2020 Annual Report to The School Community

School Name: Chandler Park Primary School (5533)

- 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 28 April 2021 at 02:29 PM by Jo Hillman (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 12 May 2021 at 01:34 PM by Betty Alexander (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

Chandler Park Primary School's vision is to value positive ongoing partnerships between the child, school and community to empower students to become lifelong learners and active participants in the global world. As a school community CPPS prides itself on excelling and enabling students to thrive and achieve their potential. Our mission is to ensure that students are at the center of everything we do and we seek to provide the best possible education for our learners and the most outstanding career opportunities for our staff.

At Chandler Park we are focused on ensuring all staff are collaborative, innovative and apply a progressive teaching and learning approaches which will prepare students for their future. In developing a engaging learning spaces, Chandler Park prides itself on creating a safe, supportive and orderly learning environment and implementing whole school approaches that builds resilience and respectful relationships. Staff endeavor to provide students with diverse and personalised learning experiences that foster technology rich practices and students are given various opportunities to express their views, ideas and concerns. Our values of Respect, Resilience, Collaboration and Innovation underpin our actions and interactions. They are espoused by all members of our community and assist the students in developing a strong sense of self and an ability to contribute positively to our world. At CPPS we are focused on individual student growth in literacy and numeracy, to develop students' creative and critical thinking skills and strengthen student voice in their learning. We have be a strong emphasis on continuing to develop the capacity of all staff; with a specific focus on building the leadership skills of staff. Our student wellbeing programs continued to focus on ensuring students' feel safe and supported in their learning both remotely and face to face. In Term 4 after remote learning concluded, staff worked industriously to re-establish connections for students to their school, peers and teachers.

Due to the COVID pandemic and school lockdowns the CPPS community moved to remote learning during Term 2 and then again in Term 3, for approximately 17 weeks of the 2020 school year. The staff transitioned to remote learning with the use of Compass, WebEx teacher created and sourced instructional video and SeeSaw . During this time of rapid change staff worked collaboratively to further develop and refine their capacity to utilize the hardware and software they had available to them to implement their classroom curriculum. Staff worked collaboratively to develop their pedagogical skills to implement an effective online teaching and learning program using both synchronous and asynchronous practices.

In 2020, CPPS's enrolment was consistent with 2019 patterns, with 500 students and 22 classes. With continued stability in student numbers staffing was maintained, with a slight increase of 1.5 FTE staff to exactly 49 FTE staff. In 2019 whilst the school's Student Family Occupation and Education Index (SFOE) also remained consistent at .4830 the school ICSEA (Index of Community Socio-Educational Advantage) remained consistent at 986, CPPS remained at the 40th percentile rank again in 2020. There are five students enrolled at CPPS with indigenous backgrounds. The school currently has a 5.8% on non-English speakers and 40% of students are EAL learners. There are currently 25 students that are supported through the PSD program, which equates to 5.18%. In 2020 CPPS had 7 international students enrolled across various year levels.

In 2020 various improvements were made throughout the school; this included painting of the Administration building and updating the all locks throughout the school due to several missing master keys. The building and grounds were effectively maintained to ensure that student had access to a safe play space. The community worked collaboratively to create a wish list for creating interactive and engaging play spaces with the aim develop a Master Plan for further development of the school grounds.

Framework for Improving Student Outcomes (FISO)

The 2020 Annual Implementation Plan (AIP) focused strongly on the following FISO priorities:
- Excellence in Teaching and Learning (ETL)
- Positive Climate for Learning (PCL)

- Professional Leadership (PL)

Within each Priority, the following dimensions were identified and key improvement strategies developed to address these:

KIS 1 - BUILDING PRACTICE EXCELLENCE (ETL); To enhance the knowledge and instructional capacity of leaders and teachers in developing differentiated teaching and learning strategies that ensure all students are continually challenged to grow.

KIS 2 - HEALTH & WELLBEING (PCL) To further embed a social emotional learning program in the daily learning program for all students.

KIS 3 - STRATEGIC RESOURCE MANAGEMENT (PL); To develop and implement a whole school approach to mental health and well-being, that promotes a strategic approach to prevention and intervention.

KIS 4 - EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE (PCL): To develop and implement processes for students and teachers to participate in the development of challenging and realistic student learning goals, and to monitor and reflect on progress towards the achievement of goals.

All targets included tangible measures utilising NAPLAN data, school wide standardised assessment data, attendance data and Student Attitudes to School Survey data. The targets were growth-related to ensure that all students were being challenged and continued to make strong gains in all aspects of their school life.

The AIP identified a number of actions and strategies targeted at addressing the Key Improvement Strategies, to ensure that all students were being challenged and continued to make strong gains in school life. These were:

BUILDING PRACTICE EXCELLENCE

To revisit the instructional model for reading, writing and numeracy and to develop and implement a peer coaching model to support consistent implementation of the school's pedagogical model and instructional approaches.

To develop an induction process to ensure new and returning staff and Casual Relief Teachers are trained in the Chandler Park pedagogical model.

To extend the synthetic phonics program into Year 2 and provide continued professional learning to teachers in how to integrate phonics into the school's reading program.

To build teacher capacity to understand, analyse and use student data to plan for effective differentiated teaching in Maths.

To develop teacher knowledge and capacity to work as effective teams utilising a PLC inquiry process.

To improve student learning outcomes through collaborative planning and assessment practices, including moderation.

HEALTH & WELLBEING

To align school values to students' social emotional learning through the Learn to Learn Program.

To continue with the implementation of Resilience Program that has a key focus on building the capacity of students to develop and foster positive relationships with their peers.

STRATEGIC RESOURCE MANAGEMENT

To implement professional learning activities to support the introduction of the school-wide positive behaviours initiative.

To continue to monitor confidential cohorts and students with additional needs by developing provision maps and ILPs detailing key prevention and intervention strategies aimed at supporting and guiding student success and ability to participate, achieve and thrive in school life.

EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE

To build parent, student, school partnerships by promoting positive self-esteem, belonging, integrity and pride amongst all students, staff and parents with the introduction of a whole school House system.

To develop challenging learning goals for students and using student feedback to teachers to further inform the development of engaging learning programs for students.

The shift to remote learning altered the actions and outcomes aligned with the four Key Improvement Strategies. There were significant changes to the actions associated with KIS 1A; (To enhance the knowledge and instructional capacity of leaders and teachers in developing differentiated teaching and learning strategies, which ensure that all students at all levels are continually challenged, included the role of the PLC leaders). This shifted to focusing on working collaboratively with teams to develop and implement effective online learning pedagogical practices, including teaching and learning strategies and effective assessment. The learning specialist role altered from coaching and modelling in the classroom, to building the capacity of staff to effectively implement remote learning pedagogies.

The significant changes to the actions associated with KIS2A; (To further embed a social emotional learning program

in the daily learning program for all students), included implementing effective strategies to monitor the student engagement and wellbeing during online learning programs.

KIS2B;To develop and implement a whole school approach to mental health and well-being, that promotes a strategic approach to prevention and intervention was amended to include specific strategies to monitor students' wellbeing whilst offsite. These included teachers hosting daily circle time for students, scheduled weekly check ins either 1:1 or in small groups on the phone or via WebEx, additional phone calls for students showing disengagement, home visits for hard to reach students and regional and external staff (KESO, VACCA, DHHS) were utilized to reengage students. Breakfast Club introduced the Grab and Go option as an alternative once students returned to school in Term 4. The Learn 2 Learn Program was implemented in a modified manner as a part of the readjustment to return to face to face learning in both Term 2 and in Term 4.

The significant changes to the actions associated with KIS3A; (To develop and implement processes for students and teachers to participate in the development of challenging and realistic student learning goals, and to monitor and reflect on progress towards the achievement of goals) included the implementation of SeeSaw which enabled students to demonstrate their learning during online learning. This platform also enabled staff to give students feedback on their learning and next steps in their learning. There was also evidence of students effectively reflecting on their work, as well as sharing it, which enabled their peers to give them feedback. Teachers in the upper primary classrooms used 'Bump it Up Walls' and worked examples on the Grade 5/6 website to assist students with self-assessment and reflection. There is anecdotal evidence that some staff were beginning to use a 'kids teach kids' strategy to build capacity in students who required further challenge/extension. Classroom teachers included regular reciprocal teaching opportunities in their reading blocks, where appropriate, to enable students to drive their own learning.

Achievement

KIS1A; To enhance the knowledge and instructional capacity of leaders and teachers in developing differentiated teaching and learning strategies, which ensure that all students at all levels are continually challenged
During remote learning staff worked to build their capacity to implement various differentiation strategies. The instructional videos that staff created to support student learning enabling effective differentiation as student were able to re-watch videos to develop their understanding of concepts or processes further. Staff also shared their videos across cohorts, enabling students to have access to videos pitched at different levels. The staff also used digital resources effectively to manage the implementation of targeted learning, these resources included: Essential Assessment, Reading Eggs, Literacy Planet, Pearson- Bug Club, Mathletics and Managhigh. Staff used WebEx to implement synchronous learning tasks in guided reading/reciprocal reading, guided mathematics and guided writing instruction.

During remote learning teachers worked to give students feedback for growth. The school worked to develop the mindset of both staff and students further in regard to how feedback can be provided and how it was engaged with. Staff have built their understanding on the importance of data and how it can be used to inform teaching. Staff worked to collate and analyse school-wide data which was reviewed by teaching teams prior to planning week to inform focus areas. In remote learning, teachers also made significant adjustments to continue to obtain rigorous and reliable formative and summative data, to inform instruction. Where possible, staff continued to monitor student growth through effective analysis of data. This included staff working to implement a targeted learning support program for students in the Prep cohort

Moving forward and looking into 2021 staff will work collaborative to refine the CPPS instructional models, the school will use PLC structures as a tools to facilitate data driven teaching.

CPPS has 19 students funded under the PSD program. Staff and families work collaborative to create inclusive learning environment for students. The supports that have been put in place to help engage students with their learning program include termly SSG meetings with teachers, ES staff, families, external specialist such as speech therapists, OT. During the meetings the team discusses the students individual success and their goals for future learning. Each of the students has an individual education plan which tracks the growth and development of the students learning, social and emotional development and physical development (such as fine motor and gross motor skills). All students receive support from ES staff in the classrooms daily.

Engagement

KIS3A: To develop and implement processes for students and teachers to participate in the development of challenging and realistic student learning goals, and to monitor and reflect on progress towards the achievement of goals.

Student absence decreased in 2020 to 16.0 days per student from 2019 in 16.3 days per student, however, there was an increase in unexplained absences from 1.5 days per student in 2019 to 6.6 days per student in 2020. The COVID-19 pandemic and school closures, with the move to remote learning, affected student attendance. Staff worked to build family connections throughout online learning programs, regularly contacting families of disengaged students via 1:1 WebEx meetings and phone calls. The wellbeing leader worked with families to support reengagement and participated in home visits for hard to reach students and regional and external staff (KESO, VACCA, DHHS) were utilised to reengage students.

Due to COVID-19 lockdowns throughout 2020 and the restrictions that were put into place once student returned to on-site learning the CPPS House program was not able to run as originally designed as it required students to work in a multi-age group environment. However, staff were able to innovate on the structure of the program to running house challenges across the cohorts working towards a common goal. Teachers focused on creating a curriculum and teaching and learning programs that supported the students to develop their critical and creative thinking skills.

Staff worked to implement SeeSaw effectively to support student learning during COVID-19 lockdowns. This online platforms supported students to engage with their teachers and peers and learning tasks, and was particularly useful for developing feedback practices.

Overall the student responses to the ATOSS survey were very positive and showed an increased positive endorsement.

Self- Regulation & Goal Setting	2019- 50%	2020- 63.1%	An increase of 13.1%
Student Voice & Agency	2019- 77.4%	2020- 62.4%	An decrease of 15%

Wellbeing

KIS2A;To further embed a social emotional learning program in the daily learning program for all students.
KIS2B; To develop and implement a whole school approach to mental health and well-being, that promotes a strategic approach to prevention and intervention.

Staff have continued to develop in their understanding and practice of the Resilience Project through ongoing PL and a team focus for specific planning for lessons. Teams have continued to develop their knowledge and understanding of practical application of the Resilience Project into the classroom context and engagement with key resources.
Teachers made significant adjustments to continue to teach Resilience Project lessons remotely, targeting students' needs based on the evolving context and providing for students' wellbeing needs during the period (i.e. by facilitating connection with their teachers and peers and monitoring their level of coping and/or psychological distress)
The redevelopment of the whole school Learn 2 Learn program made links and connections with the school values. The program focused on the explicit teaching of the school values and unpacked the students' perspectives of these values and their associated behaviours. Upon the return to face to face learning staff implemented a modified Learn to Learn Program to address the need to re-establish the classroom structures that best support learning.

Resilience	2019- 67.4%	2020- Data unavailable

Financial performance and position

CPPS fully utilised the 2020 School Resource Package (SRP) budget in 2020 and has a small deficit ($4,592.00) at the end of the year.

The School cash budget received 101% of expected revenue for 2020 which is well within margins. Revenue received for CSEF and parent payment contributions for camps, excursions and activities was not fully utilised in 2020 due to

COVID19 restrictions. Unused funds remained in family accounts to be applied to 2021 parent payment, camps, excursions and activities where applicable. Year 3-4 camp scheduled for 2020 was cancelled and parent payments were carried over for 2021 camp where appropriate.

Only 68% of proposed expenditure for 2020 was spent. Additional expenditure above program budgets was spent for increased sanitation and first aid products required to keep staff and students safe during the peak of the COVID19 crisis. An additional $1500.00 was spent for first aid products and $2000.00 for sanitation needs (hand sanitiser, masks, gloves etc). Additional funds were spent on the Seesaw computer program and additional purchases of stationery and exercise books for remote learning needs of students.

An extra $3500.00 was spent on grounds maintenance to remove mould and clean the artificial turf on the grounds. The school installed electronic signage at the beginning of 2020 to enable the school to display notices and events to the community. This amount was included in the 2020 budget.

The school received Equity funding of $236,596.00 which was used to supply students with access to iPads and laptop computers, with the school either leasing or purchasing the equipment. The IT equipment is used in the classrooms and negates the need for BYOD and enabled the school to respond quickly when needing to provide equipment to students for remote learning. Equity funding of $16.00 per student was used towards a mindfulness program run in Term one (Life skills) and provision of food and staff for our Breakfast Club and lunch program. Additionally equity funding is used for excursions, books, uniforms so that our at risk students can fully participate in school programs. Equity funding is also used for training of staff and extra IT support.

For more detailed information regarding our school please visit our website at
www.chanderparkps.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 498 students were enrolled at this school in 2020, 261 female and 237 male.

58 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.
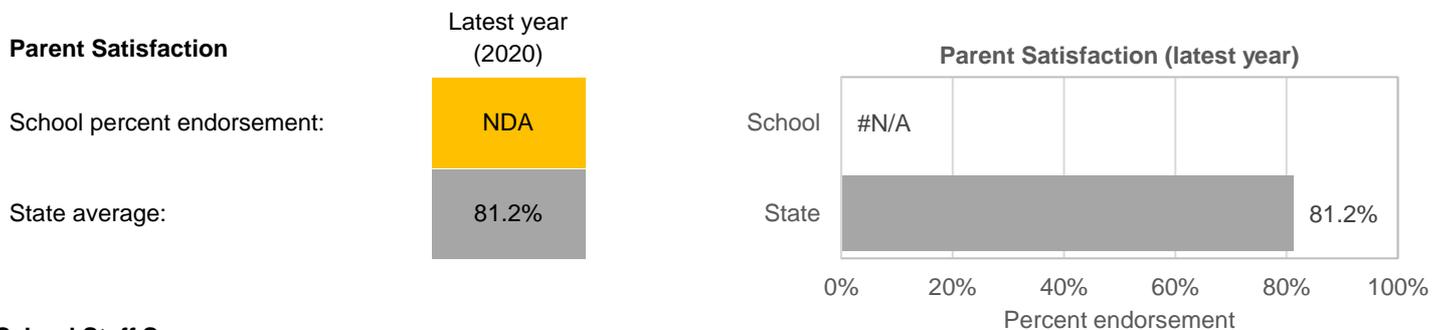
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
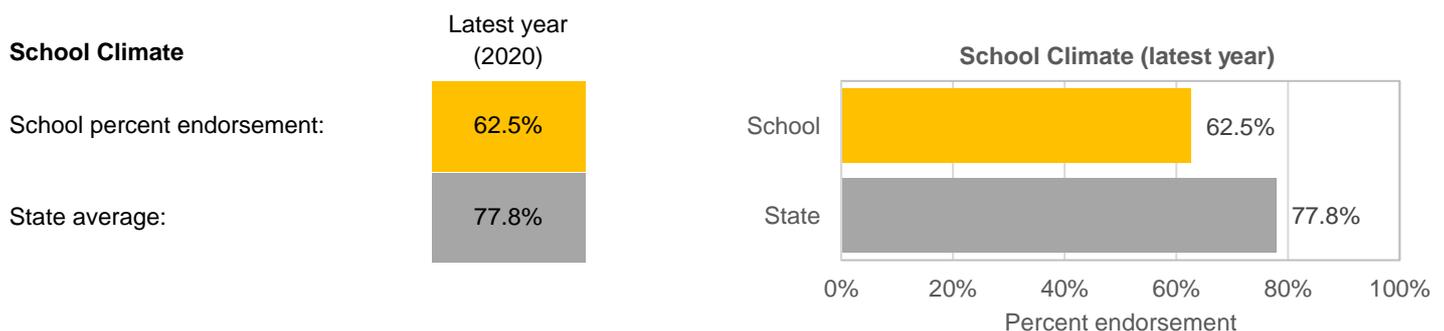
Parent Satisfaction	Latest year (2020)
School percent endorsement:	NDA
State average:	81.2%

Parent Satisfaction (latest year)

School	#N/A
State	81.2%

Percent endorsement

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.

School Climate	Latest year (2020)
School percent endorsement:	62.5%
State average:	77.8%

School Climate (latest year)

School	62.5%
State	77.8%

Percent endorsement

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)

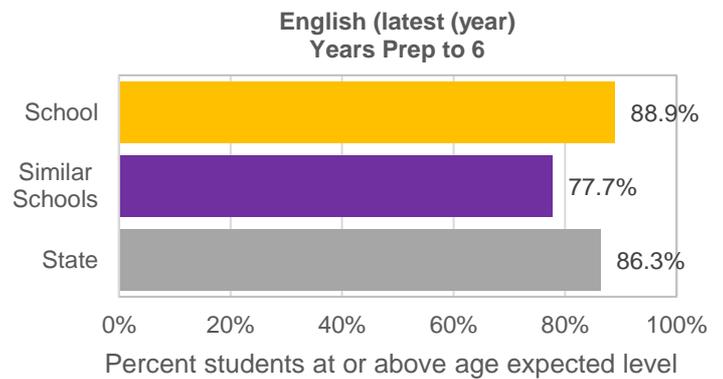School percent of students at or above age expected standards:

88.9%

Similar Schools average:

77.7%

State average:

86.3%

English (latest (year)
Years Prep to 6

School — 88.9%

Similar Schools — 77.7%

State — 86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

90.4%

Similar Schools average:

75.6%

State average:

85.2%

Mathematics (latest year)
Years Prep to 6

School — 90.4%

Similar Schools — 75.6%

State — 85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
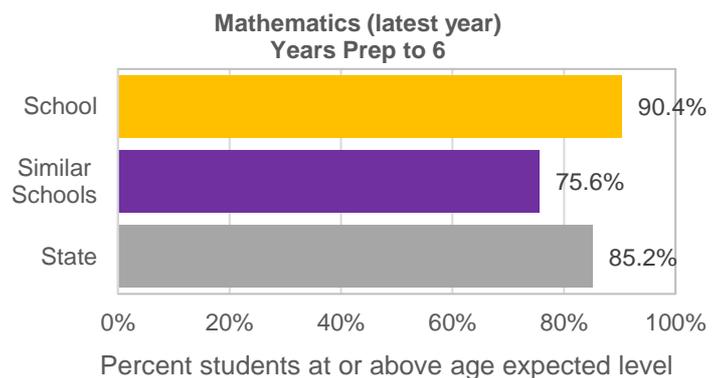
NAPLAN

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).

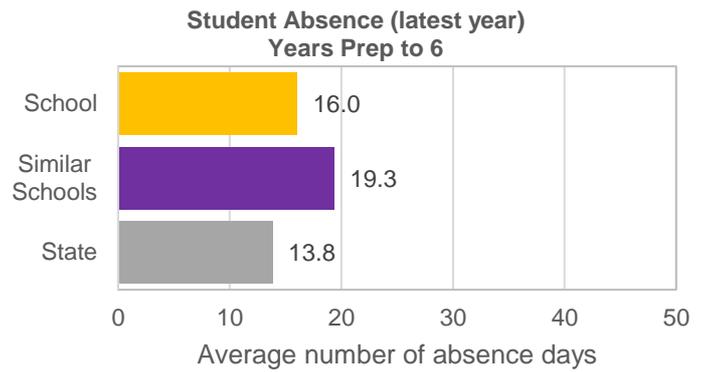NAPLAN tests were not conducted in 2020.

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:	16.0	16.2
Similar Schools average:	19.3	18.3
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	16.0
Similar Schools	19.3
State	13.8

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	91%	92%	89%	93%	90%	94%

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	86.1%	87.6%
Similar Schools average:	81.8%	82.9%
State average:	79.2%	81.0%
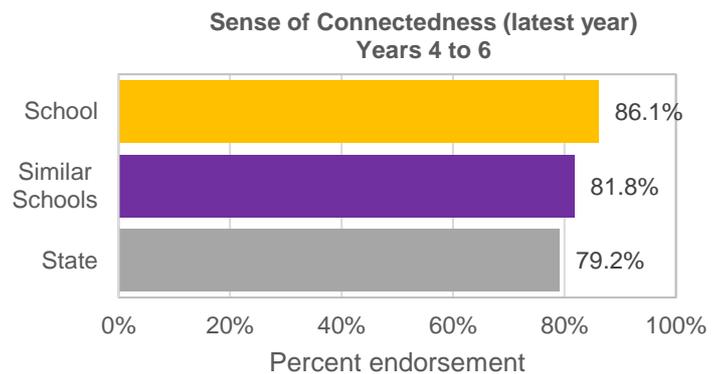
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School 86.1%
Similar Schools 81.8%
State 79.2%

0%　20%　40%　60%　80%　100%
Percent endorsement

Student Attitudes to School – Management of Bullying

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

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

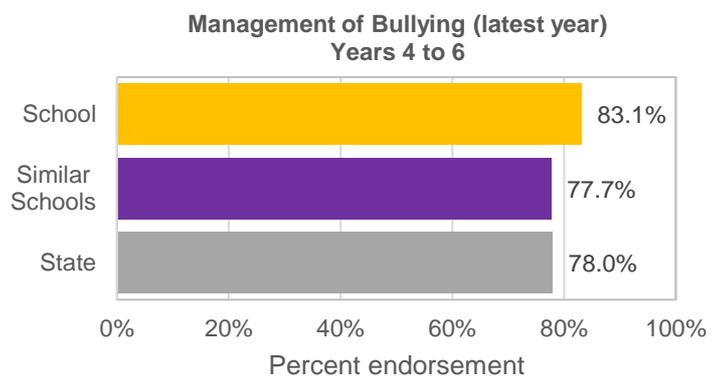| Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	83.1%	85.2%
Similar Schools average:	77.7%	80.0%
State average:	78.0%	80.4%

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.

Management of Bullying (latest year) Years 4 to 6

School 83.1%
Similar Schools 77.7%
State 78.0%

0%　20%　40%　60%　80%　100%
Percent endorsement

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$4,869,958
Government Provided DET Grants	$717,450
Government Grants Commonwealth	$13,960
Government Grants State	NDA
Revenue Other	$5,498
Locally Raised Funds	$316,947
Capital Grants	NDA
Total Operating Revenue	**$5,923,813**

Equity [1]	Actual
Equity (Social Disadvantage)	$475,351
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$475,351**

Expenditure	Actual
Student Resource Package [2]	$4,837,009
Adjustments	NDA
Books & Publications	$2,753
Camps/Excursions/Activities	$47,645
Communication Costs	$7,079
Consumables	$144,326
Miscellaneous Expense [3]	$12,471
Professional Development	$11,824
Equipment/Maintenance/Hire	$155,622
Property Services	$93,610
Salaries & Allowances [4]	$146,258
Support Services	$58,438
Trading & Fundraising	$26,770
Motor Vehicle Expenses	$1,765
Travel & Subsistence	$22
Utilities	$40,849
Total Operating Expenditure	**$5,586,441**
Net Operating Surplus/-Deficit	**$337,372**
Asset Acquisitions	**$44,135**

(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	$633,875
Official Account	$59,248
Other Accounts	NDA
Total Funds Available	**$693,123**

Financial Commitments	Actual
Operating Reserve	$111,117
Other Recurrent Expenditure	$2,080
Provision Accounts	NDA
Funds Received in Advance	$78,098
School Based Programs	$152,646
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$4,162
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$30,000
Capital - Buildings/Grounds < 12 months	$25,000
Maintenance - Buildings/Grounds < 12 months	$90,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	$200,000
Total Financial Commitments	**$693,102**

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.