

2020 Annual Report to The School Community



School Name: Wonga Park Primary School (3241)



- 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 28 April 2021 at 01:40 PM by Julie Crawford (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 04:26 PM by Matthew Kohler (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

Wonga Park Primary School is set in a beautiful semi-rural environment and values its strong sense of community.

Our highly professional and committed teaching staff (Principal Class 1.8, Learning Specialist 2.0, Teacher Class 23.0 - Total 28.2) and ES staff (8.8) provide a nurturing, engaging and innovative learning environment to support our 450 students (228 female and 222 male) to be healthy, caring and connected community members, who have a love of learning and demonstrate that effort equals success. We provide rich opportunities for students to develop the values, knowledge and skills that will enable them to become self-reliant, resilient and effective members of an ever-changing global community. We value integrity, commitment, respect, courage and confidence, self-responsibility, persistence, creativity, critical thinking, individuality, fun and celebrating success.

The planned School Review for Term 3 was rescheduled to 2021 due to COVID 19. The school proactively adapted our priorities in response to shifting needs during the lockdowns in Terms 2 and 3 and upon return to school in Term 4. Our priority in Term 2 was to maintain connections with our students, families and teachers and to ensure the way we worked was sustainable for all stakeholders. In Term 3 priorities shifted to academic rigour and assessment, underpinned by a targeted focus on connections and wellbeing.

Our highly dedicated staff demonstrates a strong commitment to our values-based culture, continuous improvement and achieving excellence in teaching and learning. Committed teams of teachers at each level design engaging, flexible and authentic learning opportunities that are ICT rich, to explicitly teach the language, tools and strategies for students to engage in analytical, critical and creative thinking tasks and Challenge Based Learning projects. As an Apple Distinguished School, Wonga Park PS is acknowledged for leadership and innovation in the use of technology. Our strength in the area of ICT was of enormous benefit in the shift to online learning during Remote and Flexible Learning.

Our Tribes learning community is committed to building positive relationships. This priority, along with our eSmart focus on safety and wellbeing, has contributed to strong student connectedness, high parent and staff satisfaction and strong partnerships between home and school.

Framework for Improving Student Outcomes (FISO)

In 2020, the school's AIP focus on Key Improvement Strategies related to the FISO dimensions of -

Priority Area - Excellence in Teaching and Learning

- Building Practice Excellence
- Curriculum Planning and Assessment

Key Improvement Strategies -

- * Build teacher understanding to implement agreed whole school curriculum
- * Develop and implement the WPPS instructional model to embed high impact teaching strategies
- * Build teacher and student understanding to assess and use point of need teaching
- * Build leadership capacity

Priority Area - Positive Climate For Learning

Empowering Students and Building School Pride

Key Improvement Strategies -

- * Develop greater student voice in learning and understanding themselves as learners
- * Plan and implement real world learning to enhance critical and creative thinking

Our plans to continue working on identified areas aligned with our Key Improvement Strategies ahead of a scheduled

School Review in Term 2 of 2020 needed to be modified with the onset of Remote and Flexible Learning. Our two Learning Specialists began working with teachers, modelling and coaching in Term 1, however their work needed to be adapted during Remote and Flexible Learning as priorities and needs changed. Planned ongoing professional learning with our partners EdPartnerships was suspended, pausing valuable opportunities for our teachers to work collaboratively on further strengthening knowledge, skills and leadership capacity. PLC work was also limited during this time as working collaboratively as a learning community prioritised preparing how to plan and deliver rich online learning, provide effective feedback and ensure the wellbeing of every student. Despite these changes, other online professional learning opportunities emerged that aligned with our Key Improvement Strategies. All staff participated with online PL deliver by Lynn Sharratt and Misy Adoniou(Literacy), Dylan Williams (Feedback) and Simon Breakspear (Building Leadership Capacity). Regular Network and Regional meetings also provided valuable ongoing support for leaders to navigate this new and constantly evolving space.

Despite these modifications, we were able to continue to deliver on some of the the AIP actions relating to literacy, numeracy and learner agency -

- * analysing and interpreting evidence and the impact of our teaching
- * embedding HIT strategies (particularly those that became more relevant in the remote learning environment)
- * supporting students to understand themselves as learners and have agency over their learning
- * designing learning that required enhanced critical and creative thinking from students

Although Goal 3, Priority Area - Community Engagement In Learning - Parents and Carers As Partners, was not selected as a goal in the 2020 AIP, Remote and Flexible Learning provided a unique opportunity for parents to partner with the school to support learning. Parents reported feeling a greater connection with their child's learning and the classroom teachers. They had an increased appreciation of what teachers do and how their child learnt. Many parents have indicated that they would like to continue building upon the partnerships that have developed. In the Parent Opinion Survey, parents indicated on the Parent Satisfaction elements 79.1% endorsement, marginally lower than the State average of 81.2%.

Achievement

Wonga Park is committed to continuously improving student learning. Teacher Judgement for 2020 indicates that in English, 97.1% of students were working at or above the expected level and in Mathematics, 96.3% of students were working at or above the expected level. This exceeded the percentage of students achieving at or above the expected level in Similar Schools or across the State.

Student learning was well supported during the remote learning period. As a 1:1 BYOD iPad school (and recognised as an Apple Distinguished School), over 90% of our student have their own devices. School owned iPads were distributed to students who did not have their own and the introduction of iPads for our Foundations students was fast tracked in order to ensure that every student in the school had access to their own iPad. This put us in an excellent position to transition to Remote and Flexible Learning.

Teachers evaluated student learning needs and used this to identify next steps for Remote Learning. Suitable curriculum was designed for online learning for each Key Learning Area.

Many students and teachers were familiar with existing platforms (Showbie and TEAMS), however professional learning and digital tutorials were provided to support building teacher, student and parent capacity to feel comfortable with the platforms.

In Term Two, the two priorities that guided our decision making for Remote and Flexible Learning were maintaining and nurturing connections (teachers, students and families) and making sure that how we went about our work was sustainable for students, families and teachers.

Students were set tasks that they were able to complete and upload at their own pace. We were mindful about the need for the learning to be flexible as many families were navigating working from home whilst supporting children with their learning. Teachers were conscious not to introduce too much new content, rather, there was a focus on revising and going deeper with known concepts to ensure students remained engaged with their learning. Packs of resources students would need were sent home to support online tasks. Videos were created by teachers to provide clear

instructions and modelled examples of the task. This enabled students and parents the opportunity to access the instruction more than once and to have flexibility around when the learning would be timetabled in each home. Feedback to students was provided in a variety of forms including written and recorded audio messages. The Showbie and TEAMS platforms gave students and teachers the opportunity to readily converse, ask questions or give feedback.

In Term Three, the focus shifted to increasing academic rigour and undertaking more formative and summative assessment (Running Records, PROBE and Torch Testing, Essential Assessments and writing moderation) to inform point of need teaching. Online focussed teaching groups became a feature as well as 1:1 time for the teacher and student to work together and discuss learning. This was an important opportunity for feedback, goal setting and a wellbeing check-in.

Specialist teachers(Art, Music, Physical Education, Maker Space, AUSLAN, SAKGP) created engaging instructional videos of tasks that could be done in the home using resources that would be readily available. There was an emphasis on accessibility, enjoyment and tasks that could be done with the members of the family. A screen free day was scheduled each term with many ideas offered for families to plan an enjoyable day of learning together without using a screen. Provision of support for our students with special needs and our vulnerable students was a priority. Individual Learning Plans were developed and SSG meetings continued online to monitor and support students. Education Support staff provided 1:1 support online and onsite throughout Remote and Flexible Learning.

In Term 4, with the return to onsite learning, there was an emphasis on re-establishing routines and social connections as well as determining learning needs of students. Priority was given to literacy and numeracy, however students participated in specialist subjects to provide a balanced curriculum. We were impressed by the way that students quickly adapted and settled back into learning onsite. Teachers used the opportunity to work collaboratively face to face planning rich learning continuums, analysing student data and moderating student work samples in order to build an informed picture of student learning needs as individuals and cohorts. Professional Practice days and PLC meetings were reignited and staff were able to reconnect with professional learning in a more sustained and focussed way, that had been our usual practice, once we were back onsite.

In Term 2 of 2021 we will undertake our school review in and formulate goals and priorities for the next School Strategic Plan.

Engagement

Student engagement is a high priority and we have a strong commitment to ensuring that students successfully manage change, particularly as they as they transition from one stage of education to another. A focus on learner dispositions particularly around persistence, risk taking, is a priority as is the development of learner agency. Resources are invested to build teacher capacity and to employ a school psychologist and chaplain to provide additional support for students, staff and families. COVID 19 and the transition to Remote and Flexible Learning posed additional challenges with our young learners required to adapt to a very different learning environment. Self-discipline, independence, persistence, resourcefulness and using initiative became dispositions that young people needed to flourish in a remote learning environment.

Through remote learning times -

Staff worked to keep students connected and engaged; daily class connections, small group and one to one connections via Teams.

Regular communication with families was made to acknowledge that we understood the challenges families were experiencing with parents juggling working and supporting their child/children, the removal of many support networks and the stresses and fears brought about by social distancing and uncertainty. Our aim was to create a sense of partnering and doing the best we could. We communicated the importance of encouraging, supporting and celebrating small wins with their child. And we encouraged families to embrace the opportunity to practice building resilience, kindness and the power of cooperation and working together.

Videos were created to 'welcome back' the learning community after term breaks and help engage the community in celebrations such as 'Mother's Day'.

The 'Specialist Hub' was set up to help engage students in all learning areas. A feature of this hub was the offering for students to complete tasks in and around their home and around their immediate environment. Students were offered

the opportunity on Wednesdays to connect to extra-curricula activities such as Everyone Can Create and Mindful Stretching. Students were offered opportunities to connect virtually with others to help with maintaining social connections.

Engagement in remote learning varied and depended on a variety of factors including the age of the student, learner preferences and dispositions and the level of support provided in the home. Some students who found the school setting challenging, flourished in the remote learning environment whilst others, who were engaged learners in the school setting, struggled learning at home.

Return to onsite learning-

During the phased return to onsite learning our drop-off and pick-up procedure provided opportunities for staff to touch base with parents each day, communicating face to face with parents. A great way to re-connect parents with the onsite learning happenings, while they were not physically allowed into the school grounds.

Teachers focussed on re-connecting students with school routines and build stamina to cope with a whole day at school. Adjustments were made for students who had become accustomed to snacking and taking exercise breaks throughout the day and having their pets as company. Some students also needed support to share, take turns and work collaboratively again.

Generally attendance was regular with almost all children engaging in remote and flexible learning. Teachers were responsive and proactive in their support of any student whose engagement faltered with strategies such as more regular contact and modified tasks being implemented. The average number of absence days in 2020 was 8.9, less than the Similar Schools average(10.3) and State average (13.8).

A future direction is to re-establish onsite connections with our main feeder pre-school and secondary settings to strengthen transitions from one stage of education to another.

Wellbeing

Wonga Park is proud of the commitment to student wellbeing with the school employing a range of initiatives and resources including a student welfare counsellor and a school chaplain. The Student Attitude To School Survey results indicate that our students have a strong sense of connectedness and that the management of bullying is positive. On the Sense of Connectedness (Years 4-6) element the school percent endorsement was 84.6%, higher than the Similar Schools average (79.0%) and State average (79.2%). On the Management of Bullying (Years 4-6) there is a School percent endorsement of 83.3% compared with the Similar Schools average of (78.2%) and the State average of (78.0%).

In Term 2 -

Through remote learning time the wellbeing of students, families and staff was a very high priority for teachers and the leadership team.

Staff worked to keep the community connected and worked tirelessly to nurture wellbeing. Morning class check in calls each day and weekly one-to-one check-ins, allowed for all staff (classroom teachers, specialist staff and ES staff) to monitor the wellbeing of our students. Wednesdays were allocated as a day to access the specialist hub or extra-curricula offerings. A screen free day each term was enabled for students with alternative activities to promote movement and wellbeing

Stronger partnerships were formed between staff and parents even though parents were not able to be onsite. Survey results and feedback from parents indicated an increased understanding and appreciation of the role of the teacher. Weekly 'wellbeing' meetings were held by Level teams, identifying those students and families that may have needed extra support. A range of supports were accessed as required - school counsellor, school chaplain, DET SSS staff, Child First, DHHS. Meals were also provided to families in need throughout this period. Leaders were conscious of keeping workloads sustainable for students, families, teachers and support staff and providing additional support when needed. The leadership team remained connected with families, available for contact, offering email access to parents and keeping communication open. Wellbeing check-ins were established for staff and Friday virtual catch-ups were scheduled. Level Teams were encouraged to create regular catch-up rituals such as virtual coffee catch-up each morning before the daily learning calls started. Regular ES staff meetings were held virtually to maintain connections and give feedback on individual students that they were working with.

In Term 3 many students indicated that they were lonely and missing seeing and working with their peers. Afternoon 'connection groups' were organised with teachers facilitating small groups of students online to play board games and chat with their peers. The Grade 6s re-connected with their prep buddies with a weekly online catchup. A weekly online assembly was implemented with our Grade 6 student leaders largely running the assembly. Regular weekly segments created great excitement and anticipation including jokes, AUSLAN, footy tips and wellbeing ideas.

Returning to onsite learning-

As students returned to onsite learning they quickly adapted to the changes that were necessary such as staying in their 'separate bubble'. This required separate play spaces, avoiding coming together as a whole school for assemblies or across levels (e.g. buddy program) and creating new drop-off and pick-up procedures. Limited parent involvement impacted on programs such as the Stephanie Alexander Kitchen Garden program creating the need to re-imagine how these programs could continue to run. There was uncertainty around usual events such as transition, camp and graduation requiring the school to be agile and responsive to the changing COVID 19 requirements.

Transition -

COVID 19 regulations prevented school tours for prospective parents, requiring schools to re-imagine how to connect with new families. To provide information to families, a welcome video was created showing images of the school and introducing the Principal and Prep teachers who answered FAQs. Zoom meetings also provided parents with an opportunity to ask questions and get to know what Wonga Park had to offer. An adapted transition program was implemented late in Term 4 enabling 2021 preps and a parent to attend two sessions. This was extremely helpful in preparing students for their transition to school.

Transition sessions for all other levels of the school were also able to be undertaken late in Term 4 with classes visiting their 2021 classrooms and meeting their teacher. Grade 6 students were also able to visit their secondary school and participate in transition activities in class. To enable a smoother transition for all students, it was decided that grade cohorts would remain in their grade groups for 2021. Five teachers also followed their grade up to the next level.

A future direction is to continue to monitor and respond to wellbeing needs.

Financial performance and position

The school finished 2020 with a surplus of approximately \$23,000. An overall increase in enrolments and careful financial management during unpredictable times contributed to a modest surplus. Although some projected budget items were not expended due to remote and flexible learning, other unforeseen costs such as CRTs, hand sanitiser, and the purchase of individual stationary items for students were required. Maintenance costs were also inflated due to cancelled working bees. Fundraising events were also cancelled due to COVID regulations, depleting the opportunity to raise funds for special projects.

As a BARR school, Bushfire Readiness funds were fully expended to prepare the buildings and grounds in readiness for the fire season.

Professional Development for teachers and education support staff continued in a modified form with all sessions being undertaken online, thus reducing the costs in most instances.

The priority for 2020 was to continue to maintain class sizes, employ two Learning Specialist and two teacher aides, ensure a rich specialist program including the Stephanie Alexander Kitchen Garden program, employ a school-based psychologist and invest the necessary resources to support high quality teaching and learning opportunities for all students.

We will continue to monitor expenditure, explore new funding sources and strategically and responsibly manage the schools' resources.

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at - https://www.wongapark.vic.gov.au](https://www.wongapark.vic.gov.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 450 students were enrolled at this school in 2020, 228 female and 222 male.

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

Overall Socio-Economic Profile

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

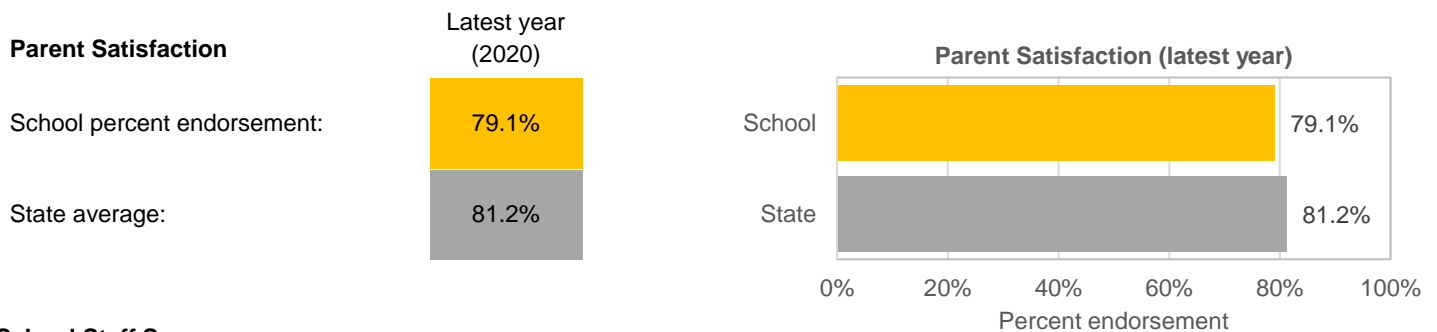
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

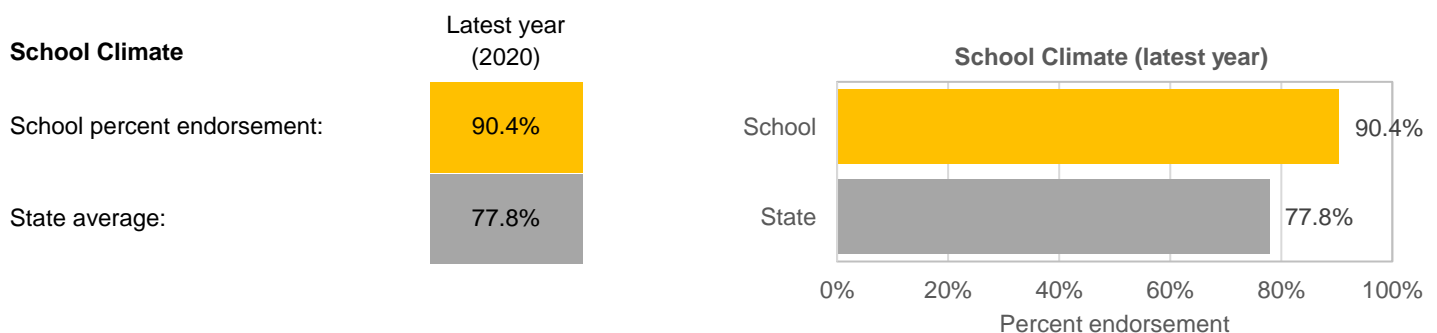


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

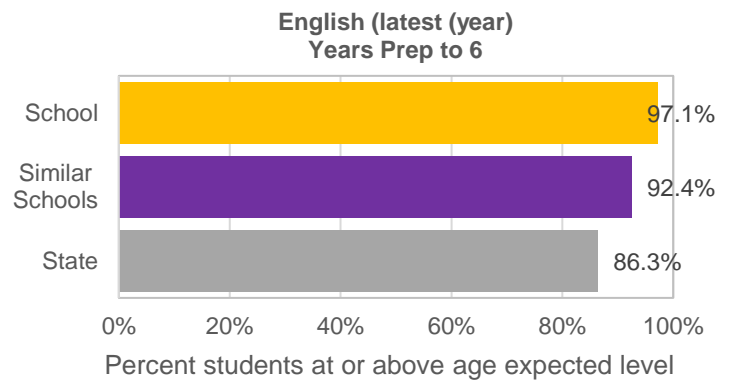
97.1%

Similar Schools average:

92.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

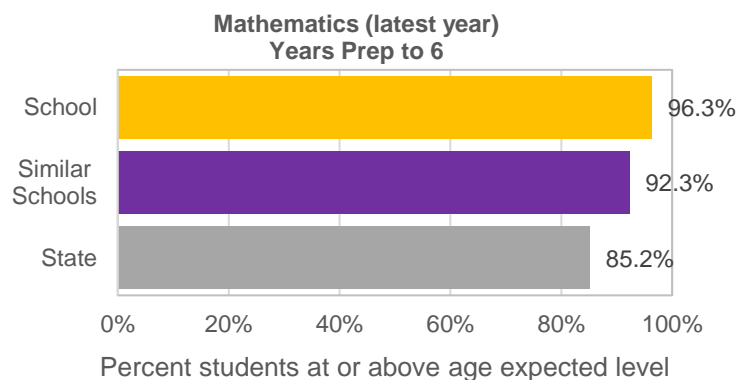
96.3%

Similar Schools average:

92.3%

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

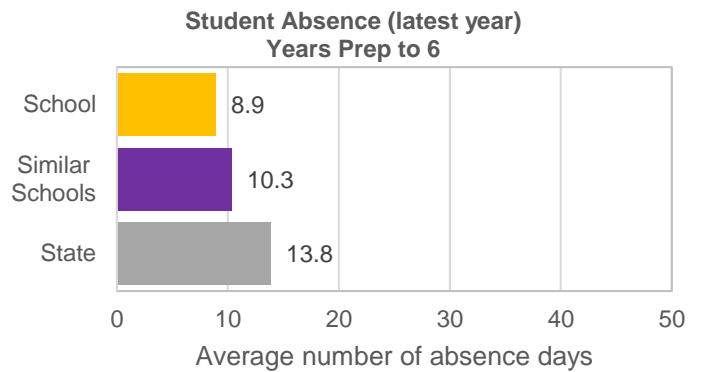
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	8.9	14.6
Similar Schools average:	10.3	13.5
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):	96%	96%	95%	97%	96%	94%	94%

WELLBEING

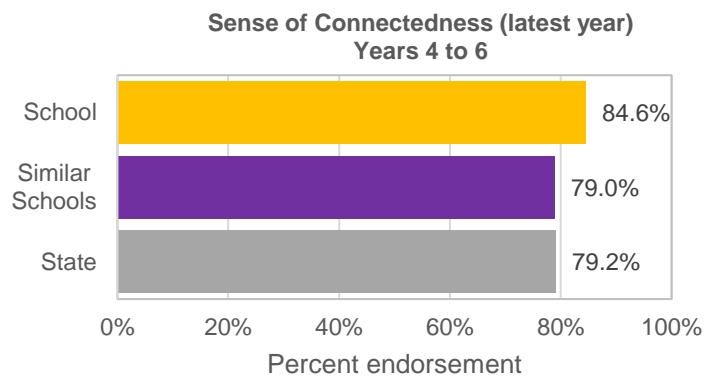
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	84.6%	84.2%
Similar Schools average:	79.0%	80.2%
State average:	79.2%	81.0%



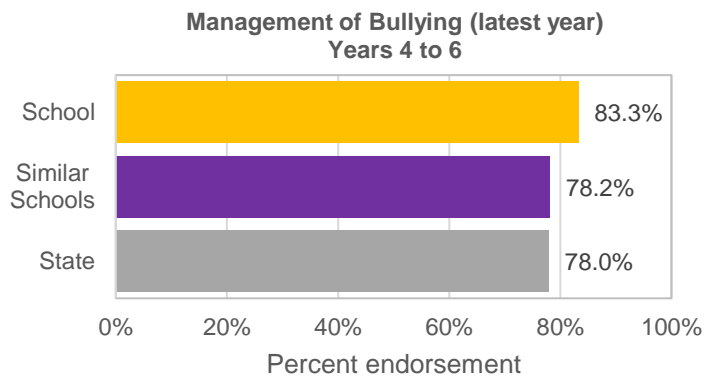
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	83.3%	83.8%
Similar Schools average:	78.2%	80.4%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,386,441
Government Provided DET Grants	\$337,301
Government Grants Commonwealth	\$19,497
Government Grants State	\$41,111
Revenue Other	\$8,056
Locally Raised Funds	\$281,909
Capital Grants	NDA
Total Operating Revenue	\$4,074,315

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,604
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$11,604

Expenditure	Actual
Student Resource Package ²	\$3,488,134
Adjustments	NDA
Books & Publications	\$681
Camps/Excursions/Activities	\$27,639
Communication Costs	\$11,241
Consumables	\$77,219
Miscellaneous Expense ³	\$15,219
Professional Development	\$16,154
Equipment/Maintenance/Hire	\$108,856
Property Services	\$71,590
Salaries & Allowances ⁴	\$139,051
Support Services	\$33,918
Trading & Fundraising	\$30,117
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$31,257
Total Operating Expenditure	\$4,051,075
Net Operating Surplus/-Deficit	\$23,241
Asset Acquisitions	\$5

- (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	\$184,351
Official Account	\$108,895
Other Accounts	\$32,359
Total Funds Available	\$325,605

Financial Commitments	Actual
Operating Reserve	\$83,417
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$235,780
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	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$89,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$408,197

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.