

2020 Annual Report to The School Community



School Name: Footscray North Primary School (4160)



- 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 29 March 2021 at 07:37 PM by Kay Willmott (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 27 April 2021 at 04:00 PM by Daniel Maunders (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

Footscray North Primary School (FNPS) is an inner suburban primary school 6km from the Melbourne CBD. The population in the local area is changing. This is reflected in the changing SFOE: 2020- 0.3362 (2016-0.4493) at FNPS.

FNPS is experiencing continued growth in student enrolments 2020 - 505 (2016- 350). During this time FNPS has enacted an enrolment strategy which has minimized the enrolments of students beyond our designated neighbourhood zone. Current trends indicate the school population is likely to continue to grow. There are a number of high-density housing redevelopments in the neighbourhood zone that will likely contribute to this. The growth in school population has been catered for by the allocation and provision of portable classrooms. Throughout 2021 a building project is planned to increase the capacity of the school by 200 students and for a competition grade gymnasium to be built. This project is due to be completed prior to the start of the 2022 school year.

Our student population is drawn from our local area. Nearly half (45%) our students speak a language other than English at home, with over 40 different language groups represented. Students who enrol speaking little or no English often spend a period of time attending the Western English Language School.

With a growth in the school population, this has also resulted in a growth in staffing requirements. Rigorous staff recruitment, induction and mentoring, along with retention of staff, have been and will continue to be an area that requires attention to ensure that high quality practices are consistently implemented across the school. Due to the updated VGSA and introduction of the Learning Specialist Role, a range of leadership structures have been trialled and refined over the last review period (2016-2019) to support the school improvement agenda.

In 2020 Footscray North Primary School (FNPS) had 505 students and a staff of 2 Principal Class, 3.2 (EFT) Leading Teachers/Learning Specialists, 28 (EFT) teaching staff and 9.65 EFT education support staff. The school is housed on a very large site and is made up of 4 permanent buildings, 2 double portables, a gymnasium, performing arts room, library, tennis courts and three ovals. Our school facilities included twenty classrooms, one performing arts room, one art room, a library, a gymnasium/hall, Administrative area, Out of School Hours Care (OSHC) facility and a fully equipped canteen area.

The school's mission is to "graduate empowered students who are high achieving, socially and emotionally intelligent, globally aware and active citizens in the community." Our school values are:

- Inclusion
- Excellence
- Respect
- Responsibility

Footscray North Primary School (FNPS) is committed to providing a safe, secure and stimulating learning environment, where students reach their full educational potential supported by a differentiated curriculum of the highest quality. FNPS recognises that student wellbeing and student learning outcomes are inextricably linked and understand that the school should promote this link both within the school environment and the classroom. We recognise the importance of the partnership between the school and parents/carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The school provides a curriculum with a strong emphasis on English and Mathematics, integrated with a topic. The core curriculum is complemented by Specialist Programs in Physical Education, Visual Arts, Performing Arts and Spanish. Throughout 2019-2020 FNPS was part of the science stream of the Primary Maths Science Specialist initiative, supporting a renewed focus on the delivery of STEM across the school.

Footscray North Primary School has developed and embedded a universal culture of learning and a belief that all students can learn at high levels. We have implemented Professional Learning Communities as a way of ensuring that

all students learn at high levels and staff continue to refine and develop high impact teaching strategies.

Teaching practices across the school are informed by evidence based strategies, which are known to have high impact on student learning. This includes the research of Marzano and Professor John Hattie. Professional Learning is an integral part of the operation of the school, and Professional Learning Communities are the focal point for planning, development and implementation of teaching and learning and collective inquiry to improve teacher practice.

The school has invested significantly in strategies to ensure that all students learn at high levels.

Strategies include:

- A research based disposition when making curriculum decisions.
- Development of Essential Learnings for each year level and specialist area.
- Providing time and support for teaching teams to collaborate and engage in Professional Learning Communities about student learning and instructional practice
- Establishment of SMART goals as a Professional Learning Community, aligned to the School Strategic Goals.
- The delivery of an explicit Social and Emotional learning program delivered through the lens of Positive Education and the Resilience, Rights and Respectful relationships program.

Framework for Improving Student Outcomes (FISO)

In 2020, the AIP focused on the following FISO improvement initiatives and supporting Key Improvement Strategies

FISO Priority Area: Excellence in Teaching and Learning

FISO Dimension: Building practice Excellence

Key Improvement strategy 1a: Develop a community of writers

Key Improvement strategy 1b: Strengthen teacher capacity as teachers of writing through the Teaching and learning cycle

Key Improvement strategy 2a: Developing teacher knowledge of student voice and agency

Key Improvement strategy 3a: Develop teacher knowledge and capacity of creative and critical thinking

FISO Priority Area: Excellence in Teaching and Learning

FISO Dimension: Evaluating Impact on Learning

Key Improvement strategy 1c: Accelerate improvement in reading

FISO Priority Area: Excellence in Teaching and Learning

FISO Dimension: Curriculum Planning and Assessment

Key Improvement strategy 3c: Enhance the schools' involvement in STEAM

FISO Priority Area: Positive Climate for Learning

FISO Dimension: Intellectual Engagement and self-awareness

Key Improvement strategy 2c: build teacher and student capacity to set aspirational goals, reflect on their learning and plan for the future

Despite the significant disruptions experienced by schools and communities in 2020 due to the COVID-19 response, the school continued to work towards supporting the learning and engagement of all staff and students.

School based SIT teams were established to support the implementation of the Key Improvement strategies. Each team was supported by a member of the leadership team. Due to the commitment and engagement of staff, SIT teams were able to progress work outlined in the AIP whilst working onsite and remotely.

The transition to remote and flexible learning saw teaching teams transform their practices. Collaborative teams were empowered to establish and refine best practices for the cohort of students they were supporting. Whilst the learning curve was enormous for staff and students alike, the creativity, responsiveness and efficacy of teams to monitor and improve what they were doing was inspiring. During term 2 the strategic intent planned for the year was maintained and continued to be supported. In term 3, due to the extended period of learning from home, the AIP was refined to a

narrow and precise focus, improvement plans, and professional learning reviewed and aligned to the immediate situation. With the return to onsite in term 4, DET's priority areas of mental health and wellbeing, learning and transitions required additional shifts in the way the resources in the school were allocated to meet the needs of stakeholders in the community.

Throughout a disrupted 2020 the following changes have been observed:

- The workshop model and supporting strategies have been introduced, explored and explicitly referenced in planning and is displayed in classrooms
- Greater alignment in practice during writing sessions, supported by Literacy Toolkit
- Increased staff understanding of the SMART achievers spelling program
- Class, group and individual goals being set with students related to writing proficiency scales with growth and achievement celebrated with students
- increase in confidence in and quality of writing of students through the use of mentor texts
- the FNPS Teaching and Learning cycle continues to support the work of collaborative teams.
- teams refining proficiency scales including rigour as an elaboration of what evidence of mastery of the standard may look like. Teams began to draw upon taxonomies and higher order critical and creative thinking skills to specify what 'application' of a standard may look like.
- endorsed definition of student voice and agency with exploration of how this will differ across the grade levels
- goal setting process are incorporated into workshop model
- Continuous assessment was implemented across the school over the year ensuring parents were receiving regular information in regard to student learning and progress
- implementation of the Resilience, Rights and Respective Relationships program (RRRR).
- community engagement was strengthened through the use of virtual platforms

Achievement

FNPS is strongly committed to working as a Professional Learning Community. Collaborative teams are supported to build practice excellence as they develop, plan, implement and monitor the impact of the teaching programs. Teachers routinely use student learning data to evaluate impact and collaboratively look to identify and respond to problems of practice. FNPS professional learning aligns with school wide improvement plans. Staff professional development plans are strongly aligned with the school's goals and targets. Coaching, Peer Observations, Collaborative team meetings provide an opportunity the engage in rich and contextualised professional learning.

Induction and mentoring for new staff required significant focus in term 1. Due to growth, retirements, family leave, staff electing for an alternate setting and promotions there are a significant (7) number of staff new to FNPS in 2020. FNPS has prioritised a significant investment coaching and capacity building through the Learning Specialist and Leading Teacher roles.

As 2020 was the first year of a new strategic plan, we were mindful of maintaining focus and precision in all that we planned to do. To progress towards the 4 year targets we prioritised strategies and activities, specifically related the limited resource of time, to focus on priority areas across the 4 year period.

Despite the significant disruptions experienced by schools and communities in 2020 due to the COVID-19 response, the school continued to work towards supporting the learning and engagement of all staff and students. The transition to remote and flexible learning saw teaching teams transform their practice. Collaborative teams were empowered to establish and refine best practices for the cohort of students they were supporting. Whilst the learning curve was enormous for staff and students alike, the creativity, responsiveness and efficacy of teams to monitor and improve what they were doing was inspiring.

During term 2 the strategic intent planned for the year was maintained and continued to be supported. In term 3, due to the extended period of learning from home, the AIP was refined to a narrow and precise focus, improvement plans, and professional learning reviewed and aligned to the immediate situation. With the return to onsite in term 4, DET's priority areas of mental health and wellbeing, learning and transitions required additional shifts in the way the resources in the school were allocated to meet the needs of stakeholders in the community.

In 2020 FNPS introduced with staff and students a refined "Workshop Model." This workshop model embedded the school's instructional model (GRR).

In 2020 a reformulated approach in the topic units of work was implemented. This was part of the implementation in support of the Primary Maths Science Specialist Program. As the school moves towards a predominantly straight grade model, this will again be refined for 2021 to ensure the school curriculum plan continues to reflect the VCAA recommendations.

A reduced range of data sets were available to the school in 2020 to evaluate the student learning outcomes. Mid-year reporting did not include teacher judgements against the Victorian curriculum. End of year teacher judgements were made against the Victorian Curriculum in all areas of the English and Mathematics Curriculum.

According to teacher judgement students at FNPS performed better than the state and similar schools according to teacher judgement in all areas of English and Mathematics. This evidences the highly engaging and impactful remote and flexible learning program that was delivered along with high quality onsite learning programs.

In term 4, with the return to onsite learning the implementation of an intervention program across the school saw students who had not demonstrated strong learning gains over the year receiving additional support. These programs focused on re-connecting students with their learning program and additional time and support to demonstrate mastery of essential skills.

The learning progress of students funded under the PDS program was monitored through termly SSG meetings. Nearly all students demonstrated achievement of their learning goals supported through modification of the learning program and support within and beyond the classroom setting. A significant proportion of the PSD funded students did attend the onsite learning program for part of the week throughout the period of 'learning at home.'

Engagement

Despite a challenging year for students and their families, FNPS has been able to ensure students and their families have remained active and engaged throughout the year. During extended periods of learning from home, FNPS developed innovative ways of connecting with and supporting students and their families.

When school returned for a short period in term 2, a home room program was established. This was implemented to ensure students felt confident transitioning back to school and to foster a calm and orderly environment and promote peer and school connectedness. Teachers initially used this 25 minute session to implement the SEL (social emotional learning) program and re-establish school routines and learning behaviours. This also supported the staggered arrival times at the start of the day. To implement the home room session, a reduction from 60 to 55 minutes of the 5 sessions across the day was required.

The AIP outlined work around student voice and agency. Student voice and agency have been defined through the work of the SIT team in 2020, however consistent strategies to embed voice and agency in learning, classrooms and the broader school community area still emerging. The work in this area is ongoing. At FNPS the role of the Junior School Council was refined and expanded in 2020. Despite working remotely for extended periods, the JSC still met regularly and offered feedback and input into school events and planning. There are formalized year 6 student leadership roles. The expectations and opportunities for students in these roles has been documented and defined. We continue to look for ways where the visibility and capacity for student leaders can be supported.

According to the 2020 Attitudes to School Survey (completed by student in years 4-6), these students reported a sense of connectedness that was at or above levels across the state and when compared to similar schools. However, the survey revealed that student voice and agency were well below state and similar schools.

In 2020, FNPS continued to work with families to ensure students were at school during onsite instruction and engaged in the learning from home program during periods of restrictions. FNPS continued to monitor absences, and work with families productively to promote full attendance at school across the year. Despite this work, the percentage of students absent for more than 20 days across the year was over represented, significantly higher than similar school

and state.

During periods of remote and flexible learning, a proportion of students attended onsite. Some of these students required care and supervision onsite as their family were essential workers and unable to care for them at home. The school worked with families to support students who were deemed vulnerable or had a disability in developed a balanced approach to home and onsite learning programs. Over 70 families received devices from the school to support engagement during remote and flexible learning.

Wellbeing

FNPS has an explicit SEL program drawn from the Capabilities strands and Health component of the Victorian Curriculum. For a number of years, this program has been implemented through the lens of Positive Education. In 2020 a commitment was made to implement the Resilience Rights and Respectful Relationships program, this school wide commitment to RRRR has further strengthened the term 3 SEL topic of relationships.

The school has developed a cohesive Wellbeing team where referrals are collaborated on, prioritized and allocated along with possible next steps or actions to be taken. The school has appointed a Speech Pathologist 2 days a week to support the wellbeing and engagement practices across the school. School processes related to raising learning and engagement concerns are documented, but will need to be reviewed and updated in the context of a growing school.

The structure of the Leadership team has been developed to support a sub-school model, where senior members of staff hold responsibility for the learning and engagement for the students in their sub school. This has seen sub school leaders play a key role in running regular SSG meetings and ensuring students with and ILIP are supported with their learning closely tracked. Care team meetings have been carried out for students and families where the needs are complex. This has supported one person being a key contact for the family, rather than hearing from many members of staff.

A whole school approach to behaviour management continues to be implemented. Sentral is used to track behaviour incidents. The wellbeing team used data from Sentral to identify, monitor and respond to trends in data.

Feedback from staff was sought in the form of a survey but the SEL SIT team and key actions identified. Staff are able to access a greater range of SEL teaching materials including high quality mentor texts.

Financial performance and position

Footscray North Primary School remains in a strong financial position. Initial plans developed late in 2019 for 2020 were structured to see a small, planned surplus. Planning models developed were done so with the limited number of classrooms that were onsite and a projected increase in the number of enrolments. The student population grew from 450 in 2019 to above 500 in 2020. The level of growth was greater than initial planning projected.

The 2019-2023 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for allocation of funds to support school programs and priorities.

Due to remote and flexible learning, the needs of the school and the allocations of resources varied across the year in a way that had not been projected.

These higher than projected enrolments, limited classroom spaces and changes in the resourcing required due to remote and flexible learning, all contributed to the net operating surplus. Surpluses from previous years, where limited classroom space constraints and strong enrolments, further contributed to the 2020 surplus.

The school received grants in 2020 from the VSBA tree safe program, and planned maintenance program. Some funds from the maintenance program have not get been spent as the scope of works included in the Major building project had not been finalised. These funds form part of our recorded financial commitments.

For more detailed information regarding our school please visit our website at
<https://www.footsnth.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 509 students were enrolled at this school in 2020, 227 female and 282 male.

49 percent of students had English as an additional language and 1 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.

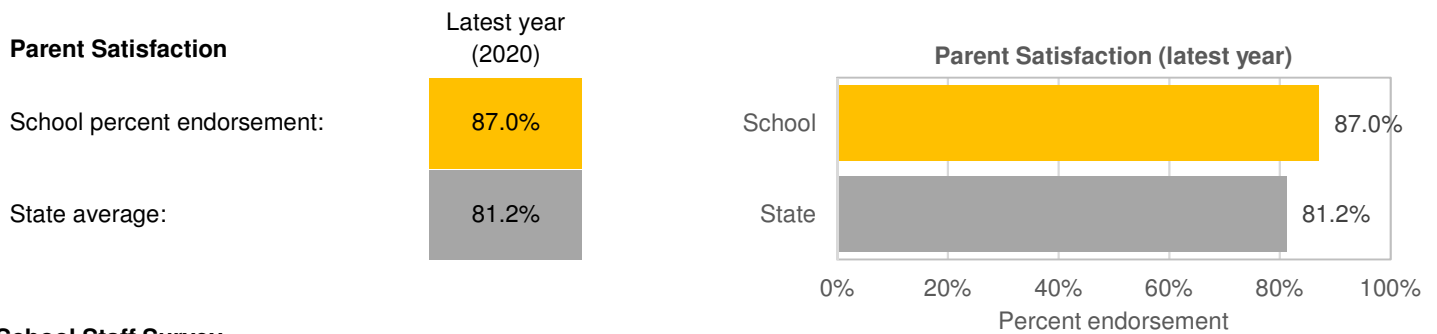
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

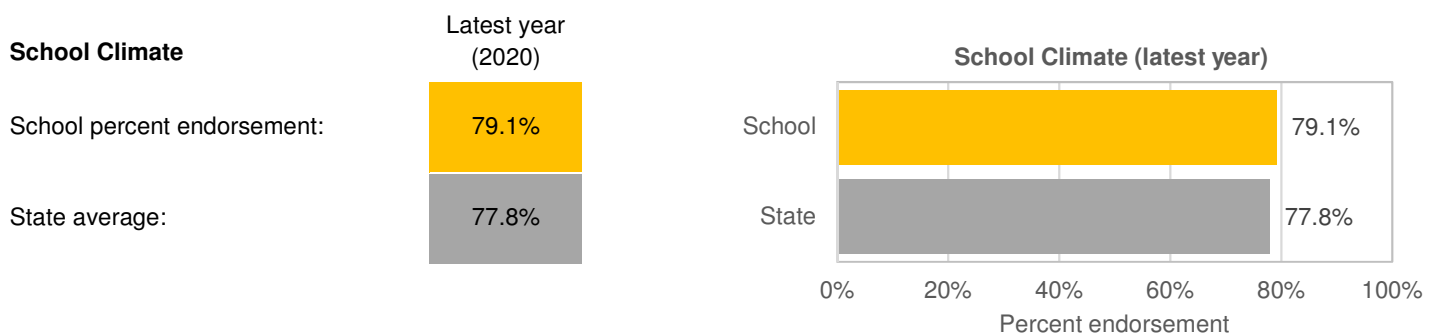


School Staff Survey

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:

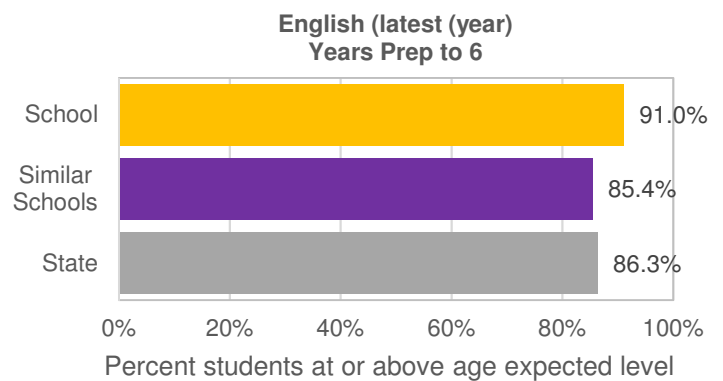
91.0%

Similar Schools average:

85.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

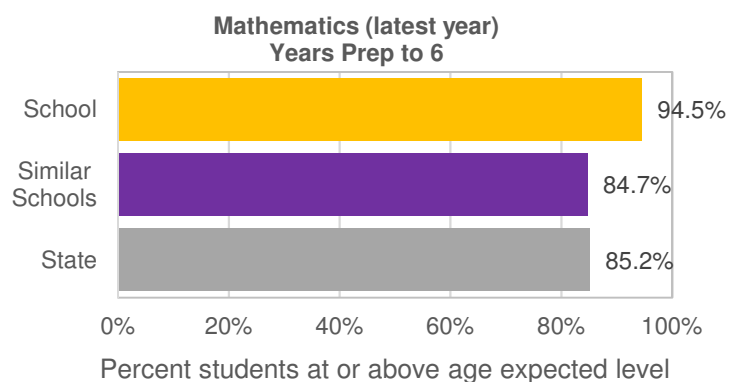
94.5%

Similar Schools average:

84.7%

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

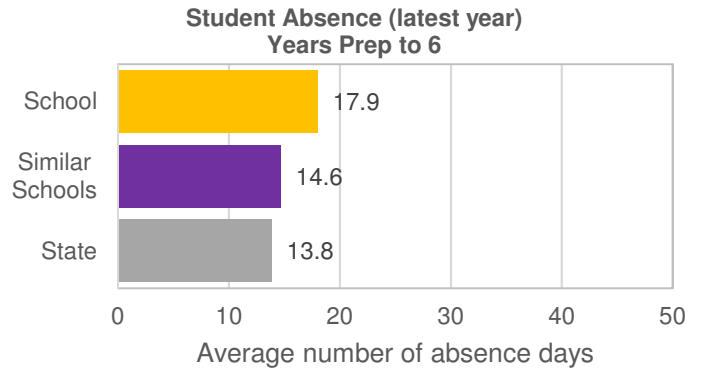
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 17.9 | 18.7 |
| Similar Schools average: | 14.6 | 15.7 |
| 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): | 91% | 91% | 92% | 92% | 91% | 89% | 88% |

WELLBEING

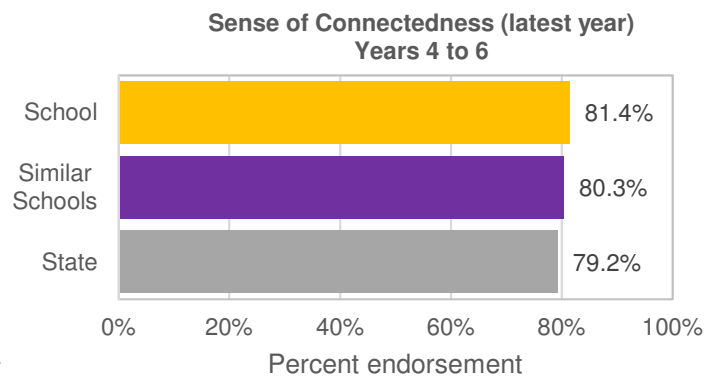
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 81.4% | 74.4% |
| Similar Schools average: | 80.3% | 81.8% |
| State average: | 79.2% | 81.0% |



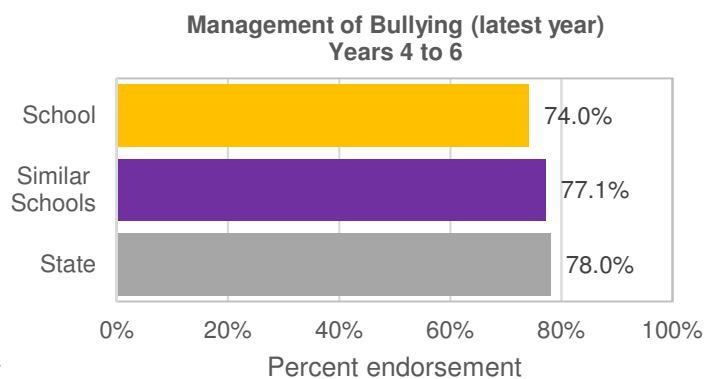
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 74.0% | 71.9% |
| Similar Schools average: | 77.1% | 79.7% |
| State average: | 78.0% | 80.4% |



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

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$4,725,678 |
| Government Provided DET Grants | \$595,346 |
| Government Grants Commonwealth | \$7,374 |
| Government Grants State | NDA |
| Revenue Other | \$12,992 |
| Locally Raised Funds | \$168,644 |
| Capital Grants | NDA |
| Total Operating Revenue | \$5,510,034 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$59,278 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | \$59,278 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$4,140,071 |
| Adjustments | NDA |
| Books & Publications | \$4,990 |
| Camps/Excursions/Activities | \$23,444 |
| Communication Costs | \$11,120 |
| Consumables | \$114,863 |
| Miscellaneous Expense ³ | \$8,990 |
| Professional Development | \$12,989 |
| Equipment/Maintenance/Hire | \$116,414 |
| Property Services | \$144,903 |
| Salaries & Allowances ⁴ | \$74,529 |
| Support Services | \$91,552 |
| Trading & Fundraising | \$41,535 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | \$35,019 |
| Total Operating Expenditure | \$4,820,417 |
| Net Operating Surplus/-Deficit | \$689,617 |
| Asset Acquisitions | \$64,991 |

- (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 | \$157,800 |
| Official Account | \$54,029 |
| Other Accounts | NDA |
| Total Funds Available | \$211,828 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$96,589 |
| Other Recurrent Expenditure | \$32,355 |
| Provision Accounts | NDA |
| Funds Received in Advance | NDA |
| School Based Programs | NDA |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | NDA |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | \$80,000 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | \$208,944 |

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.