

2020 Annual Report to The School Community



School Name: Anakie Primary School (1910)



- 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 01 April 2021 at 12:31 PM by Toni Scott (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 April 2021 at 03:36 PM by Katrina Harris (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

Anakie Primary School is a small rural school located at the foothills of the Brisbane Ranges, and commenced 2020 with an enrolment of 57 students across three classrooms (P/1, 2/3/4, 4/5/6). Class sizes ranged from 17 in Prep/1, 20 in Year 2/3/4 and 20 in 4/5/6, with the majority of students residing within the school's direct catchment area. The school offered an extremely positive learning environment with a vision to promote excellence across all areas of schooling. Aligned with a strong commitment to the community, high expectations were in place in regard to academic rigour to positively impact on learning outcomes.

The 2020 workforce profile provided a balance of expertise from experienced teachers through to staff in the first year of their career. The staff composition contributed to the culture of the school, with teachers working closely together in Professional Learning Teams, which also maintained the school's strong academic intent. In 2020, the workforce composition was 6.0 equivalent full time staff: 1.0 Principal Class, 3 full time Classroom Teachers, 0.4 Specialist Teachers (Visual Arts and PE) and 1.6 Education Support – which included a 0.6 Business Manager and a 1.0 Education Support/Out of School Hours Care Coordinator. Data from the 2020 School Staff Survey in the School Climate domain saw Anakie Primary School perform above the State average with an 81.3% response of agree or strongly agree in this area, compared to the State average of 77.8%.

Continued vigilance towards improving student learning outcomes in Literacy was a priority in 2020 and saw teachers embrace evidence based practice to build consistency of programming across classrooms. In conjunction with this, the professional learning schedule focused on data analysis to build teacher data literacy and the use of student data for point of need planning and instruction across all classrooms.

Whilst having all of the benefits of a small school, Anakie Primary School is also part of the Moorabool Valley Association. Together with other small rural schools, the students at Anakie traditionally benefit from access to collaborative sporting opportunities and a camping program in Years 3 to 6. Unfortunately the health climate in 2020 resulted in the cancellation of many highly anticipated MVA events. However, the school maintained a strong partnership with the Anakie Community House, as well as a collaborative relationship between parents and staff, with high levels of parent participation through School Council and in the form of a vibrant Parents and Friends Association. In 2020, parent data obtained through the DET Parent Opinion Survey saw Anakie Primary School perform below State average on the Parent Satisfaction domain, with a 61.7% positive response compared to the State outcome of 81.2%. From the 7 respondents, 100% indicated a positive or neutral response to Confidence and Resiliency skills (71% solely positive), and 86% provided a positive or neutral response to teacher communication. Importantly, 100% of respondents provided a positive or neutral response to Managing Bullying with 6 of the 7 respondents indicating solely positive. As Anakie Primary School is an integral part of the Anakie community, we believe the restrictions of 2020 impacted on the 'sense of connectedness' between the school and home despite the best efforts of the school to connect through online and non face to face means.

The school values are; have RESPECT, be RESPONSIBLE, show RESILIENCE and aim for EXCELLENCE. Students continued to be rewarded in line with the School Wide Positive Behaviours framework for demonstrating positive behaviours, and these expected behaviours were explicitly taught in each classroom. The learning program catered for students across all stages of the learning continuum, and co-constructed individualised learning goals in Literacy and Numeracy were developed for every student. The school's a visible learning approach saw data is in the hands of the students and learning growth was celebrated through data walls, acknowledgements and rewards.

In 2020 there were no students who qualified for the Language Background Other than English category, 7% of students were enrolled with Aboriginal or Torres Strait Island heritage, and the School Family Occupation and Education (SFOE) density was in the low-medium range at 0.43. There was one students who qualified to received support through the Program for Students with Disabilities. Enrolment numbers have remained consistent over recent years, and are still very dependent on the demographic of the local area.

Our school has modern facilities, and the buildings at Anakie Primary offer flexibility with the option of both internal and

external environments to be utilized as learning spaces. The provision of a seated deck area is adjacent to each classroom. Externally, the school maintains additional quiet seating areas for students, as well as safe and secure play spaces with a rural backdrop. In 2020 the school invested in a new ga-ga pit, replaced a boundary fence and also rejuvenated sections of the garden. The school also employed a part time garden/maintenance person to ensure the buildings and grounds were safe and functional.

Maintaining strong links with our families and local community is a priority at Anakie Primary and we continued to seek and initiate activities to work closely with the neighbouring Anakie Community House. In 2020 such initiatives included a mosaic tile project and distribution of care packages. Our vibrant Parents and Friends Committee continued to operate to support the school and students with fundraising initiatives and program resourcing.

The school continued with both a Before and After School Care Program in 2020 to support working parents, which saw a steady increase in attendance numbers throughout the course of the year, thus increasing its viability.

Framework for Improving Student Outcomes (FISO)

FISO

The following improvement initiatives were consolidated in 2020:

Improvement Initiatives:

1. Curriculum Planning and Assessment: Staff to implement a consistent, evidence based instructional framework created through collaborative planning and assessment opportunities.
2. Building Practice Excellence: Build teacher capacity to use assessment and data to support individual, cohort and whole school learning outcomes.
3. Curriculum Planning and Assessment: Development of a document curriculum to promote consistency of quality practice across classrooms.
4. Setting Expectations & Promoting Inclusion: Recognise, celebrate and promote academic excellence and learning rigour throughout the school and community.

Our focus throughout 2020 prioritised:

1. A positive, inclusive learning environment with necessary adjustments to promote individual student success.
2. A consistent approach to teaching and learning as supported by a whole school instructional framework.
3. Continued vigilance with data driven instruction and further development of data literate staff in promoting differentiation.
4. A collaborative PLT approach using the expertise of staff to enhance one other's knowledge and practice through peer observations and coaching opportunities

Achievement

Anakie Primary School maintains a relentless approach towards improving learning outcomes by prioritising learning time, increasing learning rigour, and providing quality, evidence based instruction.

The Performance Summary indicates that the students at Anakie Primary continued to experience success in their learning in 2020, which was reflected in the assessments conducted by teachers against the Victoria Curriculum. Using both formative and summative data, teacher assessment against the Curriculum shows that students from Prep to Year Six demonstrate a stronger ability in Mathematics in comparison to English. However, it was pleasing to note that in 2020 there was further 'closing of the gap' between the median of all Victorian Schools and Anakie Primary School in regard to teacher judgement data in English.

A goal from the current Strategic Plan is for at least 85% of learners to be at or above expected standard in English and Maths. The data shows that English domains continue to be a major focus area, and in 2020 the school performed slightly below similar schools in this area with 81.9% of students performing at or above expected standard (compared to 84% for similar school and 86% for the State). The improvement in this data clearly demonstrates the school's vigilance in developing an instructional framework which prioritises high impact teaching strategies. Maintaining this will be a continued focus into 2021. Despite the COVID climate, 28% of students made 18-24 months learning growth in Writing in 2020. In Mathematics, the school is performing above both similar schools and State level when

comparing teacher judgement data, with 90.2% of students performing at or above expected level (similar school's average of 84% and State average of 85.2%). As NAPLAN tests were not conducted in 2020, there is no assessment data to identify learning gain, nor number of students operating in the top/bottom bands.

Intervention strategies were in place in 2020 to support students at either end of the learning spectrum, with Levelled Literacy Reading intervention conducted up to 3 times each week for approximately one quarter of the school population. A small number of students also received extension in either Literacy or Numeracy in Term 1 and/or Term 4, to challenge, collaborate with students of similar ability and to celebrate learning confidence and success.

In 2020 the Writer's Notebook strategy was used to engage our writers, and was underpinned by the development of an aligned Reading and Writing schedule. Staff moderation exercises continued each term and provided collaborative opportunities for teachers to discuss student work samples and develop future learning goals. Peer observation and coaching/mentoring opportunities continued, and were based on consistent, quality, evidence based practice. Throughout the period of remote learning, staff PLTs continued twice per week via WebEx, as well as a health and wellbeing check in every second day. Staff engaged in professional reading exercises based on the text 'Mosaic of Thought', which was then used for curriculum planning.

The school provided students with a combination of online and hard copy learning opportunities during the periods of remote learning, and WebEx meetings were held each morning to provide opportunities for collaboration, feedback, and also for explicit teaching based on the Victoria Curriculum. Again, building learning rigour across all year levels was prioritised, particularly following the return to on site learning.

We maintained our believe that if we continue to strengthen the pedagogical knowledge of staff through evidence based practice, along with a culture of high expectations and academic rigour, then student aspiration and learning outcomes will improve. We also believe that through a strong culture of collaboration and meaningful use of student learning data, then shared responsibility and accountability will reinforce high expectations for staff and continuous improvement for all students.

Engagement

The periods of remote learning resulted in disengagement from a small number of households, which had a significant impact on the school's attendance data. In 2020 the school set a goal of 15 days absence per student, but failed to meet this goal with an average of 20.4 days of absence per student. This puts the school's 4 year average at 18.1. Historically, a small number of students have negatively impacted on the school's attendance data, despite vigilance from the school in following up absences on the day and promoting school attendance during periods of both onsite and remote learning. We recorded 3 unexplained absences for half day learning sessions in 2020, demonstrating the school's vigilance in this area. Strategies to improve attendance included whole school and classroom attendance tracking through displays, celebrations and awards for 100% attendance, constant reminders in the school newsletter and at assemblies regarding attendance goals and achievements, as well as daily follow up with parents regarding students absence. Visible whole school displays of attendance rates, and celebrating both individual and cohort attendance was recognised on a daily basis at Anakie Primary School. We continue to provide engaging learning opportunities and are relentless with ongoing communication to our school community and School Council on the value of students being at school each day. We will continue to highlight the importance of attendance and provide rewards and acknowledgement to those with positive school attendance. The majority of households understand the importance of regular school attendance and the positive impact this has on learning outcomes.

Anakie Primary School understands that school engagement is key for students to meet individual needs and achieve schooling success. We conducted our Starting Right Program at the beginning of the school year and again at the start of each term to set the preconditions for a positive learning environment/experience. This also prioritised positive relationships between staff and students, and students and students in developing a sense of team. Daily Community Circles across classrooms were imperative in 2020 to contribute to this 'sense of team' and as a pro active approach to student engagement and wellbeing. Adjustments were made to the curriculum and environment to support individual students, particularly when transitioning back from remote learning. We conducted surveys with both students and parents to gauge school climate, and acted in a timely manner to respond to feedback. Opportunities for student voice were presented to our student leadership group, who organised and conducted assemblies and daily Mindfulness

sessions. Term 4 saw an increased need for wellbeing considerations, and our Junior School Council supported this through colouring competitions, dress up days and special celebrations at school such as Book Week. A timely Resilience Day was implemented in Semester 1, just one day prior to the transition to remote learning.

The school community engages with the school values of – have RESPECT, be RESPONSIBLE, show RESILIENCE and aim for EXCELLENCE – which have a strong presence throughout the school each day. In line with the School Wide Positive Behaviour framework, Anakie Primary School acknowledges and rewards positive behaviours through its effective House System. These rewards are an important part of the school culture, and are celebrated in our fortnightly newsletter and at our whole school assemblies. We also continued with the distribution of 'virtual dominos' throughout remote learning, and celebrated the winning house at the end of each fortnight via WebEx.

Despite significant COVID restrictions, Anakie Primary School was able to provide 4 Prep transition sessions in Term 4, which included an online WebEx forum. As such, the new Prep students become familiar with the school, its routines, other students and our staff. Unfortunately the Moorabool Valley Association were able to conduct only the Year 5 camp to Cave Hill Creek in Term 1, and we also implemented the P/1/2 sleepover in Term 3. The majority of Year 6 students at Anakie Primary School transitioned to Lara Secondary College at the end of 2020, which best supports transport logistics through an accessible bus service.

Wellbeing

In recent years the students at Anakie Primary School have responded very positively across all domains on the Attitudes to School Survey. Due to the complexities of remote learning the survey was not delivered in 2020. Instead the school implemented its own survey to all students across Years Prep to 6 to gauge school climate and identify wellbeing and learning needs for individual and cohorts of students. The data gleaned from this survey confirmed that our students were demonstrating resilience in their ability to cope with change and challenge. This trait was also demonstrated across the majority of households during 2020, however a small percentage of families struggled to engage with remote learning and COVID associated factors. Wifi concerns throughout the Anakie area played a small role in this also.

In 2020 the school provided a limited number of extra curricular activities due to COVID restrictions. The 1/2 students participated in a Story Train excursion to Queenscliff, and all staff and students enjoyed an end of year excursion to the Ballarat Wildlife Park in Term 4. Following a School Council recommendation, the school established a Share Table at the beginning of the pandemic which provided hard to source food and household goods to our school community. This initiative was very well received and demonstrated the generosity of the Anakie families. During remote learning the school also prepared and distributed food hampers and care packs to targeted members of the community in collaboration with the Anakie Community House, and supported by the Victorian Government and Food Bank Australia. Again, these gestures were well received during times of isolation, uncertainty and challenge.

We believe that the personalised approach and clear vision at Anakie Primary impacts positively on student wellbeing and encourages our students to develop a growth mindset. Again in 2020, one quarter of the student cohort were on an Individualised Learning Program, with specific goals in place to support learning and school engagement. These ILPs were supported by Student Support Group meetings with parents/carers, and a small number of SSGs were held during the period of remote learning for re-engagement. It was fortunate that all Anakie Primary School students were able to return to school on Thursday May 26, following 6 weeks of Remote Learning.

In 2020 there was difficulty providing opportunities for students to access services such as counseling, speech pathology, occupational therapy and other programs to meet the emotional, social and wellbeing needs of individual students. Our school modified the delivery of health and wellbeing supports to assist students and their families through regular phone call check ins, by being available for IT and other areas of support, dress up days, Health and PE activities, Mindfulness and Wellbeing Week, with less focus on academic priorities and more emphasis on students being happy, health and safe.

Teachers recognised the importance of relationships, and structures were put in place to ensure opportunities for students to 'check in' and regulate for a positive school experience each and every day. All classes used the Community Circles strategy whereby students were able to share their feelings in the secure environment of their

classroom. Mindfulness was implemented daily, with the student leaders facilitating this program and offering strategies to wind down and 'tune back into learning' following the busyness of lunchtime play. We continued to promote a Restorative Approach to problem solving and empowered students to develop strategies and solutions to manage any social issues they may have experienced.

Anakie Primary School recognised the contribution and value of parents, carers and grandparents in the education of the children, and encouraged parents to be an active and integral part of the school community. Parent input was prioritised through; School Council, attendance at Reporting to Parent forums, completing surveys as a means of feedback to drive improvement, newsletter distribution, Compass app, website and Facebook provisions, and also opportunities to participate in the committees that operated throughout the school (eg PFA).

Financial performance and position

Anakie Primary School maintained a secure financial position in the cash line in 2020, whilst the credit budget was again utilised to provide quality classroom teacher and specialist staff. Retaining 3 classrooms with small class sizes was imperative to planning in 2020. A cash to credit transfer was undertaken to fund staffing for the School Council operated Out of School Care Program. In 2020 major Initiatives included the replacement of the dilapidated boundary fence, construction of a ga ga pit in the playground, and installation of an internal security door to provide a child safe learning environment. Equity Funding was allocated to the credit line to support the school's specialist program and also staffing for reading intervention across Years Prep to 4. A small surplus of \$13,435 remained in the SRP for 2020.

For more detailed information regarding our school please visit our website at
<https://www.anakieps.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 58 students were enrolled at this school in 2020, 28 female and 30 male.

0 percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

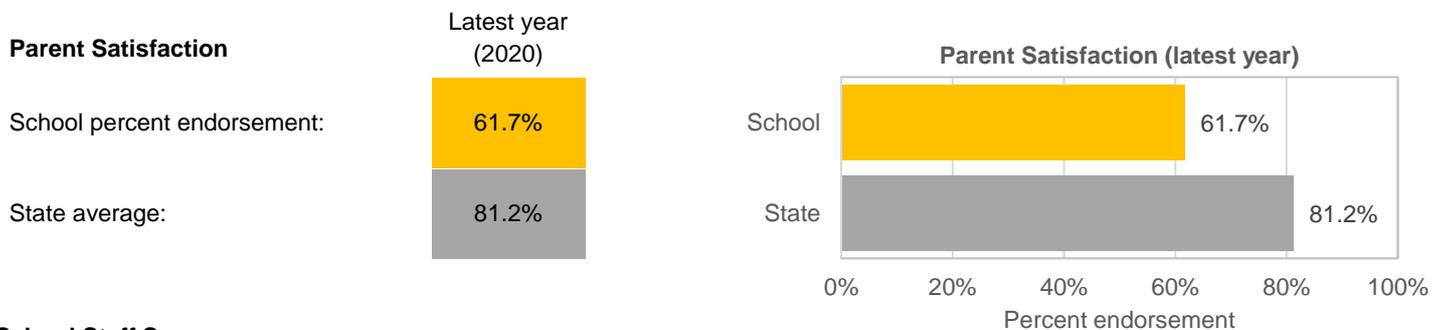
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

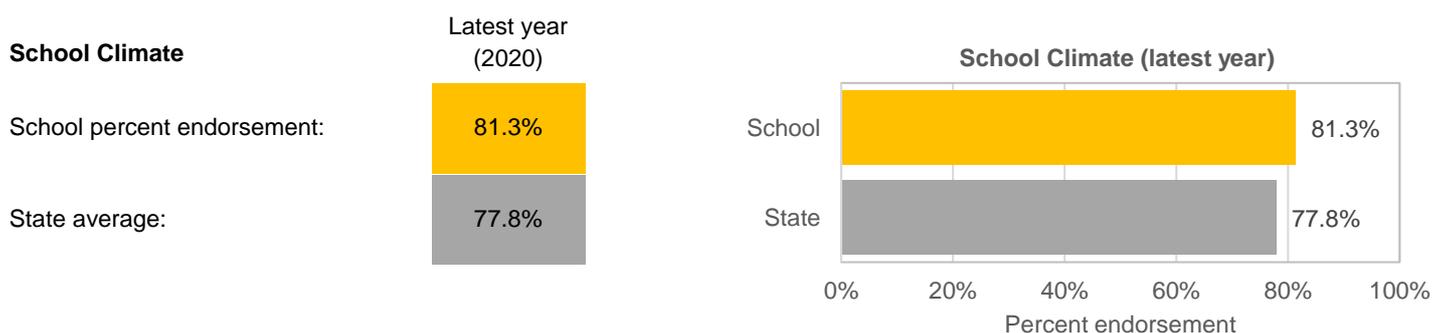


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

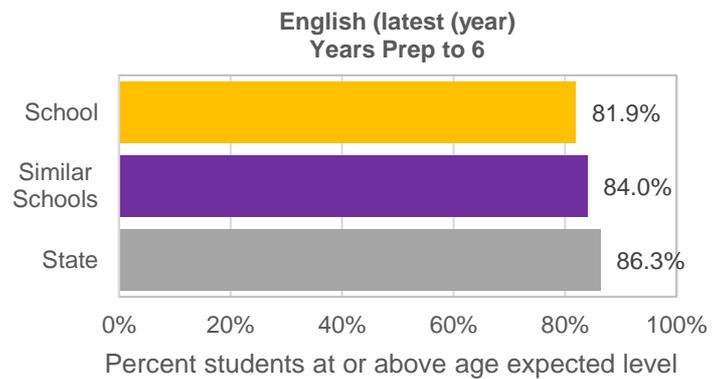
81.9%

Similar Schools average:

84.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

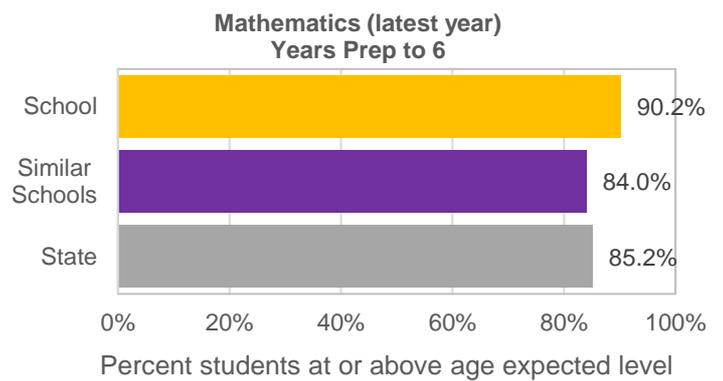
90.2%

Similar Schools average:

84.0%

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

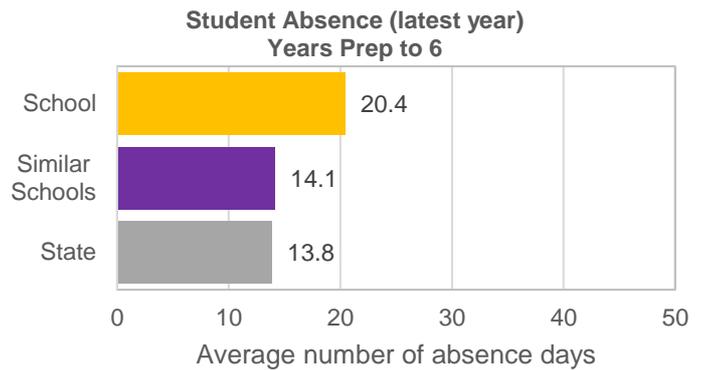
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.4	18.1
Similar Schools average:	14.1	16.7
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):	89%	NDP	89%	83%	88%	93%	94%

WELLBEING

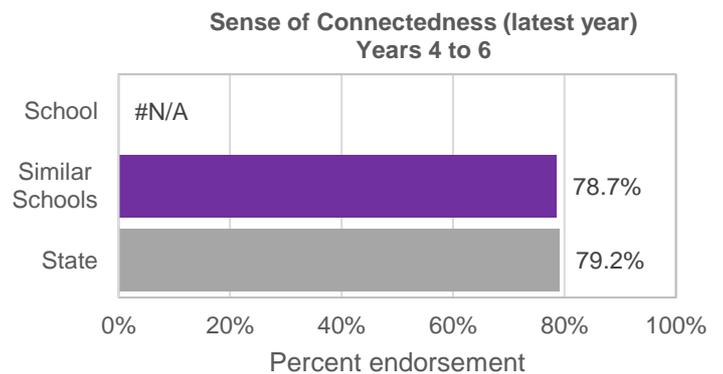
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	91.9%
Similar Schools average:	78.7%	82.2%
State average:	79.2%	81.0%



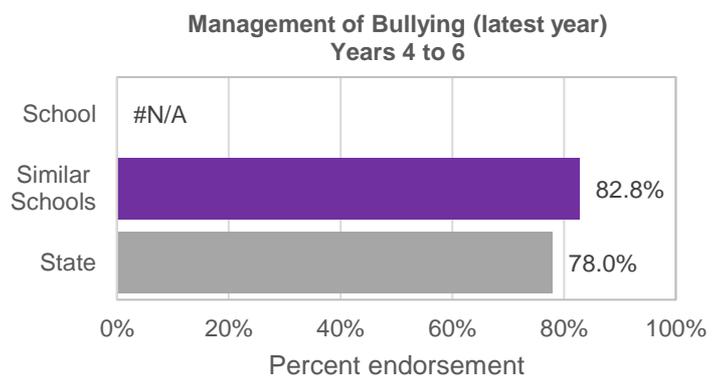
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	91.3%
Similar Schools average:	82.8%	83.9%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$635,549
Government Provided DET Grants	\$90,431
Government Grants Commonwealth	\$1,300
Government Grants State	\$15,791
Revenue Other	\$4,666
Locally Raised Funds	\$62,566
Capital Grants	NDA
Total Operating Revenue	\$810,303

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,325
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$26,325

Expenditure	Actual
Student Resource Package ²	\$613,107
Adjustments	NDA
Books & Publications	\$8,548
Camps/Excursions/Activities	\$13,110
Communication Costs	\$2,204
Consumables	\$19,258
Miscellaneous Expense ³	\$15,547
Professional Development	\$1,337
Equipment/Maintenance/Hire	\$5,592
Property Services	\$65,980
Salaries & Allowances ⁴	\$31,258
Support Services	\$559
Trading & Fundraising	\$10,573
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$9,795
Total Operating Expenditure	\$796,868
Net Operating Surplus/-Deficit	\$13,435
Asset Acquisitions	NDA

- (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	\$102,842
Official Account	\$6,205
Other Accounts	NDA
Total Funds Available	\$109,047

Financial Commitments	Actual
Operating Reserve	\$28,207
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$9,926
School Based Programs	\$38,304
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$14,784
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$91,221

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.