**2020 Annual Report to**

**The School Community

School Name: Wallarano Primary School (5055)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/%22%20%5Ct%20%22_blank)).
* 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 22 March 2021 at 09:47 AM by Gail Doney (Principal) |

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| 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 23 March 2021 at 04:53 PM by Tracy Beauchamp (School Council President) |

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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**

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| School context |
| Wallarano Primary School is a large multicultural primary school situated in Noble Park. The school services a culturally rich community of 676 students, 302 female and 374 male, with over 40 nationalities, of which 68% are from a non-English speaking background and speaking a total of 45 different languages and 1% Aboriginal or Torres Strait Islanders. The schools socio-economic band value is High with a Student Family Occupation [SFO] index of .6424 and a SFOE of .5358. 38% of families receive the Camps, Sports and Excursions Fund. The school is committed to providing a rich, relevant curriculum that promotes lifelong learning, local and global citizenship and enables students with the attributes necessary to thrive in the 21st century. Digital Technology is a fundamental component of Wallarano’ s teaching and learning, where state of the art technology and professional learning equip teachers with transformative skills and develops students that are innovative and confident in an ever changing digital world. The school values – Respect, Learning, Teamwork and Honesty- are embedded into the learning design at Wallarano Primary School. Each value is explicitly taught to all students defining what they mean and what behaviours demonstrate them. Over the years, the school community has developed special purpose facilities to enhance the teaching and learning program and the options available for children. These include:-Information & Communications Technology, Digital Technologies; Speech Therapy, Occupational Therapy, Integration/Bridges Tutor Program; Maths/Literacy Assistance; Hall/Gymnasium with stage; Visual Arts room; Performing Arts room; and a multi-sensory room. The ‘Before and After School Care’ program is operated on site by OSH Club, a registered care provider. The school has three Principal Class Officers, 44 teachers (37 EFT), one full time Speech Therapist, one full time child psychologist/Student Well-being Officer; one part time occupational therapist, three Administration Staff, 30 Education Support employees [including 2 multi-cultural aides and two ICT Technicians]. The school has a large integration program with 47 funded students and over 100 students with Language Disorder. Inclusion and equity for all students is a major emphasis for children with additional needs - high achievement; low achievement; Living out of Home; Koori; medical conditions and PSD Funded - all having Individual Learning Plans to ensure personalised and individual attention is given to all learning needs. |
| Framework for Improving Student Outcomes (FISO) |
| 2020 Covid 19 Pandemic created a huge paradigm shift in the delivery of education. Wallarano adapted very quickly and effectively. The school mantra was 'If we do it onsite we can do it remotely!' Teaching and learning was provided using -1:1 iPads for all students; explicit filmed lessons using high impact strategies and worked examples for all lessons; e-learning resources such as See-Saw platform, Google Classrooms, Mathletics, Maths Seeds, PM eLearning Collections and the Essential Assessment Program. 87.5% of the Wallarano students had 85% attendance throughout Terms 2 and 3 [Stage 3 and 4 Pandemic Lockdown]. Teacher PLC meetings continued throughout this time as did teacher professional development which included Professional Learning Communities [teams] PLC, Learning Cycle with Gavin Grift; reflections on best practice and online learning walks. The cycle of learning has continued to be practiced throughout the year. When teaching remotely, teams were still involved in collecting data, setting SMART goals, and planning for differentiated teaching and learning experiences and completing post assessment. There were some concerns regarding the validity of data collected (some parents were helping students with assessment), but teachers did their best given the challenges faced and excelled determining the students skills when they returned to school. In Term 4, there was a heavy focus on confirming where students were in their learning, and putting into place plans to help catch students up. The Leadership Team participated in a leadership course run by our Educational Consultant. Content included: Change Management; School Review and Crucial Conversations. All teacher professional development and the planned meeting schedule were delivered and participated in throughout the year, including remote learning time. Time was set aside during Staff meetings for sharing of practice, including how teachers were assessing during remote learning, guided reading and student agency, an introduction to Mathletics and Math-Seeds as online tools for students. 2020 has been an incredible learning curve for all members of staff and students. It has allowed for true student voice to occur, by providing opportunities for students to self-regulate and pace their learning, ask for feedback and to engage in online learning communities. Teachers have been able to make stronger relationships with students and their families. Excellence in Teaching and Learning- Building Practice Excellence: • STEM [Science Technology, Engineering and Mathematics]: The long term 4 year goal is to have digital technologies embedded into the curriculum design, especially for numeracy and science, to promote critical and creative thinking, enhance and develop problem solving skills and to promote collaborative learning and innovation. Year level teams reassessed the STEM Inquiry units planned for Term 3, with some teams making adjustments to what and how it was covered during remote learning, while a couple of teams swapped units from Term 3 to Term 4, when we would hopefully be back onsite and teaching face to face (eg Grade 6 - electrical circuits). Work has continued in developing 21st learning understandings of STEM practice. Throughout 2020, STEM and Humanities Units of Work have been designed to incorporate digital technologies and are supported by newly developed rubrics for teacher and student evaluation. Teachers are gaining a better understanding of how to embed deep learning into their practice, however this will continue to be developed further in 2021. A Learning Specialist has been employed to build the capacity of teachers in the development of Design Thinking Challenges and Science. Digital Sandpit has continued to be a success in Term 4 . Due to Covid, STEM assessments were limited this year. The plans for 2021 is the continued focus on introducing the design thinking model and the Kath Murdoch Inquiry Model. In Numeracy, Number Talk has been embedded into curriculum delivery at all levels. Number talk focuses on building students reasoning skills in Numeracy which works in conjunction to develop students metacognition skills. The 2021 focus will be to further develop students’ ability to engage in rich learning tasks in Numeracy.• Literacy: The Strategic four year goal in Literacy is to improve the literacy skills of all students that will support their wellbeing and strengthen their development in thinking mathematically and scientifically. The High Impact Teaching Strategies continued to be embedded in all lessons to enhance authentic rich learning tasks for all students. The PMeCollection, Sunshine Online, EPIC and Sora were used across the school to support the reading program delivered online. Small group reading instruction, in particular guided reading, reciprocal teaching and literature circles were a school wide focus. A number of intervention approaches supported student literacy development: MiniLit; MacLit, Bridges Tutor Program, Speech Therapy and Occupational Therapy. The introduction and use of the curriculum roadmaps for reading has been taken on enthusiastically by the teachers. To ensure a guaranteed and viable curriculum, a set of reading criteria cards and rubrics from Foundation to Year 8 have been created. These have been used for curriculum planning, assessment and instruction. They are evidenced in the term planners, weekly programs and are used as the learning intentions for whole class and small group instruction. During the teaching of remote learning teachers found it a challenge to effectively teach and engage students with writing. The teacher judgements for writing also highlight this struggle. • Empowering Students and Building School Pride: The four year Strategic goal is to develop Student Agency, including Student Intellectual Engagement, self-awareness and resilience. Learning is differentiated in a variety of ways including workshops that teachers collaboratively plan to challenge students and move them forwards in their thinking and learning. Throughout remote learning differentiated teaching and learning continued with students attending different workshops online that were in line with their learning goals. Teachers and students across all levels participated in online mid-year interviews, where all students were able to give powerful feedback on their learning through articulating their learning goals and reflecting on future areas of improvement. Community relationships have been greatly strengthen throughout 2020 due to remote learning with Parent Satisfaction at 89.6% and Positive School Climate at 81.1% . The Health Program focused on the social and emotional health of the students during this time. 2021 Respectful Relationship Program will be transitioned into classrooms after a successful introduction through the specialist health program. As part of remote learning the HPE team ran a number of special activities/Days for the students, focusing on activities around connecting students to their peers, safety at home and the importance of physical exercise. The school welfare team engaged their frameworks to triage students health and wellbeing and attendance during remote learning. Teachers reported higher levels of relationships with the parent community with more contact during this time. |
| Achievement |
| The academic achievements of Wallarano students in 2020 are indicative of the differentiated and high quality teaching and learning programs embedded throughout the school year. Due to the challenges many families faced throughout the Covid 19 pandemic and the subsequent remote learning, many of our non-English speaking families found the challenges of online learning difficult. The achievement levels, as assessed by teachers against the Victorian Curriculum, have dropped with English achievement of students at or above the age expected level at 76.1% for English and 74.6% in Mathematics. Achievement was equivalent to Like Schools in English and higher than Like Schools in Mathematics.The majority of students with disabilities are diagnosed with ASD. All 47 students a had Individual Education Plans with 90% achieving their personal learning goals and 30% working at the expected level of the Victorian Curriculum. This success is due to the wonderful efforts of teachers planning explicit and individualised lessons for these students and the dedicated work of the educational support staff especially during remote learning. The future plans for 2021, and beyond, will see the continued implementation of successful Literacy and Numeracy teaching and learning approaches. The key improvement strategies for 2021 will be an intensive focus on Reading and Number and Algebra - catch up and extension. A Tutor at each level - Grades 1-6 - has been employed to assist teachers/teams to achieve the goals of this initiative. All students who did not achieve one years growth in these areas will be identified and placed into Tier 1, 2 or 3 categories for relevant and required instruction. Tier 1 students will be provided instruction within the classroom program; Tier 2 students will be given small group targeted instruction and Tier 3 students will be provided one to one instruction. We are very confident that our students will progress quickly with all the targeted support planned and the opportunity to be earning at school.   |
| Engagement |
| Survey results demonstrate that the Wallarano vision, values and culture were enhanced throughout 2020, as was the building of our community and the strengthening of our relationship with parents and carers as partners. Empowering students and building school pride were enhanced throughout this very difficult year: Positive responses in all surveys- student, parent and staff have improved on 2019 Reponses. The positive endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey was at 89.6%- higher than the State average. The positive endorsement by staff on School Climate, as reported in the annual School Staff Survey was 81.1% -higher than the State average and School average number of absence days was 16.5 days - lower than Like Schools and higher than the State average. Attendance rate by level was Foundation-91%; Grade 1-88%; Grade 2- 92%; Grade 3 -92%; Grade 4 -91%; Grade 5-93% and Grade 6 -94%  Throughout 2020, Wallarano has experienced great success in student engagement through the implementation of powerful relationships, high quality curriculum delivery, provision of exemplary digital tools for learning, strong ICT support for families and a caring and focused well-being approach to support students and their family. The data above is clear evidence that Wallarano students are engaged in their learning and feel safe and secure in the school environment. Parent satisfaction with the school is extremely high - positive endorsement at 89.6% and student connectedness to school is at 89.1%.Wallarano will continue to provide a stimulating and engaging learning environment in 2021 and will further enhance learning through the development of student voice, choice and leadership. Students from Foundation - 6 will be engaging in Integrated/ STEM inquiry units where all students will engage in topics of interest and learn how to work collaboratively with their peers to investigate topics and deepen their own learning. Lunch time clubs will be further developed with the students taking the lead by planning and supporting a large variety of clubs.  |
| Wellbeing |
| Wallarano Primary School is committed to safety and wellbeing of all children and young people. This is be the primary focus of our care and decision-making, with particular attention paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Wallarano Primary School has zero tolerance for child abuse. Wallarano Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Every person involved in Wallarano Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.Health and wellbeing was a major focus throughout 2020 - a year that required an even more focussed nurturing and caring approach to the health and wellbeing of our whole community. Consistent monitoring of student attendance and participation were followed up regularly by the classroom teachers, the Well-being Learning Specialist, the School Psychologist, the Integration Teacher, OT and Speech Therapist - all conducting small group or individual sessions with students or families considered at risk.Having a positive partnership with parents is a high priority and is achieved through open communication, information sessions; Parenting Tips published in the school newsletter and regular personal contact be it onsite or online.Wallarano has achieved outstanding results in the area of student wellbeing through giving high priority to the emotional and social development of all students. High student attendance, the ACER Social and Emotional Wellbeing Survey 2020 results being well above National benchmarks at all levels, the classroom and playground behaviour records being exceptionally positive and suspension and expulsion at zero are strong evidence of this. The 2020 Attitudes to School survey in the area of Student Connectedness to School is at 89.1% [higher than the State average] and the positive endorsement on the Management of Bullying factor, as reported in the Attitudes to School Survey was at 84.9% [higher than the State average]. The schools emphasis in everyday activities, in every classroom, is to build every students intellectual engagement, self-awareness and resilience. In 2020 the specialist Health program focussed on building student emotional intelligence and awareness of personal health - physical and mental. Student playground and classroom behaviour records were monitored weekly when students were onsite and followed up with care and support. The school has a high focus on 21st Century pedagogy for learning, concentrating on collaboration and student voice to ensure students feel they are being heard. In 2021 the program will be expanded to incorporate Respectful Relationships, a Tiered Approach to Intervention and a more regular Breakfast Club. |
| Financial performance and position |
| Expenditure in 2020 included investment in the future technologies for education resulting in: 1:1 iPads for all students Grades Foundation -6; digital learning platforms to support online learning, various forms of robotics and exemplary maintenance of present technologies e.g. Interactive Whiteboard projectors. We continued to further resource the digital technology program across the school to support students’ critical and creative thinking as well as thinking mathematically and scientifically. A significant budget was allocated to teacher professional development in line with the research knowledge that identifies the most significant factor in a child receiving an excellent education is the quality of the teacher. Equity Funding has been spent on the three FISO priorities for Wallarano in 2020 – STEM, Literacy and Student Agency to ensure disadvantage is addressed for all students: exposing all students F-6 to cutting edge technologies and teaching and learning experiences. In addition, the school continues to allocate funds to subsidise excursions to ensure all children have access to high quality experiences. The refurbishment of the student toilets was completed during Term 2.; A major building works project is still in the planning phase and accounts for the Wallarano surplus due to the allocation of significant funds being tagged for future plans in 2021, and beyond, that include: the refurbishment of the staff toilets and First Aid room; the construction of a STEM room; renovations to the administration area, replacement of rotting windows in Building A and the installment of shading over the Gumnut Garden and community BBQ area. The school is currently working with the Victorian Schools Building Authority.  |
| **For more detailed information regarding our school please visit our website at <http://wallarano-ps.vic.edu.au/>** |

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the ‘How to read the Annual Report’ section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 676 students were enrolled at this school in 2020, 302 female and 374 male.

68 percent of students had English as an additional language and 1 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: 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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | 89.6% |
| State average: | 81.2% |

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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 81.1% |
| State average: | 77.8% |

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.

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| **English****Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 76.1% |
| Similar Schools average: | 74.6% |
| State average: | 86.3% |

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| **Mathematics****Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 74.6% |
| Similar Schools average: | 71.8% |
| 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.

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| **Student Absence****Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 16.5 | 14.4 |
| Similar Schools average: | 18.7 | 18.1 |
| State average: | 13.8 | 15.3 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | 91% | 88% | 92% | 92% | 91% | 93% | 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.

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 89.1% | 83.8% |
| Similar Schools average: | 82.4% | 83.5% |
| 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.

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| **Management of Bullying****Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 84.9% | 79.5% |
| Similar Schools average: | 79.2% | 81.3% |
| 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 | $7,842,756 |
| Government Provided DET Grants | $1,072,071 |
| Government Grants Commonwealth | $4,928 |
| Government Grants State | NDA |
| Revenue Other | $22,400 |
| Locally Raised Funds | $94,467 |
| Capital Grants | NDA |
| Total Operating Revenue | **$9,036,621** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $1,001,661 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$1,001,661** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $6,843,303 |
| Adjustments | NDA |
| Books & Publications | $4,255 |
| Camps/Excursions/Activities | $24,926 |
| Communication Costs | $7,708 |
| Consumables | $179,538 |
| Miscellaneous Expense 3 | $153,589 |
| Professional Development | $28,640 |
| Equipment/Maintenance/Hire | $190,456 |
| Property Services | $107,686 |
| Salaries & Allowances 4 | $276,093 |
| Support Services | $163,266 |
| Trading & Fundraising | $21,606 |
| Motor Vehicle Expenses | $2,907 |
| Travel & Subsistence | NDA |
| Utilities | $63,845 |
| Total Operating Expenditure | **$8,067,816** |
| Net Operating Surplus/-Deficit | **$968,805** |
| Asset Acquisitions | **$108,426** |

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 | $1,344,134 |
| Official Account | $48,831 |
| Other Accounts | NDA |
| Total Funds Available | **$1,392,965** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $189,542 |
| Other Recurrent Expenditure | $13,853 |
| Provision Accounts | NDA |
| Funds Received in Advance | $77,597 |
| School Based Programs | $13,295 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | $91,035 |
| Capital - Buildings/Grounds < 12 months | $600,000 |
| Maintenance - Buildings/Grounds < 12 months | $30,000 |
| Asset/Equipment Replacement > 12 months | $45,000 |
| Capital - Buildings/Grounds > 12 months | $260,000 |
| Maintenance - Buildings/Grounds > 12 months | $70,000 |
| Total Financial Commitments | **$1,390,321** |

*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.*