

# 2020 Annual Report to The School Community



**School Name: Chiltern Primary School (0327)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 25 March 2021 at 08:32 PM by Louie Tempany (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 31 March 2021 at 06:40 PM by Scott Cunningham (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

Chiltern Primary School is a small, rural school, situated in a historic North East Victorian town. In 2020 we had an enrolment of 58 students, consisting of students from 39 families - 25 female and 33 male which equates to 42.37% female and 57.63% male students. Our student cohort consisted of 0% from non-English speaking backgrounds, with 3.39% of our cohort experiencing disabilities such as: hearing (1), vision (3), speech (4) and physical (1).

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

The staff of Chiltern Primary School take great pride in providing a safe and supportive environment with a strong emphasis on student learning outcomes. We provide a range of programs to support & increase student engagement, all the while promoting our core values; Respect, Responsibility, Care & Compassion, Honesty & Fairness, which underpin the success of our students both academically & socially.

As a school, our aim is to foster independent & empowered learners who have a strong sense of self-belief and self-worth. We encourage our staff, students & parents to value diversity & promote the development of the individual, academically, socially and emotionally. We are an inclusive school with a strong moral purpose, where staff know their students, understand their learning needs & ensure each child is engaged in meaningful learning experiences.

Staffing in 2020 consisted of one full time Principal, 3 Classroom Teachers, 4 Specialist Teachers (0.1 Music, 0.1 MACC – Art and 0.1 MARC - Library and 0.1 LOTE - Chinese) and Education Support Staff which includes Student Support, Student Well being Officer and a Business Manager. We continue to deliver an extensive range of specialist and extra-curricular programs including; Science, Chinese, Visual Arts, Physical Education, Library & our STEM program. Our Community Connection Program had intended to include the Chiltern Men's Shed, Community Lunches and Meals on Wheels, however in 2020 these programs were unable to operate due to COVID-19 restrictions.

The teaching & learning areas are bright and well-kept with access to a number of multi-purpose areas. There is an emphasis on varied and differentiated learning experiences, including high quality instructional practice & inquiry based learning through real-life experiences.

We are highly committed to student attendance as we want our students to have every opportunity to access learning. We are extremely proud of the dedicated and compassionate nature of our staff and our school motto of, 'School, Family and Community Achieving Together' highlights our commitment to the students and the Chiltern community.

### Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes provides a common language among teaching at every career stage, which in turn aims to support the achievement of whole school improvement. It is structured around four state-wide priorities that are proven to have a strong bearing on the effectiveness of a school.

Two of these priorities 'Excellence in Teaching and Learning' – 'Evidence Based High Impact Teaching Strategies' and 'Curriculum Planning and Assessment' were identified in our 2020 Annual Implementation Plan to support the improvement of student learning and outcomes.

Within our 2020 Annual Implementation Plan we identified the need to improve student outcomes in English - Writing.

Writing – FISO Dimension – High Impact Teaching Strategies

Literacy – FISO Dimension – Curriculum Planning and Assessment

Improve student learning in English (Writing)

- Teacher Judgement against Victorian Curriculum in Writing from 30% above level in 2018 to 35% in 2022
- NAPLAN - Writing: Year 3: from 46% in 2018 to 48% in 2020
- NAPLAN – Writing: Year 5: from 7% in 2018 to 10% in 2020

To improve student wellbeing

- Effective Classroom Behaviour from 83% in 2018 to 87% in 2020
- Managing Bullying from 90% in 2018 to 92% in 2020
- Motivation and Support from 77% positive response in 2018 to 80% in 2020
- Student Voice and Agency from 73% positive response in 2018 to 76% in 2020
- Managing Bullying from 73% positive response in 2018 to 75% in 2020
- Non-experience of Bullying from 53% positive response in 2018 to 55% in 2020

Chiltern Primary School worked collaboratively to:

- Ensure there is united and consistent practice to develop high quality student learning outcomes
- Build teacher capacity to implement high quality teaching of writing
- Develop the capacity of teachers to communicate clear Learning Intentions against agreed Success Criteria
- Build the capacity of teachers to co-construct writing goals
- Build teacher capacity in personalizing student learning and differentiating the curriculum
- Investigate and implement models that incorporate the use of ICT for 21st century learning
- Continue to build a digital learning environment and staff capacity to utilize technology to support student learning
- Investigate opportunities to build communication with parents about student learning
- Empower teachers to manage a range of diverse student behaviors and improve teacher understanding of the whole child to create a calm, orderly learning environment
- Create and build authentic opportunities across all aspects of the school for student to give and receive feedback and have a greater voice in their learning
- To build teacher capacity to implement a whole school approach to evidence based teaching strategies in writing

Unfortunately we found reaching our 2020 AIP goals challenging, primarily due to the restrictions we faced due to COVID-19 where our students were required to undertake Remote and Flexible Learning.

In an effort to continue to strive to meet our AIP goals and student achievement targets, students were provided with a variety of differentiated learning tasks through hard copy Take Home Learning Packs which also incorporated the use of learning platforms such as: SeeSaw, Essential Assessment, Reading Eggs, Writing Legends as well as daily explicit teaching provided to students through WebEx meetings.

A major focus for staff in 2020 was to provide rich learning opportunities through delivering a consistent and high quality learning program to students albeit remotely.

Staff worked collaboratively to build each other's capacity to implement new technology and to have the opportunity of peer observation through participation in WebEx meetings.

Staff meetings focused on building each others capacity to learn about and implement new technology and to continue to use High Impact Teaching Strategies such as: questioning, scaffolding and feedback.

Student and parent surveys conducted in 2020 indicated that the school had done an exceptional job of meeting the needs of our students.

## Achievement

In 2020 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

Chiltern Primary continued to ensure that all students, regardless of their ability or style of learning, had the opportunity to reach their full potential in a positive and supported learning environment.

Students in Foundation through to Year 6 continue to improve in both literacy and numeracy although the progress has been somewhat slower than expected due to COVID-19 restrictions and the need for Remote and Flexible Learning, however we felt students responded well to self-directed and project-based learning tasks during the period of Remote and Flexible Learning.

In 2020 staff continued to focus on implementing school wide practices that provided teaching and learning strategies to be differentiated to each student's point of learning. The Reading Strategies and 'Words Their Way' were further embedded and our school continued building on the 'Big Write' program in 2020 to ensure our whole school practice extended to writing. In addition, the inclusion of the learning platform Writing Legends, was further used to provide differentiated learning opportunities for students whilst working remotely. This program enabled teachers to differentiate the learning and give timely and accurate feedback to students to improve their academic performance. A Scope and Sequence in Numeracy has improved curriculum knowledge for teachers and a consistent instructional model has been created and embedded in daily practice, however, for a large part of the 2020 year this was done via Remote and Flexible Learning.

Teachers continued to meet regularly to analyse data, plan and review teaching practices.

Teachers encouraged students to become responsible for their learning, providing regular feedback and opportunities for independent decision making. There has been significant professional learning in the areas of Writing particularly VCOP and The Big Write and the use of Running Records and PAT Reading. This practice continued during Remote

and Flexible Learning.

In 2020 we continued to work with data collection and analysis. Student data is used to inform our teaching and enables accurate feedback and evidence of student learning. The data shows that our students are performing well and are achieving good academic results

Due to the restraints of COVID-19 there was no data available from NAPLAN results.

Teacher judgement against Victorian Curriculum standards identified 20 students who did not meet Victorian Curriculum outcomes at the expected level in Reading and Writing.

English

Years Prep to 6 Latest year (2020)

School percent of students at or above age expected standards:	80.7%
Similar Schools average:	83.0%
State average:	86.3%

Mathematics

Years Prep to 6 Latest year (2020)

School percent of students at or above age expected standards:	83.0%
Similar Schools average:	83.1%
State average:	85.2%

### Engagement

To support student engagement, Chiltern Primary School provides a challenging, balanced and comprehensive curriculum with the flexibility to meet the needs of each student. All students are able to participate in an environment which values and respects their achievements. Our School Values of: Care and Compassion, Respect, Responsibility and Honesty and Fairness, provide our whole school expectation in maintaining a positive learning environment. Our school has an open door policy to families, where we welcome families into our classrooms and encourage them to attend whole school assemblies, parent information sessions and social school community events such as the start of year, 'Meet and Greet Afternoon Tea' or 'BBQ'. Throughout the year we are committed to engaging with families through a variety of initiatives such as Parent/Student/Teacher Discussions, Walk/Ride to School Day, weekly hot lunches and our annual Mini Easter Fete. The school boasts a qualified, dedicated teaching staff committed to securing the best possible learning outcomes for all students. Chiltern Primary School takes every opportunity to broaden students' experiences by providing a wide range of extra-curricular and enrichment programs including; camps, excursions, inter-school sport, choir, Junior School Council, Men's Shed program, Chiltern Senior Citizens Community lunches, Meals on Wheels and lunchtime activities such as: our POD Play program. These activities foster the qualities of; leadership, initiative, independence, self-confidence, self-esteem, problem solving, decision-making, resilience, teamwork and social skills. Classroom engagement is ensured by providing learning tasks which are differentiated for each individual student and reciprocal feedback between teachers and students is embedded in daily practice.

Unfortunately due to COVID-19 constraints some of our regular programs were either postponed or cancelled.

An extensive array of enrichment and co curricula programs ensured all students were exposed to (where possible) a range of learning activities and environments during 2020. They support higher levels of engagement and wellbeing.

These successful programs included:

- Student Leaders Program (House Captains and Vice Captains and Junior School Council)
- Strong home/school partnership
- Junior School Council Meetings
- Variety of Specialist Programs (LOTE, Science, Performing Arts, Visual Arts and Library - still provided during Remote and Flexible Learning and when students returned to on-site learning)

Remote and Flexible Learning and when students returned to on-site learning)

- Literacy and Numeracy Support
- Buddies Program
- Effective Sport Program
- Camps for Years 3-6
- Music Program
- Parent/Student/Teacher Discussions
- Weekly WebEx assemblies
- Weekly WebEx Science/STEM lessons
- Remote Mother's/Father's Day Stall

- Whole School Remote Disco
- Year 6 Celebration Day
- Whole School Awards Night

**Student Absence**

Years Prep to 6 Latest year (2020)

School average number of absence days:	9.9
Similar Schools average:	14.2
State average:	13.8

**Attendance Rate 2020**

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

**Wellbeing**

Chiltern Primary School students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement, and social capacity. Our Foundation Transition program continued to be successful for our students and was positively received by parents, albeit in its altered form. In 2020 we were unable to run our usual Transition Program until later in the year due to COVID-19 restrictions. We did manage however, to provide transitioning students with eight Transition Days. Our Transition program prepared our youngest students extremely well for their first term of schooling in 2021. Our Transition program was offered to all pre-school students and their families, with further days offered to enrolled students. Students were provided with a range of sessions to explore what school will be like the following year. Due to COVID restrictions, our Transition coordinator was only able to visit our feeder pre-school on limited occasions, however we still managed to forge strong links with early childhood educators. Our pre-school students and their families were invited to a parent information session and morning tea where parents of the previous year's Foundation students were invited to respond to questions from future parents once COVID restrictions were lifted. Foundation/Year 6 Buddy program also contributes in the development of social confidence in both the Foundation and Year 6 students.

Our intra-school transition program which occurs in the second last week of Term 4, links all students with the following year's classmates and teachers. This program prepares students for their entry into the next year level. In December, time is allocated for a comprehensive transitional handover between staff for every student within the school. Feedback indicates our 2020 exiting Year 6 students were unfortunately not as well prepared for secondary school due to COVID restrictions. Programs highlighting leadership, personal responsibility and student choice led to students becoming confident and adaptable to meet new challenges. Events such as Year 6 Graduation and Celebration Day, focus a positive light on this time of change.

Our focus continued to be to maintain and strengthen student connectedness, and to further develop opportunities to promote strong student involvement in areas such as learning, curriculum delivery, leadership, extra curricula activities and school improvement. In order to provide greater opportunities for students and families to engage in our school community and provide important information we have utilised the following communication methods: school website, weekly newsletters, parent/student/teacher meetings, reports to parents, committee development where possible and UeducateUs. During the challenges of 2020 we also utilised the learning platform SeeSaw to enable parents to view and comment on their children's work undertaken during Remote and Flexible Learning.

Individual Education Plans and Student Support Group meetings (SSG's) were implemented via Web Ex to assist students who are operating outside the expected levels to ensure they were provided with the best support both academically and emotionally to improve overall wellbeing. These Individual Education Plans were also developed for individuals who were operating above the expected level to ensure their learning needs were met. The continued employment of a Classroom Assistant provided additional classroom support to students and teachers.

Data from our Parent Opinion Survey places Chiltern PS in the following:

Parent Satisfaction	Latest year (2020)
School percent endorsement:	89.7%
State average:	81.2%

2020 Staff Survey indicates that Chiltern PS has performed well with the following results:

	Chiltern PS	All Primary Schools
<b>School Climate</b>		
Overall Score (mean):	85.76%	80.71%
Percent Endorsement:	83.00	77.80
<b>Collective Efficacy</b>		
Overall Score (mean):	85.67	80.4
Percent Endorsement:	81.70	76.80
<b>Collective Responsibility</b>		
Overall Score (mean):	92.00	86.90
Percent Endorsement:	93.30	81.00
<b>Academic Emphasis</b>		
Overall Score (mean):	78.50	76.12
Percent Endorsement:	72.50	70.00
<b>Teacher Collaboration</b>		
Overall Score (mean):	91.20	75.39
Percent Endorsement:	92.0%	68.7%
<b>Parent and Community Involvement</b>		
Overall Score (mean):	86.00	81.84
Percent Endorsement:	83.79.	79.10

### Financial performance and position

At the end of 2020, Chiltern PS had a surplus of \$25,563.85. This was due to less expenditure than predicted in a variety of sub-programs due to COVID-19. This money will roll-over into 2021 and be allocated across the 2021 budget as per the School Council approved draft budget. The substantial equity funds provide additional programs and teachers to support student learning, in the areas of Literacy, Numeracy, ICT and Well-Being. Equity Funding will be used to ensure the continued employment of our Classroom Assistant and externally sourced face to face LOTE program. Equity Funding will be used towards our STEAM Program - Science, Technology, Engineering, Arts and Mathematics Program. Equity Funding will also be used to provide a new spelling program 'Sound Waves.'

The surplus will be used to support the provision of programs targeting the individual needs of the students at this school and ensure students and staff have access to necessary resources.

Our extraordinary revenue in the areas of Fundraising and Major Works, have been allocated to much need renovations of existing structural maintenance.

**For more detailed information regarding our school please visit our website at <http://www.chilternps.vic.edu.au>**

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 58 students were enrolled at this school in 2020, 25 female and 33 male.

0 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.

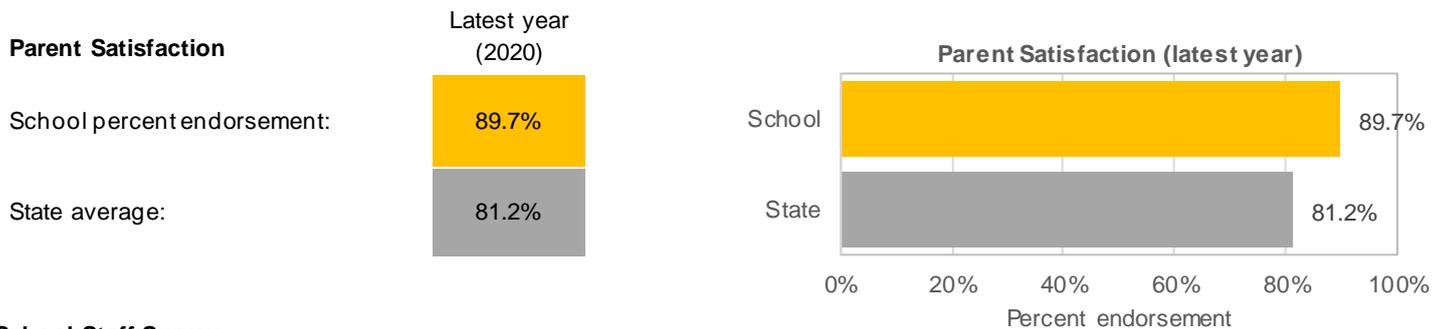
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

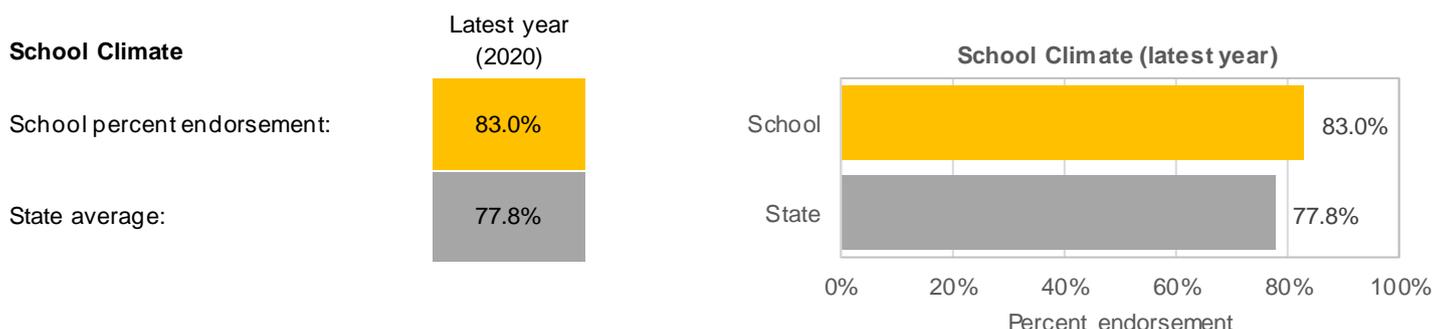


### School Staff Survey

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:

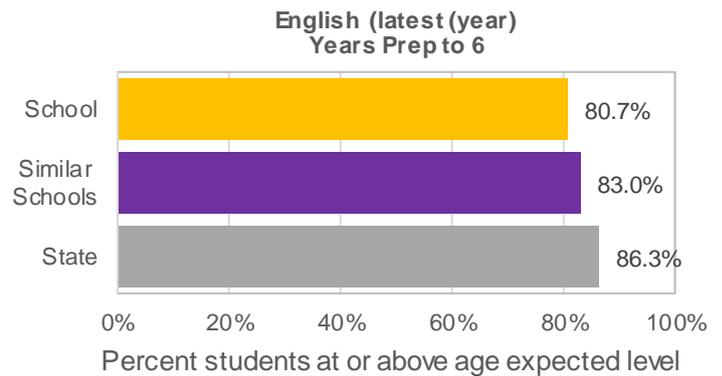
80.7%

Similar Schools average:

83.0%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

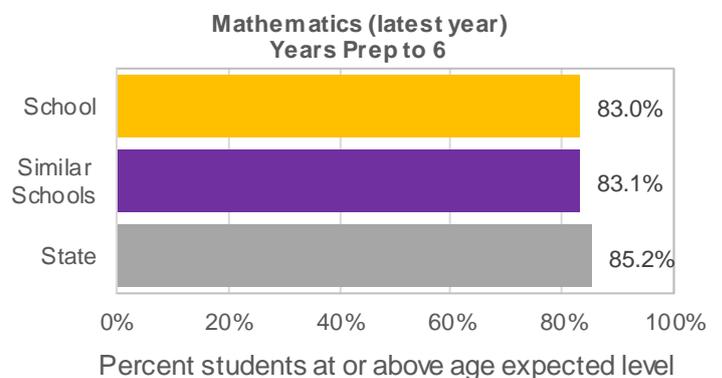
83.0%

Similar Schools average:

83.1%

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

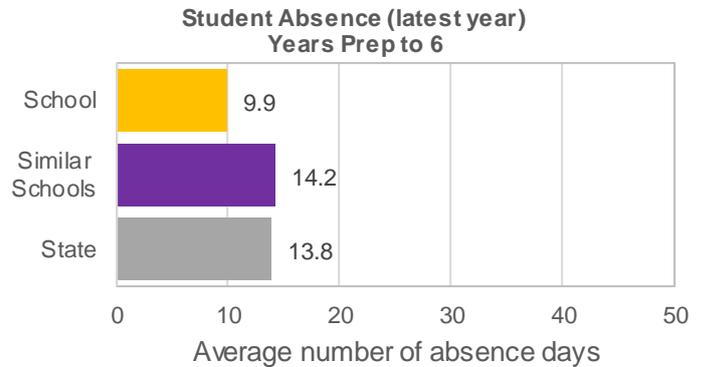
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	9.9	13.8
Similar Schools average:	14.2	16.7
State average:	13.8	15.3



### Attendance Rate (latest year)

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

**WELLBEING**

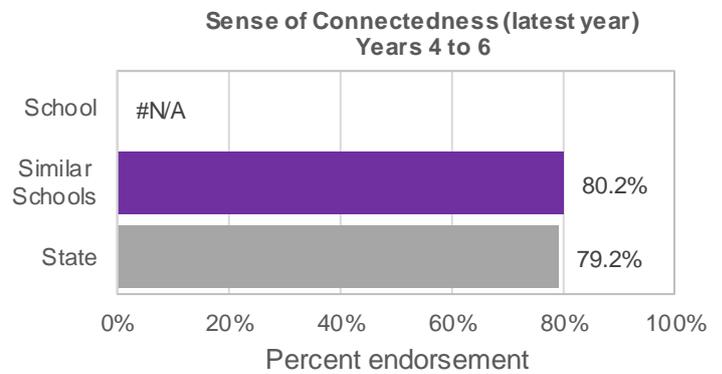
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	88.6%
Similar Schools average:	80.2%	82.1%
State average:	79.2%	81.0%



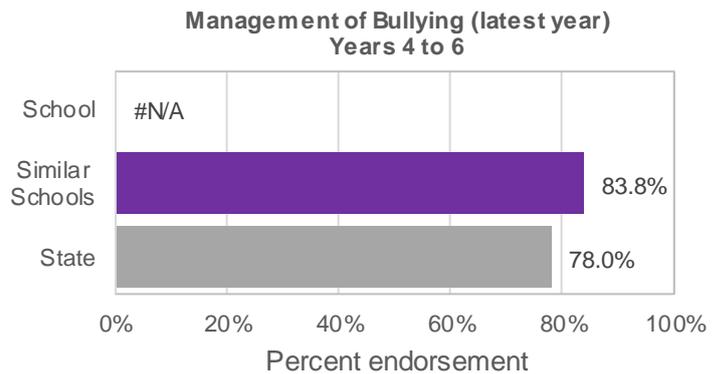
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	91.5%
Similar Schools average:	83.8%	83.7%
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	\$610,281
Government Provided DET Grants	\$219,451
Government Grants Commonwealth	\$7,600
Government Grants State	NDA
Revenue Other	\$4,827
Locally Raised Funds	\$27,981
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$870,140</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$37,079
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$37,079</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$564,136
Adjustments	NDA
Books & Publications	\$688
Camps/Excursions/Activities	\$13,527
Communication Costs	\$3,620
Consumables	\$12,264
Miscellaneous Expense <sup>3</sup>	\$9,388
Professional Development	\$912
Equipment/Maintenance/Hire	\$12,344
Property Services	\$67,502
Salaries & Allowances <sup>4</sup>	\$21,312
Support Services	\$16,533
Trading & Fundraising	\$6,948
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$10,857
<b>Total Operating Expenditure</b>	<b>\$740,031</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$130,110</b>
<b>Asset Acquisitions</b>	<b>\$9,609</b>

- (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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$269,962
Official Account	\$4,629
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$274,591</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$24,789
Other Recurrent Expenditure	\$1,246
Provision Accounts	NDA
Funds Received in Advance	\$41,570
School Based Programs	\$85,228
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$4,216
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$29,366
Maintenance - Buildings/Grounds < 12 months	\$62,391
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$248,805</b>

*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.*