

2020 Annual Report to The School Community



School Name: Highvale Primary School (4986)



- 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 17 March 2021 at 09:29 AM by Steven Richardson (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 22 March 2021 at 07:10 PM by Purvinder Klair (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

Highvale Primary School is located within the City of Monash in Glen Waverley in a leafy, park like setting. Our school is an integral part of the local community with many of our 318 students from families who speak a language other than English enriching the cultural diversity of the school.

As a long time member school of the International Student Program, we have a proud history of welcoming international students who are supported through our expansive programs including specialist EAL support.

Our shared vision, values, beliefs and shared expectations around teaching and learning strengthen our focus on continuous improvement. A supportive collegiate environment enhances teaching practice and student learning.

Highvale P.S Vision

Our globally diverse school community works together to nurture engaged, socially responsible and resilient learners. Students are empowered to experience challenge, develop independence and achieve success.

Our practice:

- places students at the centre of all decision making.
- is always informed by evidence and research.
- includes high expectations of our students, staff and community.
- creates a safe, inclusive learning environment for everyone.

Our school values of respect, responsibility, honesty and integrity, and commitment are an essential part of the school's ethos and underpin our actions in all areas. Our evidence based Positive Behaviour for Learning framework includes several programs and resources that support student wellbeing across the school. They include cooperative learning, our 'Buddy' program, restorative practices and a focus on student leadership, voice and agency. We are also an accredited eSmart school with focused use of technologies to support learning including robotics and coding.

Among our valued resources are the Highvale Sanctuary, brand new running track, expansive sport courts, oval and playgrounds. These spaces provide students with a wonderful opportunity to learn and care for the environment and living things, enjoy outdoor games and sports and develop their physical skills. Students are also provided with opportunities to provide regular feedback to teachers regarding the learning program and parents are supported through school based training opportunities to volunteer and engage in classes to actively support the daily learning program.

Highvale Primary School is proud to have a focussed and purposeful commitment to the provision of an excellent education within a supportive and safe environment for each child. We set high academic and behavioural expectations for all students and assist them to achieve their personal best.

Academic results and student wellbeing data consistently demonstrate high performing and very successful student outcomes.

Our extensive learning program provides multiple opportunities for our students to consistently apply and practise their literacy and numeracy skills to enhance learning across all Victorian Curriculum Learning Areas. These opportunities, together with specific and explicit teaching of the Capabilities, prepare students to work and play successfully in a broad range of contexts. To determine the next steps in cognitive, social and physical learning, teachers utilise a whole school shared assessment process and methodology to determine individual and cohort student needs.

Professional Learning Teams (PLTs) of teachers work collaboratively to analyse and track student achievement data, which informs effective planning in combination with the Victorian Curriculum developmental continuum.

Our whole school pedagogical approach acknowledges the significance of an evidence based teaching framework utilising High Impact Teaching Strategies (HITS). The Gradual Release of Responsibility and Workshop Model provide the framework for consistently structured lessons, where learning tasks are differentiated according to student needs.

Each lesson commences with a clear and purposeful 'Learning Intention', which provides a meaningful focus. The 'Success Criteria' then supports students to understand what they need to do to be successful in their learning. Guided and explicit teaching, utilising worked examples are used to lead students through the learning and improve their understanding, skills and knowledge. To consolidate their understanding, students actively participate in collaborative learning tasks together with the teacher and other students. At Highvale, students draw upon their cooperative learning skills to work and play successfully together. Independent tasks are designed to ensure students can progressively apply their learning in new ways to solidify understanding. A range of technologies support student

engagement and 21st century learning requirements.

Our specialist programs include Science, Technology & Engineering, Visual Art and Mathematics as part of our specialist STEAM program. This supports and compliments learning in the classroom. As well, all students learn German or Mandarin as our Languages, specialist Physical Education and Performing Arts. Our school utilises a Response To Individual Needs (RTI) model to enhance extension and intervention within and beyond the classroom. Our specialist RTI programs include the Victorian High Abilities Program, Victorian Challenge and Enrichment Series, Reading Recovery, Synthetic Phonics, English as an Additional Language program (EAL) and Program for Students with Disabilities (PSD). As well, an extensive extra-curricular program is designed to extend students' scope of experiences and develop personal interests and skills beyond the core curriculum. These include Math Olympiad, extensive instrumental and band program, robotics, choir, chess, debating, Green Team, Sporting Schools and many others.

Each teacher actively participates in all meetings and work as an active member of their Professional Learning Team and the wider school program including regular community events. These include active participation in action research tasks informed by team professional reading, lunchtime and extra-curricular enrichment programs and before or after school activities.

In 2020, workforce composition consisted of 25.5 equivalent full-time staff: 2 Principal class, 18.7 full time equivalent teachers including 2.0 Learning specialists and 4.8 full time equivalent Education Support Staff. There are no Aboriginal or Torres Strait Islander staff. There are 14 classes and students learn in attractive and well maintained classrooms. Other school facilities include our Library Resource Centre, Multipurpose Centre, Performing Arts room, STEAM Centre, synthetic grass Physical Education area and Out of School Hours Care (OSHC).

Framework for Improving Student Outcomes (FISO)

In 2020, our school's AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Excellence in Teaching and Learning, Professional Leadership, Positive Climate for Learning, Community Engagement in Learning. This included:

- Embed a sequential and developmental learning program.
- Build consistency and rigor in moderation and assessment practices.
- Enhance the capacity of all teachers and leaders to support learning at the point of need.
- Enhance teacher capacity to activate learner agency.
- Build opportunities for authentic partnerships between students and teachers which develops independent and self-regulating learners.
- Build the capacity of students to co-construct learning goals using their learning data.
- Build the capacity of teachers to promote resilience across the school and community.
- Enhance active community and system partnerships to support student resilience, wellbeing and achievement.

To support implementation of these KIS, Learning Specialists were appointed to support each Professional Learning Team. Due to the extensive period of remote learning some of our KIS were adjusted or postponed until 2021. Our School Improvement Team, Learning Specialists and Learning Leaders provided strong leadership and support for all teachers to ensure the work we were able to do was of a high quality and impacted positively on practice and student outcomes. This was evidenced through the positive results of the School Staff survey with greater than 92% endorsement, together with the Parent Opinion survey, more than 90% endorsement, both significantly higher than the State average.

This was supplemented through additional evidence captured via several processes. These included digital and verbal parent feedback, student interviews utilising online platforms and focus groups when we were able to return to onsite learning.

Achievement

In 2020 the school continued work on its strategic plan goal of maximising the learning growth for all students. The Excellence in Teaching and Learning dimension and Professional Leadership dimension focus resulted in the following improvements:

- The appointment of two Learning Specialists to lead the focus on consistency of practice with a focus on assessment rigour and moderation.

- Due to remote learning, our focus was adjusted to support the implementation of a new teaching and learning model. We drew upon the two years of work we have previously completed with our school community utilising an established online platform. This was expanded throughout the remote period.
- Our learning from this process was documented and discussed regularly with School Council. Successes will be trialled further in 2021.
- A significant part of this work was establishing differentiated learning in a remote environment. Our work to embed the use of 'I will' and 'I can' statements
- Staff successfully established new tools to enhance moderation processes. These included the development of a Foundation to Level 6 Writing Rubric and a school wide trial of a uniform moderation protocol. Due to the benefits documented by PLTs and learning specialists, the Writing Rubric will be extended to Level 7 and 8 in 2021. As well, the moderation protocol will be embedded to support Writing moderation and then expanded to other Learning Areas.
- Introduction of the Student Excellence Program, comprised of the Victorian High Abilities Program (VHAP) and the Victorian Challenge and Enrichment Series (VCES).
- Expansion of the Response To Individual Needs (RTI) framework.
- Other key achievements which supported our goal included the continuation of professional learning focussed on Writing, EAL and remote learning through online Staff Professional Learning.
- Student learning progress was measured carefully throughout a very challenging year for everyone. Students requiring additional support were bolstered by our Response To Individual Needs specialist teachers throughout the remote period and upon the return to onsite learning.
- Despite the challenges, our school community's collective focus and effort resulted in greater than 97% of students achieving at or above age expected standards in English and 96% in Mathematics. Excellence in Teaching and Learning dimension and Professional Leadership will continue to be a future focus as we continue to hone our Instructional Model, assessment and moderation practices.

Engagement

In 2020 the school continued work on its strategic plan goal to improve student agency.

The Excellence in Teaching and Learning dimension and Positive Climate for Learning dimension focus were supported by the appointment of a Report and Assessment Leader, together with two Learning Specialists. The collective work of staff enabled the following improvements:

- A focus on agency through further development of student's use of their own learning data. For example, students have commenced conversations with their teachers about writing progress. Students have started to use the F to 6 Writing Rubric with their teachers to inform goal setting. Goals are known as 'I will' statements, and achievements 'I can' statements. Students and teachers are learning to co-develop goals and progress is communicated regularly to parents utilising our online platform.
- Learning self-regulation as students' progress from 'I will to I can' was a challenge during remote learning, however the challenge provided opportunities for students to develop independence and for parents to gain greater insight into their child's learning.
- Evidence of high learning engagement and strong connectedness to school is apparent through exceptional 2020 attendance data. This is a credit to our students, teachers and parents. Attendance data in 2020 was considerably beyond similar schools and State attendance data with attendance rates equal or greater than 95% for each Year level. Many additional strategies were employed to support attendance and engagement during 2020. These included the development of online differentiated learning, daily online class meetings, regular and consistent feedback to students through an online platform, regular calls to students and parents by teachers, support for parents and students at risk through the Assistant Principal and RTI Team and EAL Team including individual support from our Multicultural Education Aides and Education Support Staff.
- Due to remote learning, Highvale Primary students did not participate in the Student Attitude to School survey in 2020.

Student Agency and learning self-regulation will continue to be a focus in 2021, however we will broaden our focus to Student Empowerment. This will enable development of the three interconnected components of Student Empowerment: Student Agency, Voice and Leadership.

Wellbeing

In 2020 our school continued work on its strategic plan goal to improve the resilience of all students. The pandemic provided an unexpected context which required adjustments to our original plans. However, our focus on the dimensions of Positive Climate for Learning and Community Engagement remained relevant to support the wellbeing of our students, staff and community.

Our main priority was the maintenance of health, wellbeing and engagement. This included all students, staff and our broader school community.

The vast majority of our families were incredibly resilient and positive during this period and really supported our efforts to do the very best we could for each child.

Many of our school supports and processes were tested during this period and overall they were very effective. As a community there is much to be proud of about our response to the challenges of 2020.

Our work enabled the following advancements and achievements:

- Learning self-regulation as students' progress from 'I will to I can' was a challenge during remote learning, however the challenge provided opportunities for students to develop independence and for parents to gain greater insight into their child's learning.
- Where possible, we continued wellbeing professional learning online. This was led by the Assistant Principal together with the Positive Behaviour for Learning (PBL) Team.
- We commenced the introduction of the concept of learner resilience with students and staff.
- As a staff we drew upon key resources such as the Be You resource to develop a clear, easy to understand definition of 'learner resilience' being 'Bouncing back after a challenging situation'. This was used to discuss resilience with students regarding many aspects of learning and life.
- The importance of Wellbeing was amplified when remote learning extended into Term 3.
- Daily, whole class online meetings enhanced opportunities for students to meet online with their teacher. This was an effort to continue connectedness and routines for students.
- 'PBL Wellbeing Wednesday' was introduced between 2.00-3.30pm each week. Clear objectives included:
 - o The provision of an optional opportunity for students to participate in a PBL activity designed by their teacher and their colleagues. Activities were designed to be enjoyable with an emphasis on our school wide focus of 'learner resilience'. Other 'needs based' wellbeing items that arose were also included. A simple example of a needs based activity included safety. For example, hygiene and washing hands properly etcetera. Student voice was also incorporated into these activities, obtained through our weekly class Google Meets.
 - o Provision for parents to have some regular 'downtime'. The intent was also to provide a time for parents to focus on their own wellbeing during the demands of remote learning. Teachers designed choice activities that could largely be completed independently by students.
 - o Maintain connections with students at risk. Teachers and leadership used this time to follow up on specific wellbeing support of Tier 3 students and where needed, their own wellbeing. This was completed through phone calls, and online meetings with parents and students. This proved to be an important tool as the lockdown period extended.
- The wellbeing of our future 2021 Prep students and 2020 Year 6 cohort was also front of mind. Arrangements were made to shift the Preschool to Prep Transition program online. This was a massive effort and was well received by our new families. As well, transition plans for our Y6 students to prepare for secondary school were made and remade as circumstances continued to change. The outcomes were very positive as our new Prep students have enjoyed a very settled start to primary school and our Year 6 students were able to celebrate Graduation and participate in several transition experiences to prepare Year 7 in 2021.

In 2021, we will focus on the state government's 'Happy, Healthy Kids' initiative. Resilience will continue to be amplified through this. Importantly Student Agency, Voice and Leadership will drive the content of this initiative, to ensure it is meeting the needs of our students.

Financial performance and position

Highvale Primary School maintains a sound financial position through careful and strategic spending overseen by the School's Finance Sub Committee and School Council. The 2019-2023 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.

Total funds available as at the 31st December 2020, equalled \$620,767. The Net Operating surplus exists due to the receipt of funds for international students, and significant surplus from the Special Projects budget due to projects delayed by COVID. This budget is currently utilised primarily for facilities provision beyond the capacity of the SRP funds provided. As well, the school received a greater than forecast percentage of revenue from enrolment growth during the year. The surplus also included generous donations from our school community, and a contribution from funds raised from our Highvale Primary Community Group.

Our Special Projects funds have been carried forward into the 2021 budget to assist with the anticipated projected costs associated with the maintenance of school buildings and grounds. The school has not received the pledged 4 yearly support from the Victorian Schools Building Authority (VSBA) through a Condition Assessment Report or Rolling Facilities Evaluation since May 2012. As well, we have not received further funding to progress past the initial stage of the VSBA approved Capital Works project. Therefore, we continue to utilise the school's Total Funds surplus to work on projects such as recarpeting, painting, landscaping, storm water works and spouting renewals. The protracted period of waiting for VSBA support is fast approaching 10 years, resulting in a lack of clarity regarding facilities improvement. Thus expenditure of these funds will be drawn upon once advice is received to ensure diligence in expenditure.

Cash reserves are also necessary to fund unforeseen costs associated with the delivery of programs and resources such as swimming, learning equipment, human resources and furniture. This reserve is drawn upon where required for staffing and equipment such as computers, laptops, iPads, robotics, screens and other technology equipment needed to support quality teaching of the Victorian Curriculum's Digital Technologies.

In addition to the SRP and fundraising, our school has also worked hard to acquire additional funds through grants beyond the SRP such as the Commonwealth funded Sporting Schools grants. These have been used to increase our student's participation in sport and to connect them with community sporting organisations. These have added to our extra-curricular sport program but in the future may need to be shifted towards covering the cost of the swimming program as recommended by DET.

Equity funding received was utilised to supplement the school's funding of a comprehensive Response to Individual Needs implementation.

For more detailed information regarding our school please visit our website at

<https://highvaleps.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 318 students were enrolled at this school in 2020, 157 female and 161 male.

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

Overall Socio-Economic Profile

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

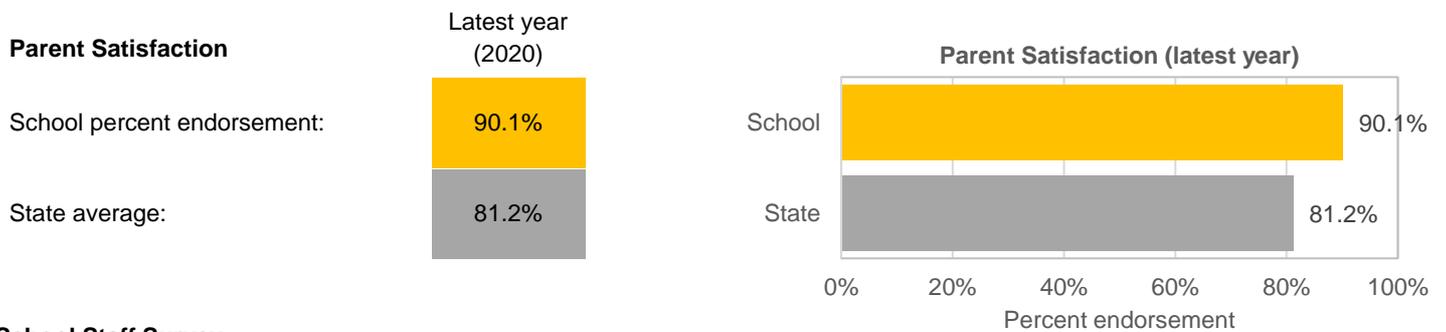
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

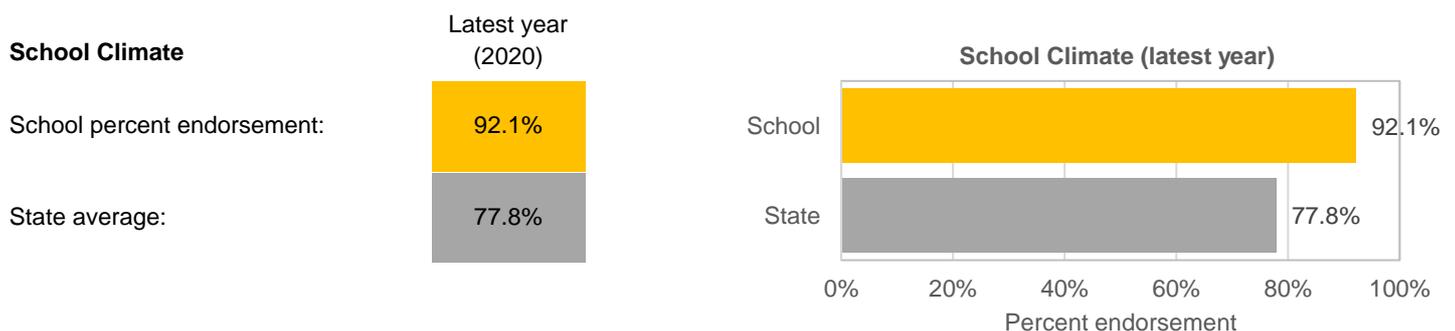


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

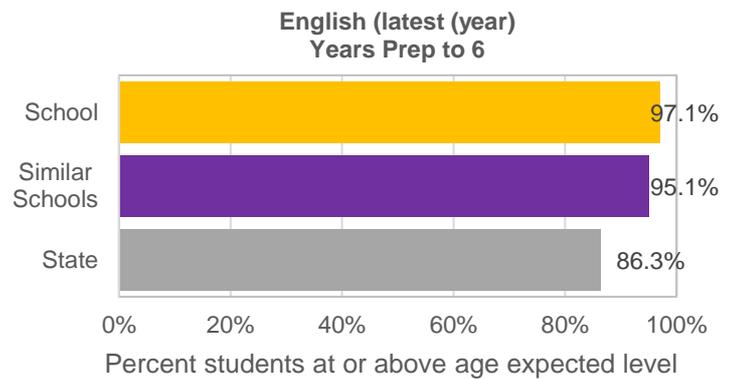
97.1%

Similar Schools average:

95.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

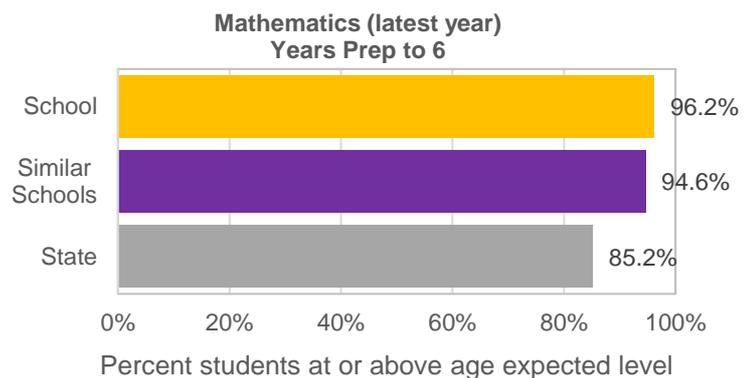
96.2%

Similar Schools average:

94.6%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

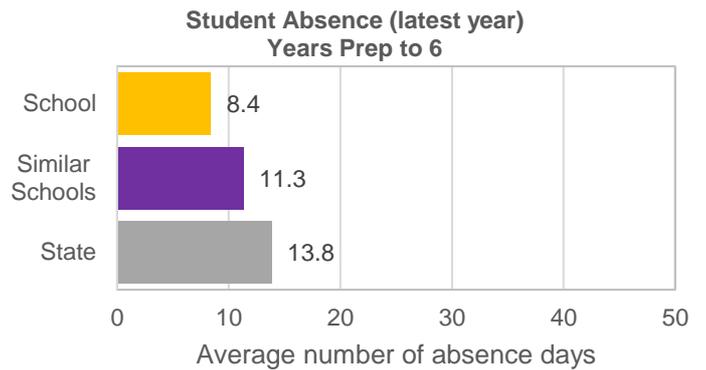
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

| | Latest year (2020) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 8.4 | 10.1 |
| Similar Schools average: | 11.3 | 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): | 97% | 95% | 96% | 96% | 96% | 95% | 96% |

WELLBEING

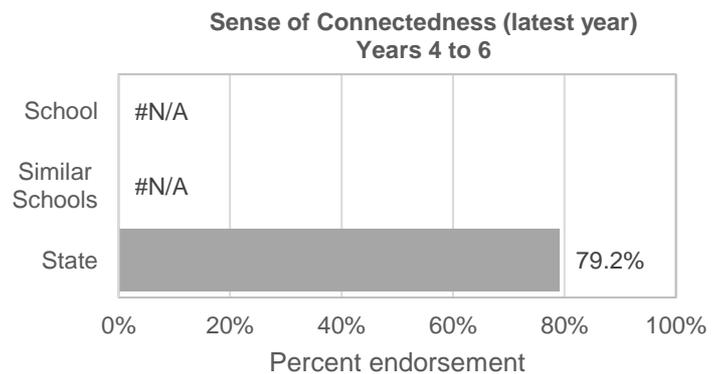
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 | 88.4% |
| Similar Schools average: | NDP | 84.2% |
| State average: | 79.2% | 81.0% |



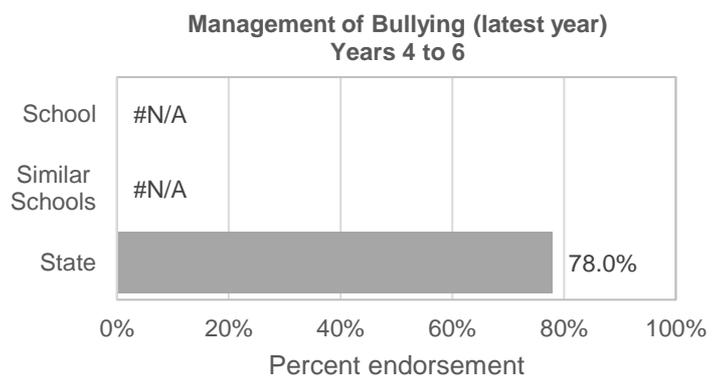
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

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

| Management of Bullying Years 4 to 6 | Latest year (2020) | 4-year average |
|--|-----------------------|-------------------|
| School percent endorsement: | NDA | 88.0% |
| Similar Schools average: | NDP | 82.9% |
| 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 | \$2,621,486 |
| Government Provided DET Grants | \$312,297 |
| Government Grants Commonwealth | \$650 |
| Government Grants State | \$371 |
| Revenue Other | \$36,999 |
| Locally Raised Funds | \$106,434 |
| Capital Grants | NDA |
| Total Operating Revenue | \$3,078,237 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$10,609 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | \$10,609 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,582,702 |
| Adjustments | NDA |
| Books & Publications | \$3,670 |
| Camps/Excursions/Activities | \$11,681 |
| Communication Costs | \$7,446 |
| Consumables | \$73,496 |
| Miscellaneous Expense ³ | \$23,346 |
| Professional Development | \$9,275 |
| Equipment/Maintenance/Hire | \$37,652 |
| Property Services | \$101,328 |
| Salaries & Allowances ⁴ | \$74,070 |
| Support Services | \$22,230 |
| Trading & Fundraising | \$21,379 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | \$32,347 |
| Total Operating Expenditure | \$3,000,622 |
| Net Operating Surplus/-Deficit | \$77,616 |
| Asset Acquisitions | \$103,522 |

- (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 | \$574,752 |
| Official Account | \$15,762 |
| Other Accounts | \$30,253 |
| Total Funds Available | \$620,767 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$54,833 |
| Other Recurrent Expenditure | \$1,468 |
| Provision Accounts | NDA |
| Funds Received in Advance | NDA |
| School Based Programs | NDA |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | \$20,000 |
| Capital - Buildings/Grounds < 12 months | \$120,000 |
| Maintenance - Buildings/Grounds < 12 months | \$50,000 |
| Asset/Equipment Replacement > 12 months | \$50,000 |
| Capital - Buildings/Grounds > 12 months | \$254,000 |
| Maintenance - Buildings/Grounds > 12 months | \$70,000 |
| Total Financial Commitments | \$620,301 |

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.