

# 2020 Annual Report to The School Community



**School Name: Warrnambool East Primary School (4773)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 16 March 2021 at 01:24 PM by Robyn Ledin (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 26 March 2021 at 11:09 AM by Kate Haberfield (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

Warrnambool East Primary School's vision is that each and every student will be valued and nurtured without exception, developing a sense of hope and awe into their lives. We are strong advocates for wellbeing needs to be addressed in order for student's learning potential to be fully realised. Our school values of caring, trust, honesty and respect, along with the Positive Education philosophy, and Respectful Relationships initiative underpin the culture within our school. We value inclusion of all cultures, backgrounds and individual needs with a strong emphasis on supporting emotional needs, general wellbeing and engagement. We are immensely proud of our school, and have received regional and state awards for our innovative wellbeing and learning programs, and we value partnerships with community groups which enhance these programs. As with all schools, 2020 was a year in which meeting the learning and wellbeing needs of our students was a challenge, however our culture of shared responsibility shone through with staff going above and beyond to care for students and families.

Our school is located in the rural City of Warrnambool on Victoria's South West coast. Established in 1958, the school draws its students from its designated neighbourhood area which provides a diverse and vibrant student population. The school's enrolment has grown in recent years to 504 in 2019 and 512 in 2020 (August census), with expected local enrolments to increase. We have a gradual increase of students requiring English as An Additional Language (EAL) and are actively learning new skills in this area and ensuring a positive inclusion and acknowledgment of their cultures, while further valuing our indigenous awareness and inclusion. 20 EAL, 31.6 Aboriginal and 14 Program for Students with Disabilities (PSD) students were included in the enrolment (August census). The school is in the medium Student Family Occupation and Education (SFOE) band with an index of 0.4953.

A major refurbishment of the school was completed in readiness for the 2020 school year, with facilities now including modern and engaging learning spaces, a stadium including library and wellbeing room, Arts centre, Science facility, a large council maintained oval, areas designed for both passive and active play, including playgrounds which students raised funds for, and had input into the design of, and expansive well maintained gardens.

The school employed 47.2 full time equivalent (FTE) staff in 2020, with the staffing profile consisting of the Principal, Assistant Principal, a leading teacher, and four learning specialists. We employed one instructional coach, 25 classroom teachers on various time fractions, four specialist teachers on various time fractions, twelve teaching and learning support staff, three administration support staff, and one teacher to support EAL students. The school also employs a chaplain, a social worker and a wellbeing mentor. We are the employing school for the English as an Additional Language cluster educators. An Indonesian assistant supports teachers in our Languages program. No Aboriginal or Torres Strait Islander staff were employed.

The school's curriculum framework incorporates the eight learning areas required by the Education and Training Reform Act 2006 aligned with the Victorian Curriculum. Our curriculum has a strong emphasis on Literacy and Numeracy and the development of character and learner traits. Our commitment to accelerating learning growth is evident through use of data and precise teaching to differentiate and personalise learning. No specific programs are provided for overseas students.

We are careful to balance the essentials of literacy and numeracy, and the explicit teaching that is required for this learning to be successful, with opportunities for students to be curious and creative, and bring their own voice and agency to their learning. We place a strong emphasis on what it is to be a learner - to work hard to solve problems, to seek help and feedback, to learn from others, to learn from mistakes, to have the courage to take risks in learning, to know when you need to practice and apply skills and knowledge into new contexts. WEPS is a Science Specialist school also offering specialist teaching in Physical Education, and The Arts. Inquiry/Discovery programs emphasise open ended learning, rich tasks and aim to include authentic student voice. With 2019 a year of review for Inquiry/Discovery, we had planned to continue strengthening this curriculum area in 2020, however this will now take place in 2021. Curriculum is enriched by choir, bands, group based music tuition, a wide range of sports, camps and major excursions, Science partnerships with a focus on sustainability, and Deakin University in both practical support

and research. As a Bring Your Own Device school we encourage iPads for all students. This promotes more personalised learning, communication, collaboration and creativity.

Our school has a reputation for being innovative, and during the disrupted school year of 2020 we put that innovation into practice to continue our work in enabling students to leave the school as skilled learners who are confident, resilient, persistent, creative, curious and respectful citizens.

### Framework for Improving Student Outcomes (FISO)

#### BUILDING PRACTICE EXCELLENCE

Warrnambool East Primary School partly delivered on our 2020 focus School Strategic Plan key improvement strategy to strengthen the professional learning framework, collaborative practices, use of data and the understanding of student progression along the continuum of learning. The 12 month 2020 Annual Implementation Plan targets were to build teacher understanding of, and practice in, teaching both secretarial and authorial writing, and to strengthen precise teaching of essential maths skills, and to strengthen the teaching of decoding skills while extending fluent readers. Due to the disrupted school year, this work is ongoing.

#### Strengthening professional learning framework

- After Professional Learning Community (PLC) training in 2019, staff developed norms and protocols in early 2020 for our PLCs (Triads, Learning Community Meetings, Learning Sprints, Leadership meetings). These are visible on our school agenda and minutes proformas, and were followed whether meeting face to face, or via Webex during remote learning.
- An instructional coach role was implemented, although was disrupted due to remote learning. This evolved into a more informal mentor role mainly undertaken digitally in Terms 2 and 3, with the more structured coaching role resuming face to face during Term 4, however in a reduced capacity due to the coach taking on the role of acting Assistant Principal.
- Six additional teachers were trained in Sounds Write (online modules)
- An additional teacher completed Bastow's Local Literacy Leaders course (online)
- Optional pop up workshops allowed for differentiation of professional learning e.g Google Drive for Dummies; Colourful Semantics (Speech Pathology In Schools)

#### Collaborative practices

- 'Guiding Coalitions' for Literacy and Numeracy undertook their work either face to face or virtually, and assisted Literacy and Numeracy leaders in the planning and implementation of Learning Sprints with all teachers P-6 building skills as effective and engaging teachers using a consistent approach
- An updated Maths scope and sequence document was developed by the Numeracy leader and team including refining of previously developed proficiency scales
- A new part time EAL role enabled new arrivals to be assessed and provided with appropriate immediate intervention as required. The support for EAL students and their families continued via webex when it couldn't be undertaken face to face. The EAL leader also provided valuable assistance to classroom teachers.

#### Use of data and the understanding of student progression along the continuum of learning.

- Triads continued either face to face or via Webex with a continued focus on student data. The newly appointed Leading Teacher provided expert support in analysing data, and built the capacity of teachers to select the most relevant strategies to meet specific learning needs of students. All teachers developed a deeper knowledge of the curriculum and understandings of where individual students fit along the learning continuum.
- Data Wall discussions took place only when all staff were onsite in Terms 1 and 4, however prioritising the time for teachers to have these discussions allowed rich conversations and follow up action plans to be developed

### Achievement

A 2020 professional learning focus for staff was on Writing with teachers applying new learning from our work with expert Misty Adoniou in late 2019, and students clearly engaged in Writing. Teaching the secretarial aspects of writing

(spelling, punctuation, hand writing) and the authorial aspects (ideas, word choice, grammar) using rich and engaging prompts provides students with the enthusiasm and skills to develop into creative and coherent writers. Student achievement in Writing in 2020 was similar to the previous year, and we now aim to increase the percentage of students achieving at or above the expected level.

Achievement in Reading progress is tracked throughout the year with teachers using Data Walls as a stimulus for discussion in identifying progress, and strategies to be used for individual students. Reading intervention programs continued in a modified way throughout the remote learning periods, and small group reading sessions were facilitated by teachers via webex. Teachers judged an increased percentage of students achieving above level in Reading across the school.

Teacher judgements for Mathematics indicate continued improvement with more students across the school judged by their teachers as achieving above the expected level in 2020 in the areas of number and algebra. While skills and understandings are developing, the confidence of the students as they understand what it is to be a successful learner in Maths is also having an impact.

After a review of Inquiry Learning the previous year, a more refined program was introduced in Term One following professional learning. This aimed to increase opportunities for student voice through class meetings and focus students. Due to the stop/start nature of school in 2020 we will again need to revisit our Inquiry learning program to build on our previous professional learning. In 2021 teachers will participate in Learner Agency courses through 'Ed Partnerships' and Bastow to further our understandings of how to provide students with a voice in their learning.

PSD students were supported through remote learning by both teachers and Education Support Staff. Those students who attended onsite, were supported by ESS to complete modifications of tasks set for their peers on Seesaw. Students who learnt from home had tasks adjusted for them by teachers with daily phone calls or webex check ins. The school has high expectations for all students, and we believe that every student is capable of achieving and progressing in their learning.

Equity funding has enabled the school to release leading teachers/learning specialists to coach and mentor, facilitate professional learning, and to refine curriculum documents.

A parent survey after the first period of remote learning provided us with valuable feedback which we used to refine our remote learning programs for the second lock down. Teachers, students and parents are now well practiced in using Seesaw to access, share, assess and celebrate learning, and this is one of the unexpected benefits of remote learning that we can exploit now that students are back on site.

## Engagement

Raising awareness of the importance of attendance continues to be a priority. A learning specialist monitors attendance, and co-ordinates supports for students and their families to engage with the school, and improve attendance and punctuality. This work took on greater significance during remote learning as we supported students to engage in their learning through check-ins by the wellbeing team and teachers, and through providing internet and devices for students to access their learning.

Absence plans and holiday plans are provided for students with long term absences. Ongoing messaging regarding attendance and punctuality is provided through school newsletters and through forums such as parent information sessions. Absence data shows no particular pattern across the school, with each year level having similar attendance rates.

The Years 4-6 Attitudes to Attendance data was similar to previous years with students responding to questions: "I always try to attend school," and "My parents believe that going to school is important" with similar strong results as to 2019.

Engagement strategies to assist with attendance in 2020 included breakfast club and provision of lunch and uniform, and alternative programs to support reluctant learners or those at risk of disengagement: Nurture Group, Sensory Program, Hands On Learning.

To support student engagement during the transition back to onsite learning, our school continued to build on the strengthened relationships developed with parents during remote learning. Teachers and students together re-established positive climates for learning: revisiting learner character traits, celebrating our similarities and differences, and using the language of Positive Education and our school values.

Building and maintaining positive connections with students and parents to engage with school and learning is the foundation to developing learners who are confident, resilient, persistent, creative, curious and respectful citizens.

### Wellbeing

Positive Education and Respectful Relationships are the overarching philosophies that guide our practice.

School connectedness data from students was impacted by remote learning with less positive responses than we would normally expect, however parent responses were extremely positive, perhaps as a result of increased communication as a result of remote learning.

While personalising learning is a high priority, we also believe in the need to personalise wellbeing. Our overall socio-economic profile is in the low-mid range which results in a diverse school enrolment, but one which is inclusive of all as reflected in our survey data with positive responses to 'respect for diversity'.

We continue to be innovative in our approach to wellbeing, as we recognise the strong connection between wellbeing and learning. The six principles of nurture which are applied so successfully in our award winning Nurture program, continue to be introduced to classrooms. The Sensory and Hands On Learning programs enable students to better connect with school. The Community Crew (in partnership with Victoria Police and Warrnambool City Council) helps to develop pride in the local neighbourhood, and while this initiative was heavily impacted by lockdown, the care for our most vulnerable students was not, with an increased awareness and focus on supporting these students and their families. All students know they are cared for and respected, and that our social worker, chaplain and youth mentor are available to support them.

Our annual Respectful Relationships community project 'Mirror, Mirror' prompted conversations in the wider Warrnambool community about respect for others and was timed to coincide with the 16 days of activism against gender-based violence.

Vulnerable families were supported during remote learning through weekly and sometimes daily checkins by the wellbeing team, and delivery of Foodshare parcels. Up to 100 students each day attended onsite learning during lockdown enabling their parents to continue working, and to continue the learning for vulnerable students.

### Financial performance and position

Warrnambool East Primary School is in a positive financial position due to careful management of funds and the support of equity funding. Equity allows us essential wellbeing support, professional learning, resources, intervention, instructional leadership, and for Education Support Staff to fulfil a range of roles.

The 2020 funding enabled us to develop an Instructional Coach role in 2020 to build the capacity of teachers in planning and delivering quality differentiated teaching and learning programs. While positive wellbeing and positive learning outcomes go hand in hand, the allocation of equity funding to specific needs within the school needs to have a

a balanced approach, hence the newly formed coaching role.

The Student Resource Package was approximately \$50,000 in deficit at the end of 2020 due to a delay in pre-service teacher placement payments, and to the employment of part time staff on additional hours to support the learning and wellbeing needs of students returning to school from remote learning.

With the building refurbishment completed in readiness for the 2020 school year, we allocated school funds to upgrade areas of the school that were not included in the 2.6 million dollar project – painting and re-carpeting.

New play equipment was purchased through funds raised over previous years by the school community.

The 'Crop the Gardner' fund raiser provided support for Foodshare.

We were successful in gaining grants and donations towards:

- Fund raising for future projects – Midfield Meats
- Professional Learning related to student and staff wellbeing –Jones Foundation
- Hands On Learning resources –Jones Foundation
- Year 5 scholarships –Hopkins Heights Development
- Nurture Room – Rotary Club of Warrnambool East
- Shade grant – Department of Education and Training

In what was a financially challenging year for many families, 76% of parents paid the parent contribution towards their children's education.

Additional Government funding was provided for:

- Naplan online professional learning. While the learning took place, the Naplan assessment did not. This learning will be applied to Naplan online assessments in 2021.
- Employment of an additional teacher to support identified Koorie students in the development of essential oral language, Reading and Maths skills. The Early Years Koorie Literacy and Numeracy program supported three Prep students in their speaking and listening skills, and these students have continued with this additional support beyond the specific funding source, using the Speech Pathology in Schools initiative to build on the learning that took place through the Koorie program. Three students were supported in Reading development, and four students supported in Maths. The Extended Koorie Literacy/Numeracy program funded much needed support for a student in Year 6.
- Covid cleaning throughout the day

Careful management of school funding, including equity, and ongoing fund raising by the school community allowed us to purchase engaging classroom materials including modern furniture, readers, ipads, and Inquiry learning equipment and resources.

Each year the allocation of funds is a carefully considered process which takes into account the context of the year – student cohorts, achievement data, responsiveness to student wellbeing and learning needs, and to staff professional learning needs, and responsiveness to DET priorities.

**For more detailed information regarding our school please visit our website at**

**<http://weps.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 517 students were enrolled at this school in 2020, 243 female and 274 male.

4 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

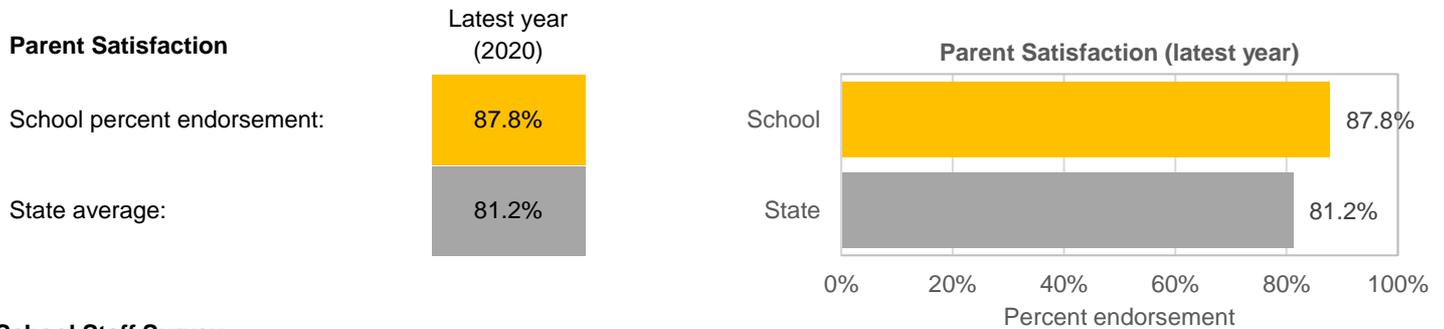
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

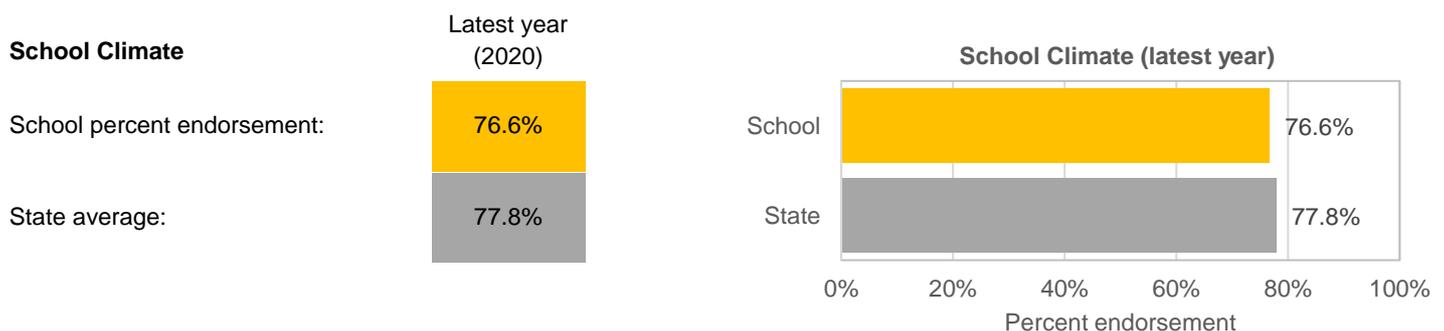


### School Staff Survey

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:

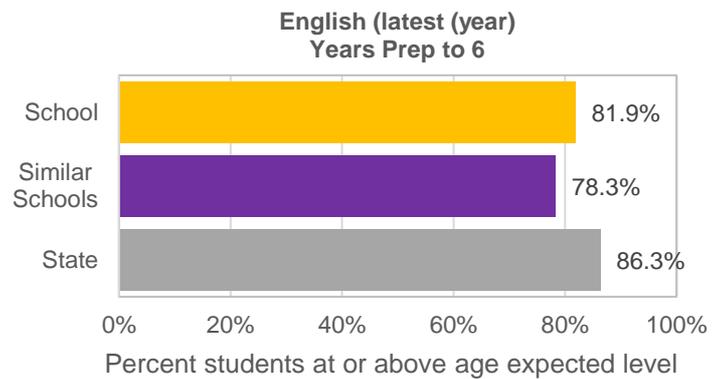
81.9%

Similar Schools average:

78.3%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

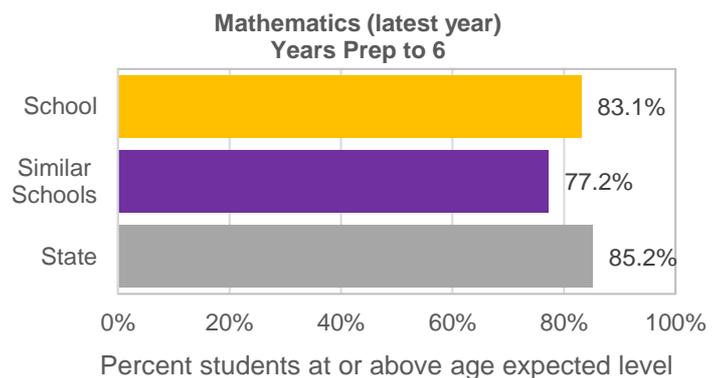
83.1%

Similar Schools average:

77.2%

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

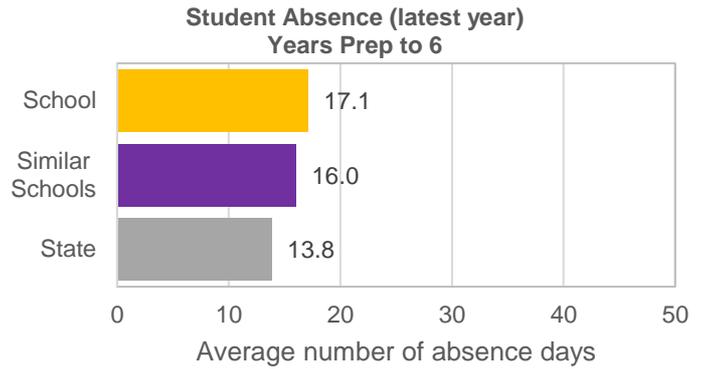
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	17.1	16.5
Similar Schools average:	16.0	16.3
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):	91%	90%	91%	91%	92%	91%	92%

**WELLBEING**

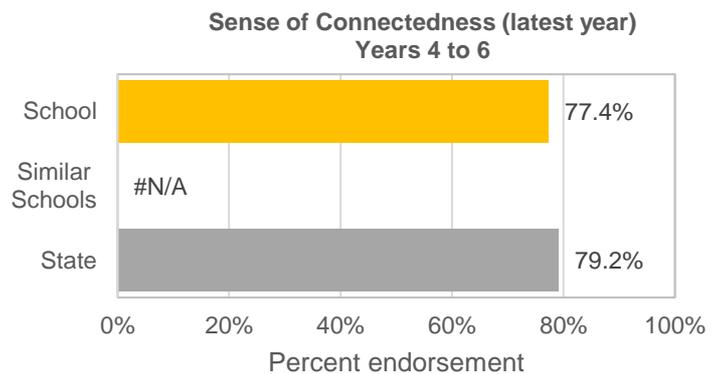
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	77.4%	82.3%
Similar Schools average:	NDP	80.4%
State average:	79.2%	81.0%



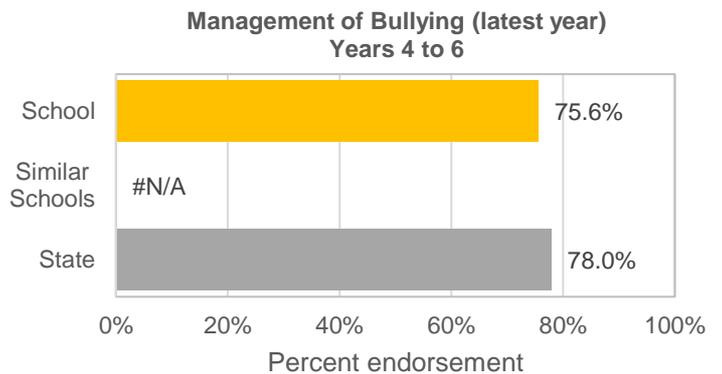
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	75.6%	82.8%
Similar Schools average:	NDP	80.9%
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	\$4,550,675
Government Provided DET Grants	\$981,776
Government Grants Commonwealth	\$15,250
Government Grants State	\$22,727
Revenue Other	\$65,038
Locally Raised Funds	\$158,575
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$5,794,040</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$555,246
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$555,246</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,566,578
Adjustments	NDA
Books & Publications	\$4,935
Camps/Excursions/Activities	\$36,867
Communication Costs	\$4,158
Consumables	\$100,472
Miscellaneous Expense <sup>3</sup>	\$41,141
Professional Development	\$32,641
Equipment/Maintenance/Hire	\$98,005
Property Services	\$306,738
Salaries & Allowances <sup>4</sup>	\$97,272
Support Services	\$257,500
Trading & Fundraising	\$22,464
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$43
Utilities	\$41,622
<b>Total Operating Expenditure</b>	<b>\$5,610,437</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$183,604</b>
<b>Asset Acquisitions</b>	<b>\$11,625</b>

- (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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,147,032
Official Account	\$26,606
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$1,173,638</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$139,794
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$53,843
School Based Programs	\$275,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$255,000
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$250,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$200,000
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$1,173,638</b>

*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.*