

2021 Annual Report to The School Community



School Name: Collingwood English Language School (8748)



**COLLINGWOOD ENGLISH
LANGUAGE SCHOOL**

- 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 10:59 AM by Catherine McMahon (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 07 May 2022 at 04:13 PM by Trish Jelbart (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 Language schools
 - school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Language schools
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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.

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

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.

About Our School

School context

Collingwood English Language School provides innovative, high quality, contemporary and relevant EAL teaching and learning programs to our students as their first educational experience in Australia, preparing them for successful transition into mainstream and other pathways. Our core purpose is underpinned by the following values

Respect: For ourselves, each other and our environment

Kindness: To others through compassion and celebrating success

Learning: Being ready to learn, do my best, be actively engaged, share ideas, seek support and welcome feedback.

At CELS we have a theory of action around our vision: If CELS provides innovative, high quality EAL teaching and learning programs students will become resilient, curious and feel confident about making a successful transition into mainstream and other pathways.

This is important because our students are beginning new lives in Australia and CELS is the first experience of education in Australia for students and their families. The program varies in length between 6 and 12 months depending on disruption to schooling experienced by our incoming refugees and migrants. Given this type of program it must be high quality with a focus on equity to ensure improved academic outcomes and life chances.

We have clear priorities at CELS around Teaching and Learning, Engagement and Wellbeing. Underpinning all our work are agreed whole school standards, processes and expectations to support school improvement. A focus on building leadership capabilities continues as a priority to ensure teaching and learning is of high quality.

There are three campuses at CELS. Collingwood campus, based in the North East Melbourne area, was established in 1989. Broadmeadows and Craigieburn campuses have been running for 7 and 4 years respectively. We have a continuous intake model, subject to migration flow, which sees a higher number of students completing programs of between 2 and 4 terms than reflected in the target enrolment figures for each campus as they enter our program at any time. The ratio of students to teachers is 13:1.

Collingwood campus is funded for 117 students. Broadmeadows and Craigieburn campuses, in the Hume network area are funded for 104 students each. The majority of students at the Hume campuses are on refugee visas and are predominantly from Syria and Iraq. Collingwood campus has a range of students from across the world and has a higher number of migrants than refugees.

The level of Social Disadvantage is measured through the Student Family Occupation and Education (SFOE). A higher SFOE indicates more disadvantage. Collingwood campus has an SFOE Index of 0.5215. Broadmeadows campus has an SFOE Index of 0.7883. Craigieburn campus has an SFOE Index of 0.8397. Multicultural Education Aids support students in the classroom and ease communication challenge with teachers and families.

The number of FTE staff over the year changed as classes were stood up or closed down. The trend analysis report on the SRP indicates 61.10 FTE staff for 2021. We have no Aboriginal or Torres Strait Islander staff.

CELS is able to place international students in our programs when appropriate.

There has been significant disruption during 2021 with the international border closure due to the COVID- 19 pandemic. Student numbers continued to decrease over the year with the number of classes dropping from 33 to 13 in term 3.

Teaching and learning programs continued in 2021 while we also worked to keep the school operational. Staff were required for 'other duties' as student numbers dropped and there were not enough classes for teachers to do usual teaching. CELS placed teachers temporarily in mainstream schools, mostly in the North West Region through the ETAC and ECEP initiative. It was important to ensure staff remain connected to the CELS so a number of decisions were made to support this reality.

The continuous intake model of new arrivals programs creates a volatility in numbers normally and it certainly was not possible to accurately predict the number of students or target enrolments during the Covid-19 pandemic, creating uncertainty for the school, other English Language Schools and centres and DET.

Data collected by Region over this time highlighted a state wide issue around staff wellbeing. This was certainly the case at CELS with the added uncertainty of roles. Careful attention to wellbeing of staff and students was required. The complexity of the situation created challenges for workforce planning every term and impacted e.g. leadership administration, the extension of stay process for students, the staff preferences process, consultative processes, changes in roles impacting the work of teachers, and clarity of information actions and timelines.

There was some flexibility given through the DET EAL guidelines to support CELS to continue it's work. These were around: eligibility criteria for the program where COVID - 19 had disrupted a students' education; flexibility around length of stay due to the disruption; and a lower student to teacher ratio to enable grouping of students by age and need.

The CELS AIP connected schools strategy included members of the leadership team remaining on site to keep the school operating with additional responsibilities such as mentoring staff placed in mainstream schools. CELS continued to work through AIP priorities where possible, aligning work with DET mandated priorities and creating projects with an internal and external focus to support a systems approach to improving outcomes for EAL students in government schools. These projects were aligned with key school improvement strategies where possible.

The following is an example of a system focused external project CELS led in partnership with DET during the international border closure impact: CELS became a network leader for the EAL Learning Specialist Community Of Practice (COP), a cross regional network of specialists where CELS Learning Specialists took a lead role. The initiative is part of the Government's \$25.2 million investment in recruiting, training and supporting learning specialists in every Victorian government school. CoPs provide important professional learning for learning specialists on their role in school improvement and student outcomes.

The aim at systems level was for leaders to build collective efficacy by actively engaging, contributing and respectfully working together on a challenge of practice. They learn how to use a range of data and evidence to implement and monitor an evidence-based inquiry approach to strengthen and improve student outcomes across all schools within the CoP. Leaders' behaviours, skills and capabilities are made explicit, and all individuals within the CoP hold themselves and others to account for working collaboratively to challenge self and others to improve outcomes for all students.

Beyond the school improvement priorities in the AIP, many actions taken over the 2021 school year have been aimed at ensuring CELS is able to respond flexibly and quickly when the borders are re opened and student enrolments begin to increase.

Framework for Improving Student Outcomes (FISO)

Goal 1 of the CELS School Strategic Plan: Develop a culture of learning where every student achieves success in English speaking and listening, reading and writing. This goal is an achievement goal

The target set was: By 2022 improve the percentage of positive responses to the following factors on the School Staff Survey. Academic emphasis, Teacher collaboration, Guaranteed and viable curriculum and Collective focus on student learning.

Key strategies to achieve this goal:

Build and implement a cohesive leadership framework that supports and ensures accountability for whole school improvement. This is referenced above.

Collaboratively design and implement a research-informed pedagogical model to guide consistent practice.

Build the capability of all staff through a professional action plan targeted to meet individual learning needs and school priorities.

CELS made significant progress over the 2021 school year despite challenges:

A majority of staff were planning, documenting and evaluating programs with reference to documented courses of study, ensuring learning programs were guaranteed and viable, and without duplication; Staff continued development of units of work collaboratively and with a greater understanding of how to plan using curriculum design principles; Regular use of Google Shared Drive for accessing, documenting and sharing resources was a highlight; A deeper understanding of each student's learning progression with reference to CELS Reporting Resources.

Future actions include refining units of work, developing maths and science units using the learning design model and strengthening assessment and reporting practices through developing a whole school assessment schedule. A focus on more cohesively aligning professional Learning Team inquiry cycles with curriculum goals is a natural progression in 2022.

Goal 2 of our Strategic Plan: Build student engagement and empower each student as a confident learner.

The target set was: By 2022 improve the percentage of positive responses to the following Attitudes to School Survey factors: High expectations for success, Student voice and agency; and Stimulated learning.

Key strategies to achieve this goal:

Implement a rich and authentic curriculum that engages and motivates students.

Embed student voice and agency in their learning.

Part of the strategic work linking to the vision of the school is teacher collaboration through PLT inquiries.

In 2021 there have been four cycles of inquiry including the trial of a cross-campus project in term 4. Staff familiarity with Webex and the inquiry structure suggests this is a viable model for future inquiry cycles;

The Teaching Practice team reflected on and refined their vision for inquiry teams through work with coaching partners from the North West Region of DET. It was great to gain endorsement from the region about the work this team is leading.

The cross regional NAP/EAL Community of Practice project was led by the CELS Teacher Practice team. CELS took the opportunity that the temporary placement of staff in mainstream schools gave us to lead an inquiry around applying an EAL lens to High Impact Strategies and how we might support teachers in mainstream with EAL students in their classes.

CELS has been building the conditions for a whole school peer observation model that is relevant and perceived positively by our educators. This was put on hold during remote and flexible learning and was not appropriate on return to face to face Teaching and Learning in 2021. The momentum has been disrupted. After feedback through evaluation of the relevant FISO continuum and staff surveys there is recognition by staff that part of the work is on examining our instruction using a number of different artefacts that include peer observation.

Future work includes the opportunity to further build staff capacity to examine instruction and building a constructive feedback culture across the school. Coaching conversations will continue to address quality of teaching and learning through DET's high impact teaching strategies and the examining instruction professional learning element based on Harvard's Data Wise approach.

Teachers will be provided with opportunities to focus on feedback including direct feedback about their instruction within inquiry teams. Artefacts such as curriculum plans, units of work, lesson plans and examples of assessment tasks along with pedagogical practices based on the CELS Instructional Model will be looked at in more detail.

We are looking to sustaining the improvement by deepening engagement with our unique CELS PLC/Data Wise approach.

Goal 3 of our Strategic Plan: Support and enhance student and family health and wellbeing to improve student learning outcomes.

The target set was: By 2022 improve the percentage of positive responses to the following factors on the Attitudes to School Survey: Teacher concern, advocate at school, managing bullying and resilience.

Key strategies

Document and implement a whole-school approach to health, wellbeing and community inclusion.

Embed a co-ordinated approach to prepare and support students for successful transition to education or training in

Australian society.

Achievement

Remote and Flexible learning continued in 2021. There was an opportunity to extend students' stay in the New Arrivals Program based on teacher recommendations. This was a successful strategy to support English language acquisition and preparation for mainstream for students experiencing such a disruption. The first and most important work was ensuring all students had access to devices and data along with strategies to ensure continuity of learning in a context of low digital literacy and families new to Australia. Students and their families were shown how to use videoconferencing tools, google classrooms and the seesaw application. Teachers were confident that all students had access to devices and data enabling them to track attendance and engagement. This was supported through data analysis and distribution of graphs on attendance for teacher teams to discuss.

Teachers video-conferenced with students each day of remote learning and ES staff made contact with students and families each week, to support the real partnership between teacher, student and family. The main aim was to ensure that all families understood the importance of engagement and attendance during this time and ensure learning expectations were understood. Our data shows some students relished remote learning and some struggled to engage with it. Teachers were familiar with the modifications needed to curriculum online to ensure students were clear and engaged with their learning and MEA's were timetabled on to these online classes, at times working in break out rooms with specific students.

On return from remote learning all staff focused on reconnecting students back into the school community, creating a sense of connection and belonging. Teachers had a sense of urgency about assessment of student progress so a significant amount of time was spent on assessing learning. This then enabled teachers to make decisions about where gaps in learning occurred and where students' needs were. This led to recommendations for extensions of stay in the program where appropriate.

Students gave feedback on their experiences. For students, the hardest part of remote learning was accessing and understanding the English language content, communicating with teachers and socialising with their peers. Students learned that many of them work better and managed their own learning with a routine; that they work better with teachers and peers on hand to support and assist them; a belief that they can work independently; and an increase in their digital literacy skills. Students said they wanted teachers to integrate ICT more into programs. For example work placed on Google Classroom with timelines for completion and extension activities. Staff feedback did indicate an interest in integrating ICT into Teaching and Learning programs and the value of collaborative teams allowing time for analysis and reflection.

Staff survey data shows a drop in percentage endorsement of academic emphasis after an upward trend over the strategic plan period. Staff recognised the online environment was not the best for New Arrival students and although teachers provided modified education plans and differentiated teaching and learning for students it was very challenging.

Parents and carers felt the learning culture came through strongly, they appreciated the efforts of teachers and felt a deeper connection to the school during this time. An interesting outcome from parents was that they felt learning from home enhanced the learning culture in their home.

The CELS Strategic Plan contains targets that we collect data on to help us track of school improvement priorities. These are Academic emphasis, Teacher collaboration, a guaranteed and viable curriculum and a collective focus on student learning. These have dropped in positive endorsement in 2021 after a strong upward trend pre Covid -19.

In 2021 Academic emphasis dropped from 79% to 71%. This is where emphasis is placed on the importance of academic success and school norms support learning.

Teacher collaboration dropped from 74% to 65%. This relates to staff seeking advice from colleagues and participating

in collaborative discussions to improve Teaching and Learning.

Guaranteed and viable curriculum dropped from 73% to 69%. This relates to curriculum being coherent across year levels and delivered adequately in the time allotted.

Collective focus on student learning dropped from 85% to 78%. This factor relates to all the schools activities being organised to promote student learning.

Engagement

The context of COVID and Teaching and Learning offsite has meant the school developed stronger relationships with parents through more frequent communication from Education Support staff and teachers. The remote and flexible learning period was a barrier to progress for some students which reflects the findings by DET across the region.

A CELS Wellbeing task group has been effective in focusing efforts across the school through their roles and campuses. This included strengthening the work around transition, integrating it further into curriculum programs and supporting students to develop understandings of what to expect as they move into mainstream schools and other pathways. Students are very engaged in this learning. Processes have been streamlined to support this improvement. The transition task group established 4 clear goals for actions in 2021. As a result transition is being viewed as pivotal to our work and something that integrates into our systems and processes integrating it into programs as part of the whole student experience. There have been significant resources used to support this work.

CELS has developed, documented and implemented a new Personal Learning curriculum framework that integrates relevant RRRR strategies suitable for the New Arrivals Program. This program also includes Foundation House Goals for Recovery, cyber safety, and social emotional learning.

Other health activities have been developed by the Curriculum and Wellbeing teams. A collaboration between the teacher practice team and the wellbeing team resulted in two PLT cycles focused on emotional and social learning e.g. Zones of Regulation and the 'Learning Pit' and the team is now looking to build on this work in 2022 to enhance student learning goals.

The wellbeing team has been able to support families and students with high needs and staff have received significant professional development on trauma informed practices. The Song Room has continued to support students through targeted music programs at the Hume campuses, STEM programs were delivered when possible with support from a practitioner from La Trobe University, health teams delivered critical information to families online and Foundation House also contributed to engagement sessions in this way. Parent general satisfaction has remained high in 2021 at 93% general satisfaction.

School improvement strategies in 2022 will include further embedding of the Personal Learning Program and continue to document RRRR and consent education for the various cohorts of students in both sectors.

Positions of responsibility reflected the emphasis on wellbeing, though impacted by staff placed in mainstream schools during the pandemic. These teams were determined in their focus on student voice and agency. There was an increase in the collection of more accurate data from students and families, during remote learning and on return. The wellbeing team was then better able to identify, refer and monitor student wellbeing needs and allocate resources. A whole school approach saw consistency in implementation e.g. of 5 key documents and the Compass system as well as development of case studies. The outcome was more informed transition for students.

A cross portfolio collaboration documented curriculum programs focused on engagement, wellbeing, transition and pathways and demonstrated a more integrated wellbeing approach to careers education, personal learning programs; transition programs and Health and PE programs for CELS.

CELS continues to strengthen partnerships with councils, organisations and agencies.

Parents have been well connected through Education Support staff phone calls particularly during remote learning.

Parent access to Compass was monitored through weekly reports and became a very successful strategy for communication.

Parent Engagement sessions were delivered online and through face to face sessions. Attendance was tracked closely

and gave staff a better idea of engagement of students during remote learning. We have documentation of CELS Engagement and Wellbeing guidelines and a personal learning curriculum program we are proud of. This program integrates relevant RRRR strategies suitable for the New Arrivals Program. The program also includes Foundation House Goals for Recovery, activities, cyber safety and social emotional learning through the the timetable.

The following factors from the School Strategic Plan have been used to track progress of school improvement priorities.

High expectations for success

Years 4-6 to 95% or higher

Years 7-9 from 74% to 85%

Years 10-12 from 88 to 95%

Student voice and agency

Years 4-6 to 95% or higher

Years 7-9 from 68% to 80%

Years 10-12 from 79% to 90%

Stimulated learning

Years 4-6 to 95% or higher

Years 7-9 from 91% to 95%

Years 10-12 from 92% to 95%

In 2021 high expectations for success is at 92%, Student voice and agency at 85% and Stimulated learning at 87%.

After several years of upward trend the percentage endorsement has dropped in 2021. The key work in 2022 will be to address this 'COVID effect' through targeted actions, particularly cross portfolio work around stimulated learning.

Wellbeing

Survey data shows there was an impact on student mental health and wellbeing during remote and flexible learning. Regional data collection was similar to that collected by CELS.

Students often spoke about how much they missed and valued their peers during this time. They recognised the importance of routines, immediate feedback and the need to find alternate supports during this time. Students said they wanted to feel safe first and then for teachers to support their motivation to learn by integrating ICT use and skills more into lessons. The wellbeing team has spent significant resources supporting high level needs and communicating with parents, carers and SSO's at the region to ensure wellbeing continued to be a focus over the return to face to face learning period in term 4.

Staff received significant professional learning, on developing Individual Education Plans, and opportunities to reflect and analyse student engagement and wellbeing data ensuring planning integrated these findings. Parents and carers were able to give feedback on how they felt their children were going learning at home each week through the Education Support staff or teachers, showing the development of meaningful partnerships with parents/ carers. Issues were quickly identified and families felt very connected as the school worked through these with them.

Significant time was scheduled over the year to support teacher team planning for wellbeing. Staff understood needs and worked collaboratively to ensure planning included programs and activities that supported students to feel a sense of belonging and connectedness. Communication around the importance of a focus on wellbeing came through at all levels of the school and DET.

CELS continued to work with key organisations to support students, staff and families in initial settlement and to work through e.g. trauma, collect data around wellbeing through Compass, offer information sessions through videoconferencing as well as on site, and respond to emerging health, wellbeing and engagement issues at school, campus, sector and individual level, supported by the CELS wellbeing framework.

Our Mental Health Practitioners started at all three campuses, supporting secondary students during 2021.

In 2021 the focus was on sustaining those communication strategies highlighted as successful during Remote Learning.

Staff indicated an interest in building their capability around student behaviour management as students returned to in person learning. It has been important to build that understanding within the context of the CELS wellbeing framework to ensure trauma informed practice is balanced with an understanding of responsibility of all staff to ensure a safe environment linked to school values.

Additional strategies to support our students in 2021 included improved assessment tools to identify students at risk at an early stage of their program and a focus on student voice and agency including: supporting students to identify their own learning needs; more feedback opportunities for students; and a stronger focus on metacognitive strategies to support Intrinsic motivation.

The following percentage endorsement factors have been used to track progress of student health and wellbeing. In 2021 student attitude to school survey showed Teacher concern had an overall positive endorsement of 87% and managing bullying 88%.

Teacher concern

Years 4-6 to 95% or higher

Years 7-9 from 66% to 80%

Years 10-12 from 78% to 85%

Advocate at school

Years 4-6 to 95% or higher

Years 7-9 from 80% to 90%

Years 10-12 from 80% to 90%

Managing bullying

Years 4-6 to 95% or higher

Years 7-9 from 84% to 90%

Years 10-12 from 73% to 95%

Resilience

Years 4-6 to 95% or higher

Years 7-9 from 75% to 85%

Years 10-12 from 79% to 90%

The student survey was not conducted in 2020. Of note is the impact of the pandemic on CELS enrolments in 2021, with the number of enrolments down by 60% of students.

CELS teachers believe they have developed learning environments that engage students in purposeful and meaningful learning, and provide social interactions that reinforce students' self-efficacy, abilities and potential. Staff feel confident that they worked well with families, community organisations, and health and wellbeing specialists, integrating evidence-based pro-social and emotional strategies into learning programs.

Finance performance and position

The school annual result was a surplus. It is the nature of the New Arrivals Program to operate within a complex funding formula with multiple factors impacting on financial decision making. A target enrolment rather than an indicative enrolment figure which may change on a yearly basis led by DET is how the school is funded. Equity funding is significant due to the number of migrants and refugees attending this program. This allows for programs to be linked to student needs. Settlement patterns are not able to be anticipated with great accuracy and there are a number of reasons for families not knowing about or accessing the intensive New Arrivals Programs offered by CELS. This context, together with a multi campus setting spread across the Hume and North East Melbourne Area have implications for workforce planning and longer term projects. Highly successful programs over the year have been



STEAM 'Makerspace' programs across each campus, The Song Room program at the Hume campuses, and relationships built with local organisations to engage and support students.

For more detailed information regarding our school please visit our website at
<https://www.collingwoodels.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 261 students were enrolled at this school in 2021, 116 female and 145 male.

100 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).

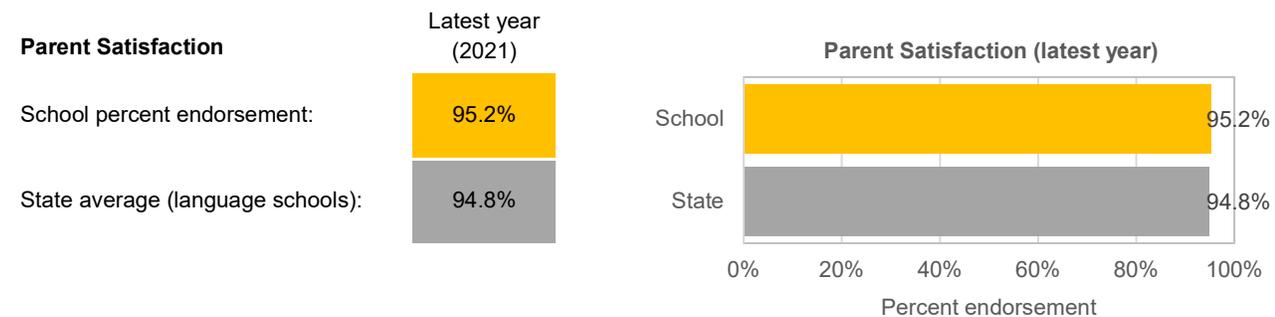
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

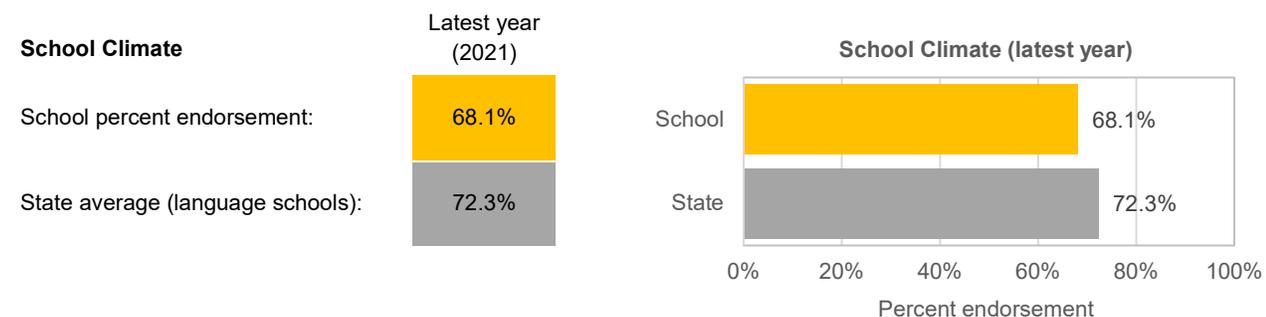


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$9,209,829
Government Provided DET Grants	\$1,024,892
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$17,298
Locally Raised Funds	\$5,130
Capital Grants	\$0
Total Operating Revenue	\$10,257,149

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,047,332
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,047,332

Expenditure	Actual
Student Resource Package ²	\$6,735,760
Adjustments	\$0
Books & Publications	\$933
Camps/Excursions/Activities	\$9,337
Communication Costs	\$14,551
Consumables	\$86,638
Miscellaneous Expense ³	\$8,785
Professional Development	\$27,754
Equipment/Maintenance/Hire	\$24,143
Property Services	\$91,042
Salaries & Allowances ⁴	\$160,248
Support Services	\$30,736
Trading & Fundraising	\$7,504
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$7,409
Utilities	\$41,462
Total Operating Expenditure	\$7,246,302
Net Operating Surplus/-Deficit	\$3,010,847
Asset Acquisitions	\$0

- (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 25 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	\$1,821,775
Official Account	\$50,770
Other Accounts	\$0
Total Funds Available	\$1,872,545

Financial Commitments	Actual
Operating Reserve	\$70,846
Other Recurrent Expenditure	\$162
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$792,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$913,008

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.