

2020 Annual Report to The School Community



School Name: Newport Lakes Primary School (0113)



Newport Lakes
Primary School

- 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 30 April 2021 at 01:45 PM by David Moss (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 21 May 2021 at 12:21 PM by Meredith Kelly (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

School Vision and Values

The vision of Newport Lakes Primary School (NLPS) is to develop students that are resilient responsible, respectful and compassionate, within a safe and nurturing environment.

We provide a rigorous educational program that empowers students to excel, take action and become lifelong learners.

We believe all students can learn and as members of diverse communities

We can make a difference to the world around us.

Resilience We keep on trying

Critical Thinking We solve problems and use our minds well

Responsibility We take care of ourselves, our community and our world

Compassion We always treat each other well

Respect We think about and act in a positive way towards ourselves and others

School Workforce Composition

In 2020 there were 30.4 eft Teaching staff comprising of 2 x principal class, 21 classroom teachers, 4.6 x specialist teachers, 1 x intervention teacher and 1.8 support teachers.

There were also 6.8 eft Education support staff comprising of 2.4 administration staff, 3.2 classroom integration aides .8 x first aide and .4 x Information technology support.

School Details

There were 529.2* students enrolled in 2020. (*one student shared an enrolment between NLPS and Rosamond School).

The school's enrolment has continued to increase from an enrolment of 494.2 in 2019 to 529.2 in 2020. Newport Lakes has implemented an enrolment policy which is communicated widely in the school newsletter, school website and to prospective parents. The school has experienced many requests from families outside our local network neighbourhood area (school zone) which we did not accept.

After experiencing a number years of high enrolment growth (2019 – increase of 30 students, 2020– increase of 35 students) the increase in 2021 was only 8 students.

During the later months of 2020, there were a higher than usual number of students that transferred to new schools in regional areas made possible because of more flexible work options available to parents and also a number of families took the opportunity of returning to interstate and overseas homes.

The number of preps enrolled in 2021 was approximately 10% lower than expected. This may have resulted from a limited or no kinder year in 2020 and parents choosing for their child to having a further year in pre-school in 2021.

Newport Lakes Primary School continues to be a well sought after school of choice in the local and neighbouring areas.

Of the 529.2 students enrolled in 2020, there were 54 EAL (English as an Additional Language), 3 indigenous students and 7.2 students were funded on the PSD (Program for Students with Disabilities) program.

There were no funded international students attending NLPS in 2020.

The school is located in local government area of Hobsons Bay.

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. Newport Lakes Primary's socio-economic band value is low being 0.1705.

Details of programs offered for students

Newport Lakes Primary delivers a curriculum program developed and informed by the Victorian Curriculum. The

ongoing assessment data was used to plan for and differentiate the teaching and learning program specific to students' needs.

The weekly teaching program at NLPS consisted of 5 hours of Reading, 5 hours of Writing and 5 hours of Mathematics per week.

The students at NLPS participated in one hour of Art instruction, one hour of Performing Arts instruction) Music / Drama, 1 hour of Physical Education as well as 1 hour of LOTE (Indonesian)/Cultural Studies.

Students participated in 30-60 minutes of weekly Library time during which children were able to borrow books for home reading enjoyment, examine new additions to the library as well as borrow for their Classroom Libraries.

The remaining instructional time was dedicated to the delivery of an Inquiry based program (Big Question Time) and the Health & Wellbeing sessions, with a focus on the Respectful Relations (RR) program and the values of NLPS.

The school continues to conduct a P-6 classroom music program and a strong instrumental program. In excess of 60 students participate in weekly instrumental music lessons (brass, woodwind & percussion) and the school is very proud of the concert band consisting of 35+ Yr 3-6 students.

Due to the lockdown, remote learning and COVID restrictions the school was unable to present the musical production planned for 2020.

Framework for Improving Student Outcomes (FISO)

Framework for Improving Student Outcomes (FISO)

A focus for 2020 was to support students to develop strategies to increase engagement and skill development of all students. Writing has been an on-going priority reflecting our School Strategic Plan of every child making 12 months growth in 12 months.

The professional development in 2020 was focused on:

- * 6+ 1 Traits
- * Vocabulary
- * Scaffolding Literacy
- * Professional learning Communities Inquiry Cycle
- * Health and Wellbeing

A continued focus in 2020 was to embed the implementation of the whole school Instructional Model developing a gradual release of responsibility, so that students understood their role as a learner as well as the teachers' role to support growth during a lesson.

A further focus was also to build teacher capacity to implement practices that promote student voice and learner agency.

NLPS is a School Wide Positive Behaviours School and our aim was to create a supportive and inclusive learning community which nurtured the social and emotional development of all students, providing opportunities within the school community for increased student agency.

A goal was for students to set learning goals with their teachers and reflect on their achievement. Students discussed the 'Learning Pit' and how learning can be difficult and requires effort. Students have been guided by teachers to show evidence of the mastery of the Learning Goal, focusing on the Success Criteria. Teacher feedback is directed to the evidence required in the student work samples.

Although 2020 was heavily impacted by remote learning with teachers working from home, a continued focus on professional learning continued to be a priority. The School Leadership Team, consisting of the Principal, Assistant Principal, Learning Specialists, PLT Leaders and the Intervention co-ordinator continued to ensure a consistent message was delivered and that support for teachers was readily available.

Fortnightly Leadership meetings were timetabled to ensure the discussion of data, student growth, high expectations and teacher support was planned and monitored.

Weekly PLT meetings occurred when each team was timetabled to attend on-site to assist with supervision of students that attended the on-site program.

During the lockdown periods, PLT's continued to plan weekly remote learning programs and monitor the health and well-being of students and teachers within their teams.

Professional Learning continued to be undertaken by teachers throughout 2020 to build their capacity and to support the delivery of a research based engaging curriculum.

Achievement

Achievement

Usually, we would look primarily to NAPLAN results when sharing the achievements of the year, but 2020 was a year like no other in living memory and we do not have NAPLAN such results to discuss. However, we can definitely look at our school's achievement through some alternative lenses.

Meeting the needs of our school community

- Pivoting to our 'Learning at Home' program, including some online elements in the initial lockdown and then an increased online learning/communication (e.g. Google Meet, Seesaw) with students and families in the second lockdown
- Changing to a less structured weekly schedule/program based on feedback early lockdown 1, allowing families more flexibility
- Providing technology for use at home to those families that needed it
- Running the onsite program for vulnerable students and children of essential workers
- Maintaining the small group/individual literacy and numeracy support programs online during the second lockdown
- Supporting selected Year 3-6 students to participate in extension/challenge activities provided through a government endorsed third party

Maintaining our collegiate staff culture and professional learning schedule

- Began the year with a sharp focus on improving the teaching and learning of vocabulary at NLPS, using the train the trainer approach in PLTs, mixed with some whole school PL sessions
- Made time for staff to meet via WebEx to check in re. wellbeing and share what was being done successfully in our learning from home programs
- Continued to give this a focus in whole staff PL sessions in Term 4 and Term 1 of 2021
- Provided opportunities for staff to be trained in unfamiliar online platforms such as Seesaw
 - Supported PLTs to regularly meet online and in person (when possible) to keep professional and personal support high in uncertain times.

Assessment of, and reporting on, standards for English and Mathematics

We were able to provide written comments to parents at the end of Semester 1. Through the considered planning and dedication of our teaching staff, particularly in the first half of Term 4, we were able to collect enough evidence of learning to give more formal progression points, student outcomes against related KAIs (Key Assessment Indicators) and individual comments in our Semester 2 reports.

Teacher judgement of student achievement shows that the percentage of our students (from Prep - Yr 6) working at or above age expected standards is significantly above the state average and is in line with similar schools. In English, 94.7% of our students are at or above expected standard (compared to 93.4% for similar schools) and in Mathematics, 92.7% are at or above, compared to 93.3% of similar schools. This shows our increasing focus on Numeracy teaching and learning in 2021 is well placed.

Despite the disruptions to the planned teaching and learning, we still measured our progress against the whole school writing goal in 2020, being that we 'maintain or improve the percentage of students scoring 6 or more months ahead of expected level in writing (teacher judgements) in all classes P-6'. In 2020, we had 38% of students achieve this, as opposed to 40% in 2019, which was not unexpected, given the disruptions. Many of the students that failed to make expected gains are currently/will be participating in the Tutor Learning Initiative at NLPS in 2021 (called Tutor Support Groups).

Engagement

Engagement

There were many challenges presented with the shift from onsite teaching and learning to remote teaching and learning. At Newport Lakes Primary the focus was to continue to ensure students were provided with the opportunities to learn from home and be supported both academically and emotionally.

All families were provided with a weekly 'Learning @ Home' program that was uploaded and available every Sunday afternoon on the school's website.

The Learning @ Home program aimed to break down the learning tasks to allow students to learn independently at home and simultaneously provide parents with a scaffold to support their children.

In excess of 60 families (82 devices) were provided with digital devices following the criteria set out by DET.

Throughout remote teaching and learning teachers progressively moved to more consistent online teaching with students participating in the core teaching and learning of Reading, Writing and Numeracy.

Students were able to participate in the specialist subjects of Art, Music, PE and LOTE. Teachers planned for and delivered wellbeing sessions with a strong focus to connect with students and provide students with the opportunity to connect with their peers.

Surveys undertaken during remote learning indicated that students and parents were 'overall very satisfied' with the online programs provided during the lockdowns. Feedback after the first lockdown indicated that improvements could be undertaken with the inclusion of daily check-ins, more mini video lessons to assist with the instruction of lessons and greater online contact between teacher and student and student and student. These additions were included in all future remote learning programs.

Overall our students were engaged in the teaching and learning and were completing set tasks. Our teaching staff continued to embed the Instructional Model when teaching starting with a mini lesson to introduce the learning with a Learning Goal and Success Criteria.

Our Education Support (ES) Staff provided onsite as well as targeted online support to our funded students as well as students who required a different platform for learning. Funded and vulnerable students were invited to attend the on-site programs and were able to receive additional and individualised assistance with their learning.

The ES staff worked closely with the classroom teachers and the intervention co-ordinator.

The overall feedback from teachers was very positive with students re-connecting with their peers and enjoying being back onsite.

The school's attendance data continued to be slightly better than similar schools' and much greater than the state average.

Wellbeing

Wellbeing

At Newport Lakes PS, our sense of community is incredibly important as well as building positive relationships between all students, parents and staff. School-wide positive behaviour support (SWPBS) is a framework that we follow, which brings together a school community to develop positive, safe, and supportive learning cultures. Students at NLPS are explicitly taught our school values of resilience, respect, responsibility, critical thinking and compassion, across all parts of the school day. Exemplary behaviours that demonstrate these values in action throughout the school day are also celebrated.

Student wellbeing is addressed in our curriculum for every year level through our 'Health' program. The health scope and sequence was updated for the 2020 school year, and all reports suggest that the changes made the delivery of the curriculum much easier to follow. Further literature was also purchased for all teams' health tubs, to support the teaching of health-based topics.

In 2020 NLPS became a Respectful Relationships lead school, working with other primary and secondary schools in Western Melbourne. The school began collaborating with six partner schools in the local area, supporting their implementation of the Respectful Relationships curriculum. The majority of this was undertaken online, so it is hoped that more face-to-face meetings/professional learning sessions will be made possible in 2021. The school's sign-in

process for visitors was reviewed, to ensure that visitors are aware of school's commitment to Respectful Relationships.

Grade five student RR leaders were selected, and although learning from home made their roles more challenging, the team managed to create entertaining videos from their own homes – for the entire student community - about how to demonstrate the school values during remote learning.

The student wellbeing team managed to maintain professional learning for all staff during remote learning, through online opportunities made possible by Jarrod Bateup and Libby Hargreaves (RR Project Leads). Staff participated in PD about Topics 7 and 8 from the Resilience, Rights and Respectful Relationships curriculum, as well as the topic of sexting. Information from the sexting PD was also shared with our parent community, which included information about pornography and its impact on young people. Given the challenges of 2020, staff wellbeing was a real focus at NLPS. Online professional learning focusing on building staff resilience and self-care and wellbeing were also made possible.

The school continued to implement the use of Restorative Practices when responding to student behavioural choices. Restorative Practices promote inclusiveness, relationship-building and problem solving through structured conversations that resolve conflicts and restore friendships/relationships between students. The focus is on ensuring all voices are heard, and that the harm caused to relationships can be repaired.

NLPS' commitment to supporting our LGBTIQ+ community was demonstrated in our inaugural celebration of 'Wear it Purple Day' in August. It is hoped that this will become an annual tradition in our school community's calendar. Minus18 also provided professional learning for all staff on how to create LGBTIQ+ inclusive classrooms. Minus18 is a youth-led organisation that aims to improve the health and wellbeing of, and provide a safe environment for, same-sex attracted and gender diverse young people in Australia.

At the end of 2020 in preparation for the beginning of the 2021 school year, the 'learning to learn' documents were reviewed, to ensure there was literature to support the concept of having a growth mindset. 2021 will include opportunities to learn more about dealing with trauma and anxiety in our school community, as well as how to build healthier masculinities. It is hoped that building staff capacity to address these areas will strengthen our students' sense of resilience, connectedness, and confidence when it comes to sharing how they are feeling

Financial performance and position

Financial Performance

Financial management and careful budgeting remained a focus at Newport Lakes Primary School (NLPS) in 2020. This ensured the ongoing provision of the best educational outcomes for our students, teachers and continual improvement and maintenance of our buildings and grounds.

The larger than expected net operating surplus is a direct result of the Covid – 19 impact of 2020. The 'whole school' did not participate in as much professional development as previous years or have a need to engage in school level payroll (SLP) as the need for CRT's to cover planning days / sessions, personal leave, LSL and the likes was not apparent. 2021 and beyond will see the school engage in more professional learning as well as focus on new areas, which have been immobilized from the dynamic changes schools were faced with in 2020 as well as the core / curriculum based professional development.

This sound financial position can be attributed also to careful planning and diligent upkeep of the school building and surrounds which undoubtedly saves NLPS money throughout the year on unnecessary maintenance expenses and repairs. Fundraising efforts of the school community in 2019 were put to good use in 2020 with the development of the Sensory Garden and the upgrade of the school office. Whilst the school community was unable to partake in fundraising activities in 2020, the entire school is extremely grateful of the efforts of everyone involved in these events.

Finally, our student charges and voluntary contributions remain an integral component of our school funding, allowing students access to the ongoing opportunities and experiences provided at NLPS. Our parent community's ongoing commitment to the school through a high rate of payment of these contributions remain critical in providing opportunities to our students. Parent contributions also continued to fund the invaluable service of the school nurse, which receive no Department funding.

Thank you to School Council and the Finance Committee for their continued leadership, support and guidance in

implementing the financial aspects of our long term school strategy.

For more detailed information regarding our school please visit our website at
<https://newportlakesps.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 529 students were enrolled at this school in 2020, 279 female and 250 male.

13 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.

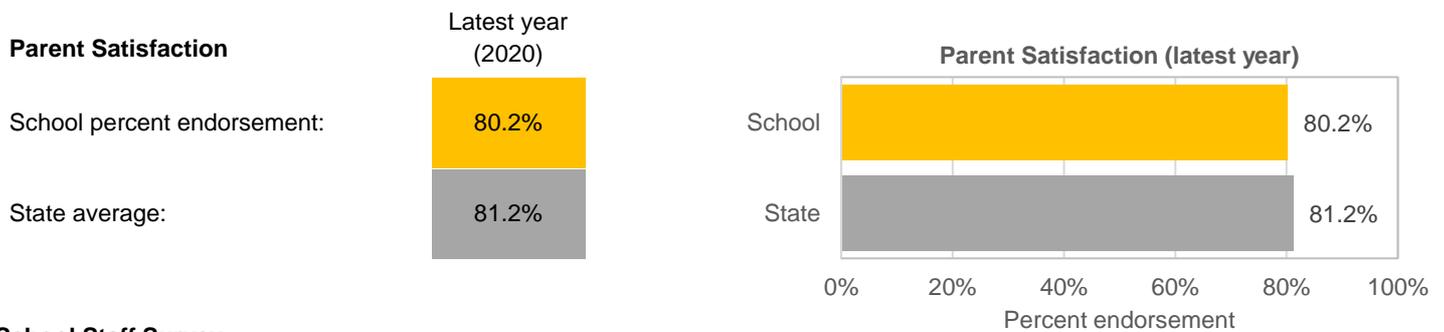
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

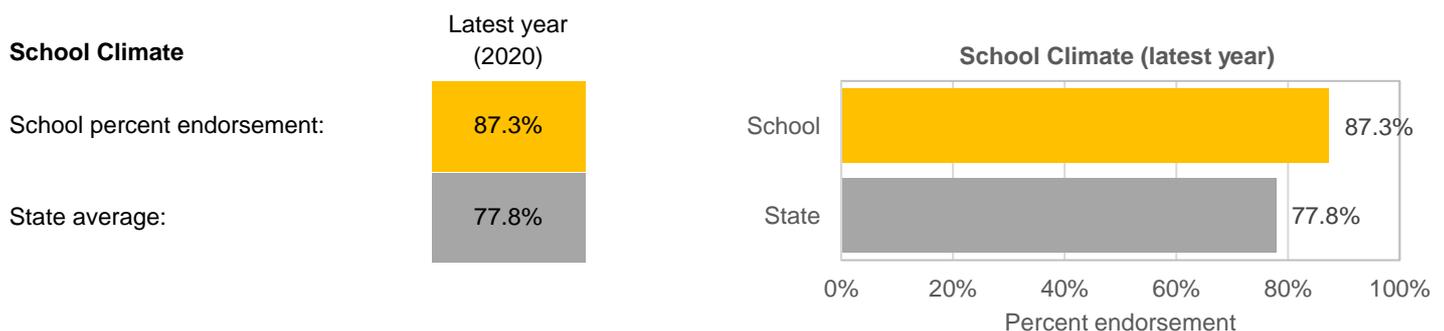


School Staff Survey

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:

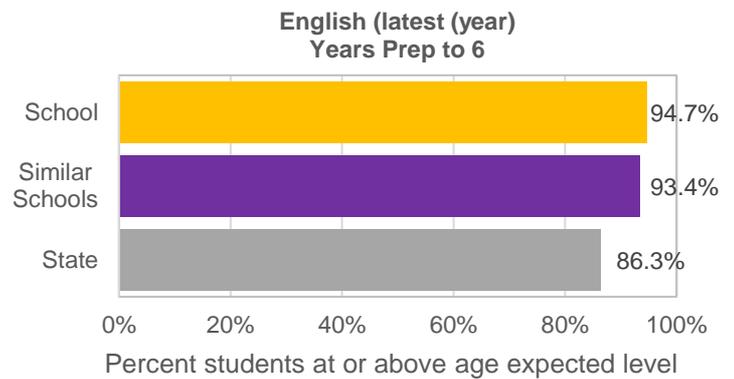
94.7%

Similar Schools average:

93.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

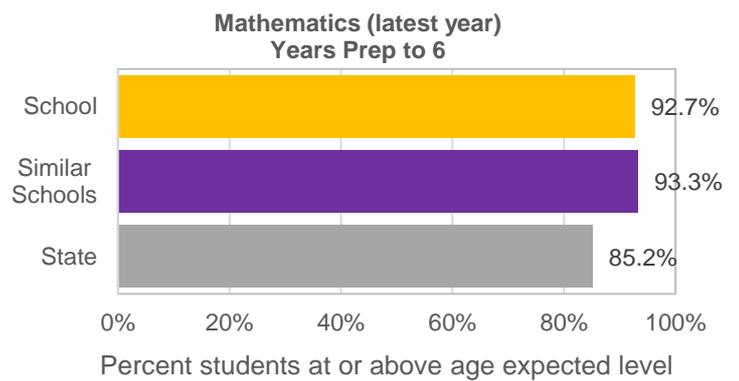
92.7%

Similar Schools average:

93.3%

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

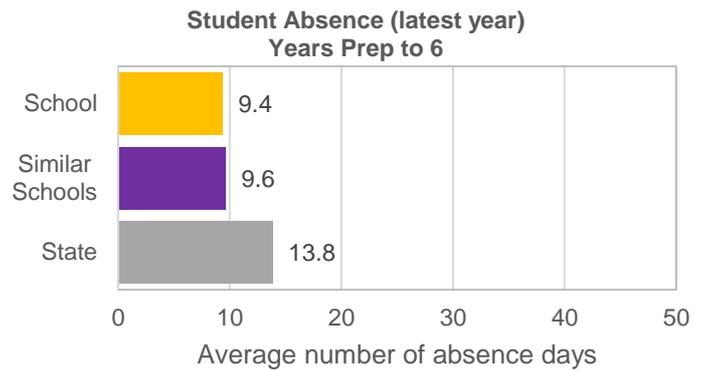
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	9.4	12.6
Similar Schools average:	9.6	12.9
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%	96%	95%	95%	94%	95%

WELLBEING

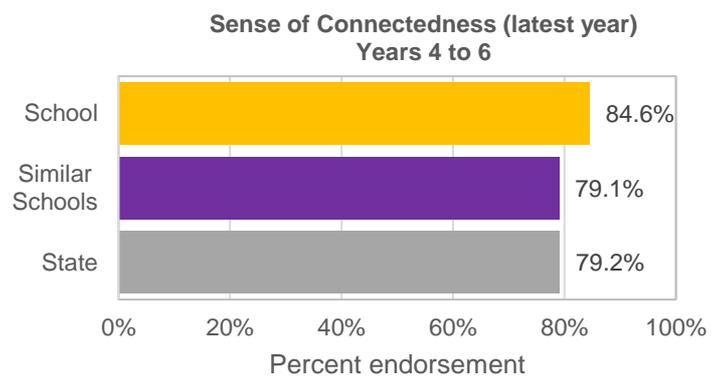
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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%	81.9%
Similar Schools average:	79.1%	80.5%
State average:	79.2%	81.0%



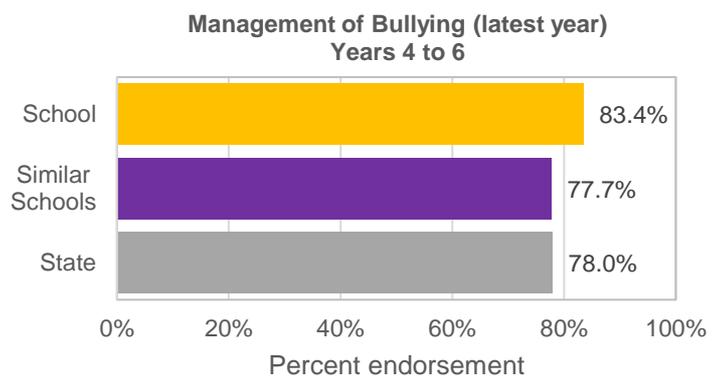
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	83.4%	79.9%
Similar Schools average:	77.7%	79.9%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,976,107
Government Provided DET Grants	\$533,460
Government Grants Commonwealth	\$3,150
Government Grants State	NDA
Revenue Other	\$12,371
Locally Raised Funds	\$334,656
Capital Grants	NDA
Total Operating Revenue	\$4,859,744

Equity ¹	Actual
Equity (Social Disadvantage)	\$23,642
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$23,642

Expenditure	Actual
Student Resource Package ²	\$3,782,358
Adjustments	\$15,920
Books & Publications	\$2,041
Camps/Excursions/Activities	\$89,930
Communication Costs	\$4,505
Consumables	\$112,418
Miscellaneous Expense ³	\$17,588
Professional Development	\$16,247
Equipment/Maintenance/Hire	\$97,391
Property Services	\$129,188
Salaries & Allowances ⁴	\$132,103
Support Services	\$38,977
Trading & Fundraising	\$9,529
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$25,490
Total Operating Expenditure	\$4,473,686
Net Operating Surplus/-Deficit	\$386,058
Asset Acquisitions	\$330,071

- (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	\$504,052
Official Account	\$43,106
Other Accounts	\$16,242
Total Funds Available	\$563,399

Financial Commitments	Actual
Operating Reserve	\$92,087
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$138,299
School Based Programs	\$45,873
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$70,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$141,568
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$50,000
Total Financial Commitments	\$537,827

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.