

2021 Annual Report to The School Community



School Name: Apollo Bay P-12 College (6203)



- 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 08 April 2022 at 10:39 AM by Tiffany Holt (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 01 May 2022 at 07:53 PM by Tamara Gorrie (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

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

Apollo Bay is a beautiful coastal town located on Victoria's iconic Great Ocean Road and enveloped by the majestic Otway Ranges. The town's rich surrounds have attracted a community with a strong commitment to a healthy and active lifestyle, the natural environment and the arts. This commitment is reflected in our College educational programs and motto "Unique Environment, Extraordinary Opportunities". Our College is strongly supported by its students, parents and the wider community, with all playing an extensive role in the establishment of our school values of 'Excellence', 'Respect', 'Integrity' and 'Balance'. While Apollo Bay P-12 College is classified a small school, this year we have a total student population of 291 from Prep to Year 12.

The College is geographically isolated, being the sole provider of primary and secondary education within the Apollo Bay community, with its nearest neighbouring schools 45 minutes' drive away.

Our College is committed to developing in all its students the capacity, desire and tools to achieve their best in all endeavours. We work hard to foster a strong sense of awareness, responsibility and respect in our students from a global perspective right through to family and the local Apollo Bay community. With an emphasis on individual personal growth, we support, encourage and applaud across our school community the pursuit of excellence and are guided by a culture that is dynamic and able to embrace new ideas, opportunities and challenges to improve learning and equip our students with the skills to meet the demands of the 21st century. Each year our students are involved in activities that lift and extend skills, broaden experience and develop resilience and respect. From our Stephanie Alexander kitchen garden program and cadets and lifesaving classes to a curriculum focused on the traditional areas of learning embracing literacy, numeracy, STEM, health and wellbeing and the Arts. The College also participates fully in the community by developing strong, supportive and respectful relationships and partnerships with a range of diverse community groups locally and within the broader region and State.

The staffing profile of the College in 2021 included a total of 46 staff, equating to 27.2 effective full time teachers, 2 Principal Class, 2 Leading Teachers, 1 Learning Specialist, 1 Para Professional, 6 Education Support Staff, and 1 Mental Health Practitioner for 3 days per week.

Framework for Improving Student Outcomes (FISO)

In 2021, despite the ongoing challenges imposed due to COVID-19 and Remote Learning, the College continued to focus on the Framework for Improving Student Outcomes priorities and initiatives of Excellence in Teaching and Learning; Building Practice Excellence and Curriculum Planning and Assessment. The College continued to work hard throughout the year implementing our Guaranteed and Viable Curriculum across Foundation to Year 10 with distinct Learning Cycles in line with the Victorian Curriculum. The College completed a review of the 2017-2020 Strategic Plan and were delighted by the students and schools achievements throughout that period. The new 2021-2024 Strategic Plan plan has been established with a focus on maximizing learning growth for all students, ensuring all students are actively and positively engaged in their own learning, and continuing to ensure all students are happy, healthy and resilient.

Achievement

2021 was another extremely difficult year for all school communities as we juggled the uncertainty of the ongoing Coronavirus Pandemic in regards to school closures and extended periods of remote learning. Our College staff continued to provide a comprehensive learning program that keep our students engaged and challenged. Thankfully our students were able to again complete the NAPLAN. Our College is extremely proud of our students NAPLAN results given the extended time away from the classroom. In Reading and Numeracy for Years 3, 5, 7 and 9, our students achieved higher than both Similar Schools and the State. A special mention to our Year 7 and 9 students for their Reading results which are 20% or more higher than the State and Similar Schools. In relation to Teacher Judgement, again, our students across Prep through to Year 10 are achieving at or above similar schools and the State, and at no point achieving lower in any comparison. NAPLAN learning gain continues to be an area for future

improvement. Whilst students have demonstrated expected (medium) gain in most areas, high gain can be seen at Year 9 in both Numeracy and Spelling, Year 7 spelling, Year 3 Writing and Year 5 Writing and Spelling. Our VCE results were again outstanding in 2021 with a mean study score of 31.7 compared to 28.5 and 28.9 respectively for similar schools and the State, and also gaining a 100% completion rate.

Engagement

The average number of days absent for our junior students, Years Prep to 6, is lower than in similar schools and the state with an average number of absence days of 14.2. However, over a 4 year period, our average number of absent days is greater than both similar schools and the State. Student attendance averaged 91.2% across Years 7 to 12 in 2021, and 93% for Years Prep to 6. Our Senior School students, Years 7 to 12, had significantly lower absences in 2021 than did similar schools or the State, with the four year trend also showing the average number of days absent to also be less than Similar Schools and the State. The local Apollo Bay economy is heavily dependent on tourism throughout the summer and school holiday breaks resulting in many local families scheduling their holidays in the off-season, hence, to be during school terms. This would normally negatively impact our student attendance data. It is likely that the impact of COVID 19 and travel restrictions resulted in less long term family holidays, and therefore improved school attendance again in 2021. We have made significant gains in improving student attendance over recent years. Stricter monitoring and recording of school attendance and active promotion of the importance of school attendance among the parent body has also assisted to achieve these gains.

Student pathways and transitions is measured through retention and exit data as well as through subjective evaluation. Apollo Bay retention data demonstrates that of the students who started Year 7 at our school approximately, 86.4% remained with us in Year 10 in 2021. Students departing for further tertiary and vocational studies or full-time employment in 2020 was also extremely positive at 89.5%, with an average of 93.9% over a four year period.

Opportunities for full-time employment in Apollo Bay are limited given the small local economy, however, we are grateful for the local businesses who continue to employ a number of our students in apprenticeships at the end of each year. All students in 2021 who applied for a Tertiary position were accepted.

Our College also continues to pride itself on the excellent transition program offered in conjunction with the local kindergarten. Additionally, our exceptional Year 9 IBL program centered around an inquiry based learning approach, extensive inter, intra and extra-curricular activities and overall student focused approach, gives us a unique ability to nurture and individualise learning to better meet the needs and aspirations of each and every student.

Wellbeing

The Student Attitudes to School Survey was conducted late in 2021 due to periods of remote learning throughout the year. Student Attitudes to School results for 2021 primary levels include Years 4, 5 and 6 and for the purpose of this report, address the element of 'sense of connectedness' where a response of 'agree' or 'strongly agree' was reported by the student. 73.5% of students in Years 4-6 endorsed that they feel connected to school, with a four year average of 76.8%, both results being slightly lower than Similar Schools and the State. It would be expected that 'Sense of Connectedness' would be impacted again in 2021 due to the great amount of time away from school. As in previous years, when we speak at length with our students they report feeling very connected to school, they report feeling safe, engaged, motivated, and look forward to attending school each day, information that tends to contradict the survey results.

Our Year 7 to 12 results again significantly exceed the State median for 'sense of connectedness' to school and 'management of bullying' and are also well above in school comparison. We link this positive outcome to the extensive opportunities for personal development afforded to our students by our close-knit school community, our vast curriculum offerings, our unique geographical setting and our strong, purposeful and personalised student and teacher relationships. We are delighted by our senior students' survey results which clearly represent their positive daily interactions, endeavours and behaviours across our school.

Finance performance and position

The financial position of Apollo Bay P-12 College has remained steady throughout 2021. The College is extremely grateful for the tireless work of our parents and community members to ensure we continue to generate a significant amount of locally raised funds. These monies are an essential component of our school's funding requirement, given only approximately 65% of families pay their College education fees each year.

Apollo Bay P-12 College is also very fortunate to receive financial support via donations from the Apollo Bay and District Health Foundation to the value of approximately \$20,000 per annum. Local members of our community also donate to our exceptional kitchen garden program, and we are extremely appreciative of their contributions.

Our College is proud of the educational opportunities and experiences we are able to deliver to our students despite our remote location and the ever escalating costs associated with access and provision due to this distance. The College will continue to maintain a fiscally responsible budget to ensure a solid financial base now and well into the future.

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 296 students were enrolled at this school in 2021, 148 female and 148 male.

5 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

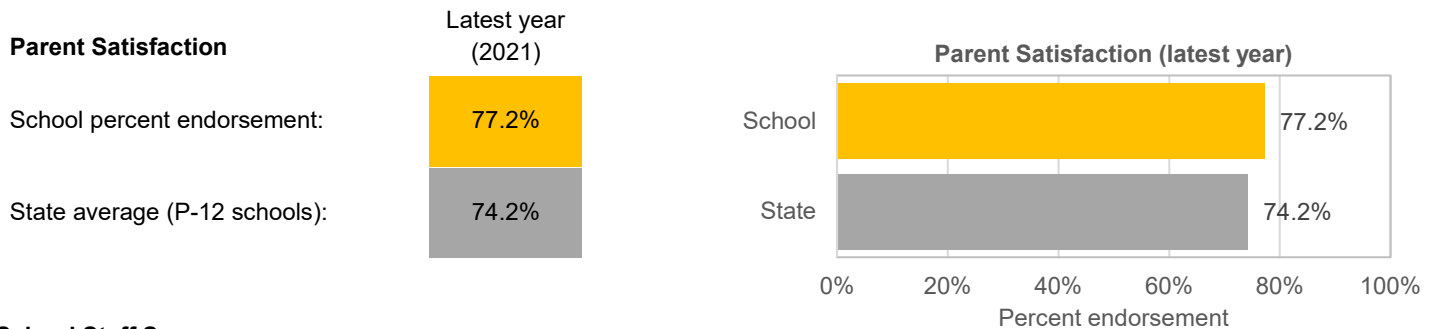
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

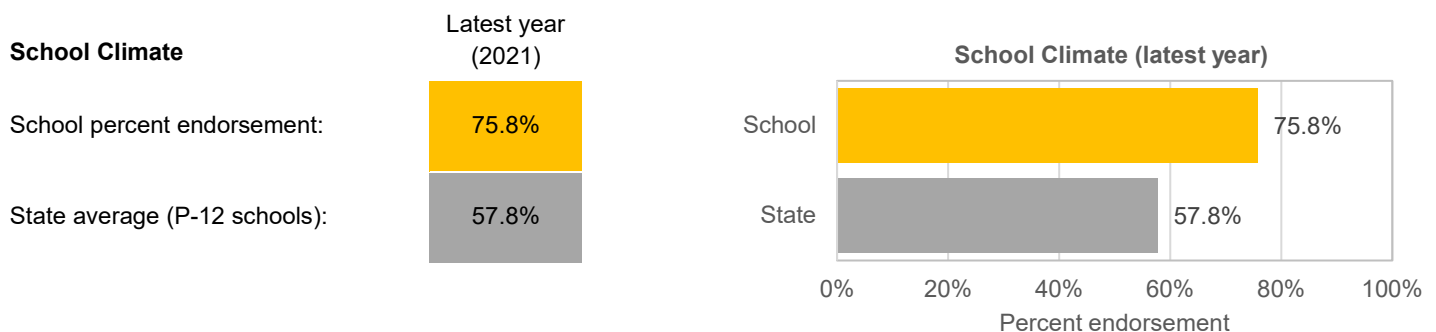


School Staff Survey

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:

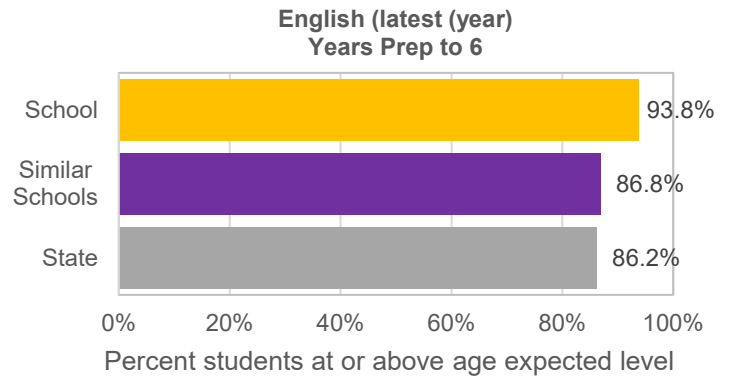
93.8%

Similar Schools average:

86.8%

State average:

86.2%



English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

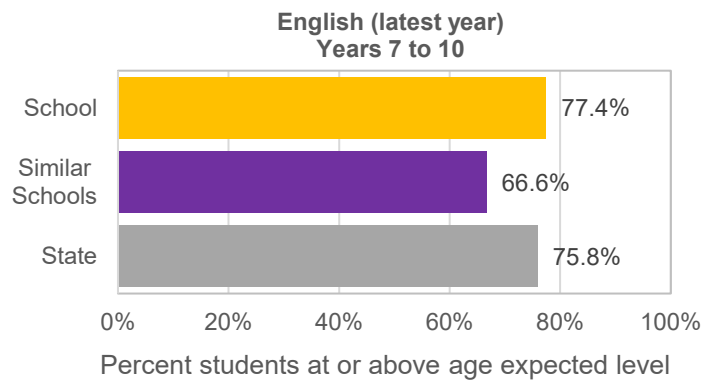
77.4%

Similar Schools average:

66.6%

State average:

75.8%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

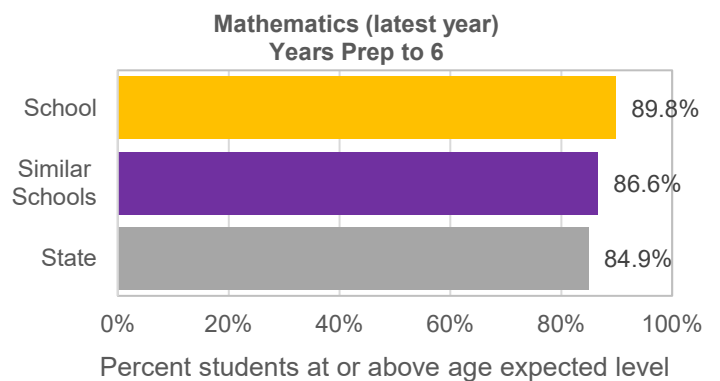
89.8%

Similar Schools average:

86.6%

State average:

84.9%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

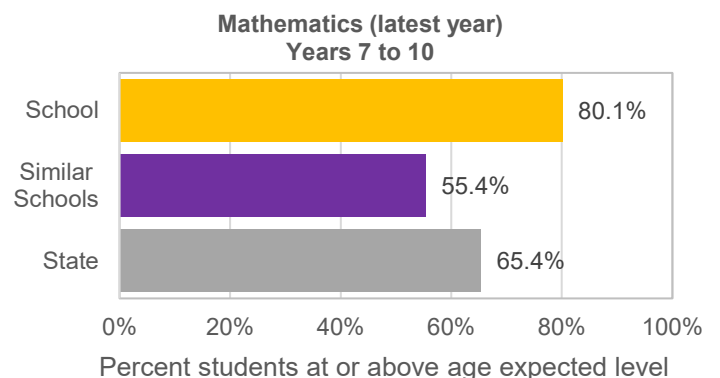
80.1%

Similar Schools average:

55.4%

State average:

65.4%



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.

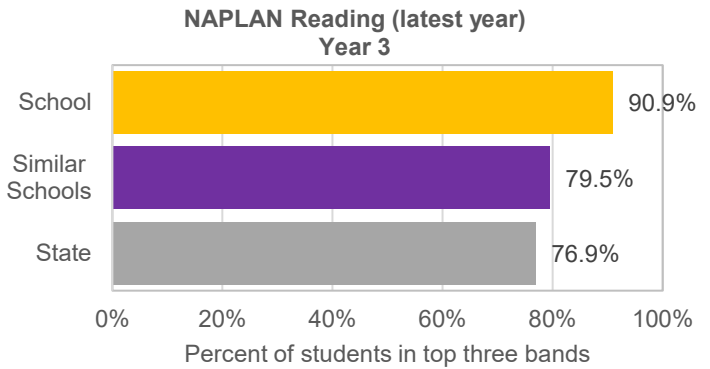
NAPLAN

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.

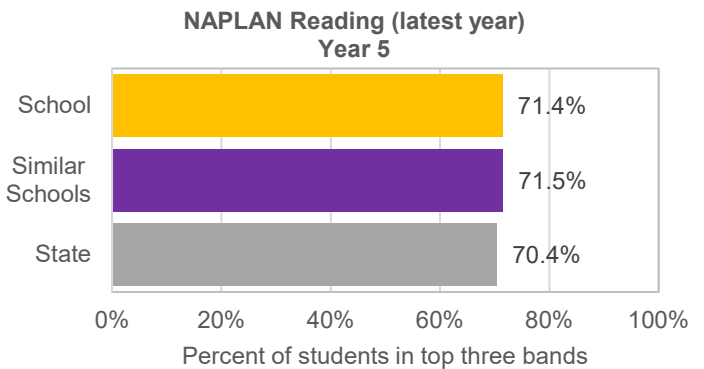
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.9%	88.3%
Similar Schools average:	79.5%	77.7%
State average:	76.9%	76.5%



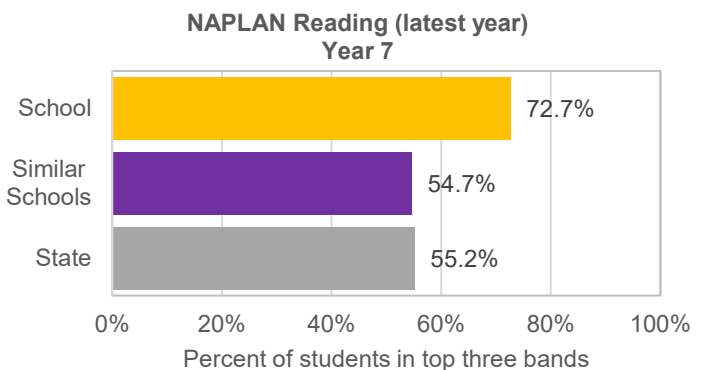
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.4%	76.2%
Similar Schools average:	71.5%	68.4%
State average:	70.4%	67.7%



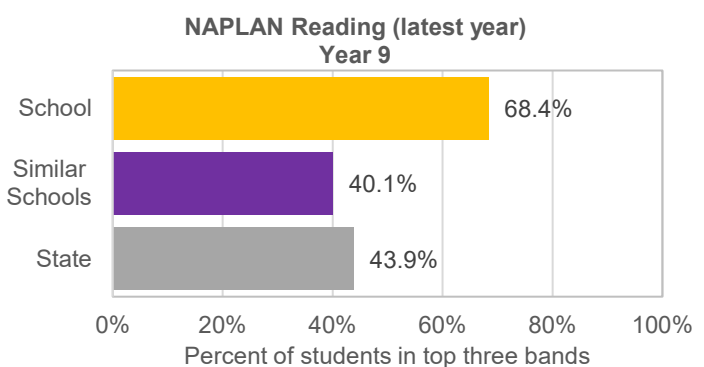
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.7%	74.6%
Similar Schools average:	54.7%	52.1%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.4%	56.6%
Similar Schools average:	40.1%	45.5%
State average:	43.9%	45.9%



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.

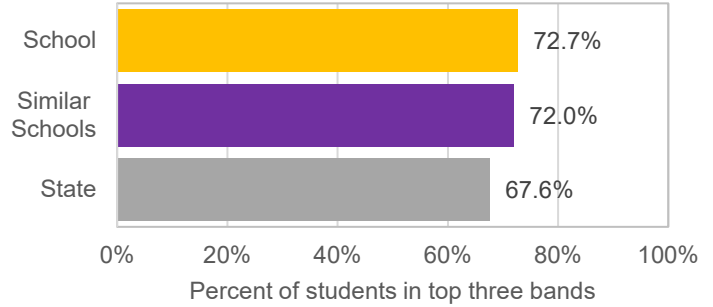
NAPLAN (continued)

Numeracy Year 3

School percent of students in top three bands:

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.7%	76.7%
Similar Schools average:	72.0%	70.7%
State average:	67.6%	69.1%

NAPLAN Numeracy (latest year) Year 3

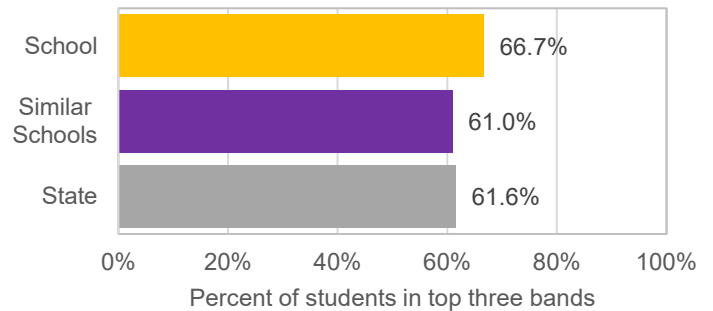


Numeracy Year 5

School percent of students in top three bands:

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	62.5%
Similar Schools average:	61.0%	58.5%
State average:	61.6%	60.0%

NAPLAN Numeracy (latest year) Year 5

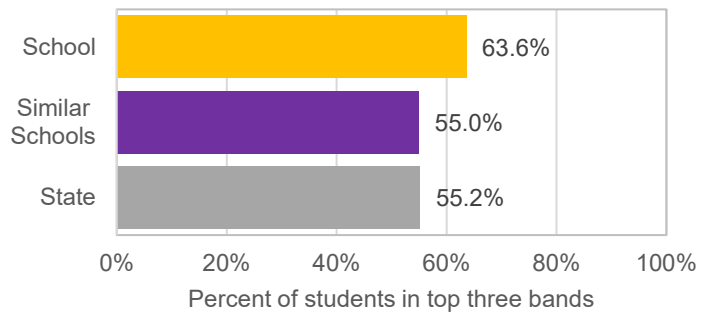


Numeracy Year 7

School percent of students in top three bands:

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.6%	73.0%
Similar Schools average:	55.0%	53.5%
State average:	55.2%	55.3%

NAPLAN Numeracy (latest year) Year 7

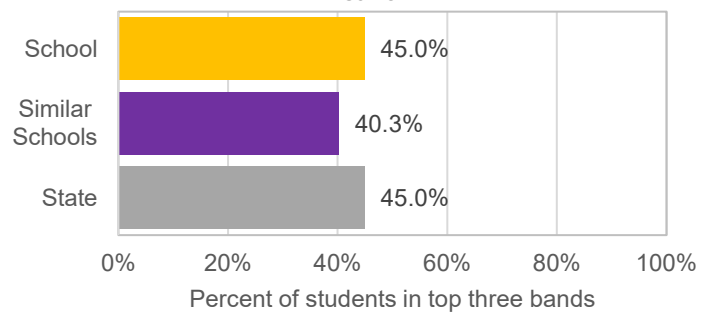


Numeracy Year 9

School percent of students in top three bands:

	Latest year (2021)	4-year average
School percent of students in top three bands:	45.0%	50.9%
Similar Schools average:	40.3%	46.6%
State average:	45.0%	46.8%

NAPLAN Numeracy (latest year) Year 9



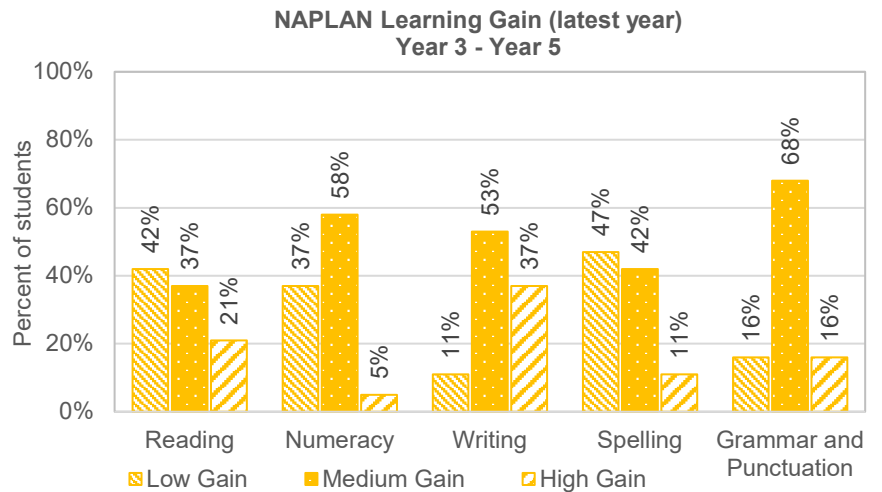
ACHIEVEMENT (continued)

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'.

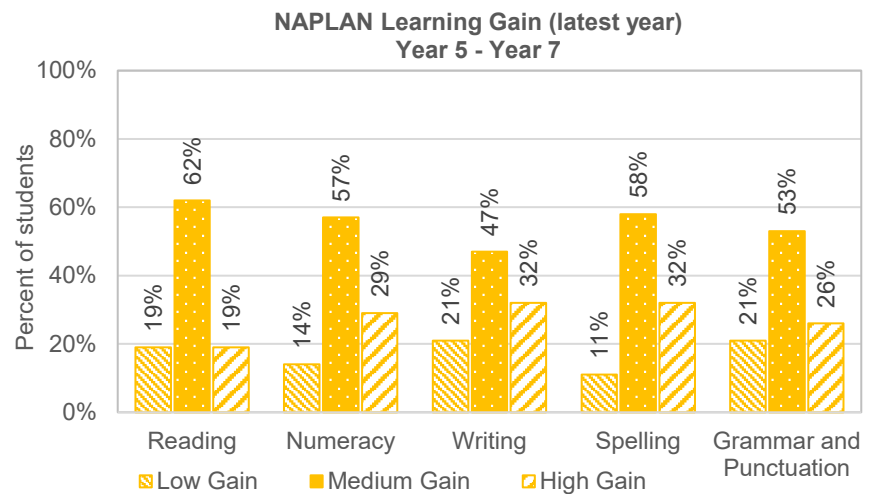
**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	42%	37%	21%	21%
Numeracy:	37%	58%	5%	23%
Writing:	11%	53%	37%	18%
Spelling:	47%	42%	11%	20%
Grammar and Punctuation:	16%	68%	16%	21%



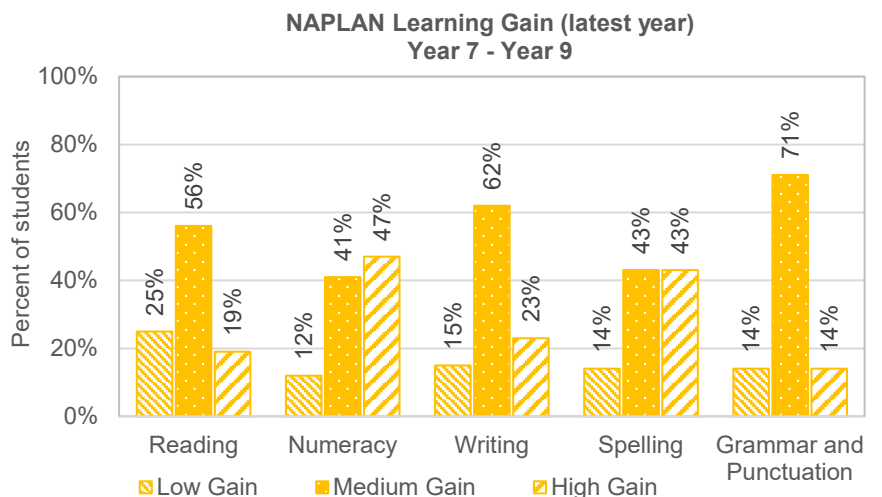
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	19%	62%	19%	20%
Numeracy:	14%	57%	29%	23%
Writing:	21%	47%	32%	20%
Spelling:	11%	58%	32%	22%
Grammar and Punctuation:	21%	53%	26%	24%



**Learning Gain
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	56%	19%	21%
Numeracy:	12%	41%	47%	23%
Writing:	15%	62%	23%	21%
Spelling:	14%	43%	43%	22%
Grammar and Punctuation:	14%	71%	14%	24%



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.

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

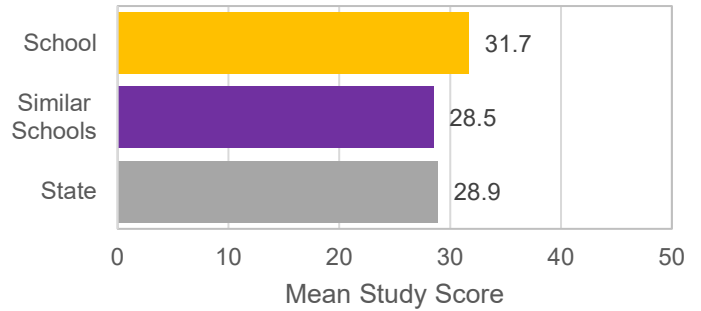
The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education

Latest year (2021) 4-year average

School mean study score	31.7	31.2
Similar Schools average:	28.5	28.0
State average:	28.9	28.9

Victorian Certificate of Education (latest year)



Students in 2021 who satisfactorily completed their VCE:	100%
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:	14%
VET units of competence satisfactorily completed in 2021*:	65%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	0%

* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

ENGAGEMENT

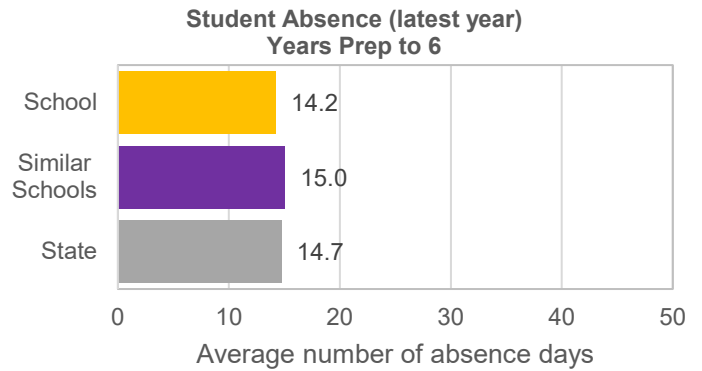
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

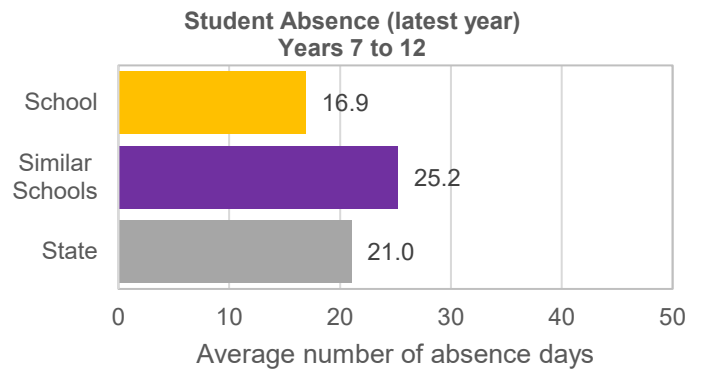
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	14.2	16.6
Similar Schools average:	15.0	15.0
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	16.9	17.5
Similar Schools average:	25.2	23.0
State average:	21.0	19.6



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	94%	94%	94%	92%	94%	92%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	94%	89%	92%	91%	94%	87%	

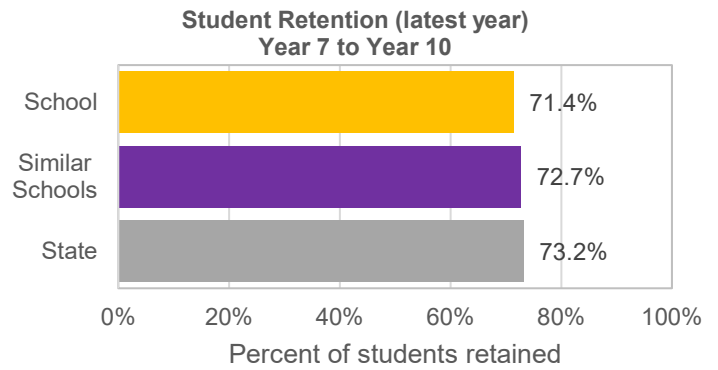
ENGAGEMENT (continued)

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2021)	4-year average
School percent of students retained:	71.4%	86.4%
Similar Schools average:	72.7%	71.9%
State average:	73.2%	72.9%



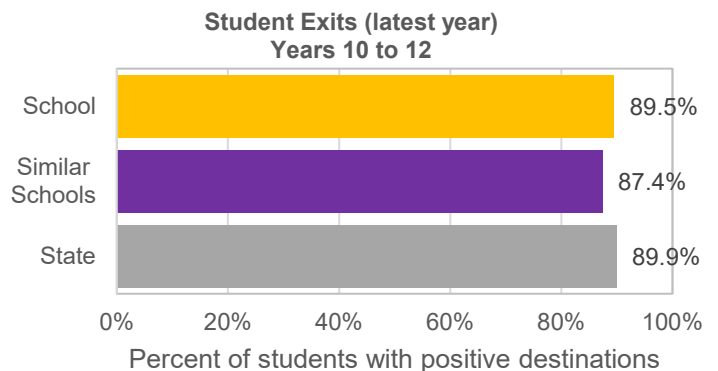
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	89.5%	93.9%
Similar Schools average:	87.4%	87.7%
State average:	89.9%	89.2%



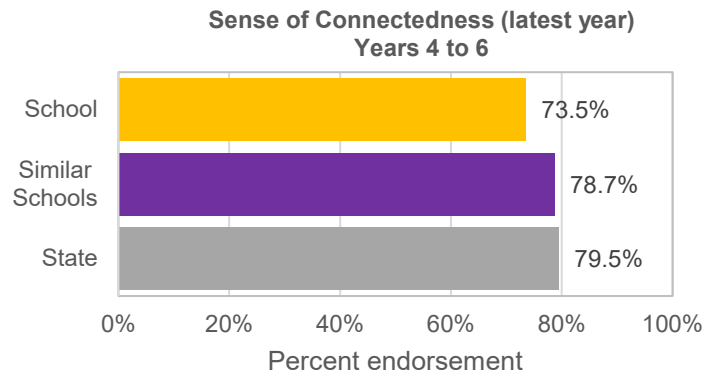
WELLBEING

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

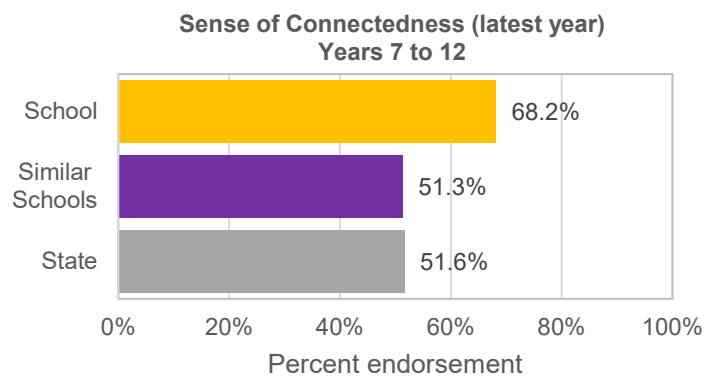
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	73.5%	76.8%
Similar Schools average:	78.7%	80.0%
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.

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	68.2%	65.1%
Similar Schools average:	51.3%	54.7%
State average:	51.6%	54.5%



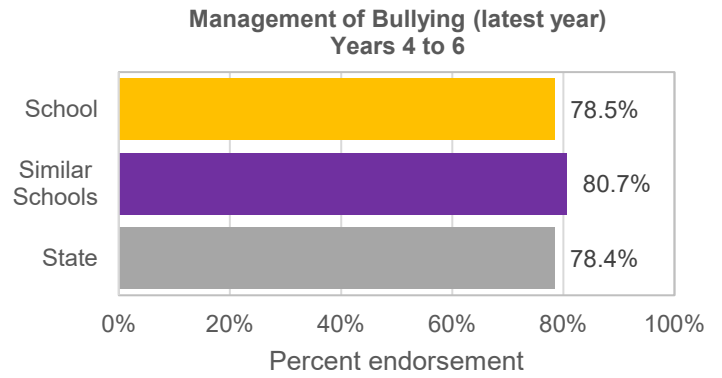
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

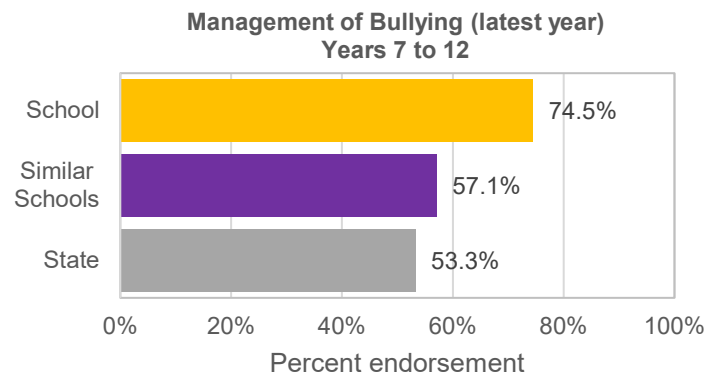
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	78.5%	82.7%
Similar Schools average:	80.7%	81.6%
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.

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	74.5%	73.7%
Similar Schools average:	57.1%	60.9%
State average:	53.3%	56.8%



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	\$4,162,373
Government Provided DET Grants	\$527,902
Government Grants Commonwealth	\$15,024
Government Grants State	\$18,640
Revenue Other	\$207,528
Locally Raised Funds	\$272,208
Capital Grants	\$0
Total Operating Revenue	\$5,203,674

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,936
Equity (Catch Up)	\$457
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$27,394

Expenditure	Actual
Student Resource Package ²	\$3,970,150
Adjustments	\$0
Books & Publications	\$4,122
Camps/Excursions/Activities	\$95,496
Communication Costs	\$9,222
Consumables	\$69,114
Miscellaneous Expense ³	\$13,422
Professional Development	\$9,583
Equipment/Maintenance/Hire	\$122,354
Property Services	\$176,205
Salaries & Allowances ⁴	\$118,490
Support Services	\$113,367
Trading & Fundraising	\$85,606
Motor Vehicle Expenses	\$9,417
Travel & Subsistence	\$510
Utilities	\$66,839
Total Operating Expenditure	\$4,863,898
Net Operating Surplus/-Deficit	\$339,777
Asset Acquisitions	\$14,430

- (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	\$480,261
Official Account	\$32,563
Other Accounts	\$0
Total Funds Available	\$512,824

Financial Commitments	Actual
Operating Reserve	\$137,306
Other Recurrent Expenditure	\$16,748
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$194,673
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	\$2,473
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$351,200

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.