

2020 Annual Report to The School Community



School Name: Hawthorn West Primary School (0293)



- 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 31 May 2021 at 04:15 PM by Glenys Williamson (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 offline by School Council President and processed by Daniel Belic (SPOT Admin) on 31 May 2021 at 04:24 PM

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

Hawthorn West Primary School is located in Melbourne's inner east in the City of Boroondara. Established in 1853, the school has a proud history of serving the local community.

The school has experienced considerable enrolment growth over the past four years and in 2020, we commenced the school year with 516 students, which included 7 International students.

We continued with a structure of 22 classes: Foundation - 4 classes, Grade 1/2 - 7 multi age classes, Grade 3/4 - 6 multi age classes, Grade 5/6 – 5 multi age classes.

The school had a staff of 39.1 full-time equivalent (FTE) staff which comprised of 2.6 Principal Class Officers, 0.6 Leading Teacher, 2 Learning Specialist Teachers, 22 Classroom teachers, 5 Specialist Teachers, 1 Learning Support teacher, 2.4 Education Support staff, 1 Business Manager, 3 Administration staff, and a 0.6 Library technician. We also catered for 7 students within the Program for Students with Disabilities (PSD).

The school has been involved in the International Student Program for several years, offering a small number of enrolment places to approved international students, if available. This program was impacted by COVID -19 in 2020. Our Student Family Occupation and Education (SFOE) index was 0.1065 indicating a community with a higher socio-economic status advantage relative to many Victorian government schools.

The school is well maintained with mix of core and relocatable classrooms. All class spaces are air conditioned and have wireless technology. School facilities include a multi purpose room (MPR), STEM centre, resource centre, updated Art Room and a range of play spaces.

During 2020, we continued to develop the school's facilities. Major grounds work was completed and this included a new synthetic grass sports field with marked court areas, a new playground for our senior students, a large shaded sand pit area and extensive garden works. A modular multipurpose building (MPR) was also installed onsite to provide an open and flexible space for school and community use. 2021 will see further capital works to maintain and improve the existing facilities including refurbishing the library and the installation of a kitchen in the MPR.

Many of the school improvements are due to the ongoing support and active fundraising of our community.

Hawthorn West Primary School is an inclusive community where students, staff and parents learn and grow together. The school values – Curious, Confident, Connected and Achieving Excellence underpin our core purpose and drive the behaviours, attitudes and expectations throughout our learning community.

Our students are provided with rich learning experiences to inspire, challenge and support them to achieve their personal best and make a positive contribution to the world in which they live.

The school's curriculum framework, which is provided to all learners including our International Students, incorporates the Victorian Curriculum and has a strong focus on Literacy and Numeracy.

We also offer a broad range of specialist programs across the school.

- Core Specialist Programs include: Japanese Language, Music, Physical Education, STEM and Visual Art.
- Intervention Programs include: Literacy and EAL (English as an Additional Language). Our International Students accessed these programs during the year.

Our students are provided with a wide range of personal, academic and practical experiences and are supported to think critically, set goals and become reflective and responsible learners and citizens.

The developmental nature of our learning programs ensure that students are taught the essential skills which are the building blocks for future learning success.

Students at Hawthorn West also have a range of opportunities to develop their leadership skills and to participate in extra curricula activities during and outside school hours, including Aerobics, Chess Club, Choir, Junior Engineers, Junior School Council, Smart Art, SoccerWise, STEM Club, and STOMP dance programs.

At Hawthorn West we are committed to continuous improvement and maximising the experiences and outcomes for all our students, through the provision of a consistent teaching and learning approach across the school and the setting of high expectations for our staff and students.

The school has established highly effective Professional Learning Communities (PLC's) where teachers and students learn together. Teachers are involved in cycles of continuous improvement to build their capacity and improve student learning outcomes. They analyse student data and use their collective knowledge, skills and talents to work collaboratively on developing differentiated learning sequences to meet the learning needs of students and to build their personal and interpersonal skills.

At Hawthorn West we believe it is essential to provide opportunities for our teachers to continue to develop their skills and as such, a comprehensive professional development plan is formed each year to support the ongoing learning of staff.

COVID 19 had a significant impact on our school community. Staff worked collaboratively to establish a consistent approach to learning from home and the introduction of our HWPS Learning Hub (website) provided the link between school and home. Teachers continued to focus on teaching and learning and student wellbeing and worked in different ways to ensure student connectedness to school.

Hawthorn West is a welcoming school and has a strong commitment to fostering positive partnerships with parents and families. Parent and community engagement is highly valued and encouraged. Due to the impact of COVID 19, opportunities for parent involvement were limited. Our School Council was highly active during this time with a continued focus on improving the school and its facilities for the benefit of the students and supporting the staff.

Framework for Improving Student Outcomes (FISO)

2020 was the second year of our Strategic Plan (2018 – 2022). The school closures, due to COVID 19, had an impact on our progress towards the goals, key improvement strategies and targets set out in our 2020 Annual Implementation Plan (AIP). The commitment, flexibility and responsiveness of staff ensured that we could continue our focus on the FISO initiatives by modifying some of the identified AIP actions and professional development plans to suit remote and flexible learning.

FISO Initiative 1: Excellence in Teaching and Learning – Building Practice Excellence

At Hawthorn West Primary School, we have a strong focus on teacher collaboration which we continued in 2020. Teachers were provided with time during the school day to collaborate in their teams, when onsite and during remote and flexible learning, with an emphasis on the following:

- Curriculum: What do we want our students to learn?
- Assessment: How will we monitor student learning?
- Planning for how to respond when some students do not learn and how to extend proficient students.

During remote and flexible learning, our teachers also had the opportunity to be involved in different network Communities of Practice to connect with other professionals and build their knowledge and skills.

The focus, during remote and flexible learning, was on developing clear structures and regular communication with students and parents via a range of platforms including Google Classroom, WebEx, HWPS Learning Hub and Compass to ensure a consistent approach to the teaching and learning programs and to maintain a strong connection with families.

FISO Initiative 2: Excellence in Teaching and Learning - Curriculum Planning and Assessment

Two Learning Specialists were appointed to lead, model and provide feedback to staff to improve teacher knowledge and to ensure consistency in teaching across the school.

Their work focused on:

- Ensuring that best practice non - negotiables in Literacy and Numeracy were clearly observable in planning documentation and in every classroom
- Building knowledge and capacity of staff and students to use Google Classroom
- Identifying online programs and resources to support remote and flexible learning
- Focusing on a consistent lesson structure: including clear and measurable Learning Intentions and Success Criteria.
- Providing feedback to staff on the lesson sequences

- Developing different teaching approaches to engage students in the learning: videos, lesson slide decks, small group focused teaching groups online
- Ensuring differentiated activities were built into the lesson plan
- Developing a consistent approach for students to submit learning tasks.
- Developing a consistent approach for teachers to provide feedback

FISO Initiative 3: Professional Leadership - Building Leadership Teams

In 2020, we continued our emphasis on building the capacity of our leaders, however some of our initial goals were modified due to COVID. There were regular weekly meetings scheduled with our leaders to focus on the continuity of teaching and learning across the school and to share ways to support students, families and staff. Our leaders were all involved in a series of online leadership workshops facilitated by Tracey Ezard. Principals and Learning Specialists also participated in Literacy, Numeracy and Transition online CoP (Communities of Practice) groups during remote and flexible learning.

FISO Initiative 4: Positive Climate for Learning - Setting Expectations and Promoting Inclusion

This initiative was a key focus for our school, particularly during remote and flexible learning. Student wellbeing and connectedness was at the forefront of our work, with staff constantly innovating on ways to connect and engage students with each other and the learning. Students were provided with a range of opportunities to provide feedback about their learning through the Google Classroom, WebEx meetings and one on one catch ups with their teachers, and social connections and wellbeing was fostered through small group virtual meetings and videos developed by staff and our school leaders.

In 2021, we will continue our focus on building understandings of the six wellbeing pathways encompassed in the SEARCH framework (Strengths, Emotional Management, Attention and Awareness, Relationships, Coping and Habits and Goals) and implement the Respectful Relationships program and School Wide Positive Behaviour Support program across the school.

We are proud of our achievements in 2020 and look forward to building on these in 2021.

Achievement

In 2020, we continued to work on our Strategic Plan goal of maximising the learning growth in Literacy and Numeracy for each student. We had identified improving teacher practice in Reading by developing and implementing an agreed instructional approach in 2020 as a major focus, but we moved away from this because of COVID-19 and the introduction of remote and flexible learning.

Our focus shifted towards developing, adapting and refining the delivery of a teaching and learning program to support student learning from home. Staff were able to utilise online resources, such as Google Classroom to deliver lessons and assess student work, as well as WebEx to conduct virtual focus-teaching groups with students. We continued with our Literacy Intervention program via WebEx during RFL 2.0.

Due to COVID -19, schools were limited in assessing student learning, including participation in NAPLAN, standardised tests and school based assessments.

Our student achievement data continued to demonstrate that our students operate at a high level. Our 2020 Victorian Curriculum teacher judgements indicated:

- 96.1% of students are working at or above the expected level in English, compared to similar schools at 95.3% and the state average of 86.3%.
- 96.7% of students are working at or above the expected level in Mathematics, compared to similar schools at 95.4% and the state average of 85.2%.

Our PSD students continued to make growth throughout the year as measured by the goals outlined in their Individual Education Plans.

The school will continue to focus on all students achieving a minimum of 12 months learning growth in every school

year from Prep through to Year 6. This will be achieved by building on existing practice and maintaining a relentless focus on student learning in literacy and numeracy.

Engagement

Hawthorn West Primary School is committed to providing a stimulating learning environment for all students and prioritises building strong relationships and connections with students and the community.

Learning enhancement at HWPS included learning intervention and support for students at risk. This support was provided onsite for students and moved to a virtual platform during remote and flexible learning. 1:1 Literacy Intervention sessions were provided to students each week, either onsite or via WebEx, with a strong focus on phonological awareness. English as an Additional Language (EAL) support was provided to EAL students each week, either onsite or via WebEx, with a strong focus on oral language and supporting students to understand the lessons provided by classroom teachers during remote and flexible learning.

Hardcopies of all weekly lessons were made available to families and devices were loaned out to families upon request. Students in F-2 were provided with resource packs containing a variety of maths equipment to support student learning at home.

Students who were not engaging in the remote and flexible learning program were provided with regular phone check-ins by their classroom teacher.

Whole school events are an important feature of our school and are designed to build connectedness. With the majority of our planned school events impacted due to COVID-19, students were still able to participate in a virtual cross country. When onsite learning resumed in Term 4, students were able to participate in our annual Colour Fun Run and STOMP Dance performance.

Limited opportunities were available for students to pursue their interests during remote and flexible learning. Our aerobics team, the Arrows, and our Sing West choir continued with weekly virtual practices via WebEx.

Our average number of student absences in 2020 (7.6 days per student) was below similar schools (8.5) and the state average (13.8). The four-year average of absence days (11.7) was also below similar schools (12.4) and the state (15.3).

Wellbeing

Hawthorn West Primary School places a strong emphasis on student wellbeing and acknowledges the important role it plays in maximising the learning experiences of our students and their ability to actively contribute to the school community.

Due to the impact of COVID-19 and the introduction of remote and flexible learning a variety of wellbeing initiatives were implemented to support student wellbeing. These included:

- Weekly wellbeing WebEx sessions offered by classroom teachers
- Inclusion of 'Wellbeing Wednesday'
- Daily student 'Feelings' check ins using Google Forms
- Phone calls to support at risk students

We know that when we feel good, we function well. This approach to positive wellbeing will equip our students with the skills and strategies to approach new experiences with a growth mindset.

At the end of 2020, Hawthorn West Primary school began a journey towards becoming a 'School Wide Positive Behaviour Support (SWPBS)' school. SWPBS is a framework that brings together school communities to build positive, safe and supportive learning cultures. SWPBS has an extremely strong evidence base behind it, and is supported by the Department of Education and Training (DET) as a 'best practice' model for schools to use.

Alongside the support of a specialist coach from DET, the Hawthorn West staff, led by a team of teachers from across

the school, have begun reviewing our school values and defining a set of expected behaviours that align with these. The expectations are drawn up in the form of a matrix which will become highly visible around the school, and referred to daily.

Our 'Kinder to School' transition program was modified due to limited visitors on school grounds because of COVID-19 restrictions. The modified transition program involved:

- Virtual Q & A sessions with prospective parents
- Foundation 2021: Establishment of a dedicated website for prospective families and students to explore the school. This included a Foundation orientation video and different transition tasks
- Virtual WebEx Story Time sessions
- Small group tours onsite for up to 5 students with a parent
- Small group sessions onsite for up to 10 students

Our Year 4 to 6 students did not complete the Student Attitudes to School survey in 2020 and, therefore, no data is available.

Financial performance and position

At Hawthorn West Primary School all financial decisions are based on the premise of providing the best educational experience for all our students. An annual budget outlining expenditure for the year was presented to School Council for approval.

In 2020, the implementation of the School Strategic Plan and Annual Implementation Plan was supported by committing funds to professional learning and resources whilst ensuring we maintained an overall surplus.

Due to careful management of our budget and previous fundraising activities we were able to:

- implement a robust staff professional learning program to support teacher development and improve student learning outcomes
- increase the number of support staff who assist children with additional learning needs
- purchase new classroom furniture for the Grade 3/4 learning community
- upgrade digital technology infrastructure
- complete the final stage of the major grounds project
- install fencing around new garden areas
- install sports netting on the fence line around the sports field
- install new external lighting
- install a new permeable paving driveway to protect the trees and allow vehicle access to the school
- complete identified repairs on some first floor windows in the main building.

In 2021, we plan to continue investing in the school by:

- increasing our fleet of digital learning devices – laptops, ipads and charging stations
- engaging consultants in Literacy and Numeracy to support staff professional learning
- providing coaching for the leadership team to improve leadership knowledge, skills and understandings
- upgrading the LRC (Library)
- installing a kitchen in the MPR (Multi Purpose Room)
- completing the 'Conversation Pit' grounds project
- purchasing new furniture for the STEM room
- purchasing additional playground equipment for the sand play area
- installing a new garden shed
- installing new shade sails
- installing LED lighting in the internal areas of the main building.

Continued responsible management of resources will enable the school to achieve the goals set out in the 2018 -2022 Strategic Plan and provide the learning opportunities and facilities appropriate for staff, students and the Hawthorn West school community.

I would like to acknowledge the work of the School Council and in particular the Finance Committee in 2020.

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 516 students were enrolled at this school in 2020, 278 female and 238 male.

10 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.

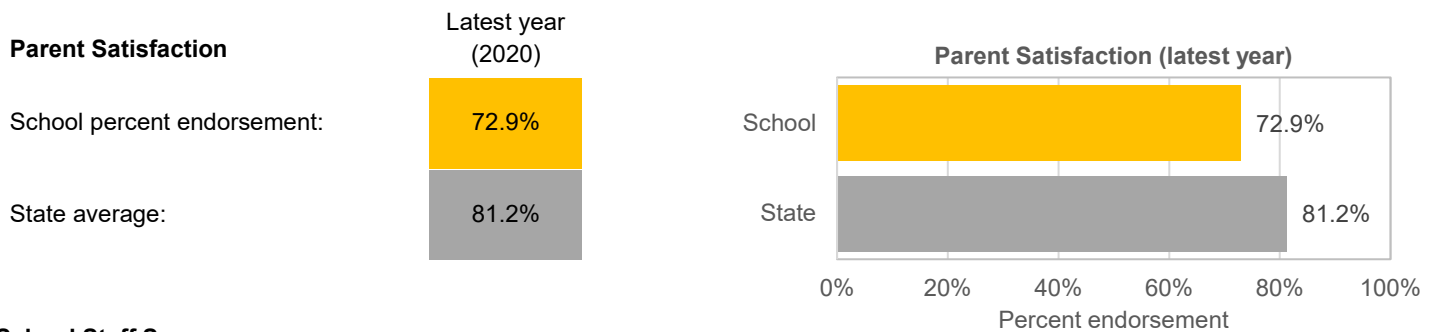
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

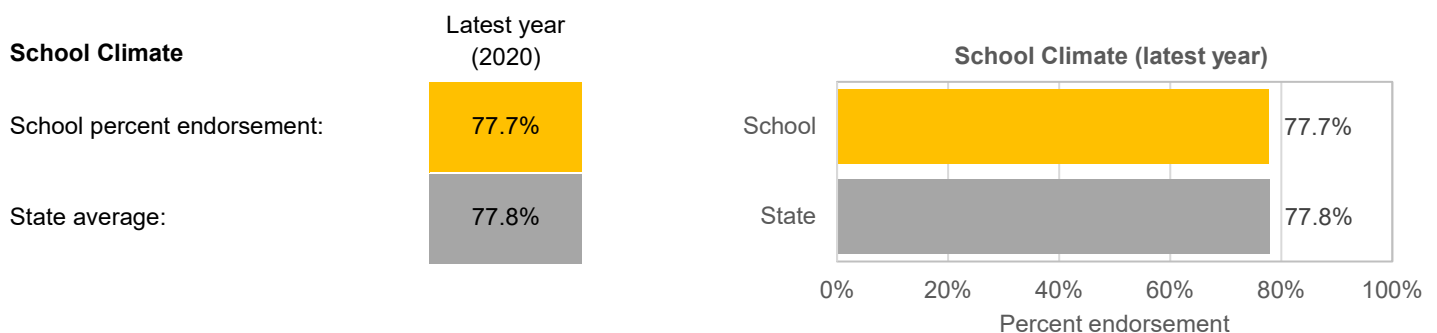


School Staff Survey

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:

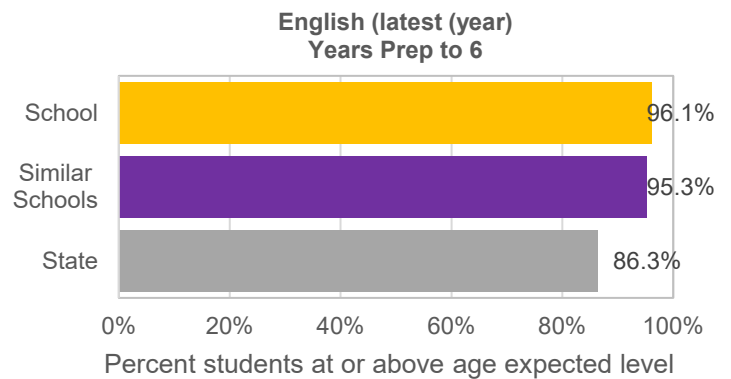
96.1%

Similar Schools average:

95.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

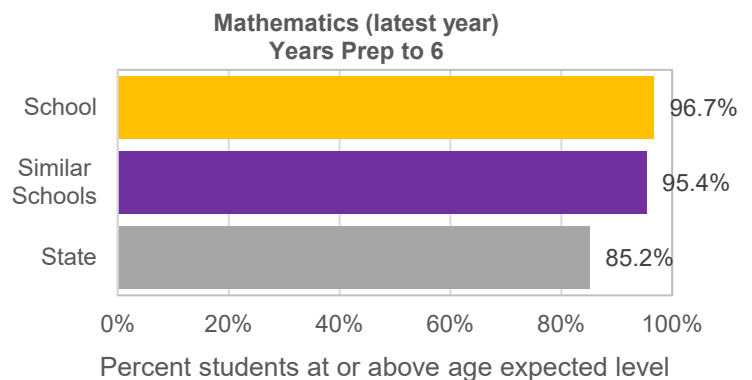
96.7%

Similar Schools average:

95.4%

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

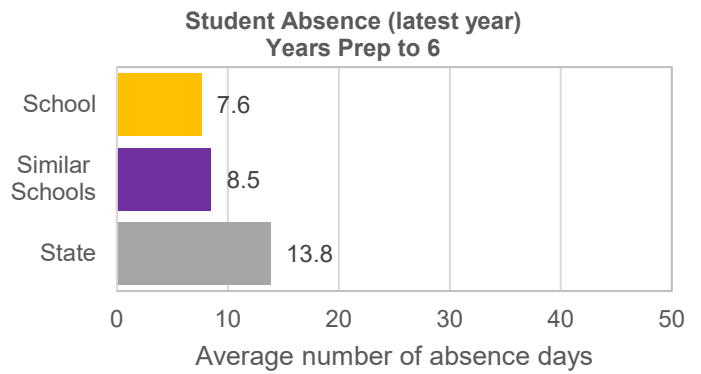
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	7.6	11.7
Similar Schools average:	8.5	12.4
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%	96%	95%	96%	96%	96%	96%

WELLBEING

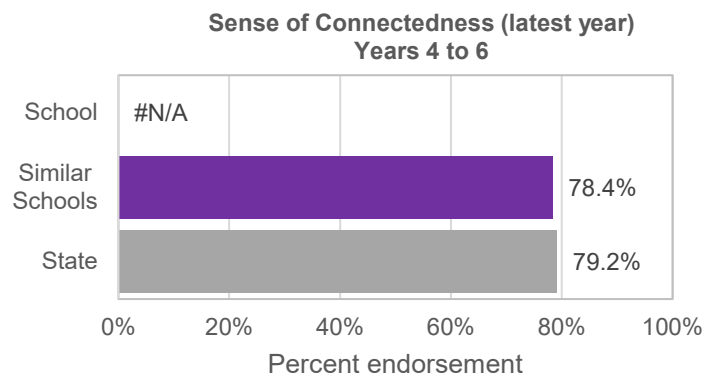
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	80.4%
Similar Schools average:	78.4%	79.7%
State average:	79.2%	81.0%



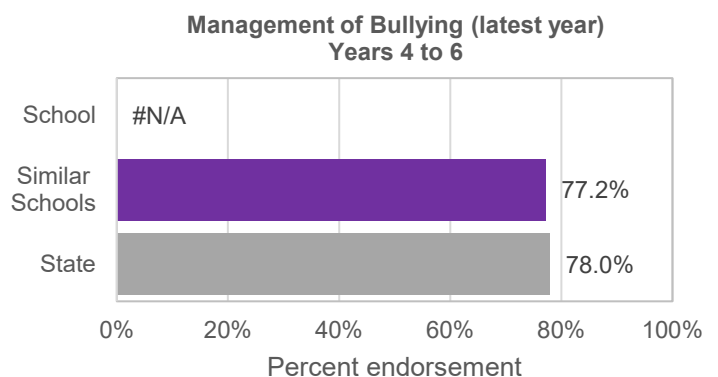
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	81.6%
Similar Schools average:	77.2%	79.3%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,054,974
Government Provided DET Grants	\$506,038
Government Grants Commonwealth	\$1,850
Government Grants State	\$80,000
Revenue Other	\$12,708
Locally Raised Funds	\$357,902
Capital Grants	NDA
Total Operating Revenue	\$5,013,473

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,254
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$12,254

Expenditure	Actual
Student Resource Package ²	\$3,766,274
Adjustments	NDA
Books & Publications	\$7,436
Camps/Excursions/Activities	\$52,721
Communication Costs	\$14,353
Consumables	\$127,857
Miscellaneous Expense ³	\$18,062
Professional Development	\$10,415
Equipment/Maintenance/Hire	\$52,727
Property Services	\$260,361
Salaries & Allowances ⁴	\$32,567
Support Services	\$78,803
Trading & Fundraising	\$9,783
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$40,448
Total Operating Expenditure	\$4,471,808
Net Operating Surplus/-Deficit	\$541,664
Asset Acquisitions	\$140,635

- (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	\$566,445
Official Account	\$80,544
Other Accounts	\$81,850
Total Funds Available	\$728,839

Financial Commitments	Actual
Operating Reserve	\$76,647
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$2,898
School Based Programs	\$53,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$136,000
Capital - Buildings/Grounds < 12 months	\$190,000
Maintenance - Buildings/Grounds < 12 months	\$240,500
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$699,045

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.