

2020 Annual Report to The School Community



School Name: Glen Huntly Primary School (3703)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 21 April 2021 at 11:43 AM by Elizabeth Alessi (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 21 April 2021 at 09:52 PM by Ross Donnan (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

Glen Huntly Primary School is located in a residential suburb about 16 kilometres south-east of the Melbourne CBD in South East Victoria Region. Glen Huntly Primary school opened in 1914 and is located on Grange Road on two separate sites on opposite sides of the road and it is connected by an overhead footbridge. The vision for GHPS is to optimise student learning growth across all curriculum areas and levels of ability with staff and students demonstrating pride in the values, culture and community of GHPS. Respect, pride, resilience and teamwork are the core values that staff and students strive to achieve. The purpose has been to implement a shared vision of high performance learning culture where students are academically engaged in a positive school and remote learning climate. The School Strategic Plan for 2017 - 2020 was due for review this year but due to COVID has been rescheduled to term 2, 2021. The community takes pride in the cultural and social diversity of its students and being able to connect in a friendly, approachable and supportive way as prior to International borders closing, consistent student numbers with English as an additional language (EAL) arrive throughout each term. The staffing levels of the school include 32.74 equivalent full-time staff: two principal class, Leading teacher, two Literacy and Mathematics Learning Specialists, English as Additional language (0.4) in the EAL Butterfly House, High Ability Practice Leader and 6.34 Teaching Support Staff. Specialist programs include Physical Education, Performing Arts, Music and Japanese Language, Visual Arts, Library, and in addition to curriculum enrichment programs including Cooking, a vegetable garden and raising chooks. Staff administration has been maintained at 1.5 and classroom support roles expanded to assist identified students Tree House Reading /MiniLit Years 1-2 intervention programs for identified students. The 393 EFT supports twenty classes in 2020: thirteen classes on the East Site and seven on the West Site. During periods of remote learning up to twelve students attended onsite. The school's SFOE (Student Family Occupation Enrolment) is 0.127 which is trending positively. In addition to 393 Student Resource Package funded students, there are three international full fee paying students and five students who receive funding through the Program for Students with Disabilities. Tracking the mobility of enrolments over 2020 reveals that there has been a higher number than usual of students transfer out to return overseas or move to the growth corridor to access and own more affordable housing. With restrictions in place, the number of overseas arrivals has reduced and the number of enrolments has declined. The school hosts a campus of the Noble Park English Language School. NPELS enrolls eligible students who have been in Australia for less than 12 months and who are English as Additional Language learners. Capital works projects expanded with a further announcement of 7.12million to identify priority projects. Through the staging plans, works are indicating Main Administration and Offices, Library refurbishment and a full-sized Gym including new student toilets, dedicated Music space and canteen facilities.

Framework for Improving Student Outcomes (FISO)

In 2020, the FISO priorities focused on Excellence in Teaching and Professional leadership. The restructure of the timetable prioritised and privileged Professional Learning Communities (PLC) meeting time for teams to work together to plan, assess and moderate student work. Instructional and School Leaders created a timetable for attending PLC teams at their data meetings to be knowledgeable to others and support the staff with the PLC process. Staff positive responses in the School Staff Survey was 82 percent endorsement of timetabled meetings to support collaboration, with School Climate overall at 78.2 percent. Bayside Peninsula Area Practice Instructor supported two new Area Leaders to build team capacity, set up Norms, protocols, methods for analysing data and how to effectively structure and coordinate a PLC meeting. Instructional Leaders provided professional learning to commence the process of Inquiry Cycles to evaluate the impact and effectiveness. Staff engaged in two whole school Inquiry Cycles on Student Wellbeing and Speaking and Listening and was supported to hone in on cohort specific needs, particularly during remote learning, including the EAL cohort who needed more exposure to English speaking opportunities in remote learning. Through a strong sense of collective responsibility, school /instructional leaders scheduled Learning Walks during term 1 and term 4 to provide feedback on classroom practice and the implementation of the Reading, Writing and Numeracy Instructional Model. PLC's participate in collaborative activities that use the Improvement Cycle to Evaluate and Diagnose, Prioritise and set goals, Develop and Plan and Implement and monitor including Data analysis planning, creating

rubrics/assessments, and collective responsibility to use cohort results. All teachers pro-actively participate in a range of collaborative activities informed by the Inquiry Cycle, which are being systematically discussed at the PLC meeting and evaluated for impact. The revised Feedback and Observation model has provided structure to scheduled peer observations including resource Observation Folders to support teams to establish norms and protocols, identify areas for observation and where to improve each teacher's use of HITS.

Achievement

Throughout onsite and remote learning, leaders and teachers were committed to achieving learning outcomes and goals and to optimise student learning growth across all levels of ability. Extensive school wide use of Learning Intentions and Success Criteria heightened awareness of why students are learning certain topics/skills. Implementation of SMART goals for students enhanced student agency and sense of empowerment in learning including Class meetings and the opportunity to discuss ideas. During remote learning, enablers that supported the achievement of this goal included engaging and interesting activities i.e. science experiments, more technology use and digital projects.

The Numeracy Instructional Model continues to be drafted to correlate directly with the Gradual Release of Responsibility Model. The values of Mathematics and Numeracy links coaching and peer observations however with remote learning, the peer observation schedule was active in Terms 1 and 4. In terms of assessment, teams have continued to use diagnostic, summative and formative assessment to assess students. Student outcomes have been discussed at a cohort level and at Numeracy Curriculum teams to create points of need teaching for students.

In Term 1, staff continued to undertake professional learning with Maths Association Victoria (MAV) to determine the inclusion of the four proficiencies of reasoning, understanding, fluency and problem solving into teaching and planning. To promote students to think and work mathematically, all teams explored using Number Talks to facilitate mental computation and fluency, build vocabulary and improve reasoning skills. In line with the original AIP goals, teams also determined how to use enabling and extending prompts during Numeracy sessions to differentiate content.

Analysis of the 2019 NAPLAN misconceptions has informed planning in addition to the introduction of PAT Numeracy for 2020. Teachers have incorporated this data set to triangulate student capability and have accessed the Numeracy Online portal and Maths Companion to ensure PLC's have quality resources to develop their own tasks and assessment rubrics. The Numeracy Learning Specialist has collaborated with teachers to improve and support practice using High Impact teaching Strategies (HITS). During remote learning, there were barriers to viewing and formatively assessing students thinking and working mathematically. The Literacy Learning Specialist collaborated with staff to implement a Reading Instructional Model which has been embedded as a consistent practice across the school.

Student learning data has indicated that learning outcomes through NAPLAN and PAT Reading testing, as well as internal school data such as Fountas and Pinnell increased following the implementation of the instructional model across the school. Staff feedback and classroom observations further supported practice. New staff have registered interest and will commence the Bastow Leading Literacy to support providing professional learning to all staff. NAPLAN misconceptions from previous years guided PLC Data and planning meetings. The introduction of mentor texts used in literacy lessons as well as the GRM student outcomes have improved. Reading Strategy cards and Literature Circles are being implemented across the whole school and Learning Walks being conducted by the Leadership team during literacy time to ensure that there is consistency across the school in reading. Utilising Visible Learning tools such as anchor charts, Learning Intentions and Success Criteria, Bump It Up Walls has provided students with strategies to set goals and assess themselves against the Success Criteria. GHPS implemented the Seven Steps to Writing Success and in term 1 commenced looking at the 6 + 1 Traits to Writing Success. The GHPS Writing Assessment Guide and Naplan markers Guide are used by teachers. Whole school professional learning included using Mentor texts in Writing, however the continuation of planned professional learning with external providers was unable to go ahead due to COVID. Level overviews P-6 were incorporated in the Reading and Viewing Scope and Sequence F-6 with the intention to transition this to a whole school GHPS Literacy Scope and Sequence. During remote learning changes in practice have been seen from LOOM videos to include conferencing in both in small groups and study groups at point of need. There was a focus on vocabulary in term 4 combined with Speaking and Listening. In term 4, students in Years 5 & 6 who were identified as high achievers participated in the Victorian High Ability Program (VHAP). They participated in an induction process where they were given the opportunity to explore the VHAP portal and ask clarifying questions. In becoming more confident with Webex, they were able to attend all virtual sessions. Feedback from the students showed they felt they were exploring content that was more challenging and were highly engaged throughout virtual sessions. Students were delighted to be working among participants from around Melbourne and they achieved a great sense of connection and belonging.

In 2020, teachers were required to assess students in Semester 2 in English and Mathematics. Teacher judgement of student achievement in English Prep to 6 saw 96.8% of students working at or above expected standards which is above a Similar schools average of 95%. Teacher judgement of student achievement in Mathematics Prep to 6 saw 95.7% of students working at or above expected standards which is above a Similar schools average of 94.6%. As NAPLAN was not conducted in 2020, there is no summary of achievement. Student learning tasks are producing intended learning outcomes. What is happening in the classroom is aligned with the Learning Intentions and Success criteria and students are more broadly involved in goal setting and able to articulate what they are learning.

Engagement

In relation to particular Student Absences target data, each Year Level presentation promoted student attendance and advised parents of their obligation to ensure their child attends school and is punctual and information appeared regularly in the school newsletter. The implementation of Compass enhanced how the school was enabled to track attendance and to reflect on patterns of absenteeism. As parents became familiar with login details and using Compass, the school was able to collaborate to monitor attendance and enter an explanation for absences or lateness for their child. It is acknowledged that parents had difficulties during remote learning with respect to logging in and the school supported families frequently with details. Assistance from the Student Wellbeing Coordinator to prepare a School Refusal Plan was enacted for identified students to work with the family to overcome barriers to attendance for them and the school has established Attendance Student Support Group meetings where required. During remote learning, the Attendance Policy supported students to attend online or onsite with communication to parents. Compass Notifications posted frequent updates about attendance and keeping students and families safe. Feedback from parents and students was positive about their experience of support by the school during remote learning. When students were able to return in Term 4, the scene was joyous for all.

Student Absence Years Prep to 6 showed a school average number of absence days as 12.8 which was above the number of Similar schools by 2.5 but below the State average by 1.0. Attendance rates were all above 90% for each year level with Year 1 and Year 4 at 95%, Year 2, 3 and 5 at 94%, Year 6 at 92% and Prep at 90%. The school will continue to work towards reducing the average number of student Absence Days 11 days or fewer annually.

With the return to onsite learning, teachers have focused on helping students at their point of need and ensuring goal setting can increase confidence for learning. Students in Years 4-6 have indicated through the Attitudes To our School Survey (AToSS) a strong Sense of Belonging -92% and are happy to be at this school- 98% Through the explicit teaching using the Resilience Project book, students have been provided with ways to have effective interactions with teachers and peers. Regular Circle time has focused on responding to preparing for changes, special events and unforeseen circumstances.

Students are gaining an understanding of how teachers support them to build confidence through their contribution to questions and teachers are enabled to deliver structured feedback to increase understanding that leads to a sense of confidence.

Wellbeing

STUDENT WELLBEING

In relation to particular Wellbeing targets, there was a key strategy in 2020 to increase the students in years 4-6 positive endorsement of Stimulated learning from 80%to 84% which was exceeded being rated at 89%. The percent endorsement by parents on their school satisfaction level also rated 89.9% which was above the state average. During Remote learning, families were further supported with loaned digital devices, dongles and hard copy work where appropriate.

GHPS Team Smart Goal- Student Wellbeing Templates were utilised by teachers of all levels to analyse a range of data to measure the impact on student learning during this time. Within the Inquiry Cycle and during scheduled time teachers evaluated and diagnosed data. Examples included:

- Student attends morning roll call
- Student participates and attends regular conference groups
- Student completes set submission tasks for correction
- Student attends extra study groups we are providing

Teachers used current research including John Hattie and Murdoch Children's Institute to reflect on and look at what was going on for our learners. Student Survey/checkins provided insight for teachers to understand what was happening during remote learning at home

Work submissions were tracked with colour coding to show which areas of the curriculum were being confidently submitted and could inform teachers where a student maybe disengaged.

Regular contact from the teachers through video calls - check-ins and roll calls helped to continue and develop relationships with students and strengthen family links through consistent communication with students via emails and google classrooms, including Three way Conferences and one on one conferences.

Scaffolding and individualised plans for differentiated learning ensured there was a focus on explicit instruction, developing independence and a conscious effort to increase and improve student interest in Specialist areas including PE - where there were fun challenges that allowed students and teachers to engage in active tasks at home. In the upper grades teachers responded to student and parent feedback and opened up the digital platform 10-15 minutes prior to the roll call so students could "socialise with each other" as feedback provided by students was that they had missed 'talking to their friends'.

The Students Attitudes to School years 4-6 showed a 91% positive endorsement to their Sense of Connectedness, with no available data for Similar schools average, but well above the State average.

The Students Attitudes to School - Management of Bullying Years 4-6 showed a 83.1% positive endorsement, with no available data for Similar schools average, but above the State average.

On the return to onsite learning in Term 4, our school modified the delivery of health and wellbeing supports to students and their families to prioritise Student Wellbeing through an Inquiry Cycle with a focus on Speaking and Listening.

Although some students flourished, some students struggled to keep up with the amount of curriculum so a sharpened focus on oral language and vocabulary has been implemented to support all students being able to articulate where they may need further catchup.

Financial performance and position

Glen Huntly Primary School maintained a sound Financial Position in 2020 and the Finance Sub Committee of the School Council monitored and reviewed all financial reports throughout the year. All funds received from DET or raised by the school have been expended or committed to subsequent years.

The Financial Performance and Position Report shows an end surplus of \$148,153 at the end of 2020.

Unfortunately, due to COVID in 2020 our fundraising efforts abruptly halted, however our Glen Huntly Parents Association (fundraising committee) still managed to raise \$2,802 in the first term. Our equity funding \$5,023 contributed towards our new Compass program parent platform. Salaries and allowances \$77,433 relates to Casual Relief Staff required to cover teachers on leave or unwell. The camps/excursions/activities expenditure is self-funded. We are very grateful to Theircare, our Before and After school care provider who donated \$18,400 towards our school which went towards ICT equipment. The Asset Acquisitions of \$7,750 was our new sandpit on the junior site which was sourced from the Local School's Community Grant.

Due to our upgrade of our new gymnasium in 2021 the school needs to keep funds aside in preparation for new air conditioners for which \$62,132 has been kept from 2020 funds for this project.

For more detailed information regarding our school please visit our website at
www.glenhuntlyps.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 393 students were enrolled at this school in 2020, 190 female and 203 male.

35 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.

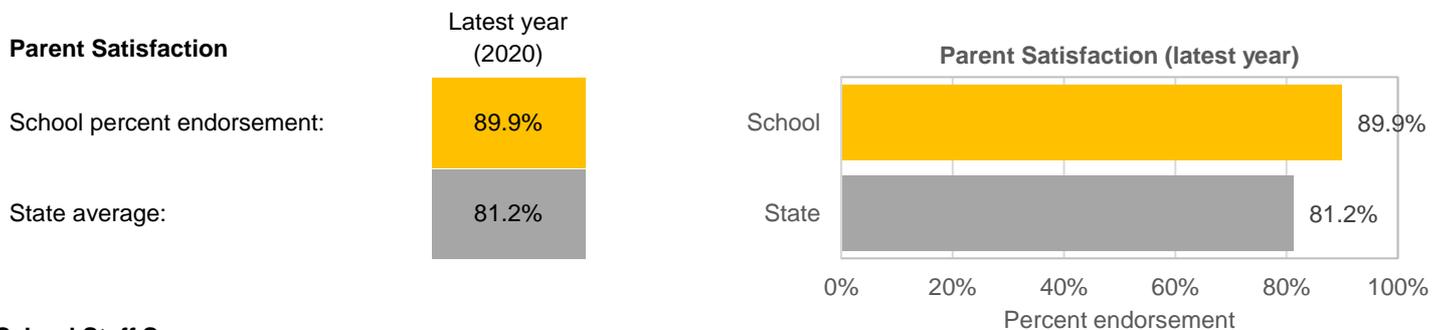
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

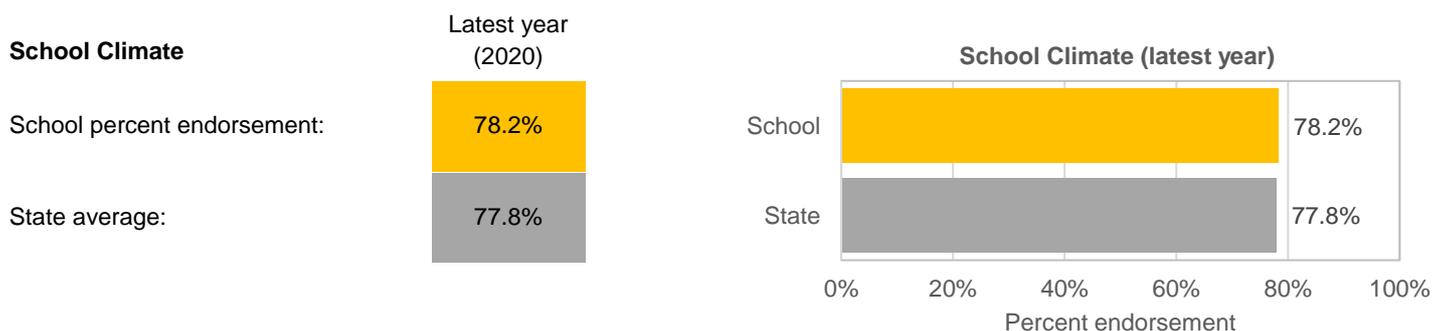


School Staff Survey

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:

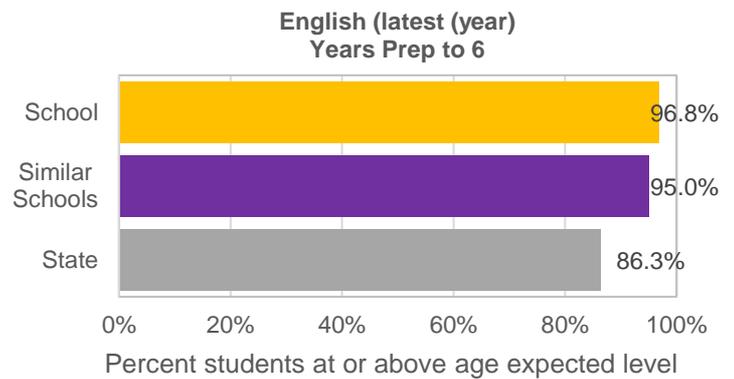
96.8%

Similar Schools average:

95.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

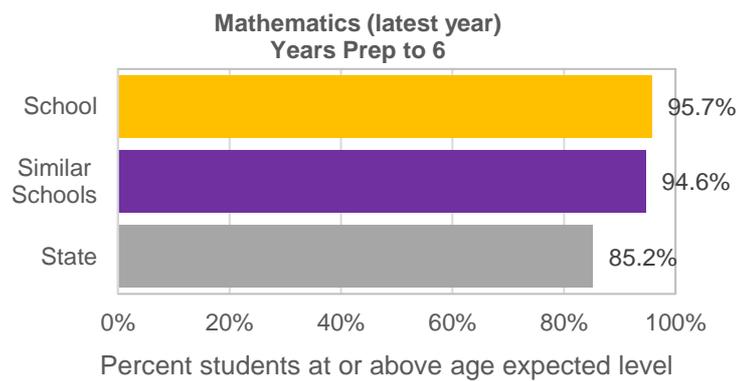
95.7%

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

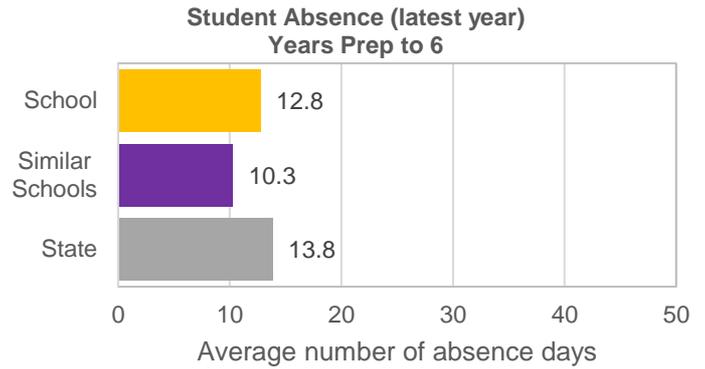
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	12.8	13.5
Similar Schools average:	10.3	12.6
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	90%	95%	94%	94%	95%	94%	92%

WELLBEING

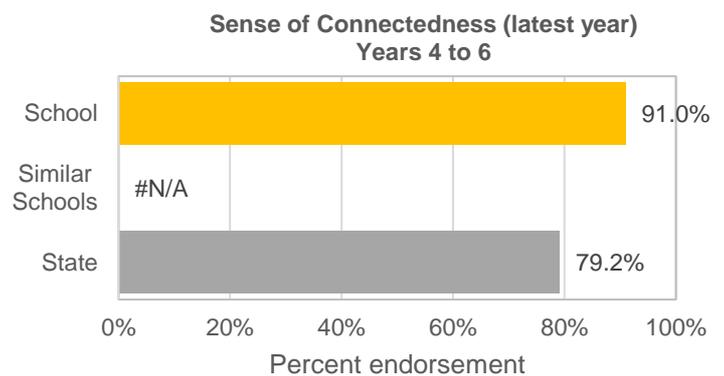
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	91.0%	86.3%
Similar Schools average:	NDP	83.3%
State average:	79.2%	81.0%



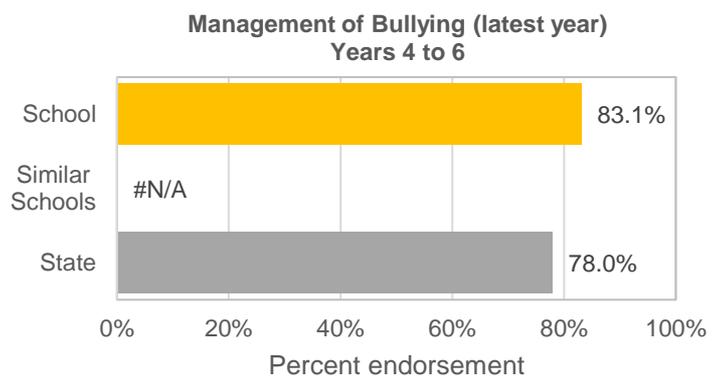
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	83.1%	80.9%
Similar Schools average:	NDP	81.9%
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	\$3,123,759
Government Provided DET Grants	\$370,049
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$30,670
Locally Raised Funds	\$177,989
Capital Grants	NDA
Total Operating Revenue	\$3,702,468

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,023
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$5,023

Expenditure	Actual
Student Resource Package ²	\$3,115,954
Adjustments	NDA
Books & Publications	\$1,522
Camps/Excursions/Activities	\$44,760
Communication Costs	\$5,432
Consumables	\$111,178
Miscellaneous Expense ³	\$12,420
Professional Development	\$19,680
Equipment/Maintenance/Hire	\$114,783
Property Services	\$50,046
Salaries & Allowances ⁴	\$77,433
Support Services	\$49,300
Trading & Fundraising	\$27,283
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$37,917
Total Operating Expenditure	\$3,667,707
Net Operating Surplus/-Deficit	\$34,760
Asset Acquisitions	\$7,750

- (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	\$125,923
Official Account	\$22,230
Other Accounts	NDA
Total Funds Available	\$148,153

Financial Commitments	Actual
Operating Reserve	\$86,021
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$62,132
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$148,153

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.