

2020 Annual Report to The School Community



School Name: Armadale Primary School (2634)



- 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 26 March 2021 at 01:42 PM by Rochelle Cukier (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 27 April 2021 at 11:42 AM by Steve Kruk (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

Armadale Primary School (APS) is located in the inner south east suburbs of Melbourne, approximately 6.8 kilometres south east of the CBD in the residential suburb of Armadale. Our school’s vision is to be an exemplary learning community. We place the highest value on honouring and developing the whole child with the skills, knowledge and dispositions for a lifetime of inquiry. We strive for a culture of excellence for all learners within a nurturing and inclusive community to create a sense of belonging. We value diversity and seek to promote a deeper understanding of our world. Our values are: Relationships; Respect, Responsibility; Resilience and Reflection. These values are explicitly linked to our aspiration to enable agency, ownership and intrinsic motivation in all our students. Our intent is to provide for the fullest possible development of each learner enabling them to achieve a strong moral purpose and compass and empathic regard for those they learn with. We aspire to enable children to become curious and independent thinkers; active contributors and global participants who flourish and thrive and enjoy both social progress and emotional wellbeing. We pride ourselves on developing creative and critical thinkers who are flexible, demonstrate adaptive capacity, are innovative, reflective and who work collaboratively to help problem solve and appreciate that making mistakes are a valuable part of learning. We enact a curriculum that meets the needs and interests of children, co-designing a curriculum which provides children with authentic, real, challenging and relevant learning opportunities. Co-designing creates empowerment and agency and promotes the will and motivation for children to achieve their best. Our learning ecology at Armadale Primary sets the conditions that builds coherence across the learning places in the school, ensuring that our children experience high quality, engagement-rich, action-oriented learning experiences. Our committed and dedicated staff learn collaboratively across the school, collecting evidence of each child’s learning. Knowing who our students are; and empowering them in the learning process and valuing learner agency is key to ensuring our students are highly engaged in their learning. Our pedagogical practices focus on enabling the key dispositions of great learners to develop which will equip students for life in the 21st century. We provide equal access to and participation in our curriculum for the range of developmental needs targeting the teaching, to ensure that maximum growth is achieved for each child. Specialist curriculum classes P-6 comprises LOTE Italian, Health and Physical Education and The Arts enriching the Victorian curriculum offered in each classroom. Students have the opportunity to participate in the Student Representative Council; Green Team, Choirs, Senior Gardening Club, Chess and Young Engineers Clubs, whole school swimming programs, camps, incursions and excursions, House athletics and Swimming Carnivals; Inter school sports and Gala Days. We also offer a comprehensive Arts curriculum enabling children to perform and participate in a range of visual arts; drama, dance and music. Whole school events that include Italian Day, Harmony Day and Book Week are highlights of the school calendar every year. Students are also afforded opportunities to participate in a variety of clubs through our highly regarded in-house School Council run OOSHC program and instrumental and orchestral music is offered to our students through both classroom teachers and external providers. 2020 saw an upgrade and completion of 2 of our major facilities, our sports courts and our stage, both projects featured on our Masterplan. We also had our red ropes reinstalled adding another piece of play equipment for the children to enjoy. Our community partnerships are very strong and viable and parent involvement is one of our strengths, although this was severely impacted by COVID 19. Our student demographic is mainly drawn from our local community and mainly local community teams use our facilities for training both before school and on the weekends. APS offers 359 students excellent educational provision within a heritage listed site. Our overall socio-economic profile remains low. We have 2.0 FTE Aboriginal students and 7 students enrolled through the Department’s International Educational Division. The staffing profile is made up of 1 Principal, 1 Assistant Principal, 1 leading teacher, 2 learning specialists, classroom teachers, (18.08 EFT) and 7 Educational Support Staff (7 EFT).

Framework for Improving Student Outcomes (FISO)

In 2020, the school’s AIP focused on the implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence and Curriculum Planning and Assessment. This included the following KIS:

1. Strengthen the capacity of teachers and teams to use assessment data and numerical evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students, including high performing students

2. Embed whole school instructional models for the teaching of Reading, Writing and Numeracy that integrates the use of high impact teaching strategies to enable consistent, high quality instruction in every classroom
3. Embed a communities of practice culture that uses a coaching, modelling, peer observation and feedback professional learning model to enable greater consistency, shared accountability and collective responsibility for improved outcomes
4. Enhance the instructional and shared leadership capability of all in leadership roles so that their capacity to support, monitor and evaluate the impact of teaching on student learning outcomes is strengthened

Despite the major disruption due to COVID-19, we still were successful in achieving a number of our key improvement strategies. We provided professional learning through our Maths and Literacy Specialists to support teachers to use assessment data and numerical evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students. The Specialists were released prior to lockdown and then again in Term 4, to work with teachers in the development of continuums and to assist them in the implementation of the high quality instruction. We had begun the construction of data walls with reading data and through the process of continuous reporting we had consolidated the development of continuums across the whole curriculum. The continuums were provided to parents as an indication of the learning growth in Term 1 and these were further developed and strengthened during the year. By the end of Term 4 in 2020, we had formulated the standard report as well as designed a detailed continuum for all sub strands within English, Maths and the Big Idea (head, heart and hands). These continuums allow us to track student growth and achievement and to use this to design a differentiated teaching and learning program. This was also highly evident during remote learning when assessment data was used to determine the small group instruction that occurred in the afternoons for both Maths and Literacy instruction.

The construction of Professional Learning Teams / Communities of Practice in English, Maths, Wellbeing and Learner Agency still went ahead which have membership from each year level across the school and had met twice since the return onsite in Term 4. These teams were led by the Maths and English Learning Specialists, the Assistant Principal led the Wellbeing team and the Principal led the Learner agency Community of Practice. These opportunities enhanced the leadership capabilities of our learning specialists. These Communities of Practice had a professional learning focus and were designed to ensure that the whole school instructional models were implemented.

We have also noticed that because two of these Communities of Practice have been led by the Learning Specialists, there has been greater consistency in the teams' approach to the design of lessons. We couldn't however implement the peer observation model not only due to the impost of remote learning but due to restrictions once we had returned. However it is something that we will endeavour to strengthen further in 2021.

Although there was reduced onsite collaboration of the PLT's during remote learning the teams still met through Google Classroom meets. This enabled the strengthening of the capacity of teachers and teams to use assessment data and evidence to plan a differentiated teaching and learning program. This was initiated during the remote learning terms where small focus groups for reading and maths were created for every class and teachers were able to target support for each child. These small focus groups will continue in 2021 and will be further enhanced by the tutoring program.

Teachers continued to embed the whole school instructional models for the teaching of Reading, Writing and Numeracy even during the 2 terms of remote learning

They brought evidence of learning to their collaborative team meetings on a weekly basis to discuss, analyse and evaluate, to then inform the next stage planning

Across teams they continued to share learning practices that were effective in achieving growth for students, some of these were modelled by the LS

Greater and more consistent use across the school of learning intentions in the whole(launch phase) which made the purpose of the lesson more explicit and provided a focus for the children.

Instructional models of teaching are far more consistent across the school and this was reflected in the recent Staff Survey which showed that Instructional leadership had a 93% positive endorsement

Teachers have greater confidence and have increased their understanding of the practices that achieve the greatest growth.

We also included a further set of Key Improvement strategies that sit under 2 other areas of the FISO dimensions of Empowering students and Building school pride and Parents and carers as partners. These are:

1. Share student learning data routinely so learning growth and progress are monitored and visible to all
2. Develop and implement a learner agency strategy

3. Build teacher capacity to enhance student voice and learner agency
4. Continue to build the capacity of teachers, students and parents to embed social and emotional learning strategies across the school and community
5. Strengthen the learning partnerships with parents and carers to enhance student outcomes

Again the COVID disruption prevented some of these KIS from being fully implemented, although a start was made through the Learner Agency COP, KIS 2 and 3 above was not fully realised. This will be an ongoing priority in 2021. Sharing the student data routinely was again started and through the accelerated use of Google suite platform across the whole school during remote learning, student learning data became more visible. Embedding social and emotional learning strategies were a high priority during 2020 and our second curriculum day in the year was led by consultant, Kristy Elliot on the importance of restorative pathways, circle time and class meetings. These strategies offer robust methods in checking in with students' wellbeing. The importance of their mental wellbeing was highlighted during the remote learning terms and once children were allowed to return onsite in Term 4, the school's priority was on allowing children to reconnect with each other and enjoy the face to face learning environment once more.

One of the strongest unintended outcomes from remote learning was the strengthening of the learning partnerships with our parents and carers. Despite our efforts in previous years to run parent workshops, to engage them in learning walks within the school to have an insight to the current pedagogy being offered at APS, the remote learning experience gave our community an appreciation for the craft of teaching and a stronger understanding of what 21st century teaching and learning looks like.

We also connected with our parents/ carers through fortnightly Google Meets to check in with them about how the children were faring in such extraordinary times. We also continued to offer partnering workshops with both children and their parents around thinking mathematically. The school also designed 2 whole school surveys during Terms 2 and 3 seeking feedback on our parents' remote learning experiences and what they might require from the school to ensure their experience was a successful one.

Achievement

Our overall student achievement goal is to maximise student achievement growth across the Victorian Curriculum in Mathematics and English from Prep to Year 6. Armadale Primary continued to support each child in their learning journey and this was very evident during the remote learning period. rather than leaving the children to their own devices, our teachers designed daily sessions that contained instructive videos, pre-recorded instructions, live sessions with their teachers both as whole group and for small focused groups. Student learning and project work was submitted online and the feedback offered was extensive and ensured children knew what to do next. Our teachers ensured that every lesson had a learning intention, that skills and knowledge were taught but moreover, students developed enduring habits of mind and dispositions that equip them for successful learning experiences. We supported our learners to be reflective and critical thinkers who demonstrated agility and adaptability in their thinking and application of knowledge.

In 2020, student achievement from Prep to Year 6 at Armadale Primary remained high. We saw increases in student learning growth against the Victorian Curriculum, with 97% of students making one year's growth in one year in Reading, 98% for speaking and listening, 96% in Writing, and 98% in Number and Algebra, meeting the 12-month targets set in the 2020 AIP. These figures are significantly above similar, network and all state schools and given the remote learning experience these are outstanding results and reflect the very hard work of our teaching staff.

- At P-6, 47% of the students achieved 6 months and above their expected levels in Reading and Viewing and 50% at age expected;
- 36% performed at 6 months or more ahead of their expected achievement in Number and Algebra and 63% at age expected.
- Our implementation of a rigorous assessment schedule in 2020 and our sustained efforts on capturing multiple sources of evidence, tracking student data and enhancing our pedagogical content knowledge has enabled teachers to more accurately inform judgements for assessment and reporting purposes. This work has brought our school to be above similarly advantaged schools; schools in our network and significantly above the state average for all schools.

Students supported through the Program for Students with a Disability all showed very pleasing progress in achieving their individual goals as identified in their Individual Education Plans
 We are all very proud of these results and reflect the effectiveness of our evidenced –informed practices. The priorities of 2020 included designing the learning to ensure all children are provided with opportunities to be challenged and stretched in their learning.

NAPLAN tests were not administered during 2020

The school will continue to position students agentially so that they are empowered and have the will to drive their own learning. Students and teachers have an authentic learning partnership throughout the school . We will continue to design learning experiences and opportunities that connect to real life and are purposeful to the children. We continue to strengthen our focus on developing the dispositions that enable optimum growth for all children. Students will learn more effectively if they understand how they learn and how to manage their own learning and this is highlighted through our values of responsibility and reflection.

Engagement

Our student engagement goal in our current Strategic Plan is to strengthen student engagement in learning.

The philosophy of developing the whole child continues to underpin the school's approach to student wellbeing and engagement. The emphasis on partnering to learn with our children and our community enables children to feel empowered as learners and parents as partners in each child’s educative journey. Although the Attitude to School Survey completed by Year 4, 5 and 6 students was not administered last year, our 4 year average highlights the strong engagement our learners have. In every category (variable) over the last 4 years, we far exceeded the results for all schools in our network, those with a similar cohort and all schools across the state.

Other indicators of our engagement with the community in 2020, include the incredibly positive feedback from our community during remote learning through our surveys and gifts, presents, and other acknowledgements that were presented to all staff indicating parent gratitude for how hard our staff all worked during the lockdown period.

In 2020, overall student absences are less than the state median, with extended family holidays, families moving out of the area and residing in holiday homes in regional areas during COVID and attending ski schools at the snow fields in Term 3, being the main reason for absences. To improve our absence rate, we will continue to emphasise students’ agency in their learning and strengthen the overall engagement and partnership with our community and the sense of belonging for each member of our community.

Wellbeing

Our Strategic Plan articulates the wellbeing goal for all of our students which is to further enhance the social and emotional wellbeing of every student.

The wellbeing of all Armadale Primary students is of the highest priority to the school and is reflected in our whole school approach to student wellbeing, which is not implemented separately to the curriculum, but sits at our core. Relationships, trust and acting with integrity are at the cornerstone of our culture. Ongoing successful embedding of daily practices of circle time, class meetings, restorative practices and other pro-social designs, are an integral part of our nurturing and inclusive culture.

The school has taken the following initiatives to ensure student wellbeing is very strong:

In 2020, the whole school undertook professional Learning in Restorative Practices and it is this process that we use to help children take ownership and responsibility for their actions and to see another person’s perspective. Both these

strategies assist children to restore their friendships and relationships with others.

Workshops on Body safety awareness through Body safety Australia were additionally provided to parents and carers to support them as they gatekeepers of children's wellbeing and safety.

Professional Learning as a learner partner in the program "Respectful relationships"; was undertaken in 2020

We continued to implement a positive psychology education program with themes of resilience, gratitude and kindness, through our Big Idea.

We continued to implement Yoga, meditation, mindfulness and circle time as part of our daily classroom practices. Circle time provides the opportunity to discuss issues, areas of concern and brainstorm ways in which children can be more connected across the school.

Our annual "Harmony Day" highlights our multicultural heritage, our inclusiveness and appreciation of cultural diversity to create a sense of belonging.

Even though we didn't administer the Student Attitudes to School Survey in 2020, our 4 year average on the reported measures again shows us to be significantly above all other schools.

The data within the report shows that for the sense of connectedness, APS had a school percentage endorsement of 95.3 % with similar schools only ranking at 79.7%

For the management of bullying, APS had a school percent endorsement of 95.3% compared to similar schools only ranking 95.3%

Financial performance and position

Armadale Primary School maintained a very sound financial position throughout 2020. The 2019 - 2023 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year operating surplus of \$127, 218. This surplus occurred because of the remaining amounts of the Premier's Pick my Project grant, and the Commonwealth Community grant and because the school was conservative in its spending during COVID19. The school received a very small amount of Equity Funding, which contributed towards the resources used for children with learning difficulties and special needs.

For more detailed information regarding our school please visit our website at
<https://armadaleps.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 359 students were enrolled at this school in 2020, 183 female and 176 male.

13 percent of students had English as an additional language and NDP 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.

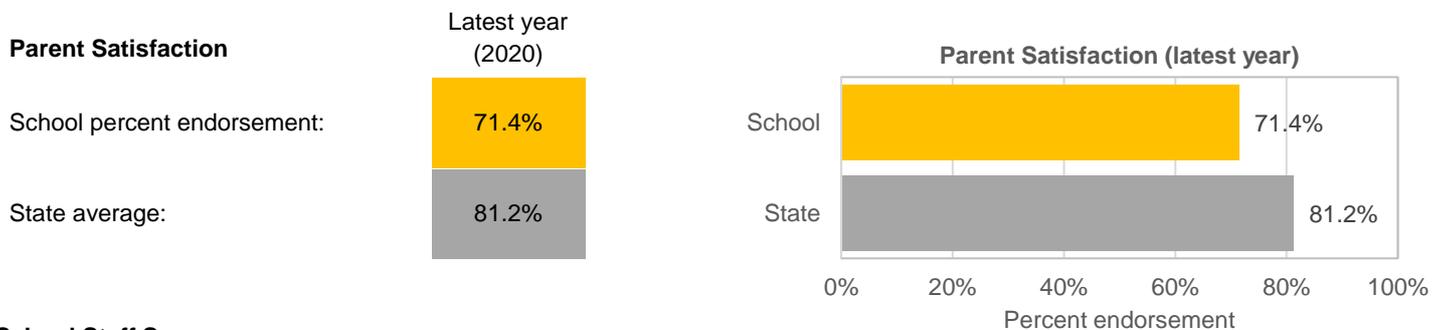
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

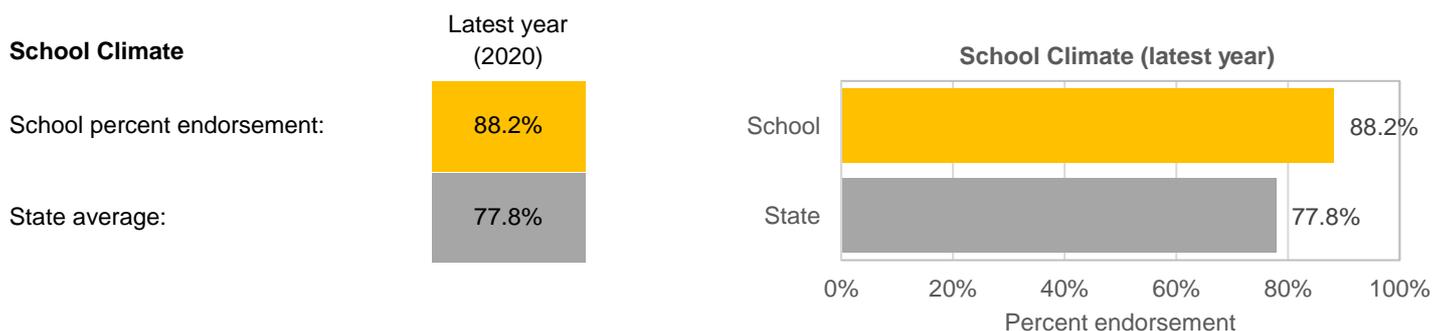


School Staff Survey

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:

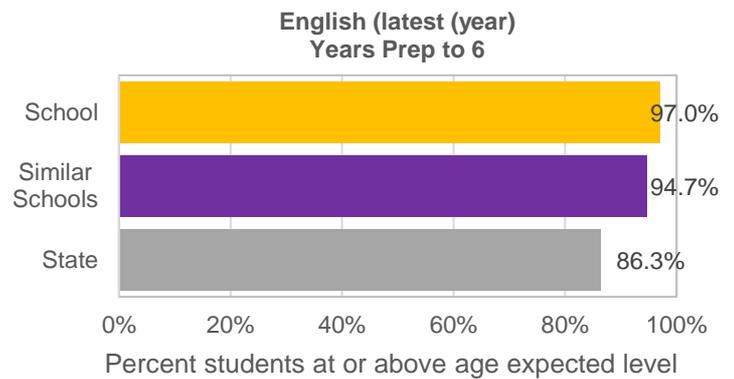
97.0%

Similar Schools average:

94.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

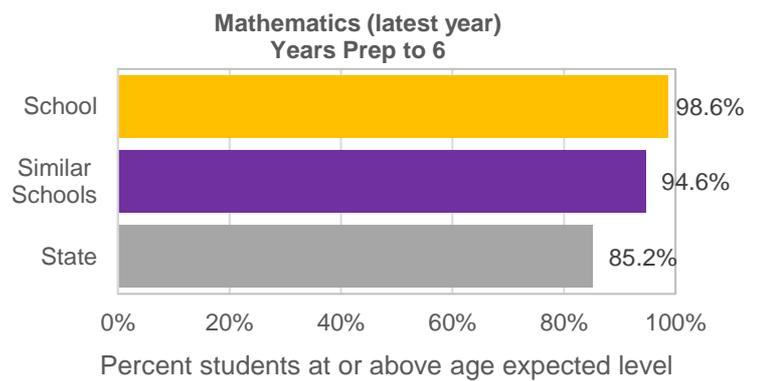
98.6%

Similar Schools average:

94.6%

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

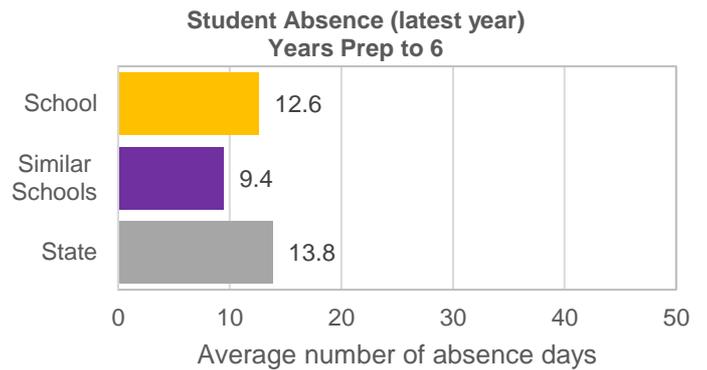
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	12.6	15.2
Similar Schools average:	9.4	12.7
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):	93%	93%	94%	95%	93%	94%	94%

WELLBEING

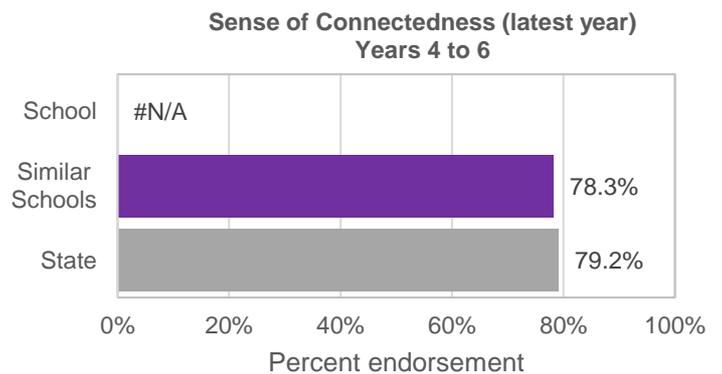
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	95.3%
Similar Schools average:	78.3%	79.7%
State average:	79.2%	81.0%



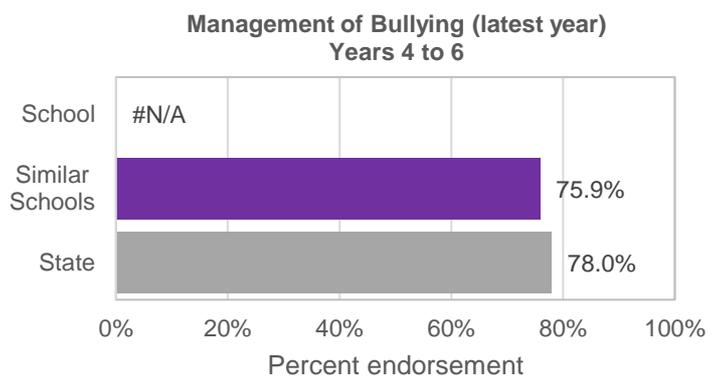
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	95.3%
Similar Schools average:	75.9%	78.2%
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	\$2,646,126
Government Provided DET Grants	\$329,002
Government Grants Commonwealth	\$7,978
Government Grants State	\$37,091
Revenue Other	\$10,297
Locally Raised Funds	\$564,775
Capital Grants	NDA
Total Operating Revenue	\$3,595,269

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,755
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$6,755

Expenditure	Actual
Student Resource Package ²	\$2,715,985
Adjustments	NDA
Books & Publications	\$2,631
Camps/Excursions/Activities	\$47,328
Communication Costs	\$1,748
Consumables	\$49,466
Miscellaneous Expense ³	\$21,370
Professional Development	\$19,650
Equipment/Maintenance/Hire	\$76,095
Property Services	\$47,980
Salaries & Allowances ⁴	\$401,296
Support Services	\$20,237
Trading & Fundraising	\$36,437
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$27,828
Total Operating Expenditure	\$3,468,050
Net Operating Surplus/-Deficit	\$127,218
Asset Acquisitions	\$287,913

- (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	\$224,007
Official Account	\$30,564
Other Accounts	\$27,775
Total Funds Available	\$282,345

Financial Commitments	Actual
Operating Reserve	\$119,343
Other Recurrent Expenditure	NDA
Provision Accounts	\$11,500
Funds Received in Advance	NDA
School Based Programs	\$17,700
Beneficiary/Memorial Accounts	\$10,680
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$17,000
Repayable to the Department	\$80,000
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$4,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$23,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$283,223

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.