

2020 Annual Report to The School Community



School Name: Wyndham Park Primary School (5540)



- 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 22 April 2021 at 11:45 AM by Laban Toose (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 04 May 2021 at 02:55 PM by Karla Murillo-Lopez (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

Vision:

Wyndham Park primary school's purpose is to empower all members of our School Community to grow academically, socially and emotionally through living the school's motto of *Aspire, Learn & Achieve*.

Values: Wyndham Park primary school has committed to our School Wide Positive Behaviours values of *Respect, Responsibility and Safety*. These values are at the core of the positive culture at our school. We have high expectations that our students and community will grow to their full potential and become active citizens and lifelong learners prepared for success in an ever-changing world.

Wyndham Park Primary School, established in 2011, is a dynamic place of learning located in the suburb of Werribee on the outskirts of Melbourne. Our modern facilities, situated in the Wyndham Park Precinct alongside the Wyndham Park Community Centre, and Wyndham Park Kinder, allow us to provide educational experiences that prioritise the development of strong Literacy and Numeracy skills. These educational experiences are underpinned by a holistic and trauma informed approach to wellbeing, engagement and Inclusion. We promote excellence in teaching and learning while developing students socially, emotionally and cognitively. We strongly encourage student voice and agency.

Our students and families come from a broad range of cultural backgrounds including Karen, Sudanese, Arabic, Maori, Tongan, Asian, Indigenous, and Anglo-Saxon cultures.

As a result, we place great importance on our strong English as an Additional Language (EAL) program supported by a number of Multi-cultural Educational Aides, EAL teacher, and a Community Hub Coordinator who work together to support students, strengthen home school partnerships, encourage parental engagement in students learning, and support families to see the school as a welcoming place where they are valued and supported.

Annually our average enrolments number approximately 400 students. Due to ongoing and sustained enrolment pressure we had implemented the Department of Education's Enrolment Management Plan, which is consistent with the priority placement order in the enrolment policy. This means that no students are enrolled from outside the designated neighbourhood area (DNA) unless they are siblings of students attending the school in the same year.

At Wyndham Park Primary School, we have 19 classes across 4 learning communities. Within these learning communities we have established multi-age grade structures as follows - Yrs 1/2, Yrs 3/4 and Yrs 5/6, The exception to this are our Foundation classes which are a single age group to ensure a positive transition from Kinder to Primary School. In addition to our multi aged grades we offer exciting specialist programs which includes Visual Arts, Performing Arts, Physical Education and Spanish classes.

Our classroom instructional practices are aligned with the Department of Education's Framework for School Improvement (FISO) Teaching and Learning Model, enabling us to provide a guaranteed and viable curriculum that engages students in intellectually challenging work that responds to their differentiated learning needs.

To facilitate these high-quality learning experiences, and opportunities, we have a highly motivated and professional staff comprising School Leaders, Teachers, Education Support Staff and Volunteers. Together our staff work in Professional Learning Community Teams, School Improvement Teams and Administration Teams to deliver our educational program and associated support programs.

We utilise a wide range of Information Technology resources in our classroom and specialist programs to support and enhance teaching and learning. Our primary online learning platform is Seesaw and this is also used as a significant communication portal between school and home. In addition to Seesaw we use Xuno which is a web-based school management platform for assessment and reporting purposes, as well as a student behaviour and wellbeing tracking, SMS communication with school community members and student information data.

Our school has an extensive Social and Emotional Learning curriculum (Respectful Relationships), supports and interventions. We base all that we do on the School Wide Positive Behaviour Support Framework (SWPBS), which is complimented by our trauma informed practices, developed from the Berry Street Education Model (BSEM). The School Wellbeing team includes an Assistant Principal, Leading Teacher, School Counsellor, Family Engagement and Support Worker, Chaplain, and a Behaviour and Social Skills Intervention teacher. In addition to this we have the support of allied health professionals including a visiting Psychologist and Speech Pathologists.

It is our intention that our students will experience their classrooms as invigorating and inspiring environments, places they look forward to going to and places they do not want to leave. It is also our intention that they will come to know themselves as lifelong learners, and that they will come to love the process of learning itself, by making it their own.

Welcome to Wyndham Park Primary School.

Framework for Improving Student Outcomes (FISO)

In 2021 Wyndham Park Primary School delivered on our Annual Implementation Plan (AIP) Key Improvement Strategies (KIS) of

- Building teacher capacity to differentiate teaching to challenge and ensure progress for every student in reading.
- Building teacher capacity to read and interpret data and a range of assessment strategies to teach to student's point of learning.
- Developing authentic student voice opportunities to enhance the quality of relationships and to inform teacher practice.

We did this through a number of very specific actions:

- Implement of Professional Learning Communities (PLC's)
- Implementation of an highly effective and evidence based Literacy Program across the school.
- Implementation of highly effective data management and analysis practices across the school.
- Improving and refining authentic student voice and agency opportunities across the school.

In achieving this KIS our staff were able to

- actively engage in the PLC inquiry cycle.
- plan differentiated and engaging literacy tasks and activities.
- embed a knowledge based Phonological approach within the already established Foundation - year 2 literacy block.
- access a Phonics based Intervention program via the Student Support Timetable based upon screening data in year 3-6.
- participate in a PLC inquiry and Whole School professional learning focused upon further developing their knowledge and understanding of teaching reading.
- participate in a culture of collaboration and collective responsibility for an effective and consistent approach to assessment strategies.
- actively engage in the whole school assessment schedule including assessment, moderation, planning and feedback.
- elicit student feedback to inform their pedagogical practice and enhance student learning opportunities.
- further develop their understanding of the DET Amplify continuum.
- develop their knowledge and successfully implement the Respectful Relationships curriculum.

The impact of COVID-19 and associated period of Remote teaching and learning did have an impact on the delivery of our KIS.

Specifically we had to take the following actions:

- bringing forward and adapting our planned action of introducing the SEESAW digital learning platform.
- enhancing staff & student capacity to use digital technologies to engage in teaching and learning.

- adapting the ways in which we communicated and engaged with the school community.
- providing students and families with appropriate technology to allow them to successfully access remote and online teaching and learning activities.

In achieving this we were able to achieve the following:

- Actively engage the majority of students and families in the SEESAW digital learning platform.
- Ensure teaching & learning continued throughout remote teaching & learning with teachers delivering curriculum daily via SEESAW & WebEx including student assessment & feedback.
- Staff, student & families engaged in the use of WebEx for engagement, communication and connection.
- Continue all staff planning meetings, professional learning and development continued digitally via WebEx, Google Docs, and other digital technologies

Achievement

In 2020, despite the impact of COVID-19, Wyndham Park Primary School students responded very well to our AIP commitment of Improving the learning growth of every student in Literacy & Numeracy with a particular emphasis on Reading. Due to the cancellation of NAPLAN assessment we are unable to report achievement and growth using this measure. We can however report on the teacher Judgement against the Victorian F-10 Curriculum.

The Percentage of students working at or above age expected standards in English was 60.5% which is below the Similar Schools level of 72.2% and the State level of 86.3%.

The Percentage of students working at or above age expected standards in Mathematics was 57.7% which is below the Similar Schools level of 68.6% and the State level of 85.2%.

Our continued improvement in achievement in these areas stems from the implementation of the WPPS Professional Learning Community, Curriculum Guarantees, Teaching Schema for Master Learners (G.A.N.A.G) and our commitment to the data driven Response to Intervention Program that supports individual students in targeted learning areas. Additionally our ongoing commitment to the use of Fountas and Pinnell resources has provided a sound foundation as a basis for our school wide English and Mathematics teaching.

In 2021 we will be continuing our work towards embedding Sounds Right Phonics program in the Foundation-2 learning area and the Fountas and Pinnell Levelled Literacy Intervention program as part of Guided reading in our classrooms. We have engaged two full time Tutors as part of Department of Education program response to the impact of remote teaching and learning in 2020. The school has 3 leading teachers who continue to guide our development of Literacy, Numeracy and teacher pedagogical practices, which will in turn continue to improve the achievement growth rate in English and Mathematics.

In 2020 we continued to improve staff climate & culture and our Staff Opinion Data is evidence that this commitment has embedded a culture of Learning and Growth within our workforce. In all measures of the staff culture we have achieved outcomes well above that of Similar schools and the State.

School Climate positive endorsement for Wyndham Park averages 89.9%, which is over 10% higher than the state average of 77.8%

Similarly our ongoing commitment to ensuring positive engagement with our school community (particularly throughout the remote teaching and learning periods of 2020) has enabled us to achieve excellent outcomes in 2020. In the Parent Opinion data measure of Satisfaction positive endorsement we have achieved an average of 89.7% which again is almost 10% greater than that of the State average of 81.2%

Whilst there have been gains in staff professional knowledge, particularly in the area of Curriculum and Assessment, we recognise that there are still many areas to improve on, in particular the effective use of data to inform differentiated teaching. As a result our highest priority continues to be the development of staff capacity to differentiate a guaranteed and viable curriculum with a focus on Reading.

Engagement

In 2020, particularly with the onset of COVID-19 and subsequent period of remote teaching and learning, we continued our ongoing high-level commitment to create a supportive learning community which nurtures the social and emotional development of all students.

All of our work at WPPS was/is based on evidence-based practices. We acknowledge that our ongoing work with the Berry Street Education Model has had a significant impact on staff skills and student outcomes, and believe that this underpins our current focus on implementation and embedding of the Respectful Relationships Program. Our focus for 2020 was to use our deep knowledge in this field of Trauma Informed Practice to support, nurture and empower our entire community to ensure we continued to thrive despite the challenges of COVID-19 and remote teaching & Learning.

Throughout 2020 and particularly during remote teaching & learning student Voice and Agency was a priority, giving students the opportunity to communicate ideas and opinions. Authentic student voice provided opportunities for students to collaborate and make decisions around what and how they learnt and how their learning was assessed. Evidence of this commitment to this can be seen within our Digital Learning Platform SEESAW where student feedback, voice and engagement were elevated to a higher priority to ensure our students remained connected whilst learning online.

Our School Values of Safety, Respect and Responsibility were an essential element for our success in student engagement in 2020. We were able to use these values to ensure our students were able to cope with the challenges of COVID-19, remote teaching and learning and the return to onsite learning in the latter part of the year.

The Attitudes Towards School Survey – completed by the students - continues to highlight our success in building a positive climate for learning.

The entire school community should be congratulated on its continued efforts to focus on and reward positive behaviour while also responding robustly to any serious breaches of the schools wellbeing policy.

In 2020 our Attendance data reflects the challenges presented by COVID-19 and remote teaching & learning. Our tiered approach to improving attendance through information, attendance awards, our attendance mascot, attendance SMS system and Individual attendance plans for students at risk will be foundational to seeing attendance rates return too and improve upon the pre-2020 rates. In 2021 our commitment to improving attendance rates for students will expand to the use of a Regional Attendance data coach to assist the school to better understand a finer grained and detailed view of attendance data and potential responses.

In 2020 we would hope that these continued improvements as well as the number of extra-curricular opportunities available to the students and community, via the school community hub, will enable the student learning outcomes to continue to grow.

Parent engagement at Wyndham Park Primary School has been a highlight for 2020. Parents and Community made great use of enhanced access to digital technology and our online learning platform SEESAW. By the end of 2020 we managed to have all families connected to and engaged in the use of SEESAW and WebEX. In 2020 community engagement in SEESAW resulted in over 21,000 family visits (login's) to SEESAW. Additionally an average of 20 families per week engaged in our Weekly "Principal WebEx with parents" sessions.

Throughout 2020 the work of school council continued, with parents actively engaging in Virtual School Council Meetings, with members/parents, in the various school sub committees of School Council guiding the school forward in key areas such as facilities and grounds improvements. Grant applications for Solar Panels, Upgrade to the Soccer Pitch, and Minor Works Funds for new playground equipment were created and submitted with all applications successfully funded for 2021.

Wellbeing

In 2020, with the onset and subsequent impact of COVID-19 our School Wellbeing Team was critically important to ensuring our students, staff and families were supported. Membership of this team included an Assistant Principal, Leading Teacher, School Counsellor, Chaplain, Behaviour & Social Intervention Teacher and Family Engagement Worker. This team worked daily to support students and families through the COVID-19 Crisis and associated remote teaching and learning periods.

During Remote teaching and Learning, all resources available were implemented to ensure students at risk, and students of essential workers, were catered for and supported. Daily check in's students onsite, wellbeing checks and other associated actions were routinely completed. Additionally, food packages, hot meals and other supports such as technology access were sourced and provided to families and students in most need.

Despite COVI-19 the School continued to deliver a comprehensive transition program for all of its students transitioning from Kindergarten to Foundation right through to year 6 - 7. The program includes an induction program for new students who arrived to the school during the year as well as transition sessions during term 4 for students moving to new year levels in 2021. Future foundation students also received an interview prior to beginning the 2021 school year that enables the teachers to get to know the student's strengths and areas for improvement.

Children in years 1-5 also participated in our annual 4 session "step up" transition program. These sessions were used to observe and record the interaction between the students to make the best possible decision about future groupings. These sessions were also used to facilitate the development of the culture of the Learning Community with the production of a matrix that outlined the behaviours required to develop a positive culture.

We continued to develop strong partnerships with external organisations and local secondary schools who add to the depth of our transition programs by working closely with WPPS to ensure our year 6 students had positive experiences at their new Secondary Schools. These partnerships include multiple meetings between the year 6 Learning Community staff and the year 7 staff at the secondary schools.

In 2020 the involvement of the school in Community Hubs Australia further enhanced our school community wellbeing program through the implementation of a number of initiatives designed to support the whole family in the school community.

Financial performance and position

At the end of 2020 the school continued to maintain a small budget surplus. The school spent funding on a number of projects to enhance and develop the school facilities and infrastructure. The school was also successful in applying for Minor Capital Works Funding and received a grant to the value of \$263,000.00 to upgrade play equipment for students in 2021.

As a result of the impact of COVID-19 and subsequent remote teaching and learning periods in 2020 the school council invested \$140,000.00 in digital technology - iPads, Netbooks, interactive Whiteboards, and Network Infrastructure to allow a 1:1 ratio of technology access for students in years F-6. All classrooms now have access to Internet enabled Interactive Whiteboards to facilitate online virtual classrooms in the event of a return to remote teaching and learning.

During term 2 and 3 while the school community was engaged in remote teaching and learning the School Synthetic Soccer Pitch was completely rebuild from the foundations up. This significant works project was fully funded by the VSBA, allowing planned allocated funds for this work to be reallocated to install a digital billboard (@\$34,500.00) at the front of the school property.

Finally as part of the schools ongoing commitment to developing the professional capacity of its workforce approximately \$50,000 was allocated for staff professional development in areas such as The Berry Street Education Model training, Leadership coaching from Growth Coaching International and Literacy coaching by Narissa Leung.

The Parents Group had a very successful year raising @\$3000 via Mother's and Father's Day stalls, and other

fundraising initiatives.

In 2021, via successful grant applications the school will build infrastructure projects including - New Playground equipment, and Solar Panels on the BER buildings.

For more detailed information regarding our school please visit our website at
<https://www.wyndhamparkps.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 401 students were enrolled at this school in 2020, 183 female and 218 male.

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

Overall Socio-Economic Profile

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

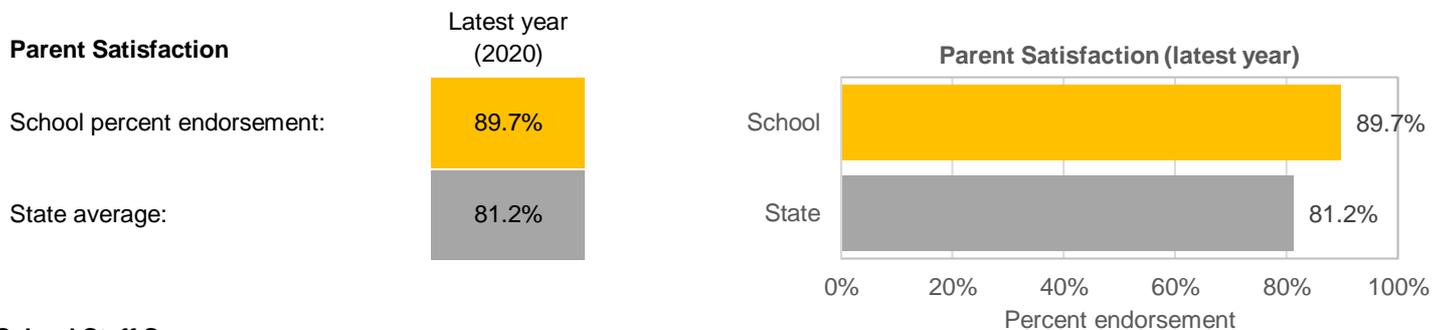
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

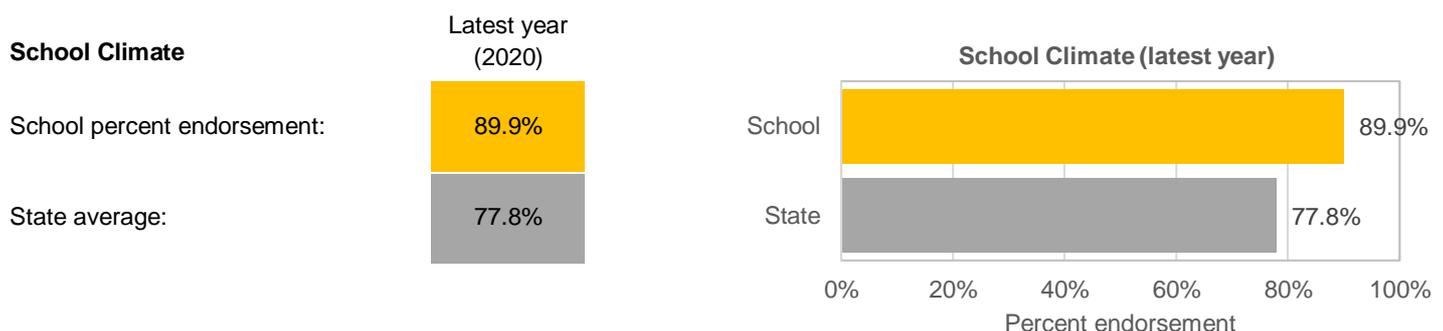


School Staff Survey

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:

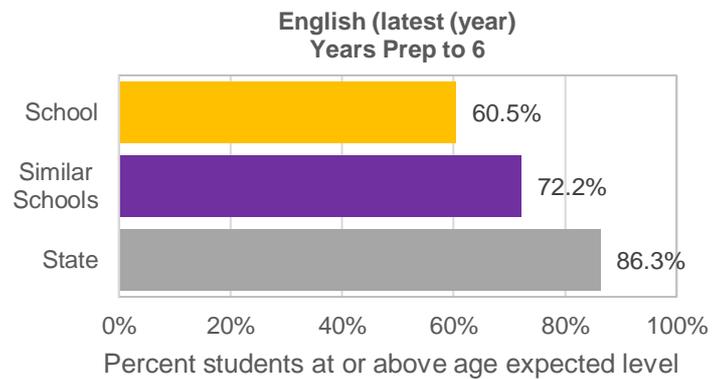
60.5%

Similar Schools average:

72.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

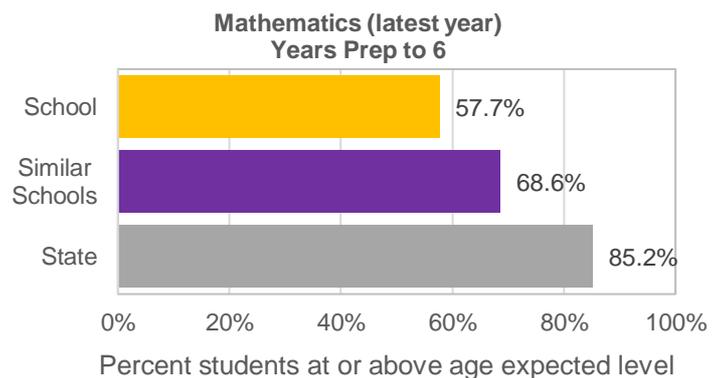
57.7%

Similar Schools average:

68.6%

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

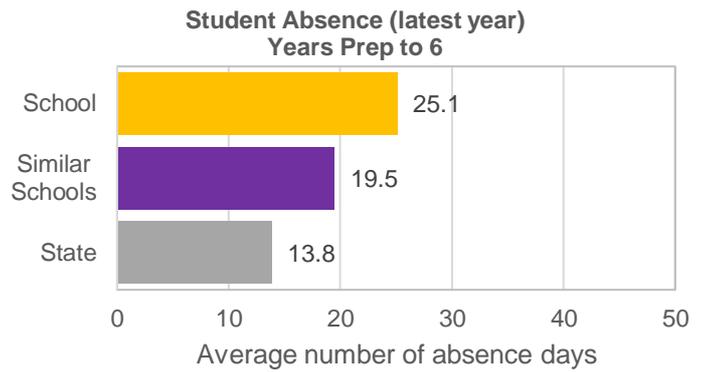
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	25.1	20.0
Similar Schools average:	19.5	18.4
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):	86%	86%	86%	86%	88%	90%	87%

WELLBEING

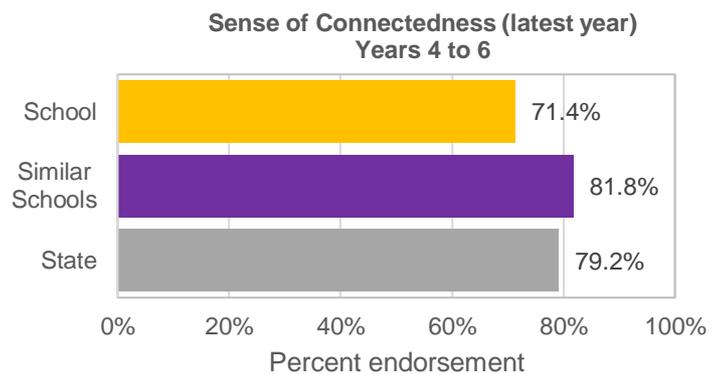
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	71.4%	78.2%
Similar Schools average:	81.8%	83.2%
State average:	79.2%	81.0%



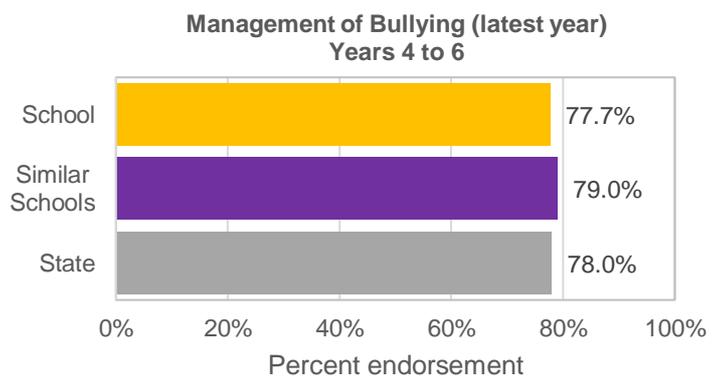
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	77.7%	77.4%
Similar Schools average:	79.0%	80.6%
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	\$4,746,418
Government Provided DET Grants	\$966,868
Government Grants Commonwealth	\$2,100
Government Grants State	NDA
Revenue Other	\$74,273
Locally Raised Funds	\$46,987
Capital Grants	NDA
Total Operating Revenue	\$5,836,011

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,178,551
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$1,178,551

Expenditure	Actual
Student Resource Package ²	\$4,526,850
Adjustments	NDA
Books & Publications	\$24,914
Camps/Excursions/Activities	\$17,127
Communication Costs	\$16,150
Consumables	\$150,480
Miscellaneous Expense ³	\$21,449
Professional Development	\$31,610
Equipment/Maintenance/Hire	\$143,466
Property Services	\$106,832
Salaries & Allowances ⁴	\$7,812
Support Services	\$204,670
Trading & Fundraising	\$4,468
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$41,350
Total Operating Expenditure	\$5,297,179
Net Operating Surplus/-Deficit	\$538,833
Asset Acquisitions	\$17,191

- (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	\$393,708
Official Account	\$30,094
Other Accounts	NDA
Total Funds Available	\$423,802

Financial Commitments	Actual
Operating Reserve	\$114,589
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	\$165,402
Capital - Buildings/Grounds < 12 months	\$100,000
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	\$379,991

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.