2020 Annual Report to The School Community

THE EDUCATION STATE

School Name: Wangaratta West Primary School (4642)

- 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 2020 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 01 April 2021 at 10:47 AM by Kristy Keenan (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 April 2021 at 04:31 PM by Cam Meggs (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *'About Our School'* section refer to?

The About Our School section 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.

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).
  Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Wangaratta West Primary School is located in the rural township of Wangaratta in North East Victoria. Originally built in 1950, the school was completely rebuilt between 2008 and 2011 and now consists of 23 classrooms (17 permanent and 6 within three MOD5 relocatable buildings), 3 middle spaces (currently used as classrooms), an art room, library, science room, music room, hall (with adjoining canteen) and office block. The school is situated on approximately 2.5 acres (1 hectare) of land, comprising of grassed areas, concrete basketball/netball courts, and landscaped garden areas. On site there are three separate playgrounds, and next to the school an oval with newly erected football goal posts.

Wangaratta West Primary School has 480 students enrolled and has enjoyed increasing enrolments over the past four years (with 389 students in 2017, 404 students in 2018, 432 students in 2019, 458 students in 2020 and 480 students in 2021).

The school's level of social disadvantage (Student Family Occupation & Education) is currently 0.4185 having decreased consistently over the four years (0.5378 in 2017, 0.5247 in 2018, 0.4810 in 2019 and 0.4615 in 2017). As such, the percentage of equity funded students has decreased steadily since 2017 from approximately 1/2 of students equity funded (49.36%) to approximately 1/3 in 2020 (33.62%).

The school's staffing profile currently consists of a Principal, two Assistant Principals, one Leading Teacher, 2.7 Learning Specialists (two ongoing and one Acting), 16 full time classroom teachers, 11 part time teachers (7.0 FTE), 5 specialist teachers (Art, Music, Physical Education, AUSLAN and Science - 4.0 FTE), a business manager, one office administration assistant, 7 Education Support staff, a chaplain (0.4) and a wellbeing officer (0.8).

Strong, consistent practices are in place to support a guaranteed and viable curriculum. Instructional models are clearly documented, articulated and modelled, and the meeting schedule prioritises skill and knowledge development. Ongoing professional development is further supported by the engagement of external consultants and the support of internal leaders as well as access to professional resources and tools. Staff are also provided with regular time to learn with, and from one another during Professional Learning Community meetings (45 minutes weekly within the specialist timetable), and collaborative planning times (1.5 hours weekly within the specialist timetable). The school also has a range of digital technology resources to support learning, including more than 300 iPads to enable a one-to-one program for students in years three to six as well as additional iPads for junior classes.

The school has a strong School Wide Positive Behaviour System (SWPBS) in place and clear vision and values. Communication and consistency in relation to the vision and values has been a focus over the four years.

Framework for Improving Student Outcomes (FISO)

Goal 1: To accelerate the learning growth of every Wangaratta West student in English, Mathematics and Science.

Planned actions for 2020 included to:
- Refine and embed the consistent use of the Whole School Instructional Model in Mathematics and Grammar & Punctuation.
- Build staff understanding of, and capacity to work as, effective Professional Learning Communities following the Inquiry Cycle.
- Develop teacher capacity to use data and evidence to inform planning for differentiated teaching, and to drive all work in the PLCs including Data Walls and Face on Data models.

2020 Progress:
* Opportunities were provided for staff to collaboratively assess where students were at, and plan learning paths that were evaluated and reflected on at both after school meetings, PLC meetings and collaborative planning meetings.

* Our focus of ensuring consistency of instruction in Mathematics and Grammar & Punctuation was moved to 2021 as we were unable to implement necessary teacher professional learning due to COVID-19.
* Teachers worked hard to build a better understanding of working as Professional Learning Communities following Inquiry Cycles (where we identify a group of children to implement strategies to accelerate growth) when they were permitted onsite.
* Our school developed teachers' capacity to use data to inform planning and create learning experiences which cater for all levels of student learners, however, this was again interrupted by two periods of remote and flexible learning.
* Learning Walks (where school leaders walk through classes to observe practice) were scheduled but did not occur as often as planned due to two periods of remote and flexible learning.

Goal 2: To develop resilient students who display behaviours and attitudes that reflect the (new) school values.

Planned actions for 2020 included to:
- Embed Resilience and Respectful Relationships into the teaching and learning program through a Whole School Instructional Model.
- Develop a Positive Behaviour Support (PBS) team to consistently monitor behavioural data (Compass and student surveys) to implement initiatives that positively address areas of concern.

2020 Progress:
* Wellbeing/resilience lessons were timetabled and explicitly taught across years Prep to six (4 lessons per week).
* Wellbeing activities were also included within weekly remote and flexible learning packs.
* A 'Positivity Path' was developed with students and is a prominent feature in the school grounds.
* Respectful Relationships Professional Learning was provided for all staff.
* Resilience Project journals were utilised by students, and staff accessed GEM TV.

As the school was forced to shift from planned AIP focuses to strategies for managing remote and flexible learning, our priorities for these times became:
- Consistency across the school in relation to setting activities in the core areas of the curriculum (sharing of videos/planners between teams and setting consistent amounts of work across the school in line with DET guidelines).
- Equitable and achievable access to learning for all students through the provision of hard copy packs supported by video tutorials, and the availability of iPads for loan by students requiring access to technology.
- Finding the right balance of technology and hard copy work/resources.
- Supporting staff to learn new ICT skills quickly.
- Finding the right balance in relation to the amount of work that was achievable for both students and parents during remote learning (and making adjustments along the way based on feedback)
- Prioritising the health and wellbeing of staff, students and their families experiencing difficulties over other priorities, such as completing all set schoolwork (modifying workloads, providing hands on learning packs, etc.)
- Modifying the delivery of health and wellbeing supports to students and their families by making an increased number of phone calls (whole school), conducting home visits to drop off packs (at a distance), etc.

Achievement

2020 Annual Implementation Plan NAPLAN targets:
Numeracy
- Less than 25% low growth and more than 25% high growth
Grammar and Punctuation
- Less than 35% low growth and more than 18% high growth

*As NAPLAN was not conducted during 2020, these targets are no longer relevant. Original plans were modified in response to the need to shift to remote and flexible learning, as well as in response to the amount of work that could be set during periods of remote and flexible learning (2-3 hours daily, in line with DET recommendations). This resulted in a narrowing of focus to core curriculum areas.

During Remote Learning, staff utilised online platforms and a range of strategies to engage students in learning. During the first period of remote and flexible learning, packs were differentiated to ensure students were working at their point

of need. During the second period of remote and flexible learning, students were provided with a learning matrix with a range of tasks at varying levels and they had agency over their learning.

Feedback from parents/carers in relation to the way we handled the shift to remote and flexible learning (Model 1.0) included (from 39 responses):
Remote Learning 1.0
"The communication via SeeSaw and the packs are well set up, easy to understand and allow students to self-direct as much as possible".
"The packs are great I especially love how they are separated into days and students can refer back to them. The Instruction videos have been really clear and helpful. Your communication has been exceptional. Seesaw is working well".
"The current approach is a perfect combination of having easily accessible hard copies of work that the kids can do in their workbooks, alongside the ability to ask questions, see informative videos, and photograph and submit work online through Seesaw."
"We feel extremely lucky to be part of a school community where all staff are clearly committed to not only our children's education, but their overall well-being. The level of communication via email, Facebook & seesaw has been outstanding - any questions or concerns we may have had have been quickly answered or addressed through this communication. I cannot speak highly enough of how well the school has navigated through this unprecedented time so far. Thank you so much...keep up the great work!"
Data - Learning packs contain: Just the right amount of work (82%); not enough work (10%), too much work (8%)

Feedback from parents/carers in relation to the way we handled the shift to Remote Learning 2.0 (survey with 69 responses)
"We really love the matrix as it gives an opportunity to choose what to do on each day whether it be a significantly harder task compared to an easier one or leave the easy one for a different day depending on how you are feeling that day, which is fantastic because not every day of remote learning at home is the same!"
"The kids are liking the flexibility of the matrix on the whole. It has had difficult times... sometimes making a decision has been hard for them but they are liking that they have input into their day.The webex meetings have been great for the kids to get a chance to see classmates and teacher."
Data - Which version of remote learning do you prefer - Revised model for Remote Learning 2.0 (86%); Previous model (14%)
Data - General satisfaction - 84.14%
Data - Learning packs contain: Just the right amount of work (82%); not enough work (14%), too much work (4%)

Engagement

In 2020, WOW week (Wonders Of The West) was introduced across the school for terms 1 and 4. This involved a week long focus on exploring the humanities, civics and citizenship, history, and personal/social capabilities through and interest-based integrated approach. Time was allocated within the meeting schedule to plan WOW Week each term and teams were supported with financial resources to purchase additional materials.

Stimulating Learning: Responses to the 2020 Student Attitudes to School survey showed a decline in Stimulating Learning, from 77% in 2019 to 62% in 2020 however, it can be assumed that the two periods of remote and flexible learning negatively effected results. The data showed higher endorsement from females with 67% positive responses as opposed to 57% for males. There was little difference in negative endorsements between the genders.

Student Motivation: There was also a slight drop in student motivation data in 2020, declining from 79% to 71% in 2020. The data showed that females viewed the learning as more motivating than males with 77% positive response rate for females vs 65% for males.

Student motivation appeared strong at the beginning of the year however was visibly effected by periods of remote and flexible learning. Staff worked hard to keep students engaged through videos, humorous Bitmoji representations and engaging tasks however, completion of set tasks reduced over time. To address declining engagement levels going into the second period of remote and flexible learning, the whole school model was revised with a focus on increasing agency and engagement. This was achieved through the design of a learning matrix, giving students choice over which

activities they completed each day.

Feedback from parents/carers within a school-developed survey (from 69 responders) included:
"Thank you to all the staff who have once again adapted the way they teach overnight to accommodate the needs of the students. I appreciate the consideration that went into redesigning the current model based on feedback from the last period of remote learning. I find this time around is much more engaging and achievable."
"The variety in the matrices had also been fabulous across all 3 grades. Thanks for coming up with such engaging options!"

Attendance was closely monitored, particularly during periods of remote and flexible learning. Students were required to make contact with their teachers daily and to submit work to show that they were engaging in home learning. If this did not occur, teachers made contact with parents firstly via Seesaw or email and then via phone. If this proved unsuccessful, the leadership and wellbeing team prioritised the family and ensured contact was made via phone call or in extreme cases, via engagement with police to conduct a welfare check.

Wellbeing

2020 AIP Targets: Student Attitude to School Survey to show:

School Safety - Managing Bullying:
Target - 85% positive overall. This target was not achieved, with data reflecting 74% positive responses, 14% neutral and 12% negative. It may however be concluded that this data was effected by COVID-19 as across the years 2017-2019 growth in positive endorsements were evident with the data moving from 69% in 2017 to 75% to 82% in 2019 before falling to 74% in 2020 (COVID year). There was also very little difference between the genders in relation to positive endorsement from females (76%) and males (72%) in 2020 and 84% vs 81% in 2019.
- In 2020, the school continued its focus on creating an anti-bullying environment through activities across the school designed to highlight what bullying behaviours are and the best methods of responding to these behaviours.

Effective Classroom Behaviour:
Target - 85% positive overall. This target was not achieved, with data reflecting 71% positive responses, 20% neutral and 9% negative. It may however be concluded that this data was effected by COVID-19 as across the years 2017-2019 growth in positive endorsements were evident with the data moving from 75% in 2017 to 76% to 85% in 2019 before falling to 71% in 2020 (COVID year). There were also a very small percentage of "not positive" (consistently less than 10%) each year. There was also very little difference between the genders in relation to positive endorsement from females and males with 74% vs 69% respectively in 2020 and 83% vs 86% in 2019.
- In 2020 the school worked towards creating a calm environment through an ongoing focus on School Wide Positive Behaviour. This has included the development of a Positive Behaviour Matrix displayed in every room, the introduction of 'Westy Wolf' (our school mascot whose attributes reflect our school values) and the recognition of positive behaviour through postcards, Students Of The Week and Principal's Awards. A therapy dog (Moose) has also been inducted into the school to assist with de-escalating emotions and supporting the positive behaviour or children experiencing difficulty regulating their emotions.

Resilience:
Target - 88% positive overall. 2020 - No data available.
 - In 2020, weekly timetabled Resilience and Vision/Values lessons were introduced, following the Whole School Instructional model and use of the 'I Can' statements. The school also continued fostering the development of resilience through an ongoing relationship with The Resilience Project (including student, staff and parent/carer presentations), the introduction of student journals and ongoing professional development for staff.

Financial performance and position

The school bank account surplus reflects significant funds held over to 2021 for the supply and installation of a permanent shelter over a newly resurfaced basketball court and the rubberised surfacing of an additional court. $150,000 was held over to cover these costs, plus a further $30,000 for future digital technology costs. A large number of iPads that the school owned (through lease-to-own payments) were traded in to acquire newer models. These were

rolled out at the beginning of the 2021 school year.

Significant funds were spent during 2020 on the school's ongoing grounds improvements including the resurfacing of two netball/basketball courts with new asphalt and acrylic at a cost of $60,000 and the installation of instant turf costing $9,500.

The school received $350,475 in equity funding ($175,918 in cash and $174,557 in credit). Equity funding was used to support the welfare of our disadvantaged students and families through initiatives such as fresh fruit Wednesdays, support for camps/excursions, a literacy intervention program (MiniLit/MultiLit), the continued employment of a speech therapist, and ongoing resourcing of targeted numeracy and literacy programs.

Fundraising by the school's Parents and Friends committee was significantly hampered due to COVID-19 restrictions, however a total of $8,400 profit was raised by the P&F and school combined. The school also offered sponsorship packages to local businesses including the display of a sign located on the corner of O'Leary and Phillipson streets and recognition within the school newsletter. This fundraising initiative brought in $20,500 in 2020. The school council did not enter into any other contracts, agreements or arrangements.

For more detailed information regarding our school please visit our website at
http://www.wangwestps.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 472 students were enrolled at this school in 2020, 232 female and 240 male.

5 percent of students had English as an additional language and 2 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) which takes into account parents' occupations and education.
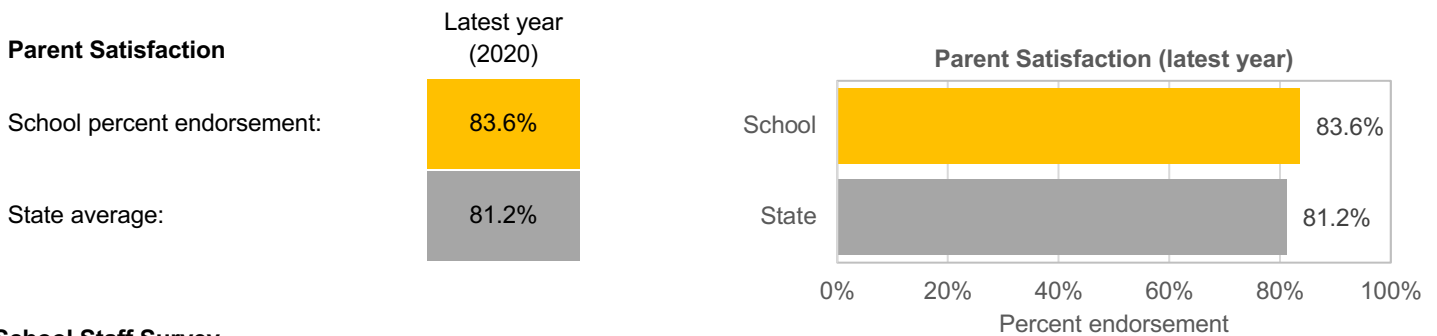
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.
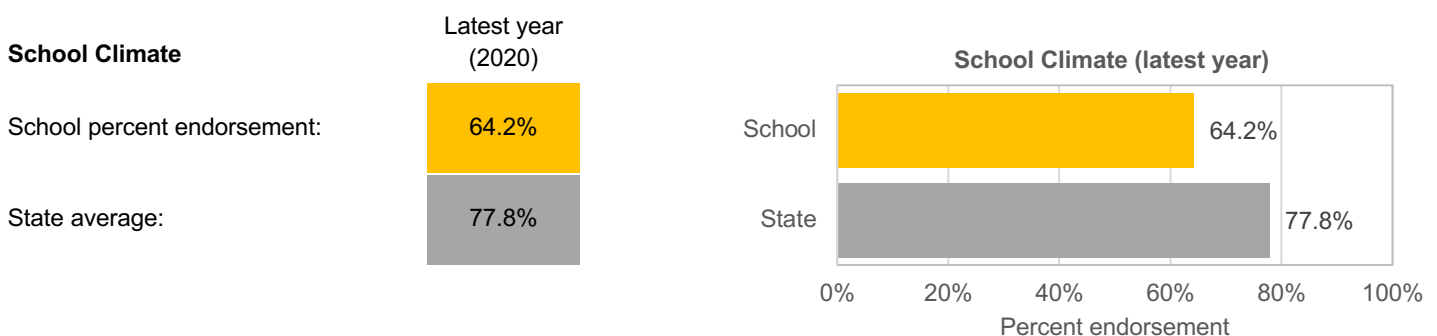
Parent Satisfaction	Latest year (2020)
School percent endorsement:	83.6%
State average:	81.2%

Parent Satisfaction (latest year)

School 83.6%
State 81.2%

Percent endorsement

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 (2020)
School percent endorsement:	64.2%
State average:	77.8%

School Climate (latest year)

School 64.2%
State 77.8%

Percent endorsement

9

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 (2020)

School percent of students at or above age expected standards:	84.5%
Similar Schools average:	79.4%
State average:	86.3%

English (latest (year)
Years Prep to 6

School — 84.5%
Similar Schools — 79.4%
State — 86.3%

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

Percent students at or above age expected level
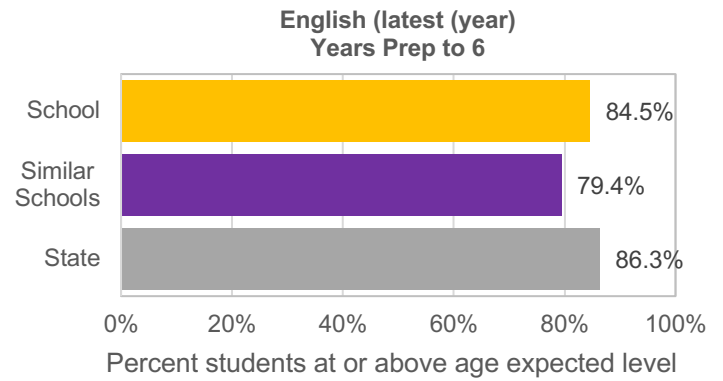
Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards:	81.0%
Similar Schools average:	78.7%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School — 81.0%
Similar Schools — 78.7%
State — 85.2%

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

Percent students at or above age expected level
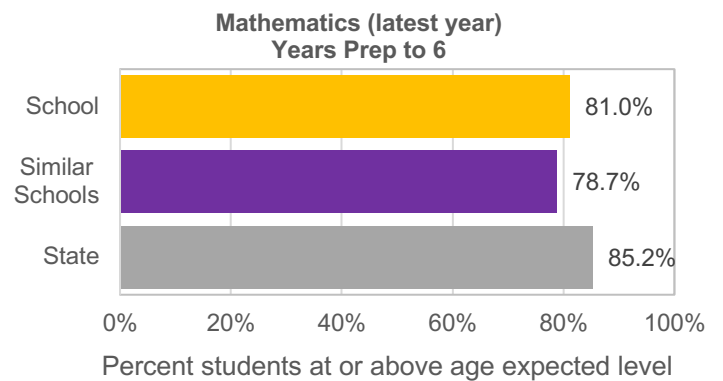
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result 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).

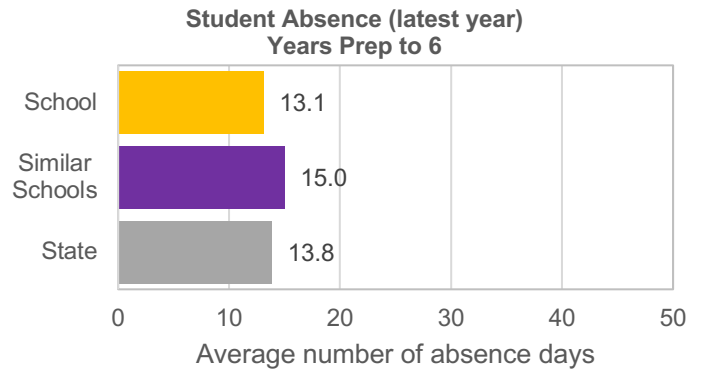NAPLAN tests were not conducted in 2020.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	13.1	14.5
Similar Schools average:	15.0	15.8
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	13.1
Similar Schools	15.0
State	13.8

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	96%	95%	93%	92%	89%	94%

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	71.4%	75.4%
Similar Schools average:	NDP	81.0%
State average:	79.2%	81.0%
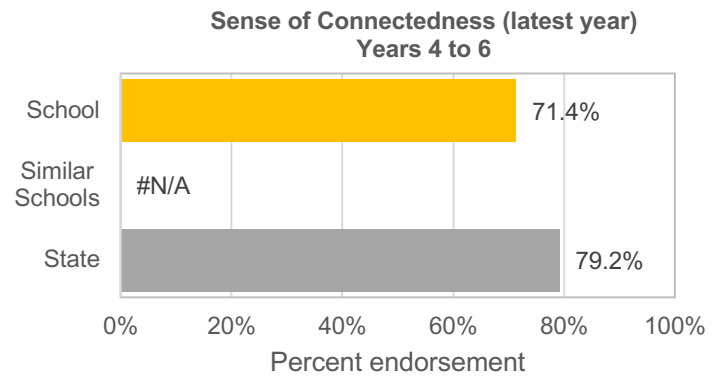
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School 71.4%
Similar Schools #N/A
State 79.2%

0% 20% 40% 60% 80% 100%
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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

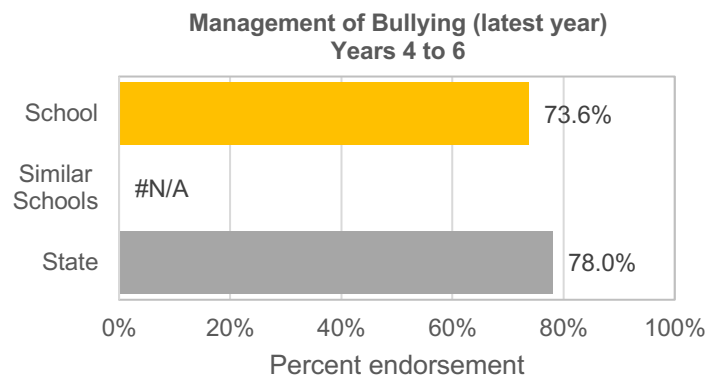| **Management of Bullying Years 4 to 6**	Latest year (2020)	4-year average
School percent endorsement:	73.6%	75.2%
Similar Schools average:	NDP	81.7%
State average:	78.0%	80.4%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School 73.6%
Similar Schools #N/A
State 78.0%

0% 20% 40% 60% 80% 100%
Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$4,101,819
Government Provided DET Grants	$769,830
Government Grants Commonwealth	$216,470
Government Grants State	$5,000
Revenue Other	$35,656
Locally Raised Funds	$262,722
Capital Grants	NDA
Total Operating Revenue	**$5,391,496**

Equity [1]	Actual
Equity (Social Disadvantage)	$350,475
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$350,475**

Expenditure	Actual
Student Resource Package [2]	$3,754,460
Adjustments	NDA
Books & Publications	$3,760
Camps/Excursions/Activities	$39,847
Communication Costs	$10,277
Consumables	$130,417
Miscellaneous Expense [3]	$29,140
Professional Development	$22,761
Equipment/Maintenance/Hire	$141,508
Property Services	$252,991
Salaries & Allowances [4]	$288,439
Support Services	$52,937
Trading & Fundraising	$78,488
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$57,458
Total Operating Expenditure	**$4,862,484**
Net Operating Surplus/-Deficit	**$529,012**
Asset Acquisitions	**NDA**

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	$412,265
Official Account	$81,670
Other Accounts	NDA
Total Funds Available	**$493,936**

Financial Commitments	Actual
Operating Reserve	$161,306
Other Recurrent Expenditure	$29,021
Provision Accounts	$1,931
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$30,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$150,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$372,257**

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.