2021 Annual Report to

The School Community

School Name: Oakwood School (8337)

- 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 11 March 2021 by David Roycroft (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 15 March 2021 by Andrew Simmons (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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary 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

Oakwood School enrols secondary school aged students who have disengaged from school.

We aim to re-introduce students to learning to the extent that they are able to be successful and to empower students to develop a successful adult pathway. The reintroduction of learning occurs with a thoughtful and thorough implementation of trauma informed practices.

The school provides a safe, supportive, friendly and orderly learning environment that values Learning, Respect and Empowerment. These values provide us with a framework for the way we achieve our vision.

The program is centred around a developmentally responsive personalised learning and pathway plan with a focus on the development of literacy, numeracy, social development, pursuing student's interests and studies of Art and Physical Education.

The school focuses on establishing and modelling positive respectful relationships between teachers, students and the broader school community. Its aim is to establish multiple and diverse opportunities for students to experience success in their learning-

Oakwood student enrolment and induction processes are designed to promote a safe and supportive learning environment and to ensure that staff and students are aware of our expectations and their responsibilities.

Our School believes valuing diversity is crucial in the development of positive, supportive and respectful relationships. We embrace an atmosphere that allows students to develop healthy connections and to have the capacity to be autonomous learners. Particular attention will be paid to the cultural safety of Aboriginal children, children from culturally and/or linguistically diverse backgrounds, out of home care students, same sex attracted, intersex and gender diverse young people as well as the safety of children with a disability.

Parental/carer's involvement is important, as we recognise that our students are part of a system and not operating in isolation. This is demonstrated through the first meeting with parents or carers, at student led conferences where achievements, reflections and goals are shared with parents/carers and at Student Support Groups which enable parent and student voices to be heard. This collaborative and integrative process gives a strong and clear message to our students and their families, of everyone working together sharing a common goal.

In 2021 Oakwood School has 401 students enrolled across campuses in Caulfield North, Noble Park North and Frankston and in community locations in Hastings, Capel Sound, Pakenham and Mornington. Oakwood School also runs a satellite VCAL program at Longbeach Place in Chelsea. The school's SFOE is 0.6024. The school staffing profile is made up of 54.3 equivalent full-time staff: 5 principal class, 31.3 teachers and 18.0 Education Support staff with none of Aboriginal and Torres Strait Islander heritage.

Framework for Improving Student Outcomes (FISO)

In developing the 2021 Annual Implementation Plan, the school conducted a self-evaluation against the FISO continuum of practice. This resulted in the overall assessment for four dimensions being moved to the next level - Curriculum planning and assessment, Building leadership teams, Instructional and shared leadership, Strategic resource management, Setting expectations and promoting inclusion.

During 2021 the school continued its' focus on the School Strategic Plan goals to maximise learning growth for all students in literacy and numeracy and to empower students to be independent, cognitively engaged and intrinsically motivated learners.   A focus for 2021 was on the Key Improvement Strategy to "Build teacher capacity to maximise the impact of the Oakwood School Instructional Model".

Although our usual professional development activities were by necessity conducted remotely via video conferencing the ability of our staff, teachers, support staff and leaders to be adaptable and learn new ways of presenting and participating in professional learning meant that our progress with building teacher capacity continued in spite of the COVID isolation requirements.

Good progress was made in the implementation of the Oakwood School Reading Cycle and assessment grids with strong alignment with the Victorian Curriculum. Staff developed their use of the Readers Notebook and knowledge of writing craft and the language of writing and grammar.

A numeracy School Improvement Team was developed and mapped out the plans for our 2022 AIP with a focus on numeracy.

The 2021 Annual Implementation Plan also included a focus on the Key Improvement Strategy to "Develop Student agency to explore positive pathways". Professional learning sessions were conducted for staff in Student Voice to ensure that there was an understanding of the importance and power of student voice in student engagement, learning and teaching practice. Of note was the introduction of e-portfolios, and the use of "Guiding Circles" during student induction and the use of the "Morrisby Assessment" across all campuses. However, due the need to spend large periods of time with staff and students engaged in remote and flexible learning it was decided that this area of the AIP should be deferred until 2022.

Achievement

In 2021 the school continued work on its strategic plan goal to maximise learning growth for all students in Literacy and Numeracy.

The majority of students responded well during the extended periods of remote learning which is a testimony to the strong relationship between staff, students and families and the degree of trust and confidence that students have in their teachers.

Teachers were in daily contact with students, developing their learning maps, setting learning tasks and supporting students to engage in their learning with a combination of one note, phone calls, emails and hard

copy delivery of learning materials.

We are proud that our students are making good progress with their learning, although this progress is not necessarily reflected by the data in this report.

All students receive intensive literacy and numeracy support with an emphasis on repairing their confidence and belief in their learning ability. Students apply themselves to learning in areas of personal interest and build the skills and confidence to meet new challenges.

As part of the "Learning, catch-up and extension" priority, the school developed a campus wide reading strategy, which included the use of assessment grids to monitor and measure student growth and Reader's Notebook to develop student critical thinking skills. The implementation of the Tutor Learning Initiative has ensured that more resources were allocated to meeting the individual learning needs of all students.

All students funded under the Program for Students with a Disability program showed progress at satisfactory or above in achieving their individual goals.

The exemplary practices of the school in creating a trauma informed environment and personalised learning for all students, supported by a wraparound care team structure, ensures that every student experiences success with learning.

Engagement

Across Oakwood School, it is exciting to see that our students are extremely well connected to the school and although consistent attendance is a hurdle for many of them, many thrived in the remote learning environment. Improving attendance is a constant school-wide focus based upon constant contact and regular student support group meetings.

In 2021 a Key Improvement Strategy was the State-wide priority "Happy, active and healthy kids". At Oakwood School staff continued our commitment to increased student engagement by activating student voice as part of the learning process. Further development of the use of the Readers Notebook contributed to increased student engagement with learning.

A "Student Voice" cross campus School Improvement Team was established and began to lead professional in learning activities for all staff, however due to the COVID restrictions, the majority of work associated with this school improvement was deferred until 2022.

Wellbeing

The Happy, active and healthy kids' priority ensured that student wellbeing continued to be a focus.

During remote learning students presented with more mental health challenges, such as depression and anxiety which was no doubt exacerbated by the isolation of remote learning.

We conducted many online Student Support Group meetings, Care Team Meetings and First meetings with students continuing to present with complex mental health presentations.

As we moved from flexible and remote learning and back to classroom-based learning particular attention was paid to support for all students. In some cases, a gradual and supported return to on-site learning was necessary.

A priority for all staff was to ensure that all student had the relevant support from the school and external agencies. A strong feature of Oakwood School is the relationships and partnerships with a vast range of community-based support agencies. The school provides case management based on the learning and behavioural needs of the young person and partnerships with agencies provide holistic support and services as required.

Significant initiatives have included the Doctor in Schools program at the Noble Park campus and the expansion of the partnership with Headspace to provide psychologists to support students at four of our sites, the employment of a Mental Health Practitioner based at our Chelsea VCAL campus and the continued implementation of the Dogs In Schools program.

Finance performance and position

Oakwood School continues to use its resources, including equity funding to support the achievement of the school's goals and targets for improved student learning outcomes as outlined in our strategic plan. Due to Covid19 we did not expend our budget as expected. Our staffing profile is resourced to enable small class sizes, individual learning support, teaching and learning specialists and $140,000 was allocated to our MOU with Headspace to provide mental health services at all Oakwood School locations. A net operating surplus of $1,249,375 will be carried over into the 2022 school year. This will be used to fund computers, some building works to restore termite damage at our Noble Park site, a new school bus, careers counsellors at each site, and opportunities for our students to participate in courses and qualifications to increase their options and chances of success for future training and employment.

Careful management of the Student Resource Package and our equity funding ensures we have the resources to meet our three-year lease payments on the two building in Frankston and our presence at the community sites in Pakenham, Rosebud, Hastings, Mornington and Chelsea. These sites provide the opportunity to re-engage disengaged and disadvantaged students with learning and our equity funding ensures we have the funds to meet the costs associated with our lease/license agreements $246,00, and the staff to deliver our programs.

In excess of $270,000 (half of the previous year due to Covid-19) was paid to external providers for Oakwood School students enrolled in courses with external educational facilities/providers. Our Animal Studies Program operated at a drastically reduced capacity due to Covid-19 but continued at Chelsea (when students were allowed on site). Students continue to achieve great success in this program and we hope that we will be able to operate at full capacity in 2022 as it also provides great educational pathways and employment opportunities for them.

Oakwood School received Commonwealth and State Government Grants to fund the Chaplaincy and Advance programs at the Oakwood School, Caulfield Park campus and the Doctors in Schools program in Noble Park.

For more detailed information regarding our school please visit our website at
https://www.oakwoodschool.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 401 students were enrolled at this school in 2021, 197 female and 204 male.

4 percent of students had English as an additional language and 8 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).
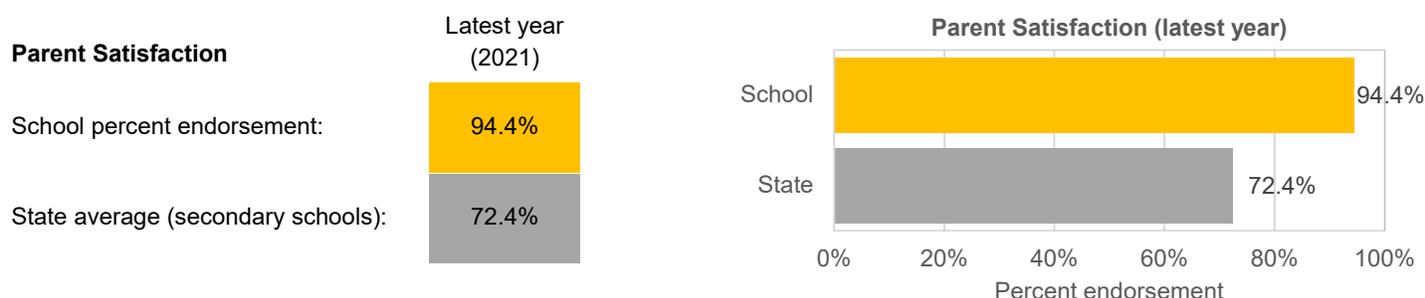
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.

Parent Satisfaction	Latest year (2021)
School percent endorsement:	94.4%
State average (secondary schools):	72.4%

Parent Satisfaction (latest year)

|	Percent endorsement
School	94.4%
State	72.4%

School Staff Survey

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

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

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

School Climate

	Latest year (2021)
School percent endorsement:	74.0%
State average (secondary schools):	55.8%

School Climate (latest year)
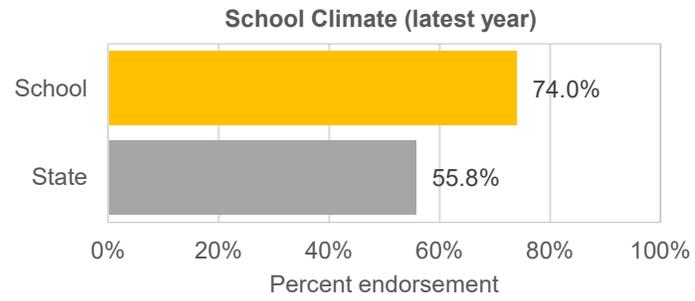
ACHIEVEMENT

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 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:	4.0%
Similar Schools average:	NDA
State average:	75.8%

English (latest year)
Years 7 to 10

School — 4.0%
Similar Schools
State — 75.8%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level
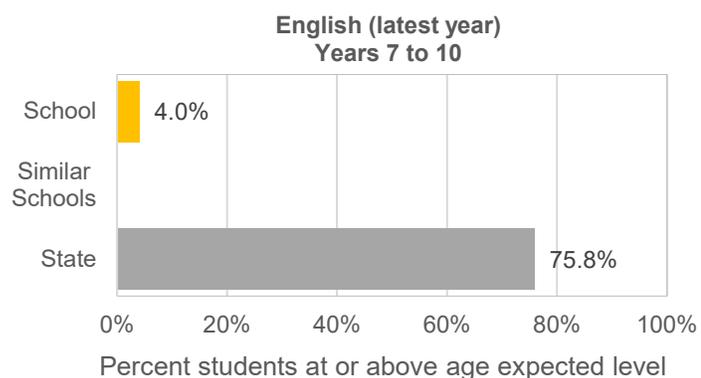
Mathematics
Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:	2.3%
Similar Schools average:	NDA
State average:	65.4%

Mathematics (latest year)
Years 7 to 10

School — 2.3%
Similar Schools
State — 65.4%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level
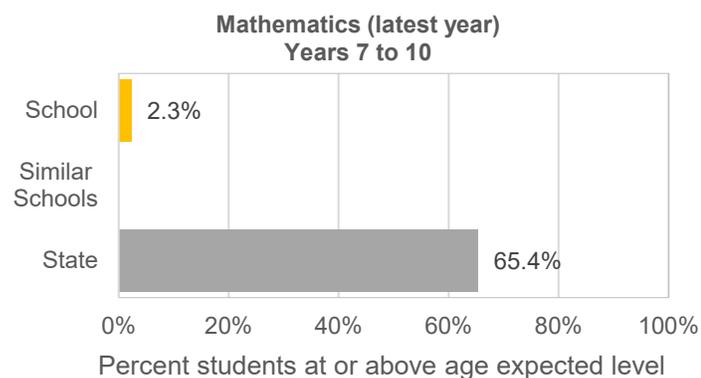
ACHIEVEMENT (continued)

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.
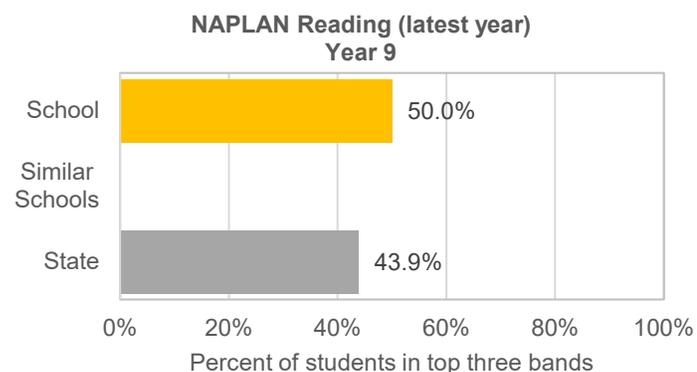
Reading
Year 7

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

NAPLAN Reading (latest year)
Year 7
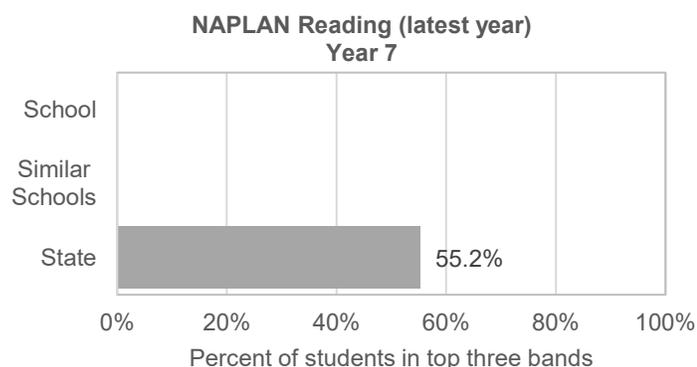
Reading
Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	44.4%
Similar Schools average:	NDA	NDA
State average:	43.9%	45.9%

NAPLAN Reading (latest year)
Year 9

Numeracy
Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	NDA	NDA
State average:	55.2%	55.3%
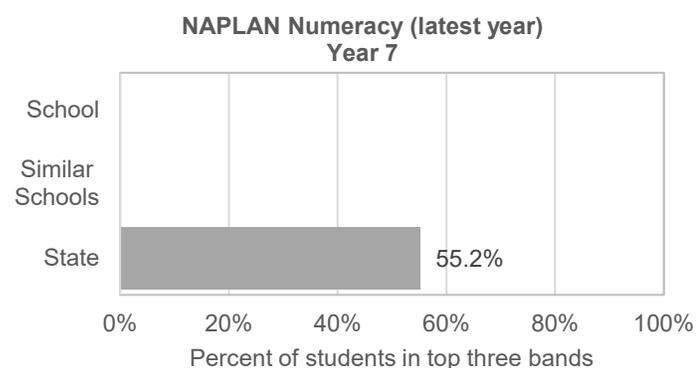
NAPLAN Numeracy (latest year)
Year 7

Numeracy
Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	20.0%	32.1%
Similar Schools average:	NDA	NDA
State average:	45.0%	46.8%

NAPLAN Numeracy (latest year)
Year 9

	Percent of students in top three bands
School	20.0%
Similar Schools	
State	45.0%

Percent of students in top three bands
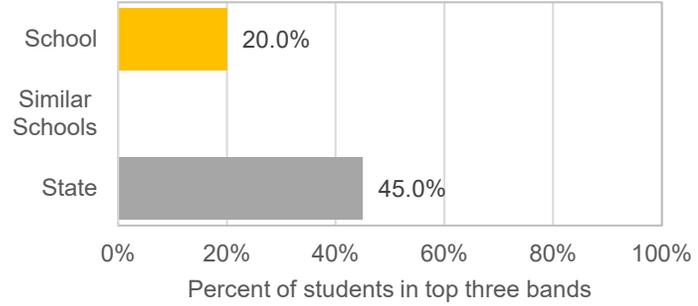
ACHIEVEMENT (continued)

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 5 (2019) to Year 7 (2021)

	NDA	NDA	NDA	NDA
Reading:	NDA	NDA	NDA	NDA
Numeracy:	NDA	NDA	NDA	NDA
Writing:	NDA	NDA	NDA	NDA
Spelling:	NDA	NDA	NDA	NDA
Grammar and Punctuation:	1%	2%	3%	4%

NAPLAN Learning Gain (latest year) Year 5 - Year 7

Low Gain Medium Gain High Gain
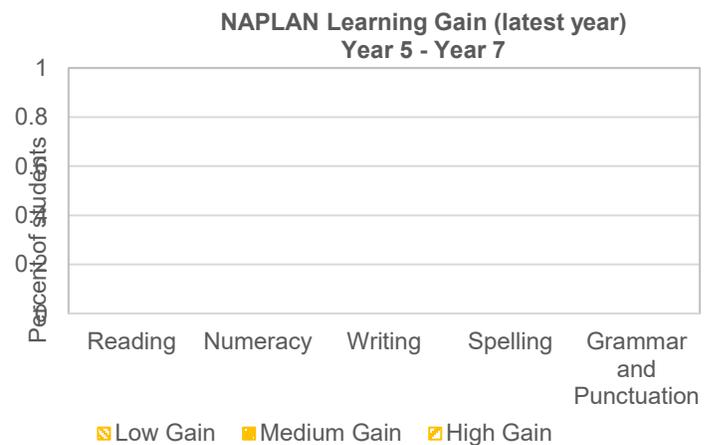
Learning Gain
Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	NDA
Numeracy:	NDP	NDP	NDP	NDA
Writing:	50%	50%	0%	NDA
Spelling:	NDP	NDP	NDP	NDA
Grammar and Punctuation:	NDP	NDP	NDP	NDA

NAPLAN Learning Gain (latest year) Year 7 - Year 9

Low Gain Medium Gain High Gain

13
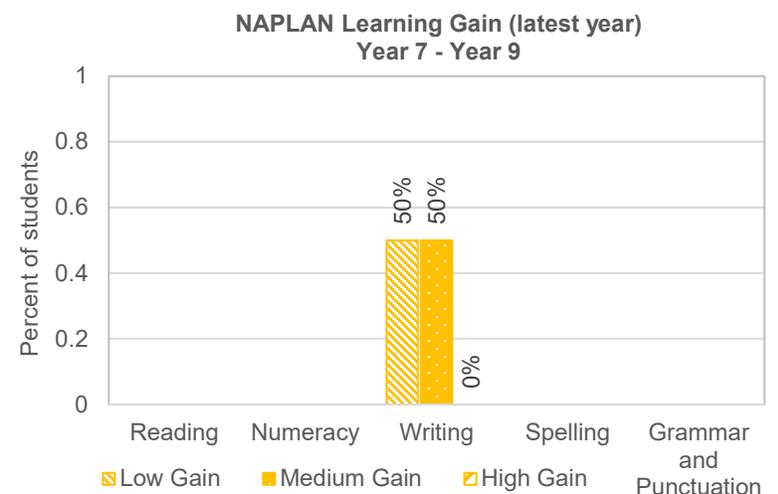
ACHIEVEMENT (continued)

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	NDA	NDA
Similar Schools average:	NDA	NDA
State average:	28.9	28.9

Victorian Certificate of Education (latest year)
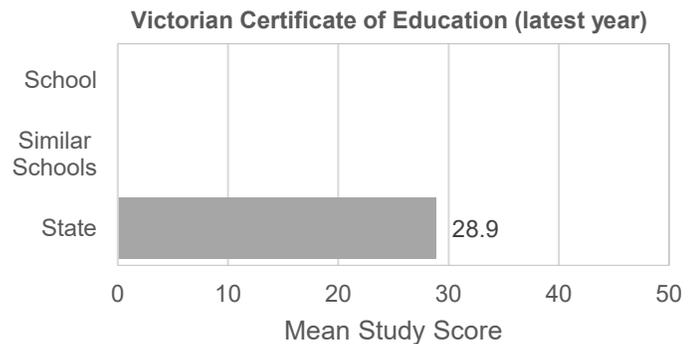
Students in 2021 who satisfactorily completed their VCE:	NDA
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:	42%
VET units of competence satisfactorily completed in 2021*:	52%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	38%

* 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 local COVID-19.

Student Absence
Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	26.6	33.2
Similar Schools average:	NDA	NDA
State average:	21.0	19.6

Student Absence (latest year)
Years 7 to 12

	Average number of absence days
School	26.6
Similar Schools	
State	21.0

Average number of absence days
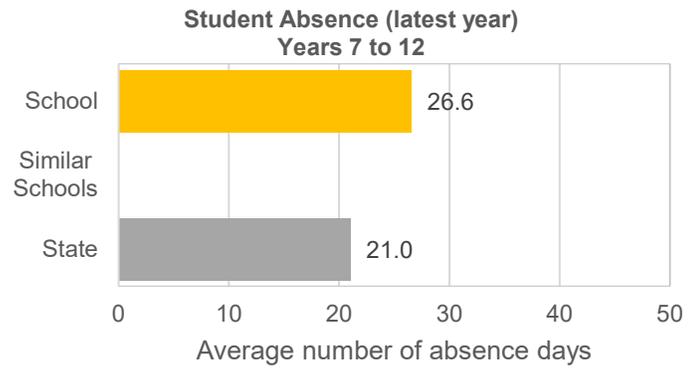
ENGAGEMENT (continued)

Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	93%	91%	87%	85%	86%	90%

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:	NDA	7.7%
Similar Schools average:	NDA	NDA
State average:	73.2%	72.9%

Student Retention (latest year) Year 7 to Year 10

School	
Similar Schools	
State	73.2%

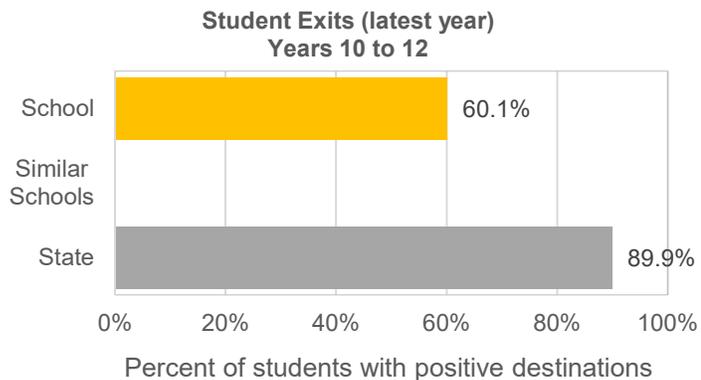Percent of students retained
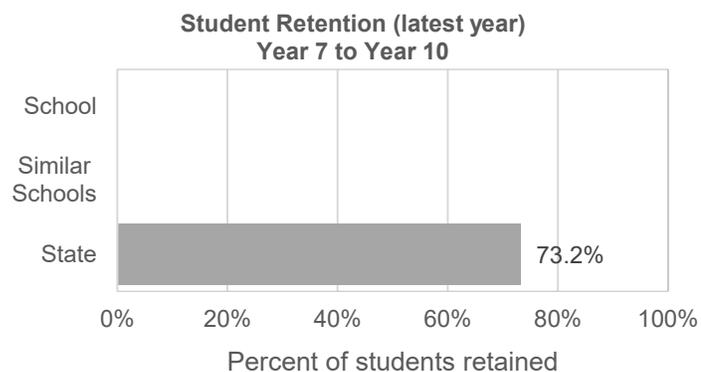
Students exiting to further studies or full-time employment

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:	60.1%	71.7%
Similar Schools average:	NDA	NDA
State average:	89.9%	89.2%

Student Exits (latest year) Years 10 to 12

School	60.1%
Similar Schools	
State	89.9%

Percent of students with positive destinations

16

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.*
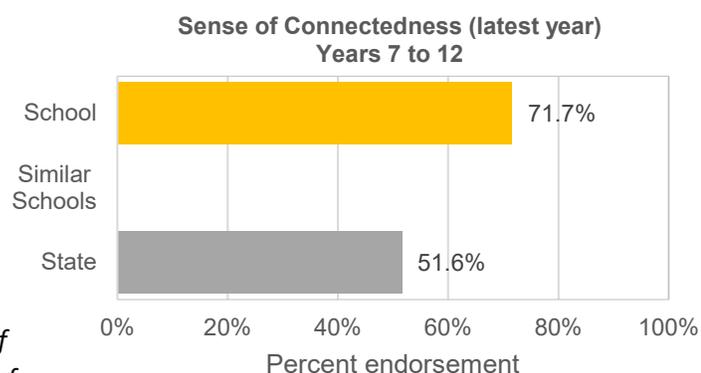
Student Attitudes to School – Sense of Connectedness

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 7 to 12

	Latest year (2020)	4-year average
School percent endorsement:	71.7%	70.1%
Similar Schools average:	NDA	NDA
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

Sense of Connectedness (latest year)
Years 7 to 12

School: 71.7%
Similar Schools:
State: 51.6%

Percent endorsement

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 7 to 12

	Latest year (2020)	4-year average
School percent endorsement:	79.4%	79.6%
Similar Schools average:	NDA	NDA
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
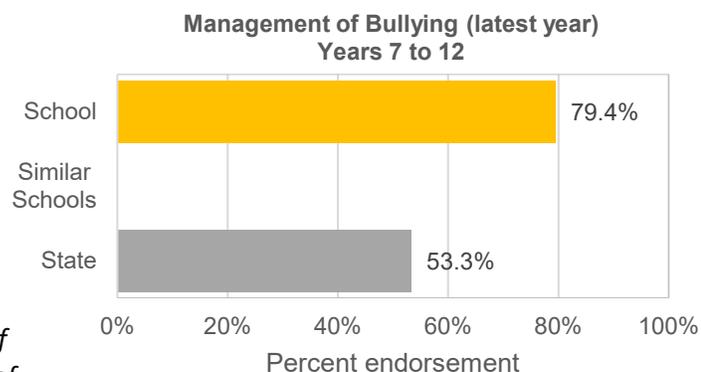
Management of Bullying (latest year)
Years 7 to 12

School: 79.4%
Similar Schools:
State: 53.3%

Percent endorsement

Financial Performance and Position

Revenue	Actual
Student Resource Package	$7,404,716
Government Provided DET Grants	$1,371,557
Government Grants Commonwealth	$0
Government Grants State	$9,800
Revenue Other	$9,803
Locally Raised Funds	$3,791
Capital Grants	$0
Total Operating Revenue	**$8,799,667**

Equity [1]	Actual
Equity (Social Disadvantage)	$1,093,826
Equity (Catch Up)	$48,486
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$1,142,312**

Expenditure	Actual
Student Resource Package [2]	$6,306,685
Adjustments	$0
Books & Publications	$7,741
Camps/Excursions/Activities	$6,882
Communication Costs	$43,930
Consumables	$112,546
Miscellaneous Expense [3]	$7,339
Professional Development	$40,097
Equipment/Maintenance/Hire	$447,248
Property Services	$230,953
Salaries & Allowances [4]	$39,673
Support Services	$269,980
Trading & Fundraising	$2,424
Motor Vehicle Expenses	$5,008
Travel & Subsistence	$0
Utilities	$29,787
Total Operating Expenditure	**$7,550,292**
Net Operating Surplus/-Deficit	**$1,249,375**

Oakwood School

Expenditure	Actual
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 23 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	$1,152,759
Official Account	$28,102
Other Accounts	$0
Total Funds Available	$1,180,861

Financial Commitments	Actual
Operating Reserve	$179,156
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$802,284
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$120,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$75,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	$1,176,440

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.