

2021 Annual Report to The School Community



School Name: Yarram Primary School (0693)



- 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 21 March 2022 at 09:22 PM by Karen Langdon (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 22 March 2022 at 07:40 AM by Clara Mandaletti (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Yarram Primary School provides a high quality educational program focused on building 21st century skills. Our vision is to support individuals to achieve their potential - academically, emotionally and physically.

At Yarram Primary School, we value:

- Respect and Trust
- Teamwork, which provides support and features cooperation between students, staff, parents and the broader educational and general community
- Learning with high, realistic expectations that strive for excellence and work towards continual improvement
- Having fun to promote a work/life balance and a spirit of cooperation and enjoyment in a safe and secure environment that honours and nurtures diversity
- Professional commitment by all staff to ensure high professional and ethical standards
- Local school and community traditions

Yarram Primary School provides a positive learning environment that equips students to contribute productively in a global community, challenging and intellectually engaging students at their point of need. Located within the township of Yarram, 220 km southeast of Melbourne in the Wellington Shire, Yarram Primary School (YPS) No. 693 has educated the local children from Yarram and District since 1861. The school is the centrepiece of the community and is proud of what it offers in a small rural town. We have a modern facility, only five years old, with beautifully designed learning spaces. Several of these areas are open learning spaces that facilitate collaboration across classrooms, where students enjoy flexible seating and have opportunities to work with peers in and out of their home groups. Our open learning spaces have built a culture where students see all teachers as "their teacher," and teachers see all students as "their student."

In 2021 our enrolment was 162 students; big enough to offer choice academically and socially, but small enough for staff to know our students well. 45% of students travel to school by bus. YPS has 16.38 equivalent full-time staff: 2 Principal class, 14 classroom teachers, 4 specialist teachers, 2 office administration staff and 10 Education Support Staff. We have a dynamic mix of experience amongst our staff. A highly experienced and capable Education Support team work alongside our teachers to deliver timely and targeted interventions. We continue to achieve our strategic vision for the school due to embedded processes and structures.

Classroom instructional strategies are in line with evidence-based practices, including Readers' and Writers' Workshops, systematic synthetic phonics instruction and intervention, School-Wide Positive Behaviour Supports and the Rights, Resilience and Respectful Relationships program. We implement a highly engaging curriculum from P-6 including specialist visual arts, performing arts and physical education programs. Our library is timetabled for class access and open for students at lunchtimes. We offer a variety of additional before school and lunchtime activities, including running club, Lego club, lunchtime art, and sewing club, all of which are designed to inspire and deepen student interests and passions. A highly popular breakfast club operates three mornings per week and is lovingly and efficiently run by ES staff.

Yarram Primary School implements supportive practices to ensure successful transitions for students and families in and out of the school. We host a comprehensive transition program for our incoming Prep students, ensuring they are confident and comfortable when they begin formal schooling. We work closely with Yarram Secondary College to facilitate an equally smooth transition for our graduating grade sixes. By working collaboratively with colleagues at both ends of the primary school spectrum and maintaining high levels of communication within our own school we are able to facilitate positive and successful transitions for all students as they move through their primary years of schooling. Students who receive Program for Students with Disabilities funding are well supported socially and academically to achieve their potential, as are students with additional learning needs and highly capable students. We operate a targeted Macqlit reading intervention program to support readers needing additional instruction, and in 2021 we were able to offer smaller than normal class sizes and targeted small group instruction through our integrated tutor learning

initiative.

At Yarram Primary School we continually update ICT tools to ensure our equipment is contemporary, useful and relevant to curriculum delivery. Our multipurpose facility houses a half basketball court, cooking area, disabled facilities, library, music facility and general purpose area and is available to school and community groups. We also have a terrific art facility, basketball / netball courts, a barbecue area, four separate play areas, productive vegetable garden, large oval and covered sandpit which has a ready supply of fabulous equipment available to children at recess and lunchtime.

Student leadership is promoted through our Junior School Council and House Captains and Vice Captains. Students in Years 3-6 are elected by peers to form our Junior School Council, where students develop skills in activism, raising awareness and funds related to school, local, national, and global issues of concern. House Captains and Vice Captains take a more formal role including meeting and greeting visitors, leading assemblies and school events where appropriate, and leading events in our four school houses - Grevillea, Eucalyptus, Wattle and Banksia.

Student attendance is higher than expected with average attendance at 93% across the school. Families are supported to value attendance, and timely contact is initiated to investigate any emerging patterns of poor attendance, addressing the reasons behind it.

Parent and community partnerships provide a strong support network, rich in extra curricular opportunities and two way interactions. We have a valued Parents Club that supports school fundraising and events. Local traditions include active participation in the annual Tarra Festival (Covid permitting), the Yarram Eisteddfod, Anzac/Remembrance Day, and the Yarram Show (Covid permitting). We participate in educational and community initiatives such as NAIDOC Week, Education Week, Parks Week and Children's Book Week.

Yarram Early Learning operate a dynamic after school and vacation care program on the school premises.

We welcome any prospective families to contact us and arrange a private interview and tour of our school.

Framework for Improving Student Outcomes (FISO)

2021 was our second year in implementing our four year strategic plan. Yarram Primary School focused on the 2021 Priorities Goals, as outlined by the Department of Education, which included Learning Catch up and Extension, Happy, Active and Healthy Kids, and Connected Schools. In addition to working towards these statewide priorities we focused efforts on two main FISO dimensions: Excellence in Teaching and Learning and Professional Leadership.

Yarram Primary School refined and continued to embed whole school instructional models, particularly in areas of literacy. Using established professional learning communities at both the whole school and area level, teams built their knowledge, skills and understanding in delivering differentiated lessons using the Workshop Model, with a particular focus on building practice in writing instruction. Identified literacy leaders in the junior and senior areas of the school attended professional learning delivered as part of the Outer Gippsland Area Literacy Strategy, and in collaboration with regional staff, led schoolwide learning around the use of the 6 + 1 traits of writing for instruction and assessment. Writing assessment was a key area of focus, and all teams developed checklists to support identifying students' current strengths and next steps in their development as writers.

Due to moving in and out of remote learning, some AIP actions were modified or deferred in order to respond to students' needs, and data collection for inquiry cycles was interrupted. Despite these responsive adjustments, professional learning communities engaged in peer observations, pulse checks, and ongoing collaborative reflection on their practice. Teams harnessed the power of technology and utilised Swivl cameras to facilitate focused peer observations for teacher goal setting.

Achievement

We greatly surpassed our Reading goal of increasing the percentage of Year 5 students achieving at or above benchmark growth on NAPLAN, with 85% of students meeting this goal, meeting our four year strategic goal in reading. Our challenge is now to maintain this excellent performance in Reading while striving for the same in Writing. 62% of students met this goal in Writing, showing improvement since 2020. Our scores in Numeracy dropped, but this shift confirmed that our focus on literacy has been paying dividends, and keeping a narrow, deep focus is having impact.

When looking at the percentage of Year 5 students achieving in the top two bands in NAPLAN, we showed growth in Writing from 4% in 2019 to 7% in 2021, nearly meeting our target. We showed some decline in Reading and Numeracy, prompting us to explore how to continually push and challenge students achieving at a higher level.

Pleasingly, a higher than expected percentage of students achieved twelve months of growth for twelve months of learning based on teacher judgments in both Writing and Numeracy, with 78% of students meeting this goal in Writing (up from 63% in 2019) and 82% achieving it in Numeracy (up from 76% in 2019.)

Our future work is focused around helping students to see where they are in their learning and the next appropriate steps to take. Our focuses will be around building student voice and agency in setting meaningful goals for learning and supporting teachers and students in conducting powerful teacher-student and student-student conferences. During remote learning we adapted from holding these individual and small group conferences, and we look forward in 2022 to being able to return to these proven strategies for supporting learning.

Engagement

Attendance rates at Yarram Primary were impressive, with an average number of absences of 13.4, while similar schools were reporting 17.7 days.

2021 began with a re-introduction of many loved traditions, including our Welcome BBQ and the Grade 5/6 camp to Canberra.

During remote learning teachers proactively communicated with all families, ensuring students knew their teachers cared for them and wanted to see them online. Home room "hunkers" took place twice weekly, and in response to community feedback we offered daily support sessions online where students could login for assistance with their learning tasks. Also in response to student feedback we began hosting "hangs" for students in the senior part of the school who had identified that they were missing out on social engagement during the remote learning periods. We reached out to families of vulnerable students to invite these students to attend onsite when necessary to maintain engagement with school. Throughout the remote learning period we hosted special events online, including a Book Week dress up and trivia game.

To support positive transitions back to school we planned for a variety of highly engaging special activities, including a Melbourne Cup parade, an Artie Bus excursion to see the Archies in Sale, and our inaugural Prep-2 camping program, which culminated in a Grade 2 sleepover. Camps, excursions, assemblies, Bike Education, and special events were resumed as soon as restrictions allowed, and the year finished with a series of extremely popular events, including a schoolwide game of Cluedo and a tabloid sports event.

In 2022 we aim to amplify opportunities for student voice and agency to ensure students know that their ideas and opinions are valued in the planning of their school learning and social emotional experiences.

Wellbeing

Yarram Primary School has a well established School Wide Positive Behaviour matrix that has been co-developed by staff and students and provides a consistent structure in the school. Students are taught the expected behaviours, which are all aligned to our school motto of "Learn, Share, Be Happy." We are a Rights, Resilience and Respectful Relationships school, and these lessons are timetabled into weekly planning documents.

During 2021 health and wellbeing check ins were prioritised for students and families during remote learning. Teachers made phone calls home weekly to each family to make contact and offer further supports to those who may have needed them. Our remote learning platform, Seesaw, has become a frequent and regular source of communication between teachers, students and families and has provided a positive window into school experiences, whether they be onsite or remote. The platform is now used for student work portfolios and regular family updates, which has been a silver lining in the pandemic. We did see a decline in students' sense of connectedness on the Attitudes to School survey, which indicates the significant impact of a second year with pandemic restrictions. Additional online support was implemented during periods of remote learning, including daily learning support sessions on Webex and "hang" sessions for senior students in the school. These were received very positively as students took up the opportunity to connect with schoolmates online.

When onsite we have an incredibly popular breakfast club program three mornings each week that is run by ES staff. This not only provides a healthy breakfast to roughly 50 students each morning, but the atmosphere in breakfast club is a beautiful social opportunity for students to connect and prepare for a positive day. We offer a variety of additional before school and lunchtime activities, including running club, Lego club, lunchtime art, and sewing club, all of which are designed to inspire and deepen student interests and passions and promote positive social connections.

Student wellbeing and behavioural notes are tracked on our Compass system, making communication about any issues that arise streamlined for all relevant staff members.

We are very proud that, according to the Parent Opinion Survey, 81.8% of parents positively endorse our programs, which is exactly in line with the state average. Our School Staff Survey results are even more positive, with an 82.4% endorsement, which is well above the state average of 75.8%.

Finance performance and position

The annual financial performance produced a net operating surplus of \$64 788 with asset acquisitions of \$0, which are a result of careful financial planning in collaboration with the finance subcommittee of the School Council. Total funds available at the end of the year were \$200 433 of which \$97 487 was committed. Equity funding enabled the school to continue to progress its strategic goals and support students with both onsite and remote and flexible learning. Grants achieved during the year included Sporting Schools Grants that allowed Yarram Primary School to value add to our physical education programs through programs such as Athletics and Gymnastics coaching. We continued as the banker school for the Wellington Network, paying all Network commitments and receiving grants on behalf of the Network. These are all accounted for in a discreet Cases21 program. Eligible families were also entitled to CSEF which was held for student to access sports and camping programs.

For more detailed information regarding our school please visit our website at <https://www.yarram-ps.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 162 students were enrolled at this school in 2021, 80 female and 82 male.

0 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

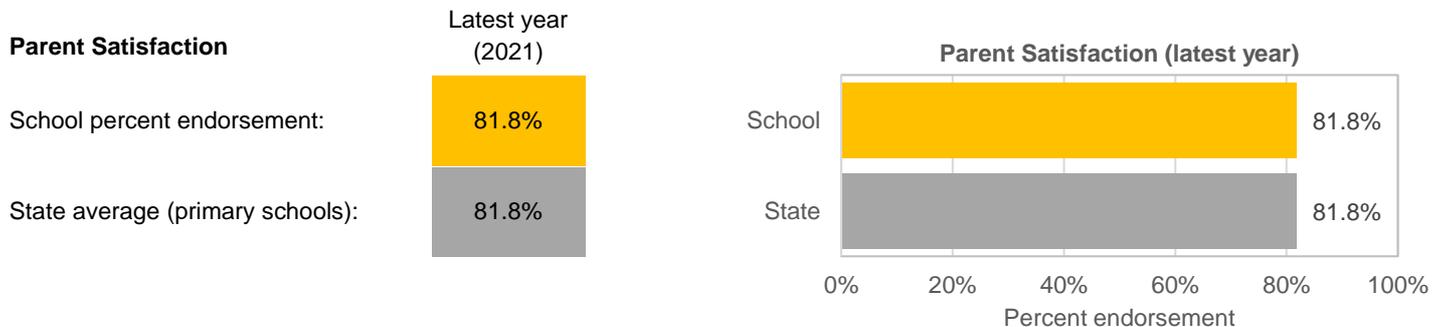
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

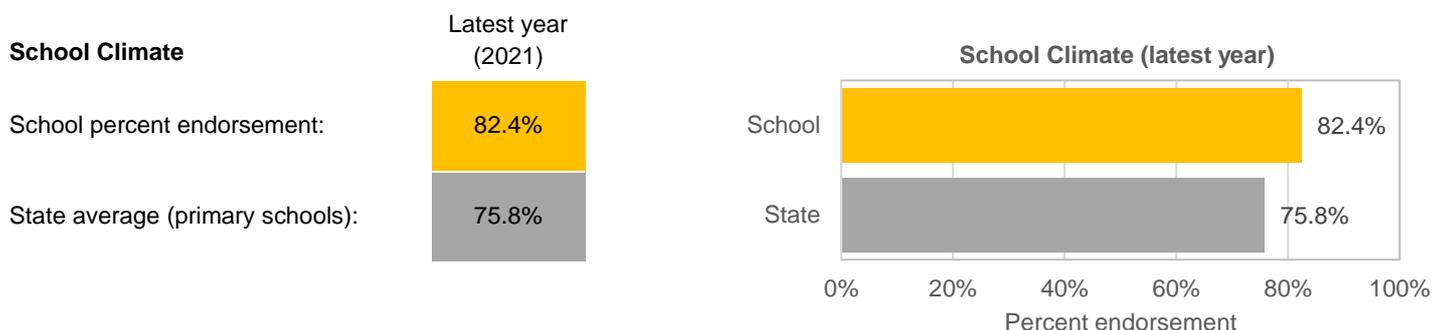


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

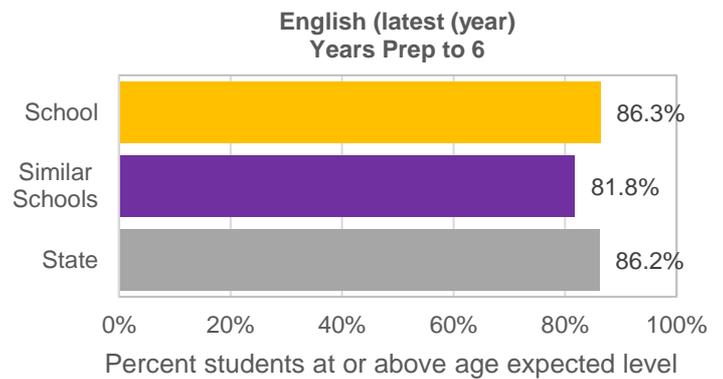
86.3%

Similar Schools average:

81.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

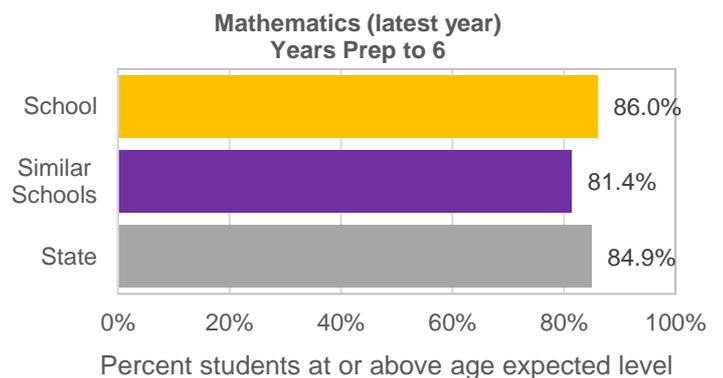
86.0%

Similar Schools average:

81.4%

State average:

84.9%



ACHIEVEMENT (continued)

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

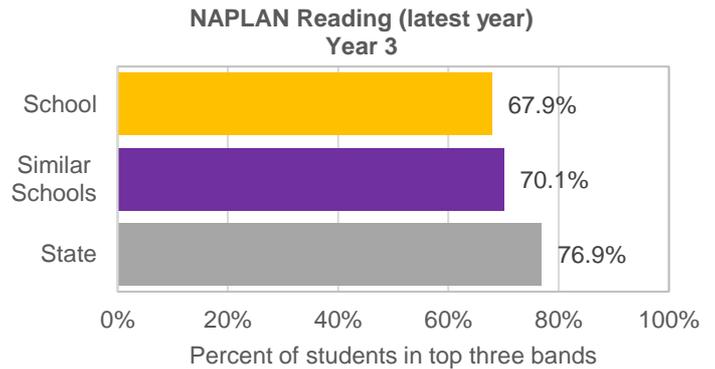
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

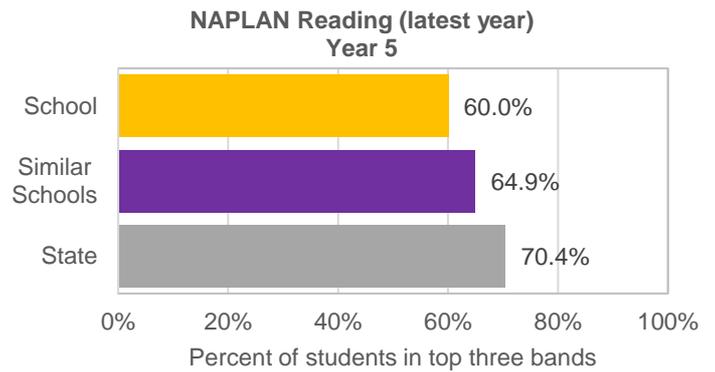
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.9%	56.3%
Similar Schools average:	70.1%	70.3%
State average:	76.9%	76.5%



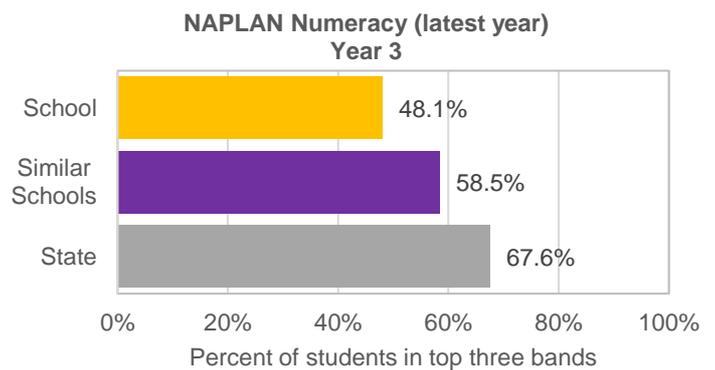
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	56.7%
Similar Schools average:	64.9%	60.3%
State average:	70.4%	67.7%



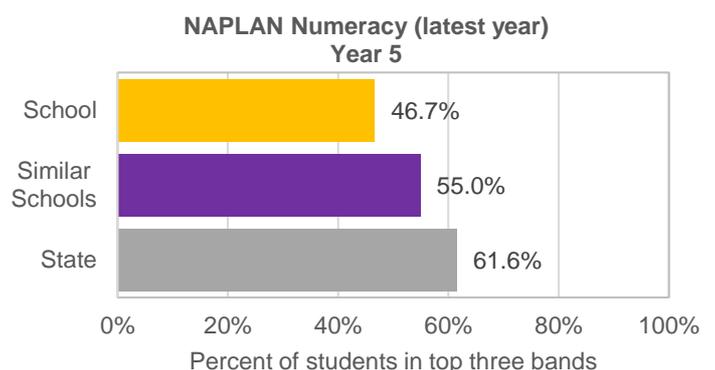
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	48.1%	54.9%
Similar Schools average:	58.5%	62.5%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.7%	46.3%
Similar Schools average:	55.0%	51.4%
State average:	61.6%	60.0%



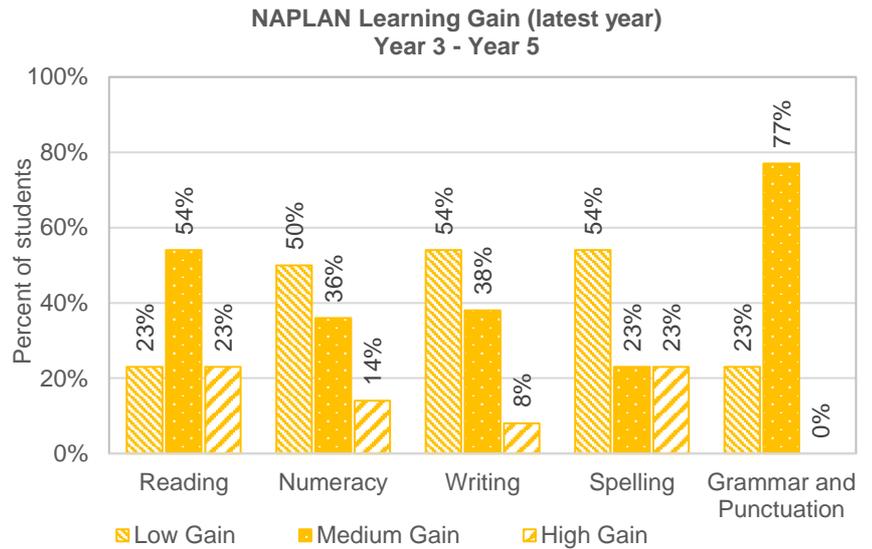
ACHIEVEMENT (continued)

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:	23%	54%	23%	20%
Numeracy:	50%	36%	14%	20%
Writing:	54%	38%	8%	16%
Spelling:	54%	23%	23%	16%
Grammar and Punctuation:	23%	77%	0%	16%



ENGAGEMENT

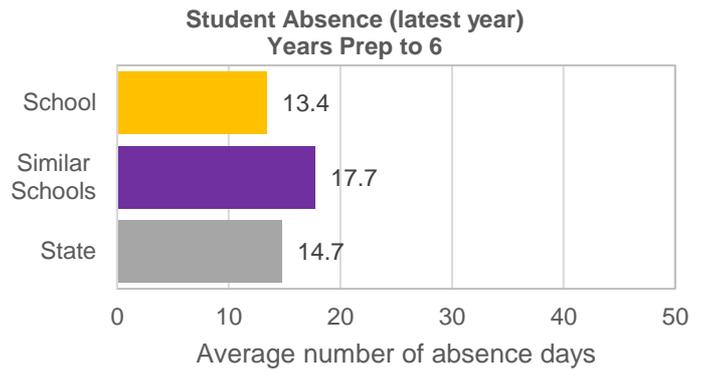
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.4	14.1
Similar Schools average:	17.7	16.2
State average:	14.7	15.0



Attendance Rate (latest year)

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

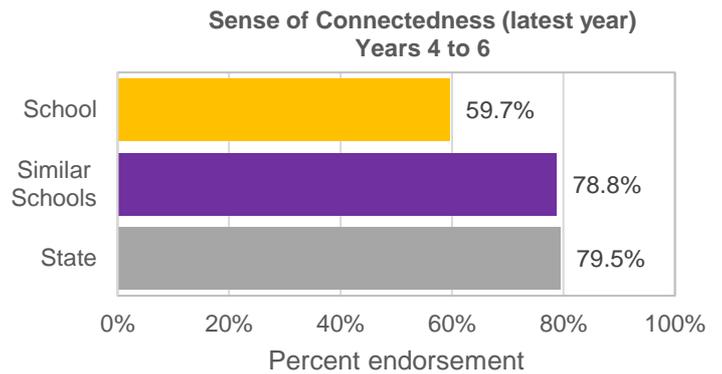
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	59.7%	78.1%
Similar Schools average:	78.8%	78.5%
State average:	79.5%	80.4%

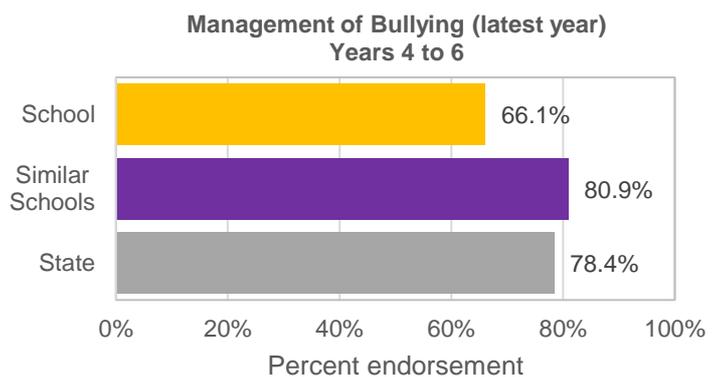


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	66.1%	76.4%
Similar Schools average:	80.9%	80.1%
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	\$1,701,548
Government Provided DET Grants	\$384,325
Government Grants Commonwealth	\$5,775
Government Grants State	\$0
Revenue Other	\$6,136
Locally Raised Funds	\$74,420
Capital Grants	\$0
Total Operating Revenue	\$2,172,204

Equity ¹	Actual
Equity (Social Disadvantage)	\$188,676
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$188,676

Expenditure	Actual
Student Resource Package ²	\$1,719,760
Adjustments	\$0
Books & Publications	\$17,309
Camps/Excursions/Activities	\$39,536
Communication Costs	\$7,089
Consumables	\$39,982
Miscellaneous Expense ³	\$11,850
Professional Development	\$4,003
Equipment/Maintenance/Hire	\$39,319
Property Services	\$76,995
Salaries & Allowances ⁴	\$125,923
Support Services	\$0
Trading & Fundraising	\$7,732
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$17,919
Total Operating Expenditure	\$2,107,416
Net Operating Surplus/-Deficit	\$64,788
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 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$193,326
Official Account	\$7,108
Other Accounts	\$0
Total Funds Available	\$200,433

Financial Commitments	Actual
Operating Reserve	\$60,192
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$37,296
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	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$97,487

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.