

2020 Annual Report to The School Community



School Name: Frankston Heights Primary School (4815)



- 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 03 May 2021 at 02:07 PM by Cheryl Clark (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 03 May 2021 at 09:11 PM by Rob Colcott (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

Frankston Heights Primary School is located in Heatherhill Rd Frankston. The school services approximately 319 families with a current enrolment of 432 students, with a student family occupation and Education SFOE index at 0.4543. Student enrolments were 252 in 2015 and have been steadily growing over the past 5 years. In 2020, the school's Teaching FTE was 19.7, with Support Staff FTE of 3.2. Our school prides itself on being a smaller, caring school community and as such, values and promotes community participation through classroom helpers, working bees, excursions and camps. A team of experienced staff is actively supported by School Council. A very supportive parents group known as 'Friends of Heights', take an active role in the cocurricular life of the school. Our purpose is to have high expectations of ourselves and others in a socially responsible manner. Values: At Frankston Heights we value -

1. Honesty, Integrity and Innovation
2. Tolerance and Respect for others
3. A safe and friendly caring environment
4. Community involvement
5. A desire to learn and be successful
6. Acceptance and appreciation of diversity within our community.

The school's mission is to provide an environment that is reflective of its core values: Respect, Responsibility and Resilience. The central concern of the school is the child and the basis of all dealings with each child is that he/she will receive respect, care and concern at all times. All children are valued and given the opportunity to participate in achieving their potential through a stimulating and challenging curriculum. At Frankston Heights Primary School students are learning for life through innovative, vibrant learning experiences. The school adopts a student centred, personalised approach to learning in a safe, secure and supportive environment. Students feel valued and are given guidance, choice, ownership and the tools to explore learning. The educational program offered by Frankston Heights Primary School is highly regarded within the community. Emphasis is placed on Literacy and Numeracy, with P-6 'Units of Inquiry' being implemented through a 2 year scope and sequence. The curriculum was audited to ensure a comprehensive coverage at each level.

The school prides itself on the breadth and depth of curriculum with specialist staff providing high quality programs in Performing Arts, Visual Arts, Science, Physical Education and Italian. Opportunities are planned for students to expand upon their interests and further extend their learning through choirs, soirees and performing arts experiences, such as State School Spectacular, Wakakirri, school productions (this year being the The Greatest Show), music lessons in piano, guitar, drums and vocals.

Similarly, children are extended in digital and design technologies through beebots, robotics, drones and coding programs. Students are encouraged to design, create, evaluate and share personal coding projects and present these at the Northern Peninsula Network student conference. For the past 2 years our school has been one of those who has presented to other students and teachers and run student led workshops to teach others how to design coding games.

Our students have a large spacious playground, with 3 separately defined areas for play equipment comprising of monkey bars, slides, swing bridge, tower, a full sized football oval, an outdoor basketball court, an internal 3/4 size basketball court in our school hall, a fully equipped gymnasium, synthiturf area and a natural tea tree bush area, where the children love to roam freely. Our school promotes healthy active individuals with Nude Food each week and offers a funded 'active after school program' each term. A dedicated Art Room, Performing ARTS room located on the stage section of the hall, large Library in the admin building, and dedicated teaching spaces to run Science, Italian and OSHC. The PE program enjoys spacious outdoor facilities and a large hall to run a full program through the Winter months and inclement weather. The school has physically transformed through the completion of a major capital works program in July 2018. Enrichment Programs such as swimming for Prep to Year 6, camps for years three to six, excursions and incursions, interest based lunch time programs, whole school productions, HPV challenge and chess club, complement curriculum areas across the school. Students in Year 5/6 engage in enrichment electives each week to pursue project based learning on areas of interest ranging from advanced dance, computer coding, iPads, woodwork and archery.

Frankston Heights Primary School is a Lead "Respectful Relationships" school and encourages the development of positive interpersonal relationships throughout the school community. From 2019 Frankston Heights has begun a

partnership with "Real Schools" developing a Restorative School Community, promoting strong positive relationships.

Framework for Improving Student Outcomes (FISO)

Frankston Heights Primary School strives to provide a rich, inclusive, student centred learning environment to support the holistic development of all students. Committed to cultivating a collaborative, rigorous learning culture using evidence based research to continuously drive whole school improvement, the school's 2020 FISO priority was Excellence in Teaching and Learning. The school specifically focused on the dimensions of evidence-based high-impact teaching strategies and evaluating impact on learning. The three key improvement strategies identified to facilitate the school's improvement agenda were:

- Enhance capacity of staff to differentiate teaching, responding to student differences in readiness, interest and learning profile;
- Build teacher capability to utilise data and a range of assessment approaches to teach to a student's point of learning;
- Continue to build practice excellence through targeted professional learning and coaching that is evidenced-based and modelled on approaches of greatest impact.

The continued development and implementation of the high impact teaching strategies, specifically formative assessment practices remained a key pedagogical focus. As we transitioned to remote and flexible learning (RFL) these practices were paramount in the development and monitoring of teaching and learning.

Professional learning in literacy and numeracy facilitated the continued development of teachers' pedagogical repertoire. Dialogic practices that focused on empowering students to make decisions, take responsibility for contributions and have a shared ownership of the discussion were implemented across curriculum areas. Number and writing continuums were developed and trialled to support ongoing assessment of student learning, consistency of practice and differentiation.

Teaching teams worked collaboratively throughout the year to deliver comprehensive onsite and offsite learning programs. During remote and flexible learning all members of the school community embarked on a steep learning trajectory. Professional learning in Seesaw, Webex, Sentral and Google Classroom was undertaken by all staff to ensure communication between home and school and the delivery of quality learning programs could be maintained.

Achievement

Teaching and learning is one of the core priorities at Frankston Heights Primary School. Effective and consistent teaching practices to improve intellectual rigour and move students forward in their learning were implemented across all curriculum areas during both on site and off site learning. Targeted professional learning focused on the ongoing development of teachers' pedagogical practices. Teachers collected a comprehensive range of data sets to monitor and reflect on student learning. Weekly data meetings provided teaching teams with the opportunity to collaboratively reflect on their practice and plan learning experiences to address the needs of students.

Formative assessment practices exploring the co-construction of success criteria to develop learner agency were trialled by a core group of teachers and students. The inquiry project focused on students referencing the success criteria more regularly throughout the lesson to monitor their learning, identify achievements and co-design learning goals with their teacher.

The school remains committed to the development of a sustainable school improvement culture that focuses on quality teaching, learning and student achievement. During the remote learning periods learning programs were significantly adjusted for students and their circumstances. Teachers and education support staff worked to support all students. In addition to the learning tasks uploaded to the Seesaw and Google classroom platforms, Webex was utilised to communicate with students and support their learning.

When students returned to onsite learning, teachers used formative assessment data to guide teaching and learning.

The data indicated that students who consistently engaged in learning programs continued to make progress; however, learning plateaued for a number of students unable to connect with the programs.

The school's 2020 achievement data reveals the impact of temporary interruptions to student learning. Whilst the percentage of students working at or above age expected standards in English was relative to similar schools, student achievement in Mathematics was below similar schools. Intervention programs in literacy and numeracy through the 2021 Tutor Learning initiative have been developed to support the catch up of identified students with potential learning disruptions caused through COVID-19.

In 2021 the school will continue to embed a consistent whole-school pedagogical approach in Reading, Writing and Numeracy that is underpinned by evidence based research and a collaborative learning culture. School improvement inquiry cycles will be undertaken by teaching teams in Number and Reading. Analysis of student data, utilising a wide range of data sources, will drive rigorous curriculum planning and pedagogical practices. Instructional practices focusing on differentiation will be addressed through professional learning and curriculum planning. The continued development of formative assessment practices across the school will remain a priority. Students will be empowered to monitor, evaluate and articulate their learning progress and co design future learning goals with their teacher. Opportunities for student feedback will be planned for throughout the lesson and all students will participate in share, reflect and assess (SRA) plenaries. Google classroom and Seesaw online platforms and student led conferences in term two will provide forums for students to share and reflect on their learning with parents.

Engagement

Frankston Heights Primary School aims to have all students engaged with their learning, feel connected to the school and community and be self-motivated to learn. It is imperative our school empowers students and builds school pride, by providing an engaging and student centred learning environment. To achieve these aims, the school has expanded its digital resources to increase the number of computers and iPads across the school to a ratio of approximately one device per 1:1.08 students (lower than SEVR 1:1.20 and 1.15 State Mean) to make technology more accessible and able to transform students' learning. The school has funded a significant increase in resources to support the teaching of STEAM across the school. As a result, with the transition to Remote and Flexible Learning for a significant period of time in 2020, the school was in a position to best support students in accessing their learning online. Our school has a 5 star rating for our technology infrastructure, device age and ratio, as an example.

Whilst student Engagement in learning is a critical component of meeting student needs, this became more evident during the Remote and Flexible Learning period. During 2020, attendance was also a key priority of our school strategic plan.

As a result, the following strategies were implemented throughout the year, and in particular, the Remote Flexible Learning period, to further promote student engagement and attendance:

Strategies to enable student and parent access to curriculum programs:

- * Learning Packs were delivered to students' homes upon request, but also to assist all year levels in completing more typical 'pen to paper' type learning tasks, eg- handwriting, spelling, phonics.
- * Devices, eg computers and iPads were loaned to students who either had none or limited access at home, to provide accessibility to all online learning platforms.
- * Online platforms were set up to ensure two way communication, access to learning resources, such as teaching videos, daily learning schedules, for students to submit completed work and for feedback processes to be supported.
- * Provision of a weekly timetable and a daily schedule, for families to plan management of their time around learning tasks, recreational activities and online webex meetings.
- * Year Level and Specialist subject work was uploaded to online platforms, including instructional teaching videos, learning tasks and explicit instructions on teacher expectations, before the start of each day.
- * Students accessing onsite supervision were supported to complete all daily learning tasks.
- * Student passwords and log-in details were provided in a written format, to students and families, to facilitate access to all online learning platforms. Students having difficulties logging on, were promptly supported by staff to gain access at the earliest convenience.
- * Modified Learning packs were developed for all students on our school's intervention program, including those funded

under DET PSD. These were delivered to all students on the program, with regular support provided to assist completion of all learning tasks.

Strategies to specifically address non-engagement and non- attendance:

- * Attendance data was collected and submitted to DET on a daily basis. This data was closely tracked, to enable prompt follow up.
- * Teachers were communicating any daily concerns for non-attendance or non- engagement to the 'Child Safety' Officer, for immediate follow up.
- * Daily online webex meetings to mark the roll and check student attendance and engagement with learning tasks, were timetabled and implemented each day.
- * Daily and weekly tracking of completed work by students occurred. Follow up communication, eg. phone calls, written messaging through online platforms or via school leadership, when concerns were first raised were immediately actioned.
- * Tasks were modified in response to parent feedback to provide more flexibility for families in managing the work, rather than strictly timetabling everything so tightly.
- * Integration aides were instructed to join webex meetings to support individuals and groups of students requiring additional help.
- * Integration aides and supervising staff, assisted onsite to support those in attendance to access and complete all learning tasks.
- * Integration aides completed 1:1 focus group lessons, under the supervision of classroom teachers.
- * Teachers conducted small focus groups, via webex, in Literacy and Numeracy to teach students with similar learning needs, ensuring tasks were more differentiated around these student's learning needs.

As part of the school's AIP focus for 2020, a key improvement strategy was to promote high expectations and celebrate student growth. Another strategy was to build student's capability to develop learning goals, self-monitor progress, demonstrate achievement and frame next goals based upon strengths and areas for improvement. To progress these strategies, our school leadership team implemented a project with their students around learner agency. This involved students working with their teacher to identify and articulate what success in learning looks like, and how students would know themselves, when they had been successful, so they could self-monitor their future learning progress. This would ultimately lead to students co-developing learning goals, knowing their strengths, their achievements and being able to celebrate their growth. This Learner Agency project is a focus for all staff in 2021, and is being implemented across the school from Yr P-6.

Wellbeing

Frankston Heights has an ongoing goal to build a culture of safety and wellbeing. Health and wellbeing was put at the forefront of our remote and flexible learning program. Communication to parents was most important to keep them informed during Covid 19 and supporting families daily by phone to meet the needs of their child and the environmental conditions and complexities of their families. Frankston Heights created Covid 19 student risk assessments and consulted Student Support Services and other professional supports to provide staff, students and families. Integration staff provided support to vulnerable and PSD students via webex. Scheduled regular student support meetings and parent phone calls were conducted to support students and families with specific needs. Safety Plans were produced to support students with anxiety transitioning back to school.

As a lead school in Respectful Relationships Frankston Heights continued to promote the Respectful Relationships and implemented the program weekly through remote flexible learning platforms, via webex, seesaw and google classroom. Our school values of Respect, Responsibility and Resilience continued to be embedded through remote learning and flexible learning. Our school has a partnership with Real Schools embedding Restorative practises. Wellbeing sessions were conducted daily providing restorative circles to listen to the students' needs and thoughts. Building strong positive relationships was vital to maintain the health, wellbeing and engagement of all students.

Throughout Remote and Flexible Learning our Student Leadership Program was able to continue through weekly student lead assemblies conducted via webex. We launched our Student Voice Action Teams from Foundation to 6 and these were able to be implemented to provide important and necessary feedback on the implementation of our Remote and Flexible Learning Program through surveys, after both stage one and stage two of remote learning,

changes were put in place to support, students, teachers and families. Our school values of Respect, Responsibility and Resilience were embedded in our Restorative Student Engagement Plan to elevate student behaviour, empathy and cooperation. During Covid 19, Frankston Heights continued to promote attendance through “Every day Counts”. Weekly raffles and prizes were included to encourage daily attendance through remote learning. To improve our student attendance data, DET Attendance Guidelines have continued to be implemented to monitor and track student absences and follow up with parents with lengthy absences. All staff were responsible for promoting full attendance and being responsive to “check in” with parents. Attendance certificates were given out to families termly to notify the parents on the impact of student absences. Attendance support was provided to families who were having difficulties in their child attending school. Frankston heights has continued to implement the (EYE) DA and data has been collected from the English Online in Grade one to measure the success of the Northern Peninsula Oral language Initiative, to improve students language acquisition in the early Years.

Financial performance and position

Frankston Heights has excellent budgetary procedures overseen by the Business Manager, Principal and the School Council Finance Committee. The school ensures that all of its funds are carefully managed and invested to ensure maximum interest for all school finance. The school ran at a surplus due to diligent budget management and significantly less expenditure in the areas of CRTs, Staff Professional Development and Professional Practice Days due to COVID-19. Even though these professional requirements were provided, they were managed via online meetings, hence saving the school significant expenditure in staff replacement costs. The school is compliant with all DET financial policies and procedures and continues to follow auditory recommendations, from our last audit at the beginning of 2018, which highlighted sound financial management policy and practices.

For more detailed information regarding our school please visit our website at
<https://www.frankstonhts-ps.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 420 students were enrolled at this school in 2020, 191 female and 229 male.

7 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

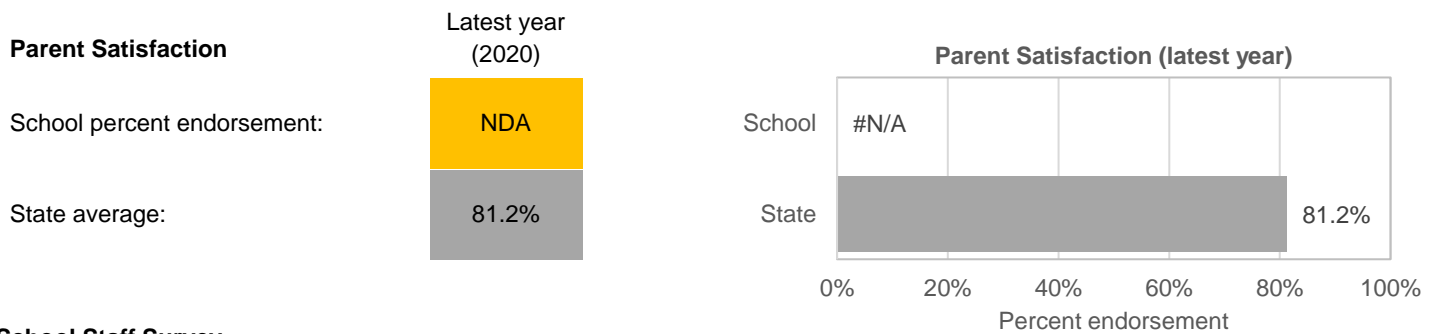
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

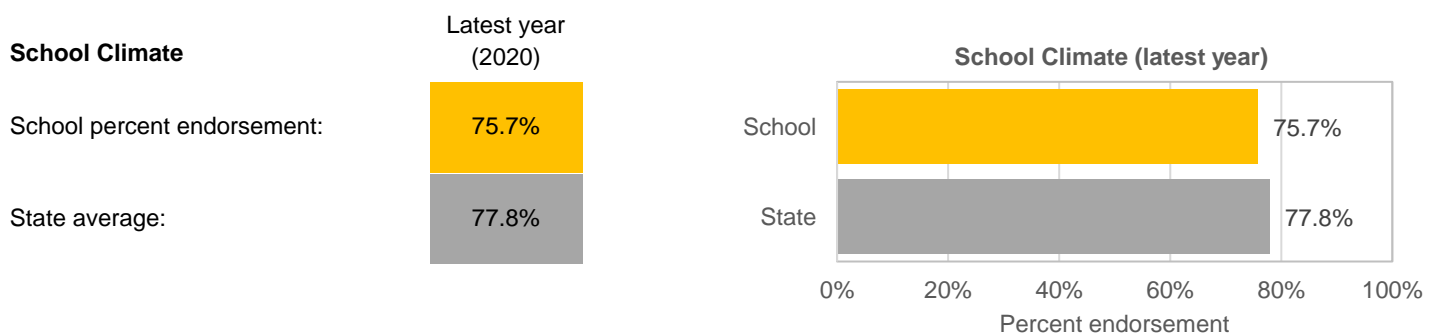


School Staff Survey

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:

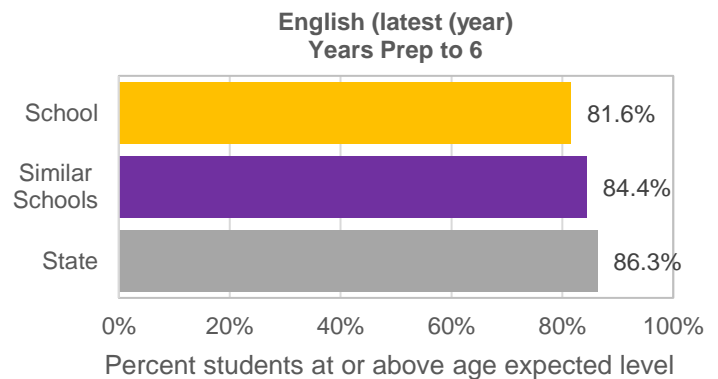
81.6%

Similar Schools average:

84.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

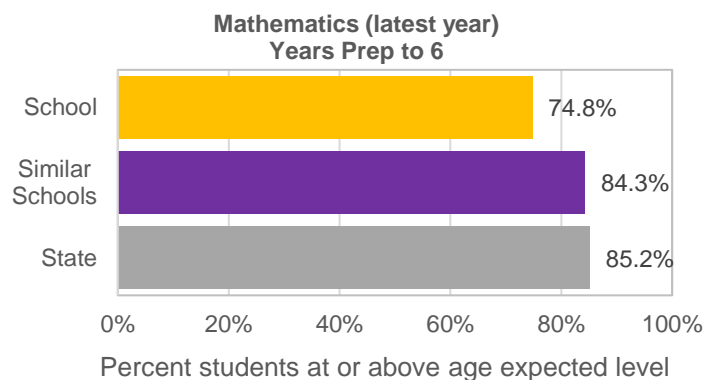
74.8%

Similar Schools average:

84.3%

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

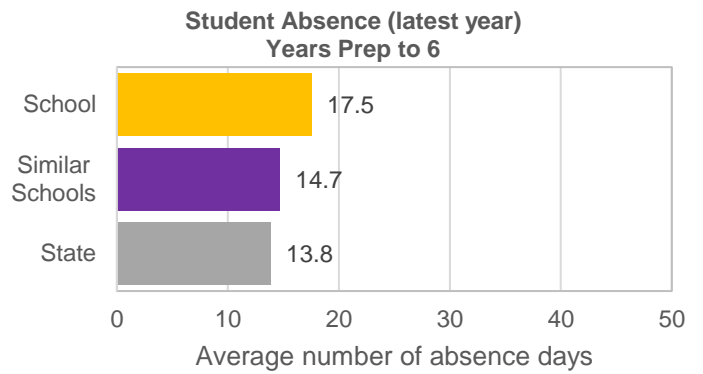
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.5	16.7
Similar Schools average:	14.7	15.3
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	91%	92%	89%	88%	89%	91%

WELLBEING

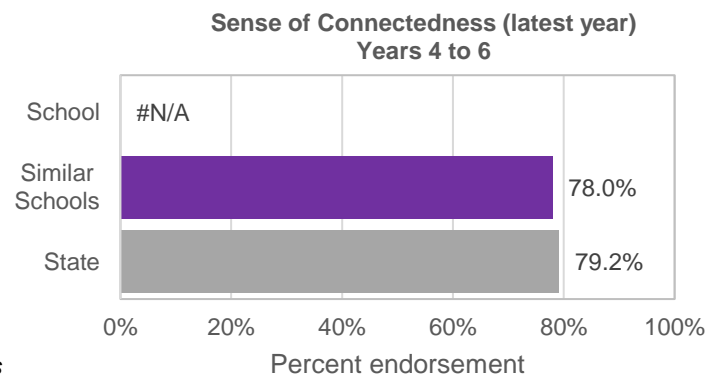
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	78.2%
Similar Schools average:	78.0%	79.9%
State average:	79.2%	81.0%



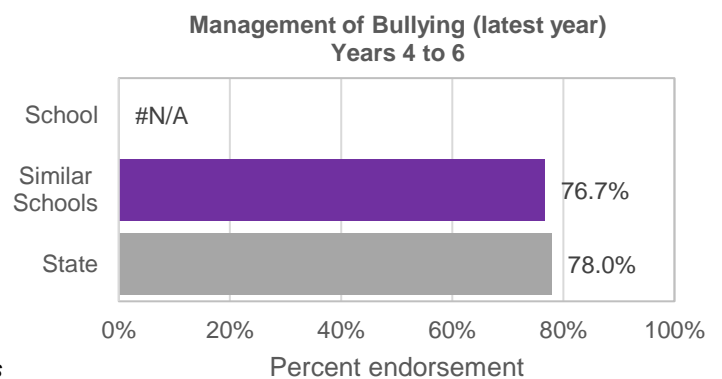
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	76.7%
Similar Schools average:	76.7%	79.9%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,580,374
Government Provided DET Grants	\$712,683
Government Grants Commonwealth	\$7,100
Government Grants State	NDA
Revenue Other	\$7,632
Locally Raised Funds	\$201,657
Capital Grants	NDA
Total Operating Revenue	\$4,509,445

Equity ¹	Actual
Equity (Social Disadvantage)	\$120,648
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$120,648

Expenditure	Actual
Student Resource Package ²	\$3,177,465
Adjustments	NDA
Books & Publications	\$14,269
Camps/Excursions/Activities	\$44,850
Communication Costs	\$4,302
Consumables	\$83,650
Miscellaneous Expense ³	\$60,567
Professional Development	\$9,134
Equipment/Maintenance/Hire	\$153,206
Property Services	\$111,749
Salaries & Allowances ⁴	\$16,627
Support Services	\$103,586
Trading & Fundraising	\$16,895
Motor Vehicle Expenses	\$61
Travel & Subsistence	NDA
Utilities	\$27,683
Total Operating Expenditure	\$3,824,045
Net Operating Surplus/-Deficit	\$685,400
Asset Acquisitions	\$108,235

- (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	\$721,170
Official Account	\$53,175
Other Accounts	\$17,115
Total Funds Available	\$791,460

Financial Commitments	Actual
Operating Reserve	\$96,370
Other Recurrent Expenditure	\$17,627
Provision Accounts	\$4,686
Funds Received in Advance	\$411,518
School Based Programs	\$23,369
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$14,891
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$32,210
Maintenance - Buildings/Grounds < 12 months	\$38,974
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$639,644

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.