

# 2021 Annual Report to The School Community



**School Name: Caulfield Junior College (3820)**



- 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 28 April 2022 at 04:45 PM by Chris Chant (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 06:11 PM by Joseph Chang (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

Established in 1914, Caulfield Junior College is located approximately eleven kilometres from the Melbourne Central Business District. The school has a bi-national program that is accredited to deliver both the Victorian and French curriculum in accordance with the Victorian Department of Education and Training (DET) and the French Ministry of Education's standards and practices. The school enrolment includes students undertaking the accredited French program within the French Bi-National Program (FBP). The FBP is overseen by the Agency for French Education Abroad (AEFE). The school is balanced by our local community, many of whom access the Hebrew Immersion Program as an adjunct to their children's learning.

#### Vision

At Caulfield Junior College, all students are empowered to learn and achieve, experiencing high-quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them. We embrace diversity and are proud to provide a multilingual setting that enhances learning for everyone.

#### Values

- Honesty
- Empathy
- Respect
- Optimism

The values are represented by the acronym 'HERO', a concept that is commonly understood amongst the school's multicultural community. The school has an ongoing commitment to work with The Resilience Project and aligns with the Department's priorities of supporting happy, healthy and resilient students.

The leadership Team includes Principal, Assistant Principal, and French Director

Teachers - 25 Full time and 11 Part-time staff

9 ES staff full time and 2 part-time staff

3 Learning Specialists working on the AIP focus areas of Learning and Teaching and supporting the French program, Wellbeing Coordinator, IT manager Intervention Program Leader and, Tutor positions.

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### Framework for Improving Student Outcomes (FISO)

Building practice excellence across 2021 has seen extensive work was undertaken around improving teacher capacity and a focus on the learning intentions and success criteria for each lesson ensured staff continue making improvements around their classroom instruction.

Curriculum planning and assessment teams worked with greater collaboration and within designated times to refine this work. The implementation of Professional Learning Community processes and understandings has seen staff engage in learning conversations using student assessment and performance data.

Community engagement during the period of this Annual Report became critical as we continued to deliver Remote and Flexible Learning. Parent communication and connection to their student's classrooms became a focus for the teaching and administration staff at the school in 2021. Staff were able to refine the online learning program, create appropriate content and use a variety of technological platforms to support student learning and enhance engagement.

The health and well-being of our students was a key component of the work undertaken in 2021. Resources were allocated to fund additional well-being staff, online resource provision and curriculum materials were made available electronically and additional on-site staff were employed to engage and support the large numbers of school-based learners during the period of the lockdown.

Building leadership teams through an ongoing commitment to the development of leadership capacity across the

school have been highly successful and will be a continued focus in 2022.

Key improvement strategies from the FISO framework continue to be implemented to support the development of the learning and teaching model with a focus on High Impact Teaching Strategies and the Five Es Instructional Model. This ongoing work will support all students and be an integral part of the focus on improving the level of all student outcomes.

Ongoing commitment to the development of leadership capacity across the school has been highly successful in 2020 and saw our teams able to function effectively during the extended periods of Remote and Flexible Learning.

Empowering students and building school pride - Students were supported in their increased engagement with whole school events and opportunities across the school year. Students continued the online weekly assembly to broadcast into student homes to celebrate the achievements made across the student cohort during the COVID lockdown period.

Learning Specialists implemented Instructional Walkthroughs, observing teachers teaching and providing constructive feedback based on their observations. Professional Learning was implemented so staff had an understanding of the process; this included how to give and receive feedback. Learning Specialists also taught modeled lessons in Writing and Mathematics to graduate teachers to build their capacity and support their VIT registration.

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## Achievement

In 2021 the school continued working on its Strategic Plan goal of maximizing the learning and growth in Literacy and Numeracy for each student. This work is reflected in the Annual Implementation Plan focus and the efforts made by teams of staff to develop a whole school instructional model. This important work has established a degree of consistency across the school, aligned curriculum planning documentation, and supported student learning during this period. The use of student performance data was also enhanced for individual staff and teaching teams with focussed professional learning and coaching by Learning Specialists.

Our school continues to deliver a mandated Victorian curriculum and a French National Curriculum. Work is being undertaken to have our senior program accredited by the French Education ministry. This will be completed in early 2022.

The learning achievements of our students during the Remote and Flexible Learning program need to be acknowledged and the parent engagement in the child's learning ensured this period of interrupted learning was as successful as possible.

During the Remote and Flexible Learning period staff used a wide range of learning experiences and related assessments to determine student performance. Extensive use of online learning platforms, small group work, and individually differentiated programs supported students during the 2021 school year. Much of this work continues to be improved as the children have returned to onsite learning.

Staff connection to their learning teams and to their colleagues was a huge part of the successful delivery of the remote and flexible learning program.

During remote learning, staff were able to utilize online resources for content delivery and assessment and consequently develop new ways of differentiating for students.

Caulfield Junior College continues to maintain a high level of academic performance and is at or above state average achievements across all levels of the school based on the teacher's assessment and judgment of student learning. Our dedicated and highly professional teaching teams plan the delivery of the Victorian and French Curriculum in a sequential, structured, differentiated, and broadly assessed program.

Our performance data highlights that our students achieve at high levels across the entire school and exceed the state median significantly in the teacher judgment of student achievement performance measure in both Literacy and Numeracy.

In 2021 the school continued to provide structured intervention programs that ensure all children are provided with quality learning opportunities. This work has seen staff use available data to impact learning and create an individual learning program for students working in this space.

Refinement of the new assessment schedule and reporting template continued during 2021. This was supported with professional learning across the Victorian and French Curriculums with the development and refinement of the assessment schedule and the development of a two-year Scope and Sequence Planner for units of inquiry. A continued success for our staff has been the use of data to support curriculum planning.

Our whole school Transition Program continues to receive positive support from the parents and was improved based on parent feedback.

Individual Learning Plans were developed for students across the school. Students who received funding from the Program for Students with Disabilities (PSD), are in out-of-home care, or have an ATSI background are required by DET to have a plan developed and regular Student Support Group (SSG) meetings throughout the year. In 2021 there will be a focus on broadening the criteria for students who are working towards the expected level and for those working 12 months or more above the expected level of the curriculum. Staff continued to use shared planning and meeting times to focus on student data at shared, undertake collaborative meetings with the planning focus to be on supporting and developing a differentiated curriculum for all students across the school.

The school has maintained a consistent workforce plan and this will bring consistency and an element of predictability to the school at a time of significant change.

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## Engagement

Student attendance data in 2021 indicates consistent attendance rates across all year levels that are comparable to the 2020 attendance figures. All attendance is recorded on COMPASS, providing a streamlined process to manage attendance, as well as an easy way for any staff member to check attendance, such as the Student Wellbeing Officer.

Students who are away from school for longer periods have been provided with student learning plans that were implemented across the school during 2020. Extended periods of Remote and flexible learning were challenging for students, their families, and the staff at the school. The efforts made by everyone to engage in the learning programs, connect with classes and work remotely has been a hurdle but has been managed by all involved. To support student engagement during the transition back to onsite learning, our school continued to provide structured programs that supported families and students during these return to school periods. A Bring Your Own Designated Device (BYODD) technology program will be implemented in 2022. This School Council endorsed initiative will support greater access to information technology across the school and allow individual students access to a nominated device every part of the learning day and at home after school hours. This program will be supported by technical provision, curriculum programming and ongoing professional learning for staff.

The unique structures and focus of the school allow students in the French Binome to develop their understandings and learnings across the aligned curriculum. CJC continues to be very well supported by our parent community, including the School Council, Parent Committee, and increasing numbers of volunteers who continue to support all school programs and events with their time, expertise, and resourcing.

Staff have continued to work more collaboratively, with work being focused on curriculum planning and the use of assessment data.

Whole-school professional development, well-being programs, and curriculum planning of Inquiry units have supported this work. Some highlights have included

- the school has continued to work with the Resilience Project and strengthened student understanding, community awareness, and built staff capacity.
- Work in the use of Zones of regulation has commenced across the school.
- work continued on incorporating 'student voice and agency' into the curriculum and this work will continue into the 2022 learning year.
- Used DET and Network resources to support students, staff, and the community during the school year.
- Increased the frequency of community communication to ensure families were informed about new COVID guidelines and expectations.

In 2021, work around the development of the teaching and learning model has enabled a more consistent instructional approach in our classrooms and learning spaces.

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## Wellbeing

Caulfield Junior College promotes and supports a positive culture of inclusion, respect, and the support of others. Our consistent and proactive approach to student wellbeing through school-based programs encourages students to take ownership of their behaviour and their positive interactions with others. Student behavioural, social, and emotional needs are quickly addressed through support and intervention from our school psychologist, student wellbeing manager, and principal class staff.

Program for Students with Disabilities and Student Support Group meetings continued during 2021. The establishment of an Intervention program for students across the school has supported student learning during 2021. The work of the Educational Support staff and the Student Wellbeing Team continued to work in supporting students via timetabled release to work with students daily.

CJC is an accredited e-Smart school and has a strong and ongoing focus on anti-bullying and cyber safety offering regular instruction to students, staff, and parents. A Technology team has continued to support and build staff capacity in learning and teaching in an online environment. Parent information sessions continue to support the cyber-safety partnership.

During 2021 the wellbeing of our students has been supported by the following actions:

- Ensuring that the transition program addresses the needs of students entering or leaving the school at any point from Prep to Year 6.
- Refining the student class allocation arrangements and the in-school transition processes.
- Using COMPASS to record student achievement, produce parent reports, and maintain student welfare information.
- Formalising the handover of student histories from year to year, including data from students in Intervention Programs.
- A Well-Being officer continued to work across the school, with staff, students, parents, and this high level of support ensured student wellbeing remained a clear focus during the school year.
- Regular wellbeing check-ins and information sharing for families during the Remote and Flexible Learning program.
- The Resilience Project continued to operate across all classrooms and was supported by ongoing professional development.

The school has also:

- Provided additional professional learning linked to student wellbeing.
- Engaged DET resources such as the complex matters team, employee assistance program, etc.
- Reviewed and refined the 'student wellbeing practices and protocols' document.
- Implemented Zones of Regulation across the school to support student welfare.
- Transferred the student wellbeing reporting system online to Compass.
- Engaged additional counsellors through Oz Child.
- Run parent information sessions on student health and wellbeing and cyber-safety.
- Extended its work with the Resilience Project.

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## Finance performance and position

The overall financial position of Caulfield Junior College remains stable despite finishing the year with a net operating deficit. This is a planned deficit taking into account the additional staff required to run the French Binational Program,



as well as whole school staffing decisions that were made to support student welfare and academic achievement during the periods of Remote and Flexible Learning. The individual and wholistic results achieved by allocating this additional layer of staffing strongly supports these decisions that were made at the end of 2020.

Whilst we once again operated in a different capacity, the financial obligations of the school did not change. The school accrued an additional set of expenditure items in our efforts to operate during COVID restrictions and extended periods of Remote and Flexible Learning. As a school, we once again chose to employ staff to work onsite daily during the lockdown periods to ensure our own teachers were accessible in their online classrooms and able to concentrate on the students in their class.

In 2021 the school continued the work towards the implementation of the updated DET Parent Payment Policy which impacted what could be allocated to parents for payments and added complexity to the planning financial arrangements for the upcoming school year.

Other initiatives supported in 2021 included:

- Continuation of the Masterplan process has enabled the school to lobby for funding from the Victorian Government to update and add to our learning spaces. We maintain a healthy reserve of funds to support this initiative when we are able.
- The school was successful in gaining a grant of \$25k for shade sails to be erected to create an outdoor learning space on the SLC deck. This project will be undertaken in 2022.
- Planning and design of the redevelopment of the Balaclava Street entrance to the school was undertaken with the physical works are planned for completion during the December 21 / January 22 holiday period.
- Extensions were made to the Prep classrooms to account for increased class sizes for the Binational Program.
- We were able to refurbish and create a specific learning space for Science and Technology to be operational in 2022.
- Created a number of smaller learning and consulting spaces to support the intervention program and for the use of visiting allied health professionals.

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.

**For more detailed information regarding our school please visit our website at**  
**[www.caulfieldjc.org.au](http://www.caulfieldjc.org.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 503 students were enrolled at this school in 2021, 267 female and 236 male.

39 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.

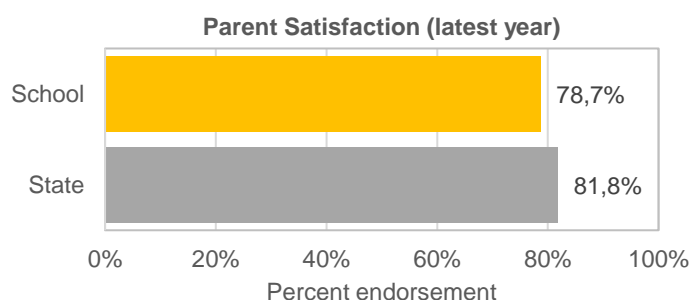
This school's SFOE band value is: Low

### 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:	78.7%
State average (primary schools):	81.8%



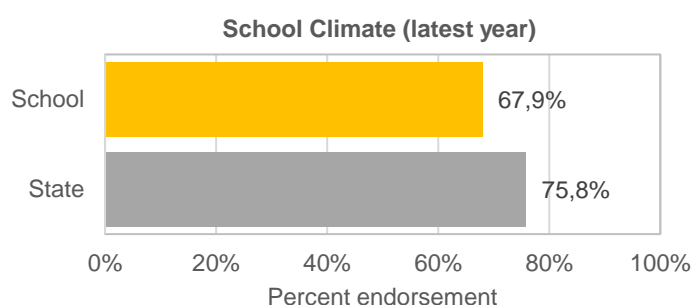
### School Staff Survey

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:	67.9%
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:

NDA

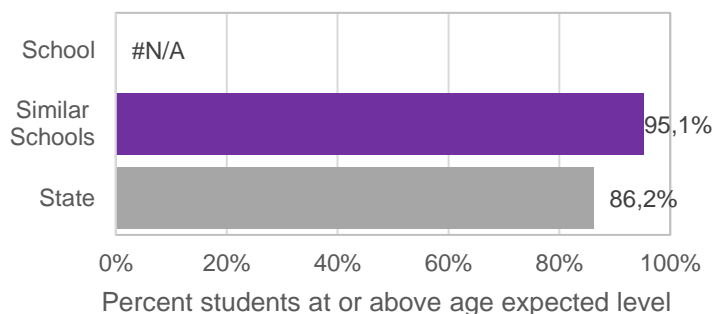
Similar Schools average:

95.1%

State average:

86.2%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

NDA

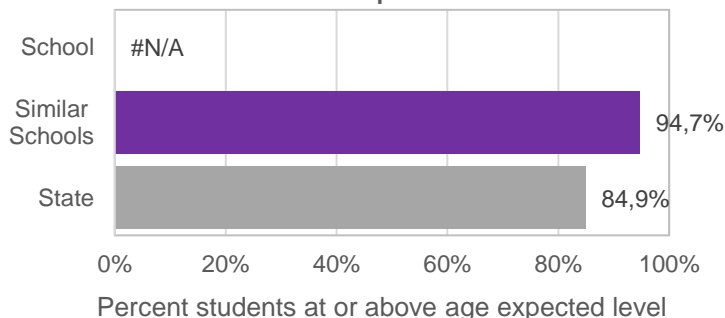
Similar Schools average:

94.7%

State average:

84.9%

#### Mathematics (latest year) Years Prep to 6



## 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.

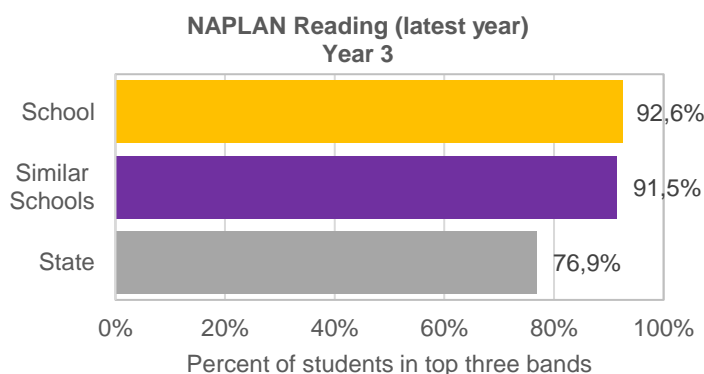
### NAPLAN

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.

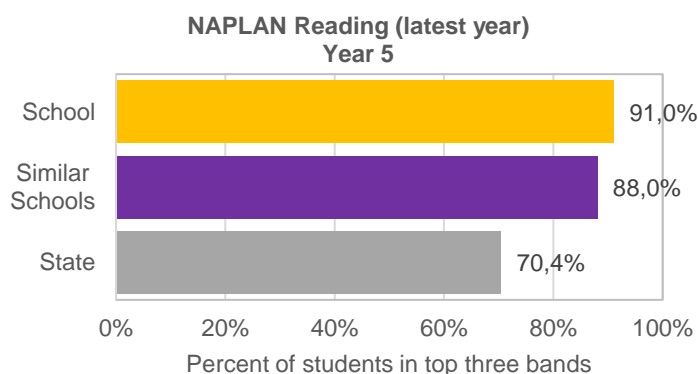
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	92.6%	90.0%
Similar Schools average:	91.5%	90.3%
State average:	76.9%	76.5%



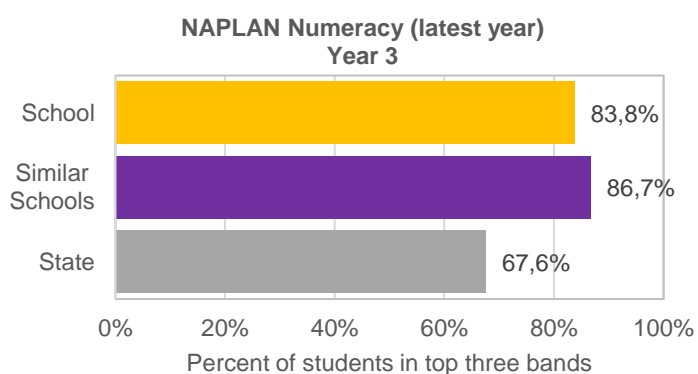
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.0%	84.1%
Similar Schools average:	88.0%	84.9%
State average:	70.4%	67.7%



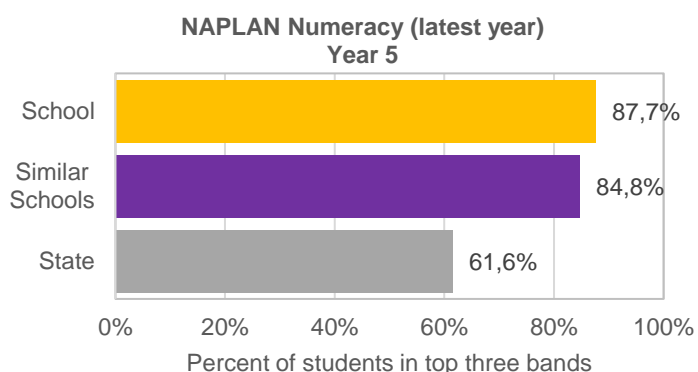
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.8%	85.0%
Similar Schools average:	86.7%	87.4%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.7%	79.2%
Similar Schools average:	84.8%	82.8%
State average:	61.6%	60.0%



## ACHIEVEMENT (continued)

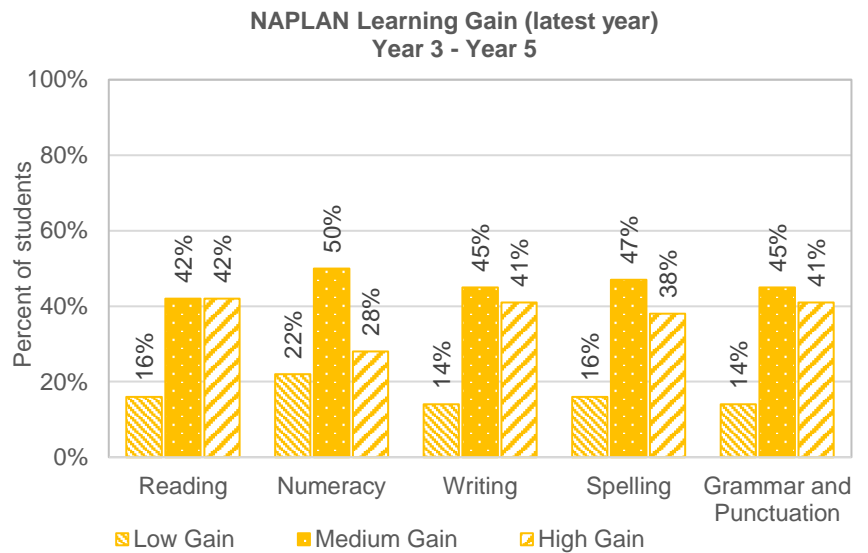
### NAPLAN Learning Gain

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:	16%	42%	42%	33%
Numeracy:	22%	50%	28%	37%
Writing:	14%	45%	41%	36%
Spelling:	16%	47%	38%	32%
Grammar and Punctuation:	14%	45%	41%	37%



## ENGAGEMENT

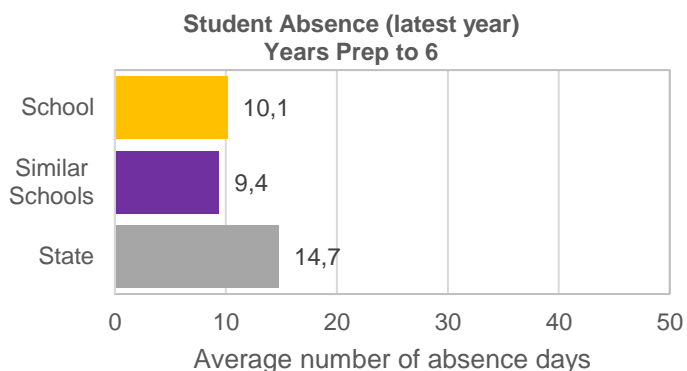
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	10.1	13.2
Similar Schools average:	9.4	11.5
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):	97%	96%	96%	95%	94%	94%	92%

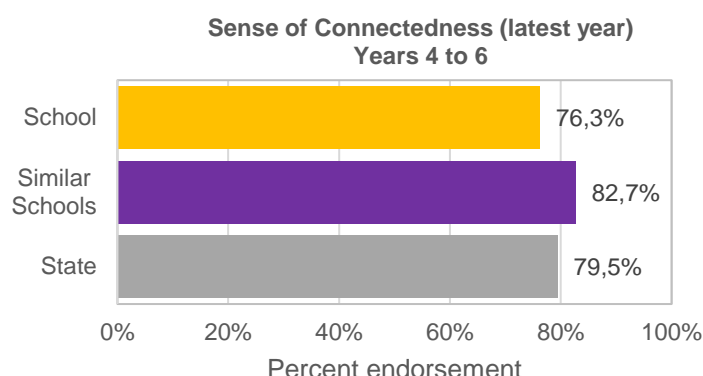
## WELLBEING

**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:	76.3%	74.7%
Similar Schools average:	82.7%	82.6%
State average:	79.5%	80.4%

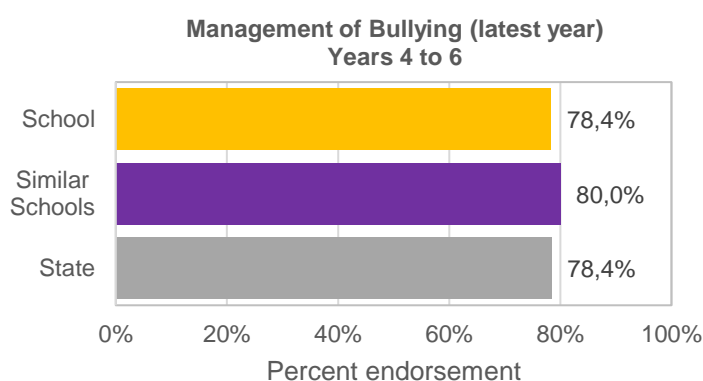


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	78.4%	75.3%
Similar Schools average:	80.0%	80.8%
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	\$3,952,035
Government Provided DET Grants	\$46,299
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$42,914
Locally Raised Funds	\$1,239,437
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,280,685</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,780,029
Adjustments	\$0
Books & Publications	\$10,056
Camps/Excursions/Activities	\$91,476
Communication Costs	\$6,641
Consumables	\$157,847
Miscellaneous Expense <sup>3</sup>	\$619,484
Professional Development	\$34,455
Equipment/Maintenance/Hire	\$143,249
Property Services	\$54,815
Salaries & Allowances <sup>4</sup>	\$57,410
Support Services	\$185,740
Trading & Fundraising	\$21,221
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$96
Utilities	\$36,184
<b>Total Operating Expenditure</b>	<b>\$6,198,702</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$918,017)</b>
<b>Asset Acquisitions</b>	<b>\$0</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	\$1,957,194
Official Account	\$624,121
Other Accounts	\$41,051
<b>Total Funds Available</b>	<b>\$2,622,367</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$230,517
Other Recurrent Expenditure	\$10,899
Provision Accounts	\$0
Funds Received in Advance	\$287,477
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$26,726
Repayable to the Department	\$1,423,123
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$35,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$860,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,873,742</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.*