

2020 Annual Report to The School Community



School Name: Weeden Heights Primary School (5157)



- 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 21 April 2021 at 12:19 PM by Kylie Campbell (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 22 April 2021 at 02:45 PM by Karen Jansen (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

Weeden Heights Primary School in Vermont South is a dynamic, nurturing and vibrant learning community with a focussed commitment to providing exemplary programs in an engaging and safe environment. Students are empowered and supported to achieve personal excellence; to become successful lifelong learners; to be active and informed global citizens; and to develop self-esteem and confidence. We have high expectations of our students and our school core values are; Respect, Personal Excellence, Curiosity and Creativity and Collaboration

Weeden Heights has an excellent reputation for providing high quality education with a strong focus on academic success particularly in English and Mathematics. These results are achieved through favourable student/teacher ratios and a committed approach to continuous improvement by developing personal learning approaches catering for the needs of the individual learner. Students with talents are challenged within and beyond the classroom and those requiring additional support are assisted through specialised learning programs. We celebrate our cultural diversity, foster a strong sense of community and believe strongly in engaging parents as partners in their child's education.

The school designs curriculum around the development of the 'whole child'. Student wellbeing (social, emotional, physical, behavioural and creative) is also developed through the school's approach to teaching social skills and our school values. We provide extension and enrichment programs to challenge students' and enhance the talents of all students. Our specialised learning programs assist all students to become confident critical thinkers and learners. These engaging and challenging programs equip our students with essential life-long skills to be successful learners. With class sizes of 21 in the junior school and average classes of 24 in the senior school, the current student population of 167 is well supported by professional and caring staff comprising of 9.5 equivalent full time teachers, 2.7 full time equivalent education support staff along with a Business Manager, Student Wellbeing Officer and a Principal.

Mobile and digital technologies are integrated throughout all classrooms with interactive whiteboards, net books and iPads available to all students. The school has a dedicated STEAM classroom with specialist teacher, to further enhance the extensive science program and support our ongoing relationship with science programs conducted through Deakin and Monash Universities.

From the Foundation year through to Year Six, our students participate in specialist programs, which include; language classes, physical education (including water safety and swimming program), STEAM, Visual Arts and Performing Arts. The school is very proud of the Stephanie Alexander Kitchen Garden Program, which enhances the school's inquiry learning approach, focusing on environmental science, food technology and sustainability and also promoting healthy choices and living. We also provide extension and enrichment programs for students by a staff member.

We offer a wide range of extra-curricular and co-curricular learning, which include lunchtime activities and competitions, musical and performing arts workshops, sporting events and a chess club. Our students are also take active role in a variety of competitions and enrichment activities: including public speaking competitions, visual arts competitions and chess tournaments, Wise Ones Gifted program, Tournament of Minds, Math's Olympiad, Premiers' Reading Challenge, and ICAS – University of New South Wales Competitions.

At Weeden Heights, we support and respect each student's cultural and ethnic background. We pride ourselves on our friendly and supportive school community and value and encourage engagement from parents. Our teachers and Principal are readily accessible and important events and achievements are communicated through our website, School Stream, phone app, newsletters, Facebook page and weekly assembly. We greatly value parental involvement, whether it is through working bees, contributing as a classroom helper, or by becoming a member of Parent & Friends Association or School Council.

The school has excellent facilities, extensive grounds and an expansive hall. We also offer an Out of School Hours Care (OSHC) program which is operated by School Council and taught by staff members.

Framework for Improving Student Outcomes (FISO)

Implementing the FISO framework further into the school’s approaches and with the development of the 2020 Annual Implementation Plan, the focus for Weeden Heights PS was on; ‘Excellence in Teaching and Learning’ (building practice excellence and curriculum planning and assessment) and developing a ‘Positive Climate for learning’ (setting expectations and promoting inclusion).

2020 was the most challenging year for all Victorian schools and flexible and remote learning was offered for six months due to the state wide lockdown caused by the spread of Covid-19. This provided extensive challenges for Weeden Heights PS with staff shifting their focus to working with the classroom context to developing online learning platforms. The staff played an instrumental role in providing key information for the community while maintaining inclusion and a sense of being a part of a community even though our families were being isolated. The focus for the school was on establishing teaching and learning approaches to cater for individuals, their learning needs via a remote and on line platform.

Professional learning was extensive for the first three months and it was offered daily as teachers were challenged to rework teaching approaches from the classroom to an online accessible platform for students. Teachers prioritised the key learnings for students to deliver literacy and numeracy daily along with inquiry learning and opportunities to work in each specialist area on a fortnightly basis. Teachers provided instructional videos for each lesson and also eventually met on line and live with their class each day to maintain contact with all students and set up the class for the day.

During the remote learning process teachers continued to enhance teaching and learning approaches through their work online. Clear learning intentions and success criteria were provided along with the structure of our CAFÉ reading approach, Mathematics instructional model and inquiry model. The focus for teachers was through their daily teaching groups in reading and eventually Mathematics. The online focused teaching group, as outlined in our instructional models, supported staff to engage directly with the students while tracking and monitoring their learning and understandings.

During remote learning, coaching for the staff with the Learning Specialist was still provided. The support was targeted based on the needs of the school and coordinators and individual teacher’s point of need. While the coaching and mentoring was linked to whole school approaches and needs, excellence in teaching remained the priority. This practice will continue is ongoing and the Learning Specialist was instrumental in supporting teachers to embrace the online learning platform.

Teachers continued to design curriculum to cater for the diverse needs of all learners in the classroom and student’s individual learning goals. Regular curriculum planning sessions ensured that there was a consistent focus on catering for all students and their abilities along with consistent practice across levels. Teachers monitored achievement through the Essential Assessments package and the implementation of the assessment schedule when working on site and through the teacher focused groups when working remotely.

Our whole school Bright Beginnings transition program was a clear foundation to our successful return to fulltime onsite schooling in term 4. 2020 was a unique year where students and staff were expected to establish a ‘new classroom’ five times over the year as students travelled in and out of remote learning. Even though this is unsettling, students were given the opportunity to negotiate clear conditions for learning within each classroom context, identify how to work effectively as an individual/ team and how to develop themselves as learners. With our strong focus on connections and relationships we were able to maintain a positive learning climate.

Achievement

Weeden Heights Primary School is extremely proud of its achievements and excellent results in student learning. Measures in both English and Mathematics have been strong and continually exceed the state mean in areas measured. Throughout flexible and remote learning teachers delivered online lessons consistent with the instructional models used by the school. Clear learning intentions were supported with an instructional video for every lesson and eventually backed up with the explicit teaching group. Each student had the opportunity to participate in a weekly

reading group and eventually a numeracy group.

Teachers used explicit teaching groups to track and monitor the learning for each student during remote learning in the areas of reading and Mathematics. Overall, students did extremely well with their achievement. Teachers had effectively used the online learning platform to be in a good position to administer the assessment schedule and make judgements for the end of year reports. Every student experienced improvement with a minimum growth of 6 months across the year and a few students achieving 18 months learning growth within a year.

Moving forward student achievement in 2020 has significantly influenced the whole school structure for 2021. Most students have maintained the same teacher and peer group to ensure continuity of learning. Leadership has analysed and unpacked the student achievement results in order to direct future learning and to set up the Tutor Learning Initiative.

A range of diagnostic procedures and assessment tools are implemented to identify the individual learning needs of all students, improve learning performance and enhance the instructional program. Assessment is ongoing, through the use of formative and summative assessment. We use Individual Education Plans as a tool to set learning improvement goals and these are revised regularly. We have a strong emphasis on curriculum planning, implement a whole-school assessment schedule and collect student learning data, which enables us to further track individual student progress and support any learning gaps developed during remote learning.

Weeden Heights makes a positive difference to improving student performance and these results are indicative of high quality teaching and learning across the whole school. While this was challenged in 2020, the online programs were well supported and the staff developed many new skills to deliver lessons for individuals and monitor their learning needs. Enhanced learning opportunities for all students develop continual improvement. In 2021, PLC's will continue to investigate data literacy to drive improvement and learning more specifically for each student. Students have had greater 'voice and choice' in their learning and further engagement with ICT to improve student learning outcomes.

Engagement

Weeden Heights PS is committed to providing a safe, secure and stimulating learning environment where students can reach their full potential. Students when happy and healthy, support a positive school culture that engages and supports their learning.

Students were surveyed after the first remote learning period and results indicated that nearly every student had a committed learning space and had set up a daily routine which supported their independence and organisation. Teachers maintained daily attendance records and followed up with students that disengaged during learning from home. Staff reported increased engagement when video conferencing was introduced via a daily classroom meeting. This set out clear expectations for the day and allowed students to connect with their peers and ask any questions. Students also reported that once instructional videos were introduced, which was early on, they felt more confident and well over half of the school completed the extension activities and specialist classes that were on offer. Most students indicated that the amount of work set was just right and they highlighted that the flexibility to complete work and still be involved in household activities was optimal.

Management procedures were put in place to cater for students experiencing anxiety or found completing tasks difficult. Staff supported parents to support their children as well. Parents were surveyed and along with teacher feedback, remote learning version 2 was established for the second lockdown and the changes, based on our new learnings, set up a structure that better catered for the needs of our community.

On return to school, our students continued with our extensive specialist program (Language, Physical Education, Performing Arts, Visual Arts and STEAM) and extra programs offered such as Extension and Enrichment, the Stephanie Alexander Kitchen Garden Program, public speaking, and school leadership program.

With a consistent whole school approach to teaching Inquiry Learning, students continued to develop their higher order thinking skills. Investigations were designed to increase opportunities for students to develop 'voice and choice' and

this was also enhanced through the writing of personal learning goals and an increased use of assessment tools involving self and peer evaluations. .

The school culture is influenced by a common purpose through acknowledging and pursuing high personal performances whilst embedding a social framework to support learning programs. Individual Education plans were developed to support the next stage of learning for each student across the school, even during remote and flexible learning. This will continue to be a focus for each student in 2021 as teachers will design more explicit tasks to cater for each individuals more specific learning needs based (on extension or enrichment) in line with a detailed assessment schedule.

At Weeden Heights PS we have very good attendance data and student absences have been maintained and improved slightly. This remained fairly consistent during remote and flexible learning as the roll was maintained daily through attendance in the Google Classroom. We continue to work towards communicating the message that “Everyday Counts”.

Wellbeing

During 2020, student wellbeing was prioritised to ensure that our students and school community stayed connected to Weeden Heights PS. This was particularly important and extended so that all stakeholders were able to engage with during flexible and remote learning. Student wellbeing is an extremely important aspect of a student’s time at school and is highly valued. Weeden Heights Primary School students feel extremely safe in a supportive environment that enhances their health, wellbeing and opportunities to learn. The school focussed on clear communication to the community so that directions and information were timely and relevant. Staff were able to reinforce the clear school wide messaging delivered through email, social media and our website through class meetings, Google Classroom platform and individual conversations with families.

Families were contacted regularly and as our Remote and Flexible Action Plan was implemented, students were involved with video conferencing with their classroom teacher on a daily basis. We are incredibly proud of how our community responded and what was achieved in a short amount of time was amazing. Our students and parents were introduced to an online platform remotely and this was supported by staff. Leadership published an information booklet for families to support them in their orientation and set up of Google Classroom which included a considerable amount of add ons.

The student survey results identified that students overwhelmingly missed seeing their teacher and friends during remote learning. Significant supports were put in place on return to onsite learning. Extra staff in the yard during breaks had a focus on re-establishing the connections and social skills between peers. Students had to be encouraged to interact in social play and reconnect. Teachers included social skills sessions and mindfulness activities to encourage reconnection while school captains ran lunchtime activities along with the buddy captains. This will continue to be a focus in 2021 and work will continue on strengthening social skills and social play.

Our outstanding whole school Bright Beginnings transition program ensures comprehensive transitioning opportunities for all students as they move from one level to the next. This became even more important during 2020 as students entered a ‘new classroom’ five times within the year. This program establishes high learning expectations and accountable behaviours for all students through positive reinforcement and agreed reward systems. Students feel connected to their learning community through school structures and clear class learning agreements used to optimize learning for all. Our environment is safe and inclusive where bullying is not tolerated and where everyone is treated with respect. Restorative practices are also implemented across the whole school and form part of everyday conversations.

The Bright Beginnings Prep Transition Program also continued through remote and flexible learning, although mostly remotely. The pre-schoolers enthusiastically completed two onsite sessions and were able to recognise the other students from the online sessions when meeting face to face. In 2021, the prep class will focus on developing social skills, establishing clear expectations for learning and developing student’s fine and gross motor skills which they missed out on through not having the opportunity to participate in their play based learning at preschool.

The school values of: Respect, Personal Excellence, Curiosity and Creativity and Collaboration underpin the whole school social, emotional and wellbeing program. The Bounce Back program was further implemented and included

during remote learning to enrich the weekly social skills lesson and was enhanced by the Respectful Relationships curriculum, understandings and values. The social curriculum was further aligned with the Respectful Relationships Framework. Our focus on mindfulness tools and exercises became increasingly important and staff implemented them in daily class meetings to support students.

The school's Wellbeing Officer was employed during term 2 and worked extensively in the onsite classroom allowing teachers to work remotely with their class. Direct contact was made with vulnerable families and the school continued to support families through the Caring Casserole program, donated computers and ongoing contact. Weeden Heights PS is an accredited E-Smart school so cyber safety is covered comprehensively and linked to the learning agreements signed by all students and their parents. This became even more important for the students during flexible and remote learning.

Students have many opportunities to participate in buddy activities, both formally and informally across the school. This continued with several sessions online to maintain the connections developed over the years and to support our Prep students who had only spent one term with the school before the first lockdown. Our Year 5 and Foundation year students participate in the 'Better Buddies Program', established by the Alannah and Madeline Foundation. The buddy program helps students to feel valued and supported, teaches important social skills while creating a caring ethos within our school.

Weeden Heights PS has a very welcoming and connected community and this was a significant factor in our success during 2020. Our community's relationships strengthened even further during remote and flexible learning and the home – school learning partnership has now been rewritten. The school continued on delivering termly student support group meetings, parent teacher interviews, student led conferences and teachers were able to write comprehensive end of year reports for all students. The community became very confident with video conferencing and this allowed more family members to participate. With an extensive reporting system, even during remote learning, parents have found the feedback on their child's learning invaluable and have a clear direction for future learnings.

Financial performance and position

Weeden Heights Primary School continues to operate in a sound and secure financial environment.

A balanced budget was initially approved by School Council, however with the Covid-19 pandemic and its associated restrictions impacting the 2020 financial environment, School Council subsequently adopted a conservative approach towards expenditure in an effort to protect the financial efficacy of the school.

Funds available through the Student Resource Package were complemented by additional grants (Chaplaincy and Sporting Schools) and a school owned and operated OSHC program. Monies generously given by our community to the Building and Library Funds were expended appropriately for purchases clearly identified in the school budget as approved by School Council.

Accountable and compliant management combined with effective financial and budget processes have left the school at the end of the 2020 school year with a healthy surplus to be carried forward into 2021 for continued improvement in student learning resources and opportunities, and the maintenance and upgrade of the physical learning environment.

For more detailed information regarding our school please visit our website at
<https://weedenheightsps.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 167 students were enrolled at this school in 2020, 89 female and 78 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

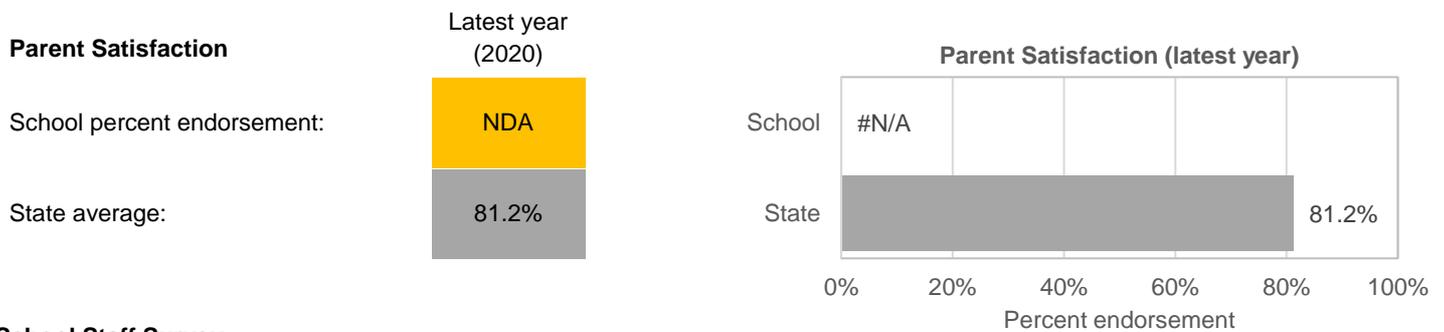
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.

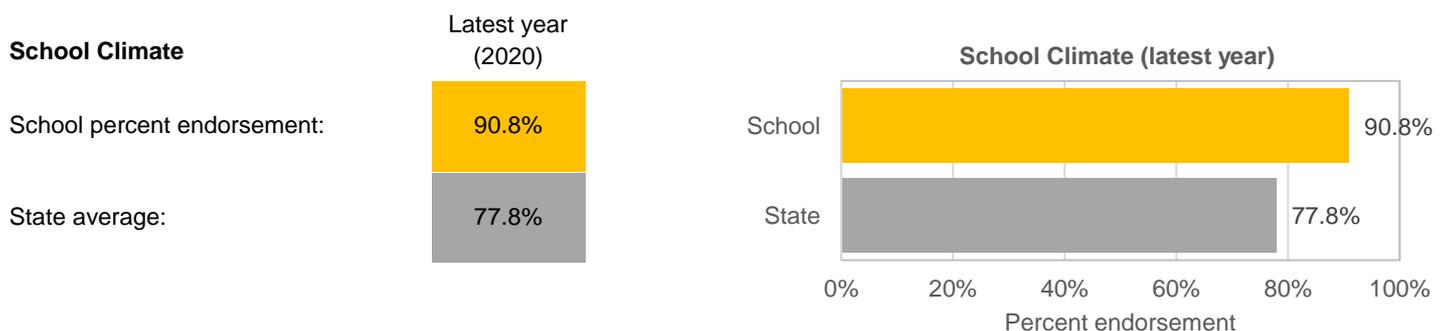


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

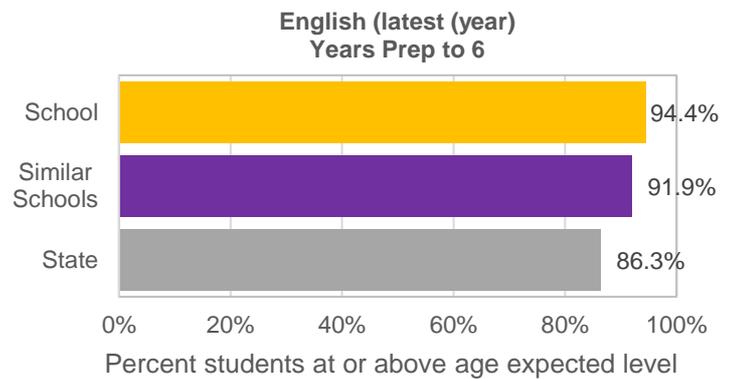
94.4%

Similar Schools average:

91.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

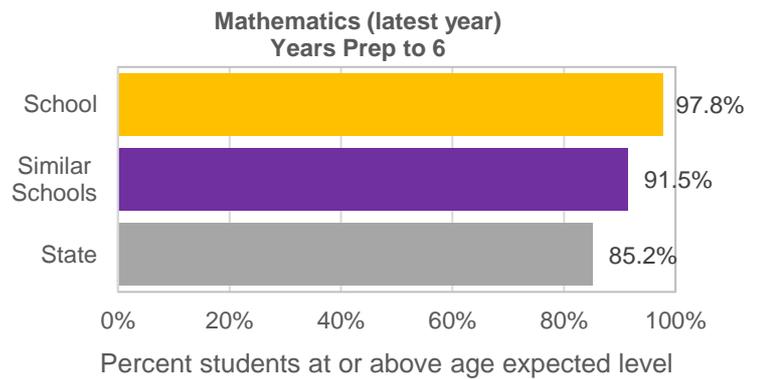
97.8%

Similar Schools average:

91.5%

State average:

85.2%



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

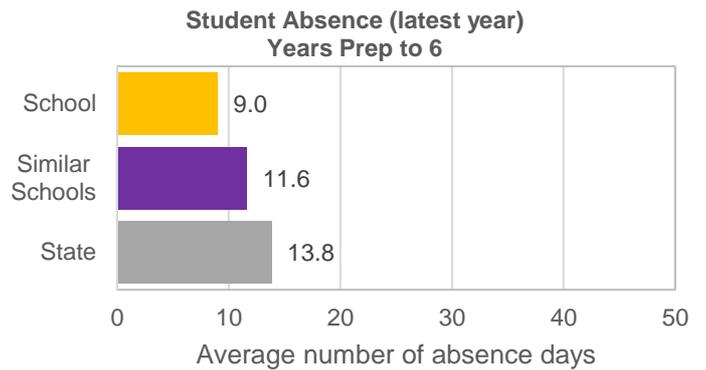
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	9.0	10.5
Similar Schools average:	11.6	13.6
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	95%	94%	94%	98%	96%	96%

WELLBEING

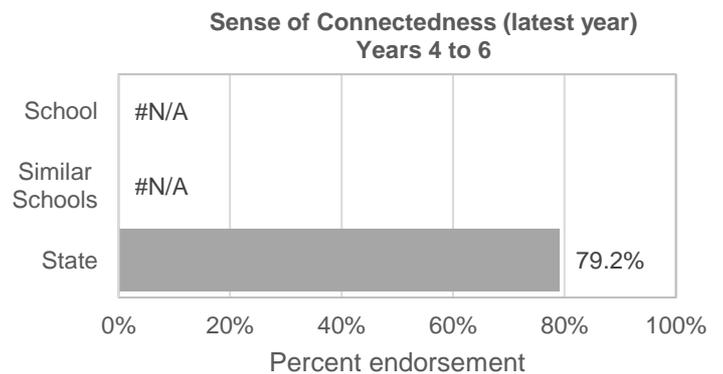
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	97.8%
Similar Schools average:	NDP	81.3%
State average:	79.2%	81.0%



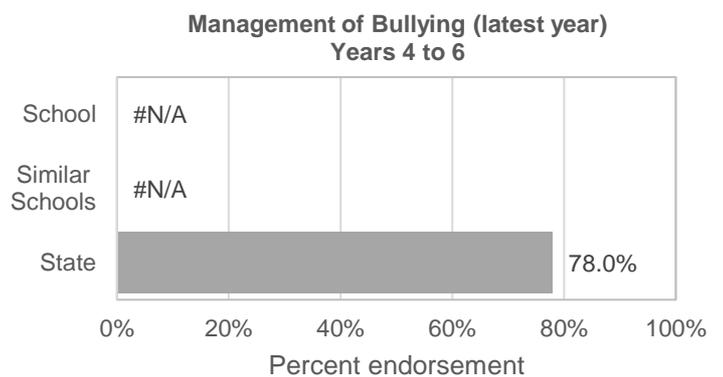
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	98.2%
Similar Schools average:	NDP	80.4%
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.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,645,176
Government Provided DET Grants	\$257,758
Government Grants Commonwealth	\$93,087
Government Grants State	NDA
Revenue Other	\$17,743
Locally Raised Funds	\$135,611
Capital Grants	NDA
Total Operating Revenue	\$2,149,376

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,542
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$5,542

Expenditure	Actual
Student Resource Package ²	\$1,463,986
Adjustments	NDA
Books & Publications	\$35
Camps/Excursions/Activities	\$14,717
Communication Costs	\$3,273
Consumables	\$24,716
Miscellaneous Expense ³	\$5,492
Professional Development	\$1,275
Equipment/Maintenance/Hire	\$26,609
Property Services	\$94,501
Salaries & Allowances ⁴	\$86,380
Support Services	\$58,452
Trading & Fundraising	\$16,015
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$23,123
Total Operating Expenditure	\$1,818,575
Net Operating Surplus/-Deficit	\$330,801
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	\$566,349
Official Account	\$16,188
Other Accounts	\$38,953
Total Funds Available	\$621,489

Financial Commitments	Actual
Operating Reserve	\$43,957
Other Recurrent Expenditure	\$2,710
Provision Accounts	NDA
Funds Received in Advance	\$67,890
School Based Programs	\$178,087
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$19,799
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$700
Capital - Buildings/Grounds < 12 months	\$12,000
Maintenance - Buildings/Grounds < 12 months	\$8,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$110,252
Total Financial Commitments	\$443,396

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.