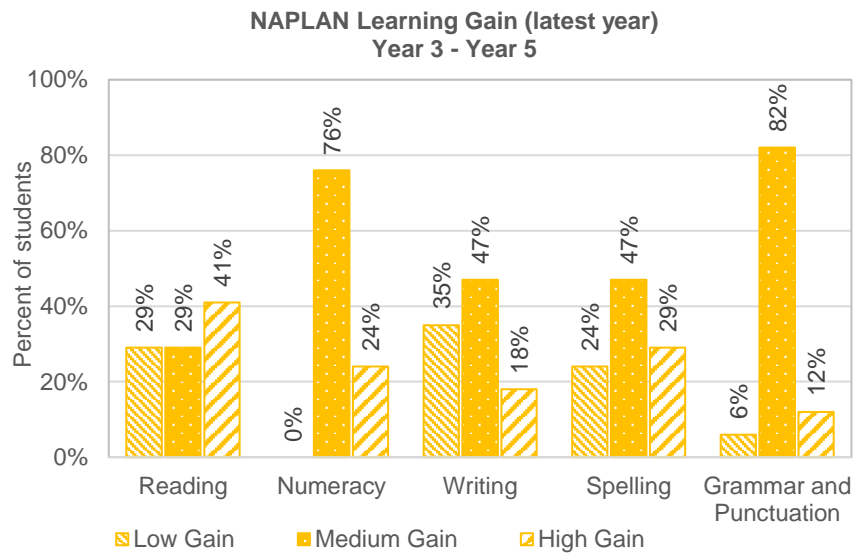
NAPLAN Learning Gain

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

Learning Gain

Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	29%	41%	27%
Numeracy:	0%	76%	24%	28%
Writing:	35%	47%	18%	24%
Spelling:	24%	47%	29%	26%
Grammar and Punctuation:	6%	82%	12%	29%



ENGAGEMENT

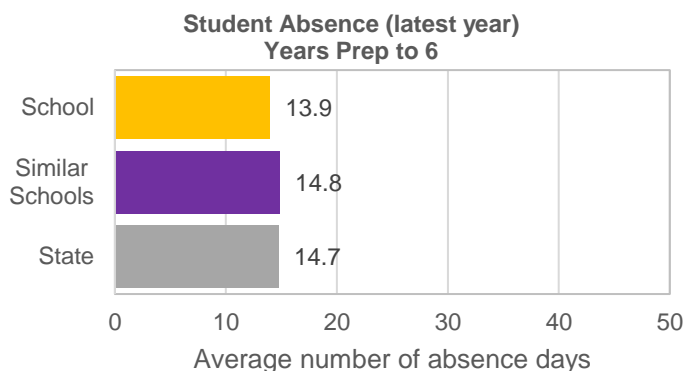
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.9	12.4
Similar Schools average:	14.8	16.3
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	92%	93%	94%	95%	90%	93%

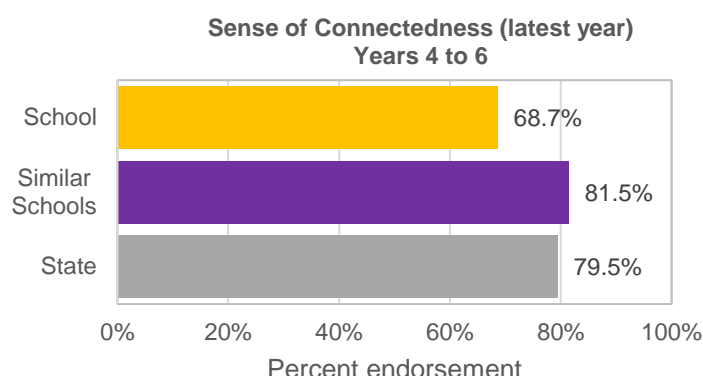
WELLBEING

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:	68.7%	73.2%
Similar Schools average:	81.5%	83.4%
State average:	79.5%	80.4%

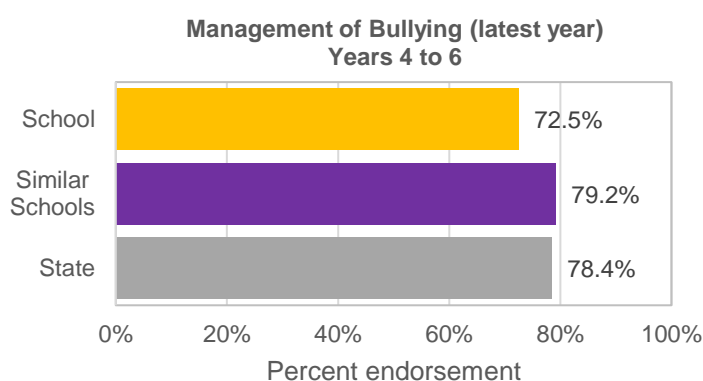


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	72.5%	68.2%
Similar Schools average:	79.2%	81.3%
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	\$1,442,583
Government Provided DET Grants	\$216,326
Government Grants Commonwealth	\$4,711
Government Grants State	\$0
Revenue Other	\$27,491
Locally Raised Funds	\$118,482
Capital Grants	\$0
Total Operating Revenue	\$1,809,593

Equity ¹	Actual
Equity (Social Disadvantage)	\$33,106
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$33,106

Expenditure	Actual
Student Resource Package ²	\$1,401,142
Adjustments	\$0
Books & Publications	\$3,991
Camps/Excursions/Activities	\$15,725
Communication Costs	\$4,471
Consumables	\$30,483
Miscellaneous Expense ³	\$4,045
Professional Development	\$12,082
Equipment/Maintenance/Hire	\$45,723
Property Services	\$33,667
Salaries & Allowances ⁴	\$80,148
Support Services	\$68,987
Trading & Fundraising	\$8,991
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$272
Utilities	\$10,660
Total Operating Expenditure	\$1,720,387
Net Operating Surplus/-Deficit	\$89,205
Asset Acquisitions	\$8,000

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

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$171,200
Official Account	\$44,616
Other Accounts	\$1,486
Total Funds Available	\$217,301

Financial Commitments	Actual
Operating Reserve	\$50,998
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$15,032
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$64,163
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$1,485
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$131,678

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.