

2020 Annual Report to The School Community



School Name: Heidelberg Primary School (0294)



- 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 23 March 2021 at 11:10 AM by Janet Ringrose (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 28 March 2021 at 06:16 PM by Mel Cadman (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

Heidelberg Primary School is located in a well established residential area 14 km north east from the Melbourne CBD. Our schools excellent reputation is built on a proud tradition of providing education to the residents of Heidelberg since 1854. Our mission is to inspire and educate all students to achieve their potential. This is reflected in our vision that students are highly engaged learners in a safe, stimulating environment. In order to achieve our mission and vision our school values strongly underpin all aspects of school life. We demonstrate our values of Care, Respect, Integrity and cooperation through our strong sense of connectedness, developed through threads of inclusion and joint high expectations between staff, students and parents. Our school community lives the school values while working together for continuous improvement

In 2020 our enrolment comprised of 600 students, of which 52% were male and 48% female students. Our students come from a diverse range of cultural backgrounds, with 19 percent of students having English as Additional Language. The Overall Socio-Economic Profile is low. There is a strong team culture as evidenced by our high Staff Opinion survey results. This ensures a consistent approach to curriculum development, delivery and assessment. In 2020 the school operated 25 classes across the school within a structure of straight grades and one 4/5 composite class. Our school has 40.6 equivalent full time staff: The staffing profile is made up of 1 principal, 1 acting assistant principal, three Learning Specialists, 35.4 teachers and 5.2 education support staff.

We understand that students reach their full potential when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. During the remote learning period and beyond supporting student wellbeing and engagement became a primary area of focus. Major components of our student wellbeing program are the Start Up Learning Program, our Teaching and Learning Protocols and a comprehensive delivery of the Rights, Resilience and Respectful Relationships program. Our strong academic focus on literacy and numeracy skills is based on the Victorian Curriculum. Literacy programs are well supported by vibrant, multi-dimensional resources. Our rigorous and inclusive learning culture is supported by differentiated learning, as well as literacy and numeracy intervention and extension programs. This is reinforced by a range of specialist programs: Physical Education, The Arts, Japanese and Science, as well as extracurricular activities that enhance our teaching and learning programs.

ICT plays a significant role in all curricula, from Foundation to Year 6, and includes a 1:1 iPad program in Years 3 to 6. In planning for remote learning we were able to draw upon this knowledge and expertise across the school. Google Classroom became the main online platform while in the Foundation area we used Seesaw. Our transition to remote learning was structured and planned, and our program was continually evaluated and refined. Support was provided to staff to ensure a consistent implementation. Virtual team and staff meetings and collaborative planning remained a feature of the Remote Learning Program.

Our partnership with parents in the education of their children is a priority at our school. We have a proactive School Council supported by the work of our subcommittees. Parents are engaged in a wide variety of school activities and classroom programs, with training provided to support them in their roles. Each class has a classroom representative who liaise with the class teacher. The school operates a vibrant Before and After School Aged Care program, that is very well attended. In 2020 we took the opportunity to update the facilities for this program, including the installation of a new kitchen, storage facilities and furniture. The strong support from our school community enhances our school programs and cultural events. Throughout the remote learning period we maintained open communication channels with our community. This included regular customised guidelines and updates around Covid-19 regulations and requirements, health information and providing access to digital devices. We preserved our weekly updates and used a virtual platform to continue meetings.

Framework for Improving Student Outcomes (FISO)

In 2020 our FISO (Framework for Improving Outcomes) initiatives were based upon our Strategic Plan (2020-2023) and our Annual Implementation Plan. Key initiatives were focused on four areas of the FISO, these included: Evaluating Impact on Learning, Evidence Based High Impact Teaching strategies, Intellectual Engagement and Self awareness, Setting Expectations and Promoting Inclusion and Building Practice Excellence. Our continued focus on Building Practice Excellence centred around Literacy and Numeracy. At Heidelberg Primary School we delivered on some aspects of our KIS, however, some of the associated AIP actions and professional development plans were modified to suit remote learning. The original plan for building staff capacity in Literacy and Numeracy was diminished by the impact of Covid-19 due to staff working remotely. Professional Development was reallocated and aligned to identified areas of need to support the Remote Learning Program. We focused on supporting teachers to adapt and transition to the online environment in order to maintain daily whole class and small group teaching and assessment. Where possible, we continued with aspects of our planned professional development program utilising an online format. The School Improvement Team Leaders worked with staff to support the modification and implementation of the remote learning program, both offsite and upon returning to onsite learning. Planning documentation has been maintained.

The Remote Learning Program became a key vehicle for communication and building community engagement in learning. The school prepared and customised extensive guidelines and documentation to support families. Prior to the beginning of the lockdown period all families were contacted and devices to support online learning were distributed. Weekly newsletter updates for families was maintained and provision for students to seek online support from staff timetabled on a regular basis, Teachers implemented a daily routine of "checking in" with students and tracked participation and engagement in online classes and submission of work. Contacting parents as appropriate.

We conducted an onsite learning program and for those students who required additional support. Wellbeing Days were devised by staff as a way to enhance engagement in the remote learning program. These days provided opportunities for students and parents to participate in virtual excursions, physical and artistic challenges and wellbeing activities. Opportunities for student leadership were fostered through a range of community engagement activities. Weekly assemblies were produced and fortnightly student challenges devised for the school to participate in. These were facilitated by our student leaders.

Our Community of Practice played a pivotal role in supporting our remote learning program. Weekly meetings allowed for a sharing of ideas and resources to support both teacher, students and parents.

Achievement

Heidelberg Primary School has continued to maintain a high level of student achievement in spite of the restrictions of Covid-19 and the remote learning process due to the dedication of the teaching teams and the support of the school community. We have continued to refine the consistency of our teacher judgement data, as evidenced by our results which came in above both similar schools and the State average in both English and Mathematics.

In 2020, students results in English were consistently above the similar schools in our teacher judgement data. Across the school students achieved stronger results in reading compared to writing, which has informed our teacher professional development focus for 2021 on building teacher capacity for best practice in the teaching of writing, This will include two planned curriculum days. Throughout 2020 the teaching staff were supported in ways to adapt the in-classroom teaching of literacy to best meet the needs of students learning remotely, including refining activities, access to digital books for students reading at home and close monitoring of students completing tasks. We finalised the school-wide scope and sequence for reading and writing, work that commenced in 2019. We continued to enhance the senior school reading resources with the purchase of high quality texts for students to read.

In 2020, our Mathematics data demonstrated achievement above the Similar Schools average and State average. This was measured by Teacher Judgement data. The impact of the lengthy remote learning period was significant on the goals of the SIP team and Key improvement Strategies were only partially completed. Teachers continued to be supported by their teams and leadership to plan and deliver a coordinated, consistent and challenging online curriculum. Students participated in small group work online using Google Classrooms, they could all access online learning resources and that they could undertake pre and post testing using Essential Assessment. Despite the

restrictions of remote learning, students used the feedback from the Essential Assessment tests to write their own goals for the forthcoming topic. Teachers used this same data to form small groups to focus on specific skills. Teachers moved away from paper data walls to online data walls during online learning.

In term 1, we employed a Mathematics coach from MAV to work with all teams to build teacher capacity in writing learning sequences and differentiated tasks to extend student learning at their specific point of need. These skills were implemented during both remote learning periods. Team moderation of mathematics tasks was possible online, however we were not able to participate in whole school moderation in terms 2 and 3. The nature of professional development changed during the year, with a substitution of online learning for onsite learning. While time destined for Mathematics professional learning was reduced and that the professional learning focus was on remote and flexible teaching and learning as well as student and teacher welfare and engagement, this had a necessary impact on the success of our Mathematics program throughout the year.

Intervention and extension programs continued throughout the year, onsite and online. Intervention teachers continued their small group teaching online in terms 2 and 3. All students funded under the PSD program worked with integration aides for their allocated hours online during remote learning. Extension programs, namely Maths Olympiad and Maths Games lessons and tests went ahead throughout the year, with online lessons during lockdown. In the absence of the international competitions, students were encouraged to see these tests as a measurement of their own improvement in problem solving. Four students in Year 5 and 6 participated in the VHAP Mathematics sessions in term 4.

Engagement

Engagement and Wellbeing are integrally linked at Heidelberg Primary School. Within an optimum learning environment, we encourage our students to engage in critical thinking and global awareness. To support this, we provide a great variety of extra-curricula activities and opportunities for students to experience success in subjects they are passionate about.

We continued to have an ongoing focus on developing student agency. Teachers were supported to refine their understanding of, and approach to, student agency in the classroom, by participating in PD and engaging in professional reading. Teachers then took this knowledge and adapted their programs significantly to cater for remote learning, ensuring that student's engagement and accessibility were at the forefront of planning. Goal setting, differentiated task choice and students' ability to choose the timetabling of their day to manage their own learning has been maintained and promoted. A proportion of students who previously experienced challenges in terms of their engagement connected strongly with the opportunities for student agency, particularly enjoying the ability to manage their own day and learning time.

To ensure engagement continued to remain at a high level throughout remote learning, Heidelberg Primary School adopted several strategies. We began by bridging the digital divide. Every student who did not have access to a digital device at home, was supplied one by the school. This meant that students across all grade levels were able to access online content and learning plans. Students had the means to attend virtual class meetings and connect to their peers ensuring engagement through collaborative interaction, and were not impeded in any way by technological disadvantage. Teachers spent a day contacting parents of their class. This touch point outlined the process for remote learning and parents were able to discuss any concerns or any issues they thought may hinder their child's initial engagement in remote learning.

Throughout remote learning, teacher monitoring of students attendance to ensure participation in learning was done with rigour and efficacy. Students were expected to attend online meetings at 9am each morning where the teacher took the roll and discussed any important announcements for that day. As the day progressed, each student would continue to have scheduled online meetings, story time or wellbeing catch-ups so they remained consistently in contact with their peers and their teacher. If a student had several unexplained absences, the teacher would then make contact with a parent to offer assistance. Students who severely struggled to connect with remote learning were brought onsite. This ensured that their wellbeing was maintained and their academic progress was not hindered by an extreme lack of engagement in the remote learning platform or processes.

To support student engagement during the transition back to onsite learning, our school we created lessons that

focused on more collaborative aspects so that students could re-engage in the social aspects of school. We ensured that there was a wellbeing focus in the afternoon and included wellbeing days in our program so that students who felt affected by the lockdown and were struggling could work on strategies to assist with this.

Average attendance across all year levels was 96%, which was 2.5% better than in the preceding year. This was above the rate of absence for similar schools, meaning that Heidelberg Primary School recorded fewer absences than similar schools in 2020.

Wellbeing

Heidelberg Primary School promotes a culture of inclusion, diversity and respect for everyone. The Respectful Relationships program was first implemented in 2019 as a whole school approach to wellbeing and the aim was to further embed the program across the school in 2020. In term 1, the Respectful Relationships Scope and Sequence was refined after a year's implementation. Student Wellbeing Ambassadors were appointed as part of the student leadership program in early term 1.

Covid restrictions and extended remote learning had a significant impact on the implementation, embedding and refinement of the program. The Wellbeing Ambassadors' roles changed during remote learning to create fortnightly wellbeing challenges and take part in organising wellbeing days. Staff professional learning to be provided by regional DET personnel was not delivered due to lockdowns, remote learning and subsequent long-term social distancing. However staff participated in a variety of online professional learning designed to enhance student, teacher and family wellbeing and resilience at a time of an unanticipated, long-term pandemic. This was extremely useful during the year. Where the Respectful Relationships curriculum could not be adapted to a remote learning format, teachers used a variety of other resources. Term 4 was a term of very focused activity in the Respectful Relationship curriculum, continuing to promote wellbeing and connectedness. During remote learning, all year levels incorporated wellbeing and resilience activities each week. We had online Wellbeing Days in term 3. This was very successful among both students and their parents. Each week, we held an online assembly featuring the Principal and the Year 6 Student Leaders.

During term 2 lockdown, attendance at our onsite learning program averaged 17 each day. During the term 3 lockdown, when the restrictions were greater, our daily attendance averaged 21 each day. Students were guided and supported with their online learning, with the afternoon programs being extended to include fun activities and games. Some SAC staff were employed to work with students at risk onsite. Three SAC staff took on the role of Learning Aides, where they worked on line with students at risk, daily. SAC morning and afternoon programs continued for essential worker's children, with approximately 10 students attending regularly.

The school did not participate in the Attitudes to School Survey, which was intended as one of the measures of success of the Respectful Relationships program. Over a four year period, the Sense of Connectedness data from the Attitudes to School Survey shows a student endorsement at 90.6%, well above the Similar Schools and State averages. The Management of Bullying four year data from the same survey shows a student endorsement at 91.5%, also well above the Similar Schools and State averages.

Due to Covid restrictions, our Transition into Foundation 2021 program was curtailed, with one modified session going ahead at the end of term 4. Likewise the Year 6 into Year 7 Transition program was cancelled. Despite restrictions placed on public events, we held a shorter, but highly successful outdoor Year 6 Graduation event in the school grounds. Students were grateful that this 'rite of passage' to end their primary schooling was able to go ahead.

Financial performance and position

Heidelberg Primary School has maintained a sound financial position through vigilant and strategic spending. A slimmer staffing profile and unexpected challenges with recruitment for the substantial leadership role within the school has contributed to the financial result. Total operating surplus funds available as at December 2020 were \$1,421,279.

Despite the challenges of dealing with a pandemic regular Financial Committee meetings were continued, enabling

careful planning and monitoring of revenue and expenditure. Through this process we have been able to undertake major renovation projects, highlighted by installation of solar panels, kitchen and joinery upgrade in our School Age Care facility, development of a Masterplan, upgrade of joinery and air conditioning in learning spaces, and provision of seating in our outdoor sensory garden.

Rejuvenation of our administration area and staff room has been planned for early in 2021.

Significant provision continues to be provided to the regular ongoing maintenance of ageing school buildings. Scope has been made for our future needs and upgrade of facilities, including rectification of drainage issues, redevelopment of the lower school grounds to include a synthetic soccer pitch and running track, and the substantial liability of maintenance for our heritage listed Headmasters cottage.

Post COVID19 recovery plans have focused on additional student welfare programs, which includes a commitment to extend the provision of the Tutor learning initiative for the entire 2021 school year. Our school can confirm that all funds have been committed to projects and operational needs in subsequent years. The school has maintained and will continue to maintain excellent financial accountability measures.

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at https://www.heidelbergps.vic.edu.au](https://www.heidelbergps.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 600 students were enrolled at this school in 2020, 295 female and 305 male.

19 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.

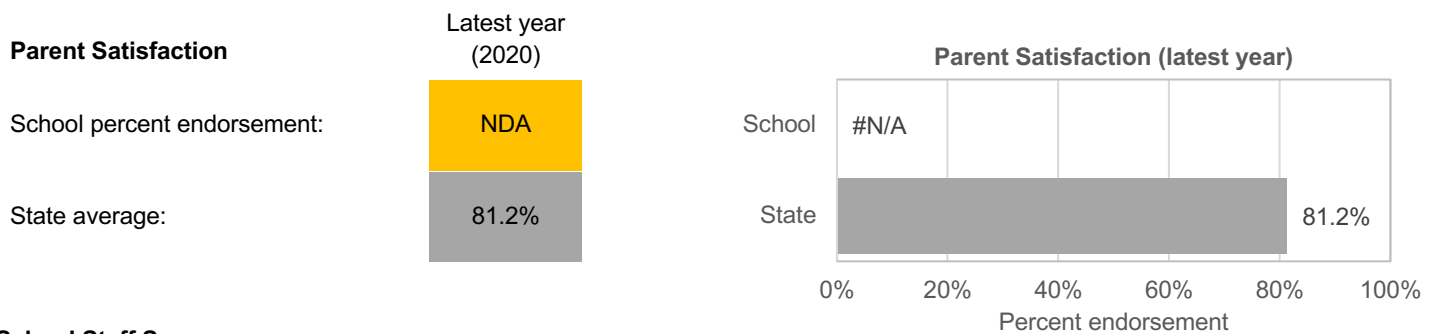
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

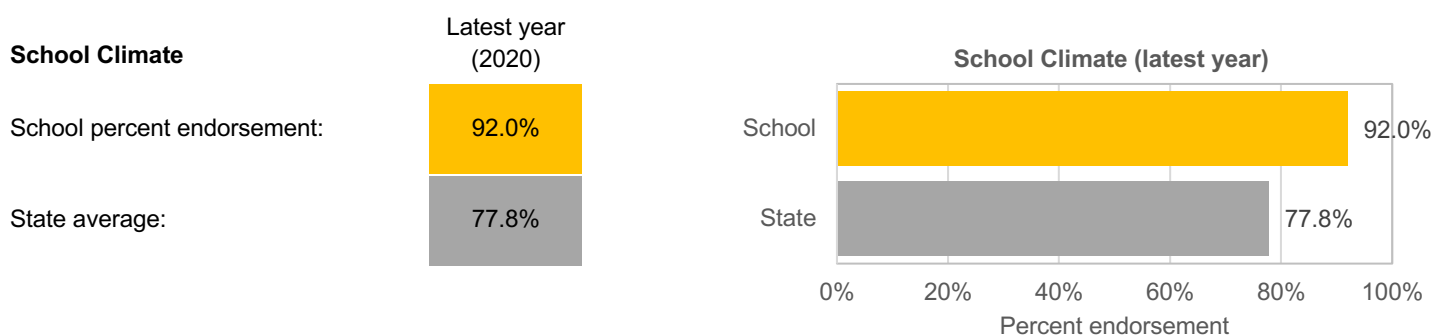


School Staff Survey

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:

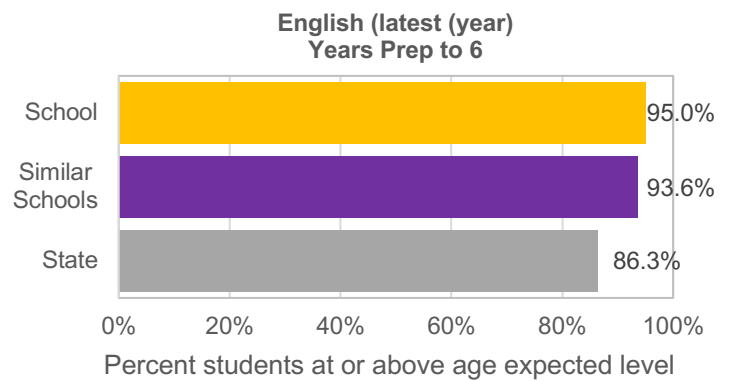
95.0%

Similar Schools average:

93.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

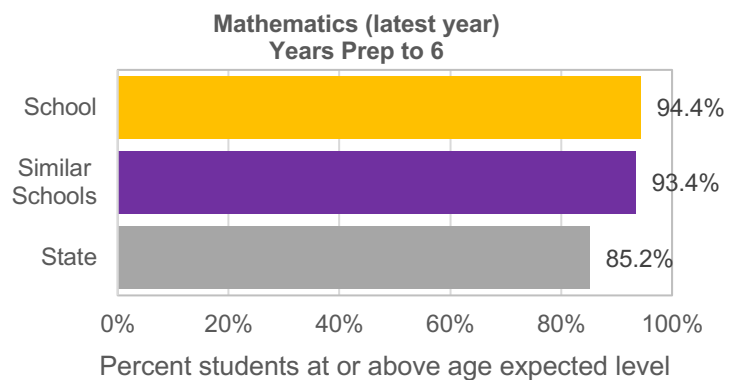
94.4%

Similar Schools average:

93.4%

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

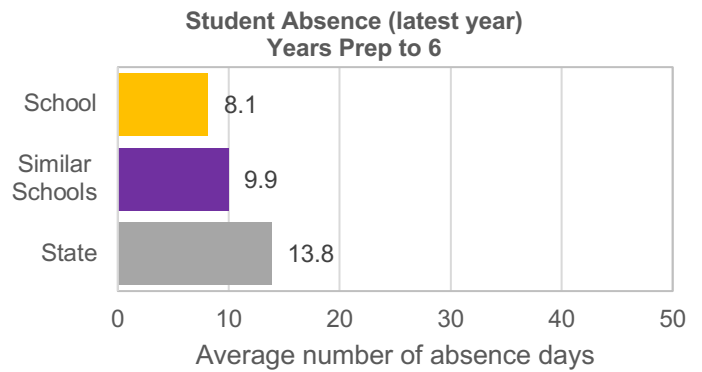
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	8.1	11.6
Similar Schools average:	9.9	12.8
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%	96%	96%	96%	96%	97%	96%

WELLBEING

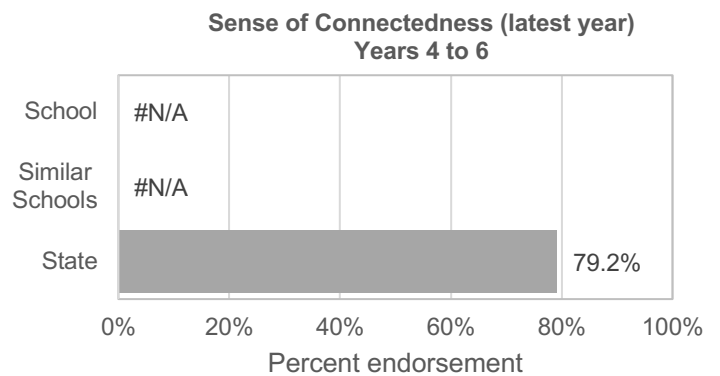
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	90.6%
Similar Schools average:	NDP	81.5%
State average:	79.2%	81.0%



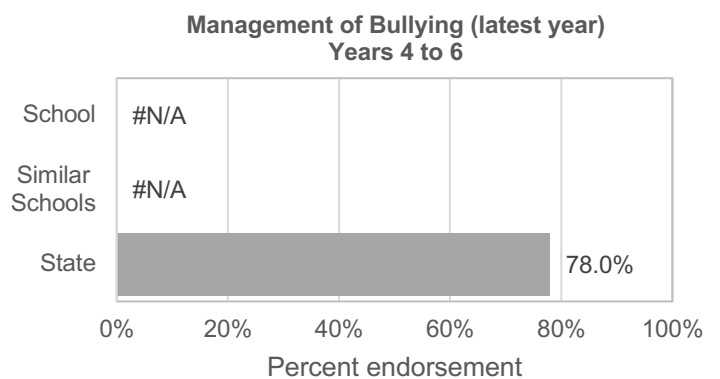
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	91.5%
Similar Schools average:	NDP	80.4%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,890,965
Government Provided DET Grants	\$826,238
Government Grants Commonwealth	\$416,878
Government Grants State	NDA
Revenue Other	\$6,439
Locally Raised Funds	\$320,223
Capital Grants	NDA
Total Operating Revenue	\$6,460,743

Equity ¹	Actual
Equity (Social Disadvantage)	\$30,830
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$30,830

Expenditure	Actual
Student Resource Package ²	\$4,180,920
Adjustments	NDA
Books & Publications	\$4,586
Camps/Excursions/Activities	\$26,621
Communication Costs	\$7,306
Consumables	\$139,182
Miscellaneous Expense ³	\$20,328
Professional Development	\$27,687
Equipment/Maintenance/Hire	\$118,370
Property Services	\$184,253
Salaries & Allowances ⁴	\$271,141
Support Services	\$12,089
Trading & Fundraising	\$6,705
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$40,277
Total Operating Expenditure	\$5,039,465
Net Operating Surplus/-Deficit	\$1,421,279
Asset Acquisitions	\$118,114

- (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	\$991,634
Official Account	\$92,381
Other Accounts	\$17,007
Total Funds Available	\$1,101,022

Financial Commitments	Actual
Operating Reserve	\$129,900
Other Recurrent Expenditure	NDA
Provision Accounts	\$5,705
Funds Received in Advance	\$24,269
School Based Programs	\$3,381
Beneficiary/Memorial Accounts	\$13,627
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$107,687
Capital - Buildings/Grounds < 12 months	\$180,000
Maintenance - Buildings/Grounds < 12 months	\$48,887
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$513,455

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.