

2020 Annual Report to The School Community



School Name: Dandenong South Primary School (4810)



- 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 26 April 2021 at 08:53 AM by Leonie Fitzgerald (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 03:36 PM by Rina Main (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

Dandenong South Primary School is located in the South-Eastern Victoria Region, thirty-nine kilometres from Melbourne. The school is bordered by residential, commercial and industrial zones. The school has a kindergarten onsite coordinated in partnership with the City of Greater Dandenong and Best Chance Child Family Care. Facilities include a newly refurbished Library, (Discovery Centre) modern gymnasium, refurbished classrooms, spacious grounds and a Community Hub.

At Dandenong South Primary School the wellbeing and safety of all children is at the forefront of all we do and every decision we make. We have a zero-tolerance to child abuse. Our school actively promotes the safety and wellbeing of all students, and all school staff are devoted to protecting students from abuse or harm in the school environment in accordance with their legal obligations including the Child Safe Standards.

We are committed to using a Restorative Practices approach, which focuses on developing positive relationships between students, and between teachers and students. The school's Wellbeing Officer plays a significant role in supporting teachers to improve engagement and wellbeing by providing ongoing professional development for all staff in Restorative Practices.

School Vision:

At Dandenong South Primary School we provide students with a positive and engaging learning environment, which will equip them with the knowledge, skills and social competencies they need for the future in order for them to become respectful and responsible citizens who contribute positively to society.

Mission Statement:

To provide the optimum learning environment so that every child has the opportunity to succeed.

School Values:

Dandenong South Primary School has a holistic approach to learning where the academic, physical, social, and emotional needs of all children are fostered through the school's values of being respectful, safe and responsible. These values provide us with a framework for the way we achieve our vision.

On Census Day in 2020, the school had an official enrolment of 642 students. Of these students, 83% were English as an Additional Language (EAL) students and 1% of the students were of indigenous background. In 2020, there were two international students. The school ensures that all students receive a high quality education experience through a high level of support in a safe, welcoming and engaging learning environment.

To facilitate the management, the school is divided into five sub-schools; Foundation (five grades) Year One (five grades), Year Two (four grades), Years Three and Four (eight 3/4 grades), and Years Five and Six (eight 5/6 grades). In 2020, the full-time equivalent teaching staff was 49 including one Principal, two Assistant Principals, five Leading Teachers, Literacy and Numeracy Learning Specialists, five additional support teachers, two English as an Additional Language teachers and fifteen Education Support staff. Specialist areas include Visual Arts, LOTE (Indonesian), Performing Arts and Physical Education. An Allied Health team consisting of two psychologists and two Speech Pathologists also work with identified students across the school. The Community Hub's staff consists of two part-time workers.

Dandenong South Primary School is committed to improving the learning and wellbeing outcomes of every student. The school implements the priorities of the Victorian education system, emphasising the importance of providing all students with strong foundations in Literacy and Numeracy learning. Literacy and Numeracy continue to be the core curriculum areas with students being provided with personalised learning opportunities as part of their regular classroom program. The school follows a Play-Based Learning approach through its Investigations program in Foundation to Grade Two and Inquiry Learning consolidates this approach in Years Three to Six.

Dandenong South Primary School provides an array of student support programs for students in English, Mathematics and Wellbeing. The programs offer intervention as well as extension opportunities to students at each grade level. To cater for the learning needs of students who predominantly speak English as an Additional Language, the school offers a range of literacy intervention programs. These include first phase and second phase English as an Additional Language programs, a Literacy Enhancement Assessment Program (LEAP), Oral Language, Phonological Awareness and Reading and Writing programs.

The school continues its relationship with a number of partnering organisations to provide a Community Hub, which offers playgroup, English Language classes and other programs tailored to the needs of the local community. The Hub offers support to families by familiarising them with the school setting and builds relationships with school staff to provide a safe, supportive and accessible venue for a range of community services. The Community Hub continues to act as a bridge, linking mothers, their children, and their extended family, to the wider community and the network of services and programs available to support families in the City of Greater Dandenong.

Framework for Improving Student Outcomes (FISO)

In 2020, Dandenong South Primary School continued to implement the Departmental Priorities and focused on ongoing improvements in Literacy and Numeracy. Despite the challenges presented by remote and flexible learning, the school continued to provide excellent educational opportunities for all students which focused on the key improvement strategies of building practice excellence, evaluating the impact on learning as well as empowering students and building school pride. The teachers were resourceful in their delivery of remote learning and students showed great resilience in managing the changes.

To ensure a level of high quality instructional skill and curriculum delivery, staff collaborated over the development of differentiated teaching strategies and skills in order to cater for the various learning needs and abilities of students. Classroom teachers continued to analyse and use individual, class and whole school data to inform their learning programs.

During remote and flexible learning, teachers continued to plan and deliver activities and lessons using online platforms, such as Google Classroom and the Seesaw app. Teachers provided videos, planning templates, and other resources, such as exemplar texts to engage students and enhance their learning.

1. Seesaw

All F-2 classroom teachers used the Seesaw app as the medium to communicate their teaching and learning content in the areas of Reading, Writing, Mathematics, Investigations and Specialist subjects. Seesaw was used to explain the different activities for the day and to offer feedback on submitted student work. Due to a variety of reasons, there were limitations in parents using this app to support remote learning across these year levels. For those families, printed hard packs of work were provided. There was positive feedback from those who used Seesaw and some examples of this are:

- The Seesaw app is great and we love how the teacher is able to explain the tasks however as a working mum we can only complete the tasks mostly on the weekends when I am home. (Parent of student in FD)
- She's a bit shy but learning wise she's really good and a 'fast catch up' person. Thank u so much for the award. She will keep doing her best and I will ensure it. You are one part of this achievement (Teacher's Name). If you are not here, it's not possible for us. Thanks again. (Parent of student in 1C)
- The videos put by the teacher relate back to what the children remember in the classroom. (Parent of a student in 2C)

2. Google Classroom

Students in Grades 3-6 used Google Classroom as their learning platform. The teachers used it to schedule regular teaching and learning content for the students to complete in Reading, Writing, Mathematics, Art, Dance and Physical

Education. As the majority of the students in Grades 3-6 were already familiar with Google Classroom, a decision was made to continue using it for remote learning. Printed hard packs of work were also available to students as an alternative option to online learning.

Some parent feedback:

- I think my son's teacher has been fantastic. She has been explaining tasks clearly, going through each day with the children step by step, encouraging students to take breaks, marking work and giving feedback daily. She is doing a great job. (Parent of student in 5/6B)
- It's been great to see them (students) self-manage and work independently. (Parent of student in 5/6G)
- Thanks a lot for the great support you've provided to (Student's Name) and the rest of her school mates especially during this difficult times of remote learning. We are proud and happy with her progress as well and would like to thank you and the entire school management for the great work you've really delivered. (Parent of student in 3/4B)

Achievement

In 2020, the school continued to work on its strategic plan goal of maximising student learning growth in English and Mathematics for Foundation to Grade 6, with a particular focus on improving student learning outcomes in the area of Writing. Teachers have continued to benefit from participating in professional development sessions and engaging in professional discussions focusing on strengthening their capacity to provide targeted, personalised and effective teaching to maximise the learning growth for students. Allocated time for coaching as well as Professional Learning Teams and planning meetings have also focused on building each teacher's capacity to effectively differentiate their teaching and incorporate high impact teaching strategies to cater for the learning needs of each student.

During 2020, teachers had to adapt their approaches in order to cater for the diverse needs of students with an added challenge of using technology to communicate with the students and engage them in their learning. Using online platforms, such as Google Classroom and Seesaw, teachers assigned a variety of tasks that students could choose from and complete at their own pace, giving them autonomy over their learning. Teacher feedback was targeted and timely in assisting students to manage their learning in a remote medium. In most cases, teachers were able to differentiate and adapt their teaching to suit the needs of students as their awareness of the difficulties students face in this environment increased. Teachers were able to communicate with the students and their families in the remote environment which has led to better relationships. Results from student and parent surveys indicate that students felt supported by their teachers in the remote online learning environment. Suggestions from students around wanting video conferencing and better clarity about task expectations were taken on board by teachers and included in their programs. Parent feedback was also quite positive in terms of how their children engaged in online mediums as well as around the effectiveness of remote learning in continuing the learning at home (See comments in the 'FISO' section). In 2021, our plan is to continue developing student autonomy and parent familiarity with our two main online teaching and learning mediums, namely Seesaw and Google Classroom. This is currently being done through assigning weekly homework and some class tasks within them.

When reflecting on student achievement in Mathematics and English from Foundation to Grade 6, the percentage of students working at or above the expected level is slightly higher when compared 'similar schools'. For example, in our school we had 79% of our students achieving at or above expected levels in the English curriculum whereas the 'similar schools' average was 74.8%. A point to consider over here is that majority of our students are assessed against the 'English as an Additional Language' achievement standards so this 79% is not a true representation of all our students. However, all of our students are assessed on the same Mathematics achievement standards as other schools so having 79.5% of our students performing at or above expected levels as compared to the 'similar school's' average of 71.7% still reflects this positive trend.

With the transition to remote and flexible learning in Term 2, teachers engaged in professional discussions about how to deliver the writing program effectively in a remote environment. Teachers were able to plan and deliver writing activities and lessons that follow the Writer's Workshop model using

online platforms, such as Google Classroom and Seesaw. As part of the remote learning period, teachers provided videos, writing prompts, planning templates, and other resources, such as exemplar texts and word lists, so that students were able to continue to work through the writing process to create their own texts. A collection of evidence, such as moderated writing samples, anecdotal notes and student feedback demonstrate an improvement in students' writing skills across all grade levels.

The learning needs of Koorie students were monitored through Individual Learning Improvement Plans as per the Marrung strategy. These Learning Plans were reviewed and updated with parents/guardians each term.

In 2020, there were nineteen students who received special funding under the Program for Students with Disability (PSD) program. All funded students had an Individual Learning Improvement Plan, which was reviewed and updated with parents as part of Student Support Group meetings. Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Learning Improvement Plans.

Engagement

Dandenong South Primary School has a continued focus on building students' cognitive, physical, social and emotional development through their engagement in curriculum that addresses their zone of proximal development, builds collaborative learning skills and fosters higher-order thinking. During the Remote and Flexible Learning period, students were given different opportunities to share how they were progressing with their learning in efforts to improve their engagement, wellbeing and learning.

Using platforms such as Seesaw and Google Classroom, students were taught organisational skills to help them manage their schoolwork. Teachers supported students to develop goals and evaluate their learning progress by giving them effective feedback. Students were then able to use the feedback to improve an identified area of learning. Anecdotal evidence from students and families indicated that this process enhanced student engagement through explicitly outlining the learning expectations, relevant resources to facilitate learning, and how the individual students are progressing in their learning. This communication has built a more connected community between school and home. In 2021, fostering stronger connections between school and home through the use of online programs has become a focus.

In 2020, remote learning opened up many opportunities to incorporate student voice. This was achieved through setting a variety of tasks that students could choose from and complete at their own pace, giving them autonomy over their learning. Teacher feedback was targeted and timely in assisting students to manage their learning in a remote medium. In most cases, teachers were able to differentiate and adapt to suit their student needs as their awareness of the difficulties students faced in this environment increased. Teachers were able to continue to communicate with the students and their families in the remote environment. Student feedback gathered by a school developed survey demonstrated that students felt supported by their teachers in the remote online learning environment. Suggestions from students canvassing video conferencing and better clarity about task expectations were taken on board by teachers and included in their programs. During remote learning, teachers continued to use learning intentions. Their practice around incorporating the success criteria has evolved through the creation of videos and guides. This has assisted students in identifying ways to demonstrate success in their learning.

Dandenong South Primary School continues to promote the importance of regular attendance and engages with families to follow up on absences. The school continues to send SMS messages to parents, requesting them to notify the school of any absences and phone calls are made after two days of unexplained absences. Promoting the importance of children being at school and informing parents of the impact absences have on student learning, is an ongoing priority. In 2020, the average number of student absences was 15.7 whereas the 'similar schools' average was 17.7 days. For the first time in the past four years, we had nearly half of our students with ten days or less of absences. A ban on international travel and the provision of a flexible and remote learning plan may have been contributing factors.

Wellbeing

Dandenong South Primary School has a whole school approach to health, wellbeing, and inclusion. Diversity of cultural and linguistic backgrounds, religion and thinking are celebrated within the school environment and the broader school community. The school's Community Hub, working in partnership with Community Hubs Australia and the Smith Family, supports the whole family. This is done by offering a range of programs to engage families in early learning courses and through supporting the health and wellbeing of students and their families. During Remote and Flexible Learning, the Community Hub was able to provide many of its programs to the participants remotely. English, computer, music and even playgroups quickly moved online while the Hub leaders found innovative ways to continue to engage families including phone calls to families and the occasional drop off of playgroup materials. All programs have now returned onsite in 2021 and families are engaging in a range of hub programs each week.

The implementation of the Resilience, Rights and Respectful Relationships (RRRR) program has continued to provide a cohesive and consistent approach to building students' resilience, social and emotional health across all grade levels. In 2020, the RRRR program was implemented in Term 1 and Term 4. As a result, students have shown improvement in their communication skills by making concerted efforts in maintaining a respectful dialogue with their peers. Students have also shown improvement in their relationships with other students since implementation in 2017.

In 2020, Social and Emotional Learning Lessons (SEL) were delivered online during Remote and Flexible Learning in place of the RRRR program. Students were able to engage in a range of mindfulness and growth mindset activities, which allowed staff to maintain a focus on students' mental and emotional wellbeing during the remote learning phase. Feedback from teachers suggests that students completed the weekly SEL activities and engaged positively in discussions around general wellbeing and self-care during the remote learning period. Throughout the Remote Learning period, activities with an explicit wellbeing focus were also incorporated into the remote programs. School staff made concerted efforts in ensuring all students, irrespective of their engagement with online learning, were monitored for mental health reasons during the COVID lockdowns.

Financial performance and position

Dandenong South Primary School maintained a very sound financial position throughout 2020. The 2018-2021 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report show an end of year surplus. This surplus included a significant amount rolled over from the previous year. The school received substantial equity funding which was utilised to ensure a range of programs were staffed and resourced in a manner that best suited the needs of the children and families of the school community. Ongoing professional development programs for staff were linked to improvements in teaching and learning in the school curriculum programs.

The school continues to carefully manage resources so that all financial commitments are met and school programs are appropriately resourced. Planning is in place for the future needs of the school.

For more detailed information regarding our school please visit our website at
<http://www.dandenong-south-ps.vic.edu.au/>

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 642 students were enrolled at this school in 2020, 325 female and 317 male.

83 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.

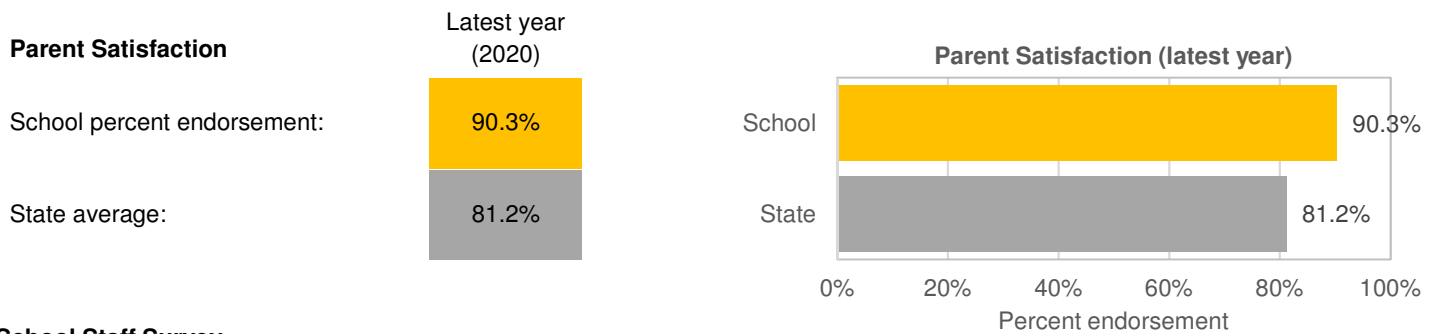
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

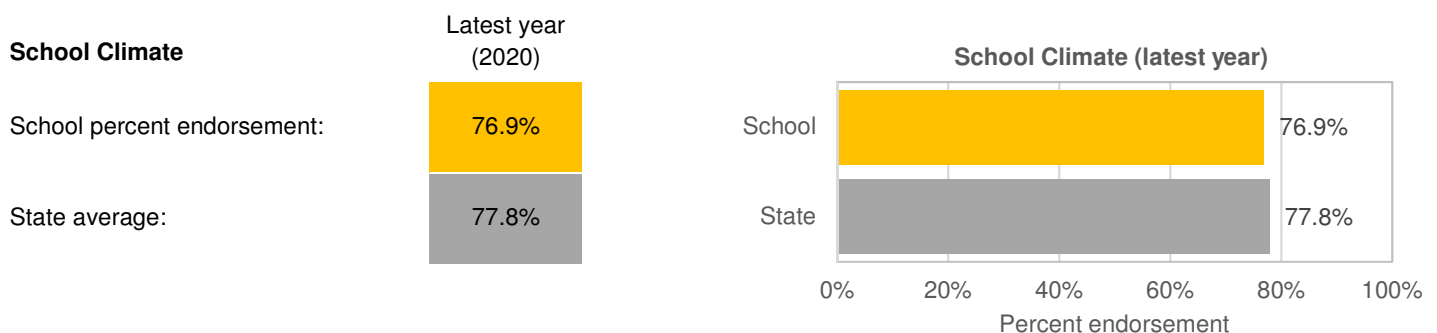


School Staff Survey

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:

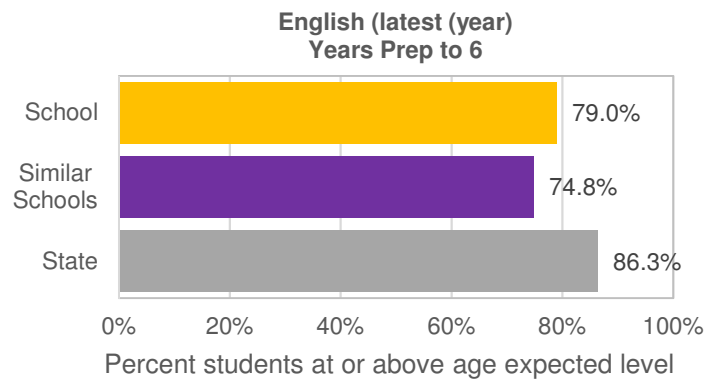
79.0%

Similar Schools average:

74.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

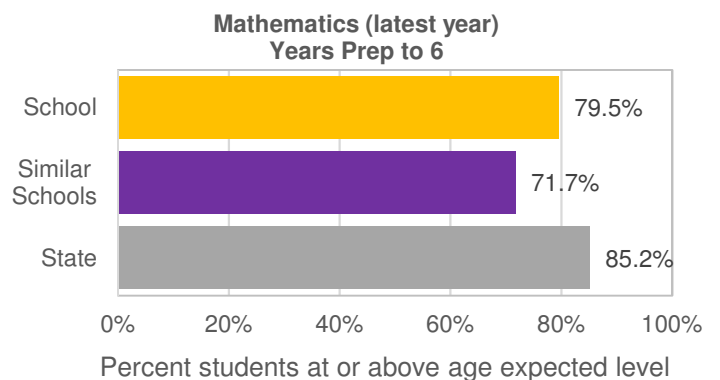
79.5%

Similar Schools average:

71.7%

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

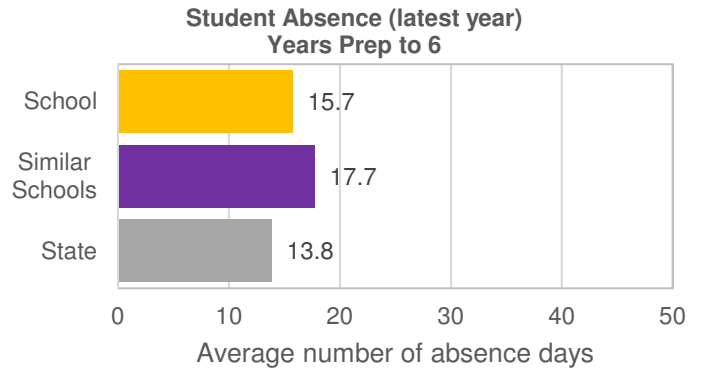
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	15.7	17.6
Similar Schools average:	17.7	17.0
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%	90%	91%	93%	93%	92%	92%

WELLBEING

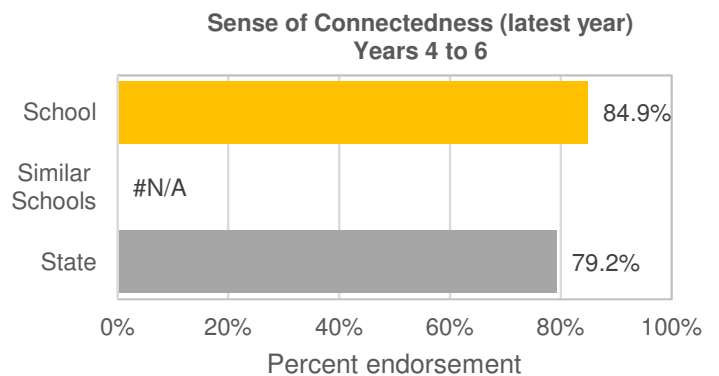
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	84.9%	91.0%
Similar Schools average:	NDP	85.1%
State average:	79.2%	81.0%



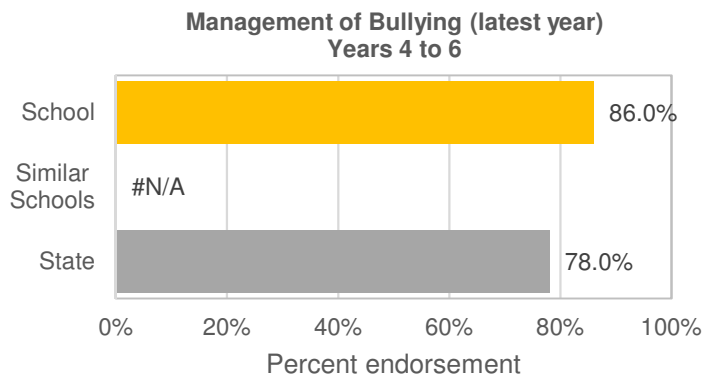
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	86.0%	90.4%
Similar Schools average:	NDP	83.2%
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	\$7,618,901
Government Provided DET Grants	\$1,920,475
Government Grants Commonwealth	\$4,883
Government Grants State	NDA
Revenue Other	\$15,358
Locally Raised Funds	\$89,834
Capital Grants	NDA
Total Operating Revenue	\$9,649,450

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,791,655
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$1,791,655

Expenditure	Actual
Student Resource Package ²	\$6,522,872
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$35,653
Communication Costs	\$6,287
Consumables	\$122,594
Miscellaneous Expense ³	\$46,002
Professional Development	\$22,851
Equipment/Maintenance/Hire	\$197,649
Property Services	\$1,502,778
Salaries & Allowances ⁴	\$29,301
Support Services	\$142,535
Trading & Fundraising	\$14,700
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$52,008
Total Operating Expenditure	\$8,695,230
Net Operating Surplus/-Deficit	\$954,220
Asset Acquisitions	\$1,988

- (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	\$1,707,908
Official Account	\$59,416
Other Accounts	NDA
Total Funds Available	\$1,767,324

Financial Commitments	Actual
Operating Reserve	\$138,018
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$49,513
School Based Programs	\$296,988
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$9,969
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$300,000
Capital - Buildings/Grounds < 12 months	\$224,858
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$745,550
Total Financial Commitments	\$1,764,897

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.