

2020 Annual Report to The School Community



School Name: Albion Primary School (4265)



Albion Primary School

- 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 31 March 2021 at 12:42 PM by Adrienne Williamson (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 19 April 2021 at 05:56 PM by Adam Bird (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

Albion Primary School's mission is to 'Aim High' in all we do so that our students grow to be socially capable, reach their full academic potential and become caring, respectful community-minded people.

Our objective is to provide the best possible learning environment for the students to achieve their full potential.

Albion Primary School's vision is that:

- All our students will become life-long learners and responsible community members
- All our staff will support students to achieve the best possible learning outcomes
- All members of the school community embrace the school's values.

Albion Primary School's values are Respect, Care, Honesty, Learning and Achievement.

We show respect for ourselves, our school, each other and the environment. We understand that our attitudes and behaviours have an impact on the people around us.

We show care by having a zero tolerance of bullying. We model and demonstrate kindness and fairness and take every opportunity to help others that may be in need.

We show honesty by telling the truth, even if we have done the wrong thing. We take responsibility for our own behaviour and actions.

We show learning by having a go at new things. We learn from our mistakes and we are persistent - we do not give up.

We show achievement by always trying our hardest and doing our best. We celebrate our successes.

In 2020, Albion Primary School had the equivalent of 21.9 effective full-time (EFT) staff comprising: Principal, Assistant Principal, 1 x Leading Teacher, 9.2 EFT Classroom Teacher 2, 4 x Classroom Teacher 1, 7.3 x EFT Education Support staff. The class structure consisted of 10 classes as follows: 2 x Foundation, 4 x 1/2, 2 x 3/4, 2 x 5/6. All students participated in specialist programs in Physical Education, Library, Visual Arts and Italian. Students also attended music classes in terms one and four with a teacher from the Australian Children's Music Foundation. supported by the classroom teacher. Extra-curricular programs in which students can generally participate include: excursions, in-house performances, camps, house sporting competitions, Sporting Schools clinics and a whole school art show or full-scale musical production (alternate years). It should be noted that most of these extra-curricular programs did not occur in 2020 due to the restrictions imposed as a result of the COVID outbreak.

All children access portable netbook and iPad wi-fi devices to support their learning. Each classroom has an interactive touch screen television connected to the school's curriculum network. During 2020, the school participated in a capital works program to help improve the facilities. This program included reconfiguration and refurbishment of Block A that resulted in new administrative offices and staff areas. It also included the reconfiguration and refurbishment of Block C resulting in a new art room. The school has a chicken coop, an orchard of fruit trees and a vegetable garden which students work in regularly. Produce from the garden and eggs laid by the chickens, are used in school based cooking activities. We are continuing to develop and improve our gardens as they are enjoyed by the school community.

A total of 203 students were enrolled at Albion in 2020 - 100 female and 103 male or 49% females and 51% males. The school was funded on 201 students as two of the students were international students whose parents have to pay tuition fees. The percentage of students who have English as an additional language was 59%. Approximately 12% of the school's population came from a refugee background and 1% percent were Aboriginal or Torres Strait Islander. The overall socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE), which takes into account parents' occupations and education. Albion Primary School's SFOE band in 2020 was 0.599 and is rated as 'high'. 60% of students received equity funding. There is no one dominant cultural group, rather there over 33 languages represented at the school. We celebrate and are very proud of our diverse and inclusive school community.

The students are at the centre of everything at Albion Primary and we strive to live up to the school mission of 'Aim High' in all we do. We believe that student engagement and wellbeing are inextricably linked to student learning outcomes. At Albion, our school culture enhances student wellbeing through the creation of a safe, respectful, inclusive learning environment that encourages a growth mindset. Our staff members are committed to providing the best

possible learning climate for our students. This dedication and care to students was demonstrated throughout the lockdown period. Teachers worked closely as a professional learning community to develop their capacity to provide an effective remote and flexible learning program. Delivery adjustments to the program were made in response to feedback from students, parents and staff. As students returned onsite, staff ensured the wellbeing of students and the essential learnings of literacy and numeracy were the main focus. We acknowledge our strong relationships with the parents, guardians and broader school community. We value them as being partners in learning and this was made all the more important during the remote learning period. Acknowledgement must also be given to staff and parents who were juggling their jobs and the needs of their children in this challenging time.

Framework for Improving Student Outcomes (FISO)

In 2020, the school went through its four-yearly review process and its new strategic direction was finalised by the end of term two. Consequently, a modified annual implementation plan (AIP) was developed for the remaining semester of 2020. This AIP focused on only one of the Framework for Improving Student Outcomes (FISO) dimensions - Building Communities - and one goal from the new strategic plan - Building the collaborative learning partnerships between teachers, parents and students. Due to the nature of the remote learning that that encompassed a huge part of the year, we felt that this goal would be best served at this time.

The key improvement strategies (KIS) related to this focus included:

- reinforcing partnerships to better involve parents, carers and families in their child's learning
- establishing open and sustained communications with parents and carers and use their knowledge and feedback to improve student learning
- build collaborative learning partnerships between teachers, parents and students in learning within and beyond the school.

To support implementation of these KIS, the actions we put into place included:

- teachers establishing open and sustained communications with parents/carers
- teachers seeking and using knowledge and feedback provided by parents/carers
- teachers facilitating parent/carer involvement in education beyond the school.

Achievement

Due to the restrictions imposed on schools as a result of COVID, along with the implementation of remote and flexible learning, completion of annual departmental surveys (Attitudes to School Survey, Parent Opinion Survey and School Staff Survey) was optional. Our school chose not to participate in these in recognition of the enormous pressure the school community faced during COVID. However, brief and simple to use school-devised surveys were formulated and sent to parents, students (in years 3 -6) and staff during terms two, three and four. It should be noted that Australia wide, NAPLAN assessments for 2020 were not undertaken.

As we moved into flexible and remote learning, email and SMS communication would become the main methods of providing whole school information. Therefore, it was imperative that we had current mobile numbers and up to date email addresses for parents in order to best communicate and to begin the online teaching and learning process. We began by distributing hardcopy work packs to families. Through this process, we were able to confirm/update most email addresses and mobile phone numbers. We were also able to discover who did not have a device or internet connection in order for students to be able to access online learning. We brought forward our introduction of the parent portal on Compass so that parents and teachers had a number of ways in which to communicate. All classroom and specialist teachers had 'work' mobile phones so the communication methods of telephone calls, SMS, email and eventually video meets between teachers and students, were utilised. At a whole school level, Compass news feeds, email, SMS, website based E-News and video meets were used as communication tools. In school devised parent surveys throughout the year, there was a consistent 97% positive endorsement for the communication from the school to parents. Verbal and written feedback provided by families during terms two, three and four also supported this endorsement of the school's communication processes.

Feedback from the school-devised parents' survey indicated that there was a 94% positive endorsement for the

effectiveness of the school's remote and flexible learning program during this time. In terms of student support, parents indicated 87% positive endorsement for learning support and 94% positive endorsement for health and wellbeing support. 100% of parents had a much better understanding of their child's learning style than they had prior to remote learning. 82% of parents had a much better understanding of their child's learning successes. 94% of parents had a much better understanding of their child's areas of learning improvement than before remote learning. From written and verbal feedback, parents indicated they had a much better understanding of the value of connection between teachers and students. 86% of parents rated the feedback students received on the progress with their work as 'good' or 'excellent' with 14% of parents rating it as 'fair'.

In terms two, three and four, feedback from students obtained through school-devised surveys was similarly positive. There was a 91% positive endorsement of the support provided to them by their teachers. 61% of students also believed that the teachers' feedback about their work was 'excellent' or 'good' and 33% thought it was 'fair'. 100% of students thought their family values education to some degree. 88% of students talked to their parents/carers about their learning and progress. 97% of students believed that their parents gained a better understanding of the way they learn during the remote and flexible learning period.

100% of staff gained understanding and skills in the use of technology for communicating and working with students and parents. In written and verbal feedback about the remote learning experience, staff indicated they believed a better connection was developed between themselves and their students and parents. This connection is something that the majority of staff want to continue to develop further. However, only 20% of staff indicated that they would use some of the communication platforms that were used during remote and flexible learning as a means of communication in the future. 90% of staff indicated that they believed parents now have a much better insight into what education, class instruction and management involves. Survey results also indicated that staff believed that parents have a better understanding about their children in terms of their learning and progress as a result of remote and flexible learning.

The results from all of the surveys indicated that parents and students had a very positive view of how teachers support students in their learning. The surveys also indicated that the remote and flexible learning, while difficult, had some positive benefits. Primarily, this was in terms of the connections and communications that developed between staff, students, parents and the school as a whole. Survey results highlighted the need for further work on providing staff feedback to students regarding their individual learning and progress. This also came through in the school review and will be one of the focuses for 2021.

Moving forward, we believe Albion Primary School has a positive climate for learning. While we will continue to work on and improve this climate, the focus will be on student voice, agency and leadership in student learning, particularly in the matter of feedback to students about their learning. Research indicates that student voice, agency and leadership have a positive impact on self-worth, engagement, purpose and academic motivation which contribute to improved student outcomes. We also want to ensure that we have consistent, high quality teaching practices in all learning areas, but particularly in literacy and numeracy. Evaluating the impact of our teaching and learning practices on student progress is another area we want to improve.

Engagement

With the change to remote learning, one of the first challenges was to ensure all students had access to the internet and a device on which to be able view and participate in their class work and Google Meet. This was done via a survey at the start of remote learning to ascertain which families had portable devices and internet connections at home. Until this information was obtained, the school opted to present hard copy work packs as the only learning option until it was clear that every family had access to both a device and the internet. To this end, internet dongles were purchased and then school devices and the dongles were distributed to families who indicated that they required this support. When the distribution was complete, the role out to online learning began. As well as presenting the school work online, hard copy work packs and any materials students needed to complete the work, continued to be provided. Other resources sent home to students included books for reading, physical education equipment and art supplies. Feedback from the students and parents alike indicated the hard copy work packs, materials and resources were very much appreciated.

Albion Primary School continued to work with families to ensure students were engaged with learning at home. The leadership team made contact with families for whom little initial engagement had been made. This contact often

occurred after class teachers had reported that there were concerns about given students. The wellbeing team also monitored vulnerable children, those under Student Support Services and those on the Program for Students with Disabilities. A lack of understanding of what to do and how to manage things at home often turned out to be the reason why students were not engaging in remote learning. Support was provided to these families through technical help, teacher communication and/or referral to the wellbeing team. As a result of this support, student engagement improved. The average number of days absent in 2020 was 11.7 which is a better result than in 2019 (15.9). The school's average number of absence days was better than the state (13.8) and much better than that of similar schools (19.2). The attendance rate for each year level improved in 2020 from the rates in 2019. Our attendance during remote learning was similar to the attendance rate when students were back onsite. We continued to follow up student absences and again finished the year with no unexplained absences.

Students' need for the sense of connection to the school was heightened during the remote learning period. Albion Primary School is proud of the work done in 2020 that supported students in building resilience, persistence, engagement, and connection. This included regular communications with their teachers, Google Meet with whole class, small group and/or individual sessions, whole school activities such as virtual hat parade, family trivia evening and virtual school tours to keep student and families abreast of the building and grounds works. The importance of a sense of belonging in students cannot be underestimated and is something the staff at Albion continue to work on.

Wellbeing

Wellbeing plays a critical role in the achievement and engagement of all learners in education. Health and wellbeing is an important outcome in its own right, but it is also a precondition for learning. In order for our students to learn, they need to feel safe, be healthy and have a strong sense of wellbeing. The school has a dedicated wellbeing teacher, supported by the assistant principal and principal. The wellbeing team play an important role in ensuring that students have a readiness disposition for learning by having attendance, health matters and family issues followed up so that students are able to focus and maximise their learning time.

The school ensured wellbeing was a major focus while people were at home in lockdown. The wellbeing focus remained once students were back onsite. Support was provided in ways such as:

- individual calls/check ins from wellbeing staff to students/families who indicated they were struggling or for whom concerns were raised by classroom teachers
- wellbeing tips and ideas in all whole school communication
- specific health and wellbeing communications
- keeping a connection to the school via E-News, news feeds, SMS, videos of the school building works, virtual family trivia night
- provision of wellbeing days throughout the remote learning period
- staff wellbeing focus.

While we did not participate in the Student Attitude to School survey in 2020, as was common across schools in the state, the school's four-year average for positive endorsement in the Sense of Connectedness factor (89.2%) is above the state (81%) and similar schools' (83.6%) average. In the Management of Bullying factor, the school's positive endorsement (86.9%) is also above state (80.4%) and similar schools' (81.3%) average.

Results from school based parent surveys indicated a 94% positive endorsement for the support provided to students in terms of health and wellbeing. Written and verbal feedback from parents and students reinforced that the work done, to help students be in position to learn and achieve to the best of their ability, is important and relevant.

Financial performance and position

The Student Resource Package (SRP) was the major source of funding to the school and was allocated mainly through per student rates. In 2020, the SRP also provided equity funding. This additional funding provided an individual loading for students from disadvantaged backgrounds. It was used to support our students in their English and Mathematics learning by providing the literacy consultant and numeracy coach to work with staff in terms one and four. Equity money was used to purchase internet connection for students so they could participate in remote learning. It was also used to provide resources that would otherwise be difficult for parents to supply, including subscriptions to relevant

learning applications and software and the equipment sent home during remote learning.

The Department of Education and Training (DET) grants included international student tuition and a \$32,571 furniture grant to supplement the capital works that were completed at the end of first semester. New furniture and storage units were purchased with this money. The school applied for, and was successful in receiving, a number of grants over the course of the year. The Minor Capital Works Fund grant for \$454,165.00 (which will be received and spent in 2021) is for a cover over the basketball court, new court surfaces and other grounds improvements. Sporting Schools grants totaling \$4700 were used to purchase outdoor table tennis tables, mini table tennis tables and other relevant equipment. While Sporting School clinics were not able to be held during the year, the table tennis equipment was and will be used for physical education lessons. Other successful grant applications included \$500 through the Victorian Schools Garden Program Maintenance grant to develop the garden bed created after the demolition of Block D. The school received a Victorian Schools Garden Program award as a regional winner and received a \$350 voucher to purchase plants. Locally raised funds included: payment for essential items for student use, excursions in term four, uniform sales and hire of facilities. There was no fund raising undertaken in 2020.

The year ended in surplus. The financial commitment for 2021, includes using funds available to the school to support the tutor learning initiative, providing literacy and numeracy coaching for staff, ICT equipment for student use and buildings and grounds maintenance and development.

For more detailed information regarding our school please visit our website at
<https://www.albionps.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 203 students were enrolled at this school in 2020, 100 female and 103 male.

59 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.

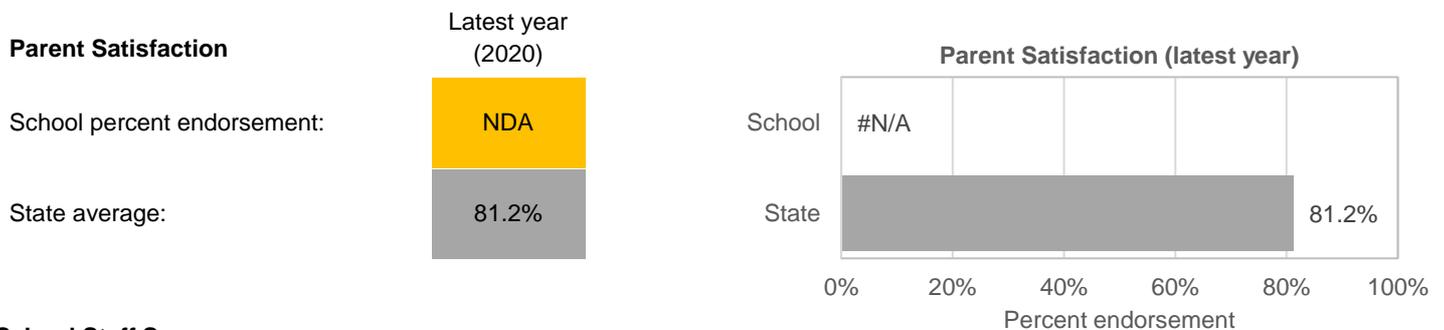
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

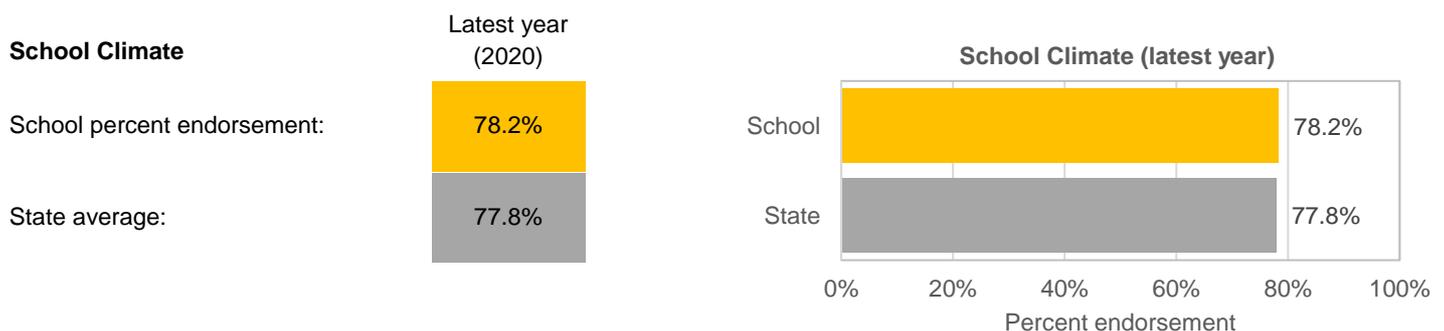


School Staff Survey

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:

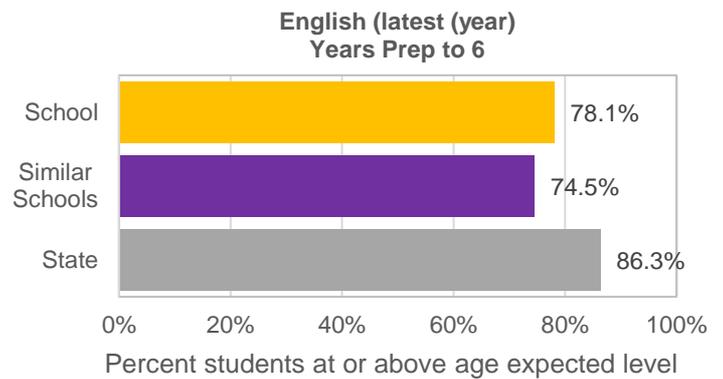
78.1%

Similar Schools average:

74.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

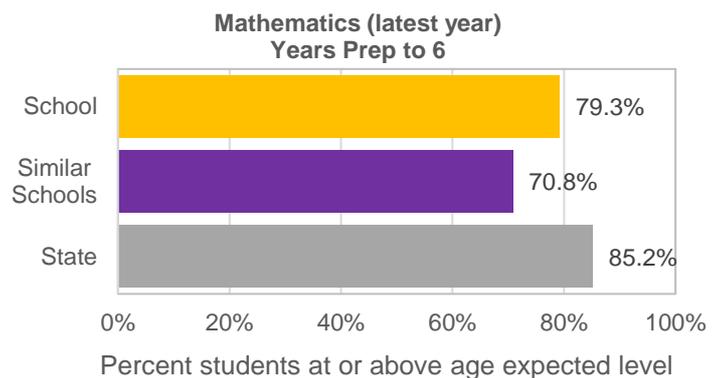
79.3%

Similar Schools average:

70.8%

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

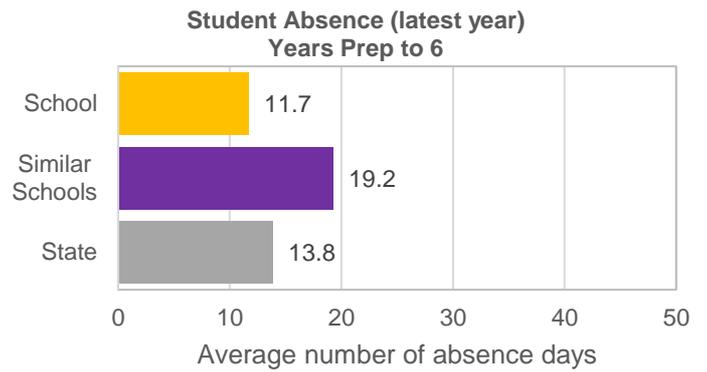
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.7	15.9
Similar Schools average:	19.2	18.5
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	92%	94%	94%	96%	95%	97%

WELLBEING

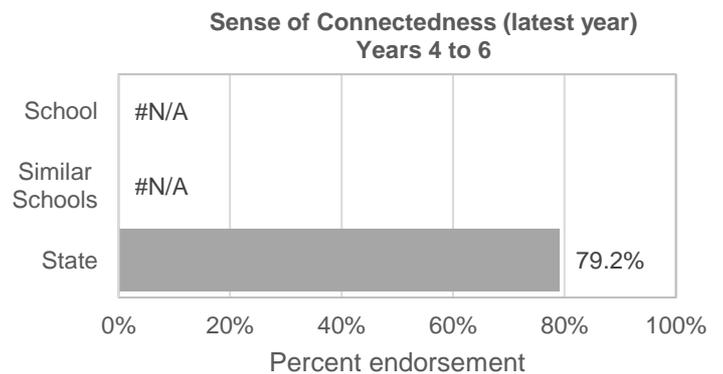
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	89.2%
Similar Schools average:	NDP	83.6%
State average:	79.2%	81.0%



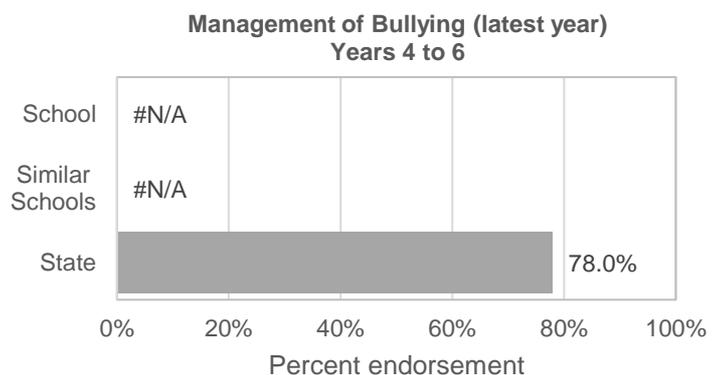
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	86.9%
Similar Schools average:	NDP	81.3%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,348,349
Government Provided DET Grants	\$467,847
Government Grants Commonwealth	\$13,644
Government Grants State	\$591
Revenue Other	\$10,346
Locally Raised Funds	\$28,362
Capital Grants	\$32,571
Total Operating Revenue	\$2,901,709

Equity ¹	Actual
Equity (Social Disadvantage)	\$500,397
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$500,397

Expenditure	Actual
Student Resource Package ²	\$2,242,543
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$10,832
Communication Costs	\$15,643
Consumables	\$124,742
Miscellaneous Expense ³	\$95,126
Professional Development	\$10,001
Equipment/Maintenance/Hire	\$128,207
Property Services	\$117,846
Salaries & Allowances ⁴	\$58,597
Support Services	\$62,588
Trading & Fundraising	\$14,159
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$31,840
Total Operating Expenditure	\$2,912,124
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$10,160

- (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	\$192,167
Official Account	\$15,986
Other Accounts	NDA
Total Funds Available	\$208,153

Financial Commitments	Actual
Operating Reserve	\$94,440
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$49,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$54,713
Capital - Buildings/Grounds < 12 months	\$5,000
Maintenance - Buildings/Grounds < 12 months	\$5,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$208,153

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.