

# 2021 Annual Report to The School Community



**School Name: Sherbourne Primary School (5013)**



- 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 16 March 2022 at 09:35 PM by Maree Seymour (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 29 April 2022 at 11:08 AM by Sally George (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

#### OUR SCHOOL VISION

Sherbourne PS is committed to creating a community where all students feel accepted, respected and encouraged to reach their full potential, and are empowered to embrace learning, and strengthen their emotional, social and physical wellbeing.

#### OUR MISSION

At Sherbourne our mission is to provide a positive learning environment by:

- Engaging learners in motivating and challenging programs that are fun and enjoyable
- Ensuring our children are safe and happy
- Operating within a spirit of teamwork, co-operation and in partnership with the community
- Delivering quality, well planned and evaluated learning
- Maximizing the opportunities for all individuals to achieve and succeed
- Fostering tolerance, respect and acceptance of others

#### OUR PURPOSE

Sherbourne Primary School works to empower all students to be literate, numerate and curious with a love of learning and the skills to pursue this. We aim to develop articulate, collaborative and compassionate community members who care about the environment and each other.

#### OUR VALUES

Sherbourne Primary School's values are Respect, Responsibility, Teamwork and Learning. They define how we treat each other and how we want to be treated.

We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.

We take responsibility for our actions, our learning and our environment.

We value others' ideas and opinions, working successfully with each other to achieve our goals.

We strive for excellence in our learning, which means trying our hardest and doing our best.

Sherbourne PS opened in 1972, growing from the original Briar Hill PS to the current site. It is located in Briar Hill serving the surrounding communities of Briar Hill, Montmorency, Greensborough and Eltham. In 2021 our enrolment was 151, organized into 6 classes – 1 x Prep/1, 2 x 1/2, 1 x 3/4, 1 x 4/5 and 1 x Year 6. Teaching teams worked in a P-2 and 3-6 team.

Our students are largely from English speaking backgrounds, 90% of parents were born in Australia, UK and NZ. 0.8% come from non English-speaking backgrounds. In 2021 there were no overseas students enrolled at Sherbourne PS. A comprehensive Victorian curriculum was delivered by our experienced staff with a focus on the development of the whole child, characterized by a positive learning environment, strong interpersonal relationships and the language of growth mindset.

In 2021 Sherbourne had 13.5 Equivalent Full Time staff including 1 Principal Class, 7 teachers and 5.5 EFT Education support staff. In 2021 this included a 0.3 Tutor as part of the Victorian Government Tutor Learning Initiative.

In 2021 there were no Aboriginal or Torres Strait Island students or staff although all staff completed CUST (Cultural Understanding and Safety Training ) as part of the Marrung 10-year plan 2016-26.

Specialist programs were provided in Visual Arts, Japanese a Physical Education F-6. All classes participated also in weekly Library sessions in our attractive library with their classroom teacher.

In 2021 Sherbourne PS was part of the Music in Schools program, involving 2 classroom teachers working throughout the year with a mentor to enhance the musical experiences of students in our school as well as the teaching capabilities of those participants.

The program also afforded the school \$4000 of musical purchases including a class set of ukuleles, boom wackers and djembes.

2021 was characterised by long periods of remote learning. Google classroom and Webex Meetings were used

throughout remote learning enabling access for all students to remain connected to our learning community, engage in whole class and small group learning sessions as well as receive explicit feedback on learning tasks.

Classes had daily Webex session with their teacher and school work posted on Google classroom enabled students and families to organise the learning and their day to suit their context.

There was regular ongoing communication with families throughout remote learning – including formal student progress meetings in August on the Webex platform and less formal communications including phone calls and after class meetings.

In response to parent communication adaptations and modifications to lessons and additional sessions and communications were put in place including the provision of 1 to 1 sessions for identified students.

Written and verbal communications from the school to families, students and staff included a strong focus on wellbeing as well as learning progress.

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## Framework for Improving Student Outcomes (FISO)

In 2021 in response to the drastic interruptions of Covid 19 in 2020 all Victorian schools shared a priority focus on

- Learning Catch up and extension,
- Happy, active and healthy kids and
- Connected schools

In 2021 our FISO dimensions for focus reflected these priority foci as follows.

### CURRICULUM PLANNING AND ASSESSMENT

Successful learning growth for all students required a focus on rigorous data protocols including consistent school wide data collection, analysis and use in planning. This included implementation of a P-6 Assessment schedule, the implementation of a common instructional model in the teaching of reading and the use of common planning documentation which reflected differentiation.

Whilst some adaptations were made, adapting to remote and onsite contexts these actions were successfully implemented across the school to support our focus on learning growth.

### HEALTH AND WELLBEING

Work in 2021 prioritised the development of student skills to be happy, healthy and resilient in a positive supportive culture.

This was maintained throughout the year and adapted to the onsite and remote contexts. The importance of wellbeing was explicitly elevated in communications to families, in weekly lesson planning and in the ongoing provision of Japanese, Music and PE activities on the Google Learning platform- continuing to cater for the holistic development of our students.

Families and staff were directed to wellbeing resources and external supports. The close relationships between teachers and their students and families, and keeping the students connected to their learning and to each other, were key features of the success of our remote learning practice and the transition back onsite.

### BUILDING COMMUNITIES

Effective communication was a key to maintaining the sense of connection and belonging with our school community.

Much effort was put into maintaining positive relationships and communication with students, staff and families.

The partnership in learning between home and school was a major focus throughout the year in both onsite and remote learning contexts. Time was prioritised to communicate with families and stay connected to students and their families.

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## Achievement

Our focus for 2021 on empowering 12 months growth for all students, identifying and teaching students at their point of need was maintained but challenged in the varying contexts of 2021.

A whole school schedule of data collection and analysis to teach students at their point of need was implemented P-6 across the year.

During remote learning periods there were some accommodations and deviations from plan. Team and whole staff meetings maintained this focus of, targeting and monitoring learning growth. Throughout the year teaching and learning

remained responsive to our students and families, adapting to their changing needs and situations, prioritising accessibility to all.

Despite the challenges of extensive periods of lock down our focus on improvement in the teaching and learning of reading was sustained through ongoing work with, and support from, our DSSI Teaching Partners. This program enabled modelling, coaching, feedback, co planning and co creation of differentiated lessons which addressed students at their point of need. The purchase of additional resources and planning time further enhanced our work. The growth evident in our Fountas and Pinnell data P-6, demonstrated a decrease in students 12 months and 6 months behind and an increase in those 6 months and 12 months ahead.

Consistency of high impact teaching and learning strategies across the school was well supported by the use of common planning documentation and the implementation of a common instructional model in reading P-6.

The Tutor Learning initiative also focused upon reading growth. All students in the program demonstrated Fountas and Pinnell growth of more than 2 levels following inclusion in the program. Our tutor program operated weekly for 1.5 days throughout the year and was well documented, with very good communication with classroom teachers and families. Growth was also shown in phonological knowledge. The TLI was a very positive initiative in our school.

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## Engagement

The positive relationship between attendance and learning is explicitly communicated and promoted at Sherbourne in our communications. Attendance is regularly recorded by parents and staff using Compass, our school wide Communication portal.

Engagement and participation were rigorously monitored during Remote and Flexible Learning and regular contact made to ensure appropriate support was provided to students and families. Teachers were very receptive to feedback from families and modified lessons and expectations to enable access and success to all students.

The school average number of absent days per student in 2021 was 12.8 days, which is below the state and similar schools' average.

Looking at the attendance rate by Year level all classes show 90% attendance or above.

Engagement is enhanced when learning is accessible, interesting and appropriately challenging. Engagement was well supported by the differentiated teaching and learning P-6.

The Music in Schools program during remote learning periods was offered to all students online as well as weekly whole school dance lessons online, specialist Japanese, Visual Arts and PE were maintained throughout the year, offering a richness of experiences for our students.

During remote learning we successfully ran whole school and whole team virtual activities on Webex including student led progress meetings, a whole school Writers Festival, dress up days, a Year 3-6 virtual school camp, guest speakers, incursions and Junior School Council meetings.

Teachers shared the role of supervision throughout remote learning supported very capably by Education Support staff. Onsite supervision during remote learning included children of essential workers as well as vulnerable students but was also sensitive to the needs to our community.

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## Wellbeing

At Sherbourne our definition of wellbeing encompasses physical, mental, social and emotional wellbeing. Our promotion of the importance of wellbeing is characterized by positive relationships, a sense of calm, order and routine, a strong community feel of belonging and regular ongoing communication, between our students, staff and families. Our school values are the "why" behind our actions and decisions.

A consistent junior and senior Start Up Learning Program (SULP) was introduced at the start of the school year with a focus on setting up positive relationships, clear expectations, routines and processes as well as explicitly unpacking the behaviours of our school values. This was to be the basis of working, learning and playing together at school. Multiple sudden transitions to remote learning were challenging and unsettling for all.

Student wellbeing and resilience was a deliberate and explicit focus throughout remote learning as well as upon returning to school in Term 4, linking staff and families to available resources including webinars, DET and community supports.

During Term 4 our focus turned to transitioning students happily and safely back onsite with a strong focus on social and emotional wellbeing and explicit teaching of social skills in a covid safe context which minimised mixing and permitted little parental involvement onsite. We explicitly revisited values and social skill work as well as classroom processes and protocols. We were delighted to be able to hold a real time live Graduation for our Year 6s 2021 and allow them to safely celebrate at their special Year 6 outing to Funfields at the end of the year.

The 2022 Prep transition program was modified to run online for four sessions in Term 3 on Webex and included the welcomed addition of 1 to 1 interviews with all of the enrolled families. In Term 4 we were able to manage four sessions onsite with our new students. Our Prep enrolment has increased from 12 in 2021 to 21 in 2022

Only 8 school families participated in the 2021 Parent Opinion survey, out of 50 issued. This was conducted in the remote learning period. Analysis of that data must respect the small sample size. It will be an important future focus to rebuild our physical community connection and participation as restrictions ease. We are conscious our Year 1 and 2 families have had very few opportunities to meet and mix with each other as they normally would have. This will be a positive action for our School Council and staff.

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## Finance performance and position

In 2021, the school maintained a sound financial position throughout the year and the annual result was a surplus. This surplus will allow us to ensure funding is allocated to various programs in an ongoing capacity. The program budgets, revenue and expenditure were monitored through our finance committee and school council. Unfortunately, 2021 was not a significant year for fundraising due to COVID-19

Fundraising from Term 1 enabled the purchase of additional iPads to replace the devices which students were given during 2020 remote learning. The school also purchased a Defibrillator, a very significant asset for our community. Equity funding received supported the Tutor Learning initiative as well as the whole school reading focus.

Involvement in the DET DSSI, enabled the purchase of Reading resources for our teachers and students.

Planned maintenance works (as part of the Rolling Facilities evaluation 2019) commenced in the latter half of 2021 repairing the roof and gutters in both buildings and will continue in 2022 addressing the floor in the main building. This may require the replacement and purchase of carpet tiles for which there will need to be some school contribution.

The Minor Capital Works project Toilet update project 2021, managed by the VSBA, was restricted in progress by the inability to have visitors onsite during the lockdown periods, however architectural drawings were completed and the project will go to building tender early in 2022 with works to be completed in that year.

In 2021 Hall and Pool hire was severely impacted by the long periods of lockdown and Covid safe restrictions. In November School Council made the difficult decision to shut the school pool as it was no longer viable for a school of this size to run the pool. The pool and hall are community built facilities and this maintained by the school itself without additional DET support. Community use and hire of the hall and grounds took place in Term 1 and Term 4 with a local fitness group and children's gymnastic program and will continue in 2022.

**For more detailed information regarding our school please visit our website at**  
**[www.sherbps.vic.edu.au](http://www.sherbps.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 151 students were enrolled at this school in 2021, 79 female and 72 male.

4 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).

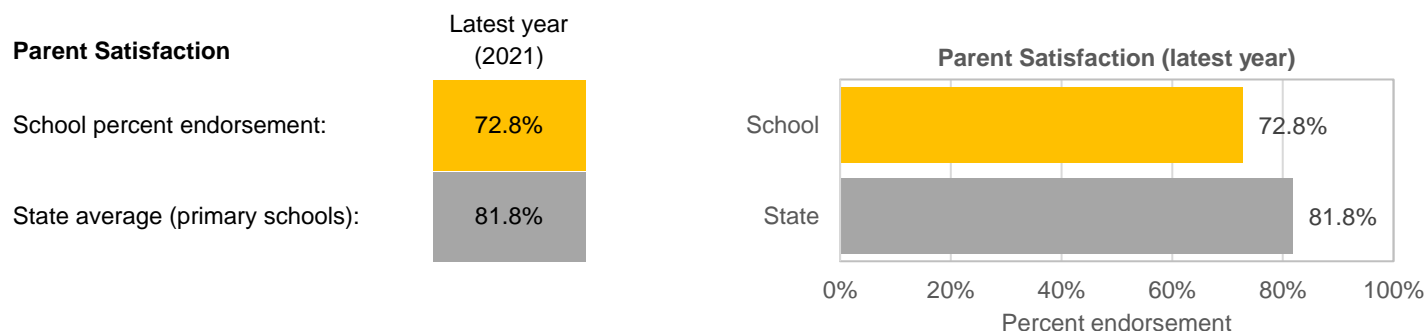
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

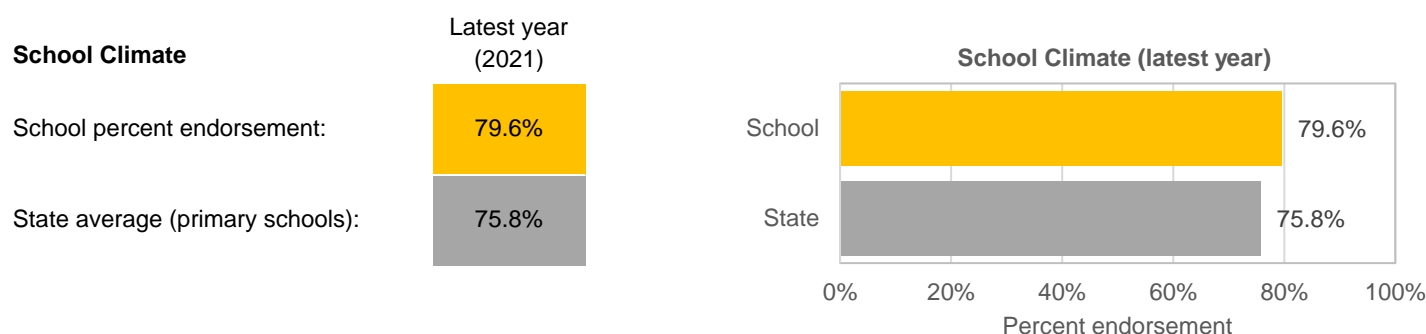


### School Staff Survey

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:

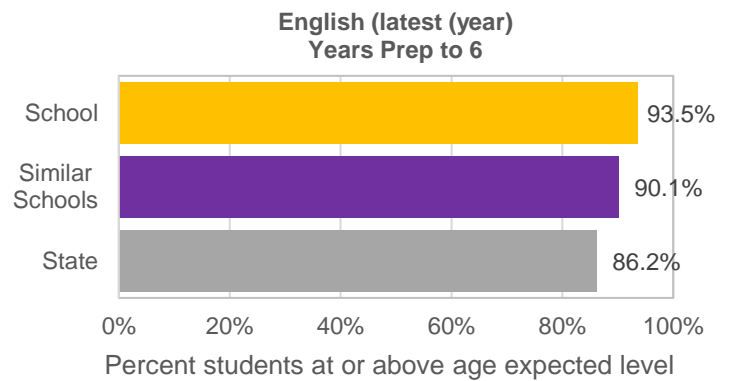
93.5%

Similar Schools average:

90.1%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

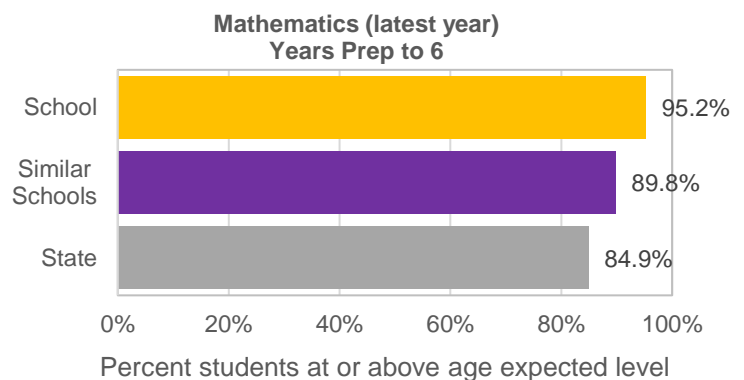
95.2%

Similar Schools average:

89.8%

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.

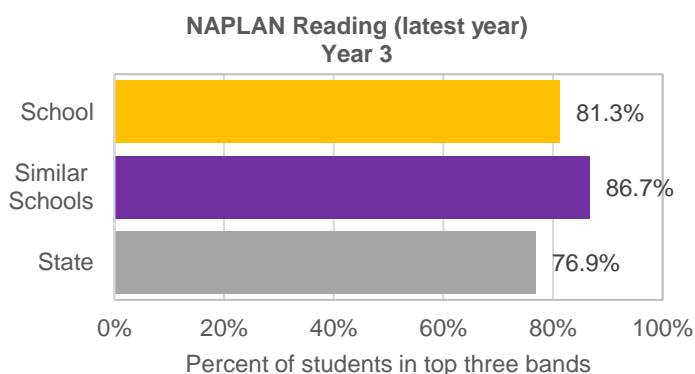
### NAPLAN

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.

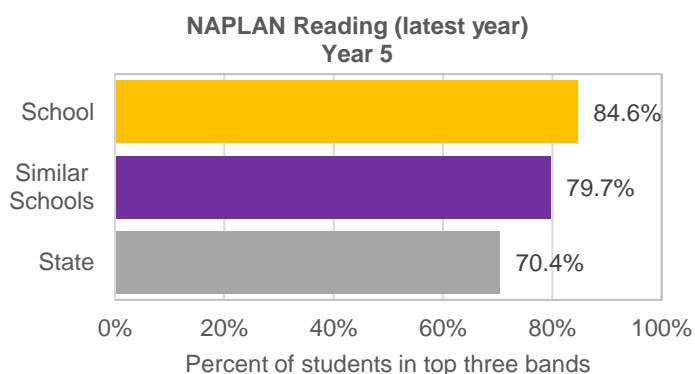
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.3%	79.1%
Similar Schools average:	86.7%	84.7%
State average:	76.9%	76.5%



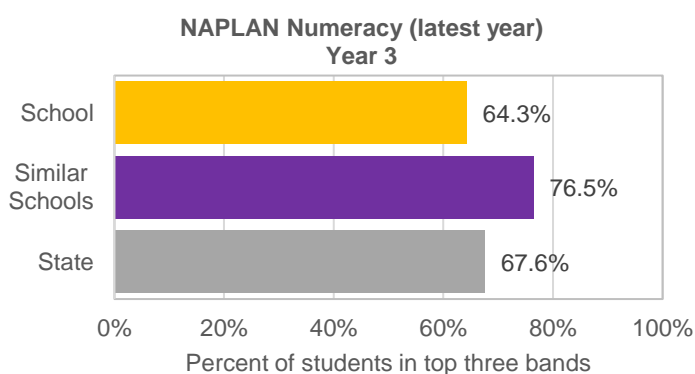
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.6%	70.8%
Similar Schools average:	79.7%	76.3%
State average:	70.4%	67.7%



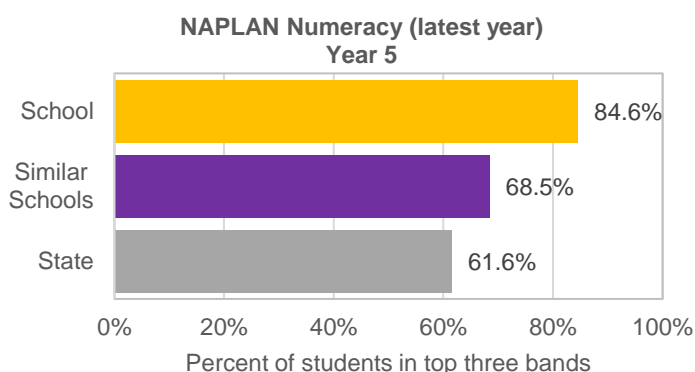
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.3%	64.6%
Similar Schools average:	76.5%	77.3%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.6%	66.7%
Similar Schools average:	68.5%	66.8%
State average:	61.6%	60.0%



## ACHIEVEMENT (continued)

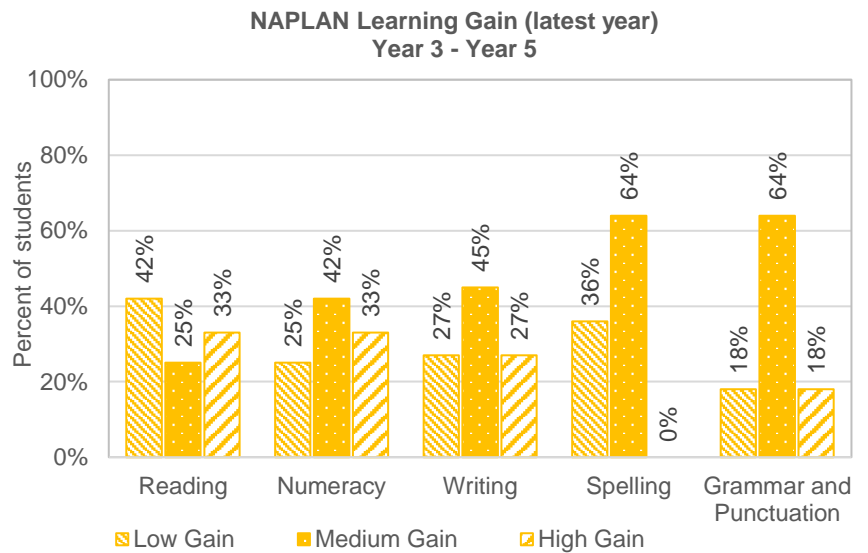
### NAPLAN Learning Gain

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:	42%	25%	33%	29%
Numeracy:	25%	42%	33%	22%
Writing:	27%	45%	27%	24%
Spelling:	36%	64%	0%	24%
Grammar and Punctuation:	18%	64%	18%	27%



## ENGAGEMENT

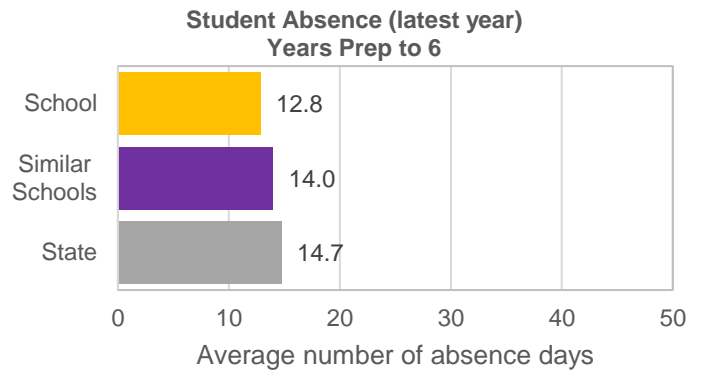
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	12.8	12.9
Similar Schools average:	14.0	14.3
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):	96%	94%	94%	93%	90%	93%	94%

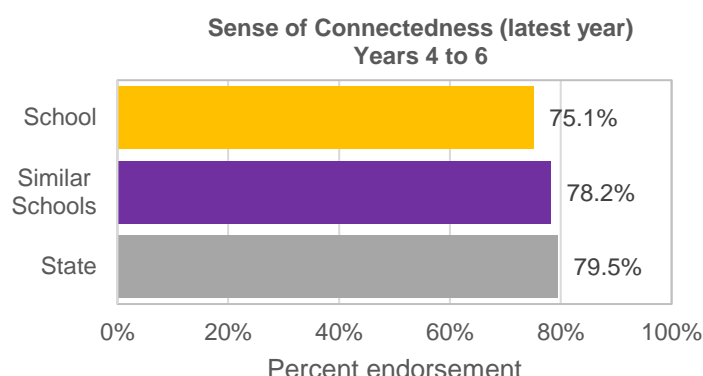
## WELLBEING

**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>	<b>Latest year (2021)</b>	<b>4-year average</b>
School percent endorsement:	75.1%	75.0%
Similar Schools average:	78.2%	77.9%
State average:	79.5%	80.4%

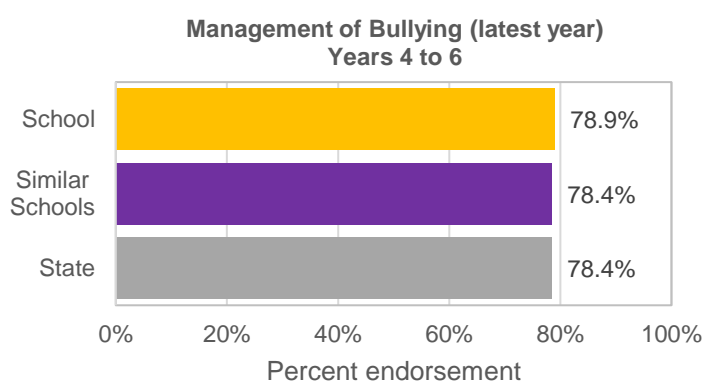


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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>	<b>Latest year (2021)</b>	<b>4-year average</b>
School percent endorsement:	78.9%	79.5%
Similar Schools average:	78.4%	79.1%
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	\$1,437,579
Government Provided DET Grants	\$255,064
Government Grants Commonwealth	\$7,288
Government Grants State	(\$5,000)
Revenue Other	\$22,836
Locally Raised Funds	\$104,744
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,822,511</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$6,824
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$6,824</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,407,944
Adjustments	\$0
Books & Publications	\$784
Camps/Excursions/Activities	\$7,935
Communication Costs	\$3,690
Consumables	\$32,722
Miscellaneous Expense <sup>3</sup>	\$9,654
Professional Development	\$1,840
Equipment/Maintenance/Hire	\$45,345
Property Services	\$25,759
Salaries & Allowances <sup>4</sup>	\$101,082
Support Services	\$41,601
Trading & Fundraising	\$8,937
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,592
<b>Total Operating Expenditure</b>	<b>\$1,717,886</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$104,626</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	\$265,836
Official Account	\$19,424
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$285,259</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$48,894
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$28,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$96,894</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.*