

# 2020 Annual Report to The School Community



School Name: Williamstown Primary School (1183)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 29 April 2021 at 12:03 PM by Andrea Duxson (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 29 April 2021 at 11:47 PM by Julie-Anne Douglas (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

Williamstown Primary School is a welcoming community of learners where staff, students and families assume shared responsibility for the provision of the highest quality learning opportunities for our students.

Our purpose is to provide all students with an education to succeed in a complex, changing world. It is our vision that students will develop to be responsible, happy, resilient and socially adept. We expect them to exhibit the qualities of successful learners who are confident and creative and who will become active and informed citizens.

Located in the historic bayside suburb of Williamstown, and situated in the local government area of Hobsons Bay, we are proud of our school's 148-year history, as well as our strong community connections and traditions. Above all, we are very proud of our student learning results and our capacity to achieve this, whilst embracing and celebrating the child as a whole. Williamstown Primary School continues to emphasise its commitment to the development of positive social skills through the Willy Kids program, a successful whole-school positive behaviour program. Its values are an essential part of the school's ethos and underpin our approach to all areas of school operations, from parent participation to curriculum delivery.

Throughout 2020, Williamstown Primary accommodated twenty-one classes catering for Foundation (Prep) to Year 6 students. We maintained a stable enrolment of approximately 529 students mostly drawn from the Williamstown South neighbourhood area. Our school had an SFOE (Student Family Occupation Education Index) of 0.1598 which reflects the relatively high socio-economic profile of many of the school's families. The staffing profile to support all students consisted 29.9 Teaching Staff, including 2.0 Principal class, 2.0 Leading Teacher and 2.0 Learning Specialist. In addition, we had 7.9 EFT Non-Teaching Staff, whose roles include Education Support (Integration Aides), Educational Support Officers (Admin), Educational Support Officers (Learning Intervention). Despite having five ATSI students we do not have any ATSI staff currently employed at the school.

Aligned with the Victorian F-10 Curriculum, the learning program at Williamstown includes a focus on learning in the core curriculum domains of English and Mathematics, as well as Science, Environmental Education and the Humanities. We provided a broad specialist learning program in the areas of Visual Arts, Performing Arts (music and drama), LoTE (French) and Physical Education. Student learning was supported at all year levels through additional individual and small group literacy intervention. Individual learning plans were developed for students achieving significantly above or below the expected standard, students funded under the program for Students with Disabilities (PSD), students in out-of-home care, and students from Aboriginal and Torres Strait Islander background. Student engagement was enhanced through a range of co-curricular activities in the form of clubs. The included gardening club, robotics, chess, choir and bands and French club.

Our school buildings are a mix of beautiful heritage listed buildings and more recently constructed classrooms which include a number of portable classrooms. A variety of play areas have been established within well-maintained grounds which includes both asphalted and turfed courts, a running track, playground equipment suitable for the range of physical capabilities of primary students, landscaped gardens, a vegetable garden and quiet areas for more passive activities. The school's mature trees and two shade covered areas provides an abundance of shaded play spaces for the children.

The active participation of families within the school community is a reliable and highly valued feature of our school. A strong home-school learning partnership with parents is developed and considered essential in our endeavour to ensure the successful learning achievement for every child. Regular opportunities to share every child's learning progress is provided via student learning conferences which are often student led, "kids share time" afternoons and quarterly written reports. Additionally, we have a committed and dedicated Friends of Willy (FOW) parent group whose roles are broad and varied. WPS enjoys outstanding support from the FOW through both community engagement and fundraising events for school programs. Together, we have a resolute and collective focus on providing the best possible learning environment for every Willy Kid during their primary years of schooling.

**Framework for Improving Student Outcomes (FISO)**

Williamstown Primary School is currently focussing on the following FISO (Framework for Improving Student Outcomes) Initiatives:

Excellence in Teaching and Learning - Building practice excellence through evidenced based high-impact teaching strategies and Curriculum Planning and Assessment.

Professional Leadership - Building Leadership Teams.

Positive Climate for Learning - Empowering students and building school pride and Setting Expectations and Promoting Inclusion.

2020 was an exceptional year for everyone. The COVID-19 pandemic meant that our school, like all other workplaces and communities, needed to respond to dynamic and unprecedented circumstances as a result of changing health and safety advice. Despite this, Williamstown Primary School successfully delivered on many of the intended key Improvement strategies for this period, however, some of the associated actions, strategies and professional development plans were modified as a result of the periods of remote and flexible learning.

We deliberated how best to provide academic content through real time learning, via an online platform and self-paced learning delivery. To meet the needs of our students and their families, a blended approach was taken. The school delivered a personalised and successful Remote Learning Program through the use of Compass and Google Classroom initially, before settling on one agreed tool, Google Classroom. Williamstown PS ensured full school ICT provision during remote learning by providing identified students with a device for school use. Paper-based tasks were also created for students and families to complete work at their own pace without the use of technology if this was the preference of families.

Williamstown staff prepared daily instructional videos of explicit teaching, worked examples targeted Literacy and Numeracy tasks with both extension and support, through this platform. Staff worked diligently to provide all students with engaging, challenging but manageable workloads that enabled individual learning growth for students whilst also supporting the broad and varied needs families. Real time learning was enabled through daily class check-ins, small group instruction in Maths and English, and whole school and year level assemblies.

Despite the challenges we all endured throughout 2020, our school community has collectively learned a great deal from these trials and experiences. In the event that we need to move in and out of remote learning in the future, we have established reliable structures to effect smooth and successful learning transitions for our students and their families.

**Achievement**

Throughout the Remote Learning Period, Williamstown Primary School continued to embed its strong team structure across the school. Our specified meeting schedule was executed with all teams including the Leadership team, School Improvement Team, Instructional Leaders team, Professional Learning teams and whole staff forums continuing to be arranged. This was instrumental in ensuring staff remained connected and supported as they delivered the remote and flexible learning program. Our staff maintained its commitment to Professional Learning focusing specifically on the collaborative work of PLCs which linked closely to identified AIP goals.

Our AIP commitment to conduct peer observations was modified somewhat yet still achievable during the period of learning from home. Online learning through video formats afforded all staff with the opportunity to learn from and with one another, as teaching practices were made visible for staff and families. Within PLCs staff provided open feedback about pedagogy related to the use of High Impact Teaching Strategies during remote learning.

Leading Teachers and Learning Specialists identified areas for development in pedagogical practices and worked with staff to lead this improvement. The analysis of writing and providing feedback to students while they were learning from home was one such area.

As a collective, we are very proud of every Williamstown Primary School staff who successfully strengthened their

capacity to navigate new digital technologies, inquiring into the most effective ways of delivering the most impactful teaching and learning strategies. The delivery of explicit Professional Development for all staff in the use of Google Classroom to engage students throughout this period and Webex to maintain connections with parents and carers, was provided and applied to daily operations.

While NAPLAN testing was not available to measure student learning growth in 2020, student assessments were undertaken in accordance with our School wide Assessment Schedule during the period of time students were onsite. Overall, student achievement levels across the school continued to be robust in 2020, reflecting the strong academic emphasis of the school. Our teaching team was committed to planning for teaching to enable all students to achieve a minimum of 12 months growth.

According to Teacher Judgement data in English and Mathematics (that is, students working at or above the expected standard) our school is operating at slightly lower level than other identified similar schools. In recent years, when comparing Teacher Judgement data to NAPLAN data, we often find that Teacher judgement is somewhat lower. This is an area of professional learning that continues to be addressed.

Student Learning growth in English, supported by assessments including the Torch test, Fountas and Pinnell benchmark assessments (Reading), the SPAT-R and LEST assessments for phonological / phonemic awareness indicated that 79.6% of students achieved at or above the expected level of growth (minimum 12 months growth in 12 months).

This goal was realised for 72.6% of students in Numeracy utilising assessments such Essential Assessment (Mathematics).

These results are credited to the ongoing focus of the school on developing best-practice pedagogies in both classroom and remote settings. This included a relentless focus on phonics and comprehension strategies as well as the core building blocks of Numeracy, as identified in our school's Essential Learning Maps. Essential Learning Maps including proficiency statements written for students in the form of 'I Can' statements were regularly referenced and assisted students to identify future learning goals in Writing and Mathematics. Individual Education Plans for students who were deemed at risk (i.e. performing under the expected level or with lower than expected growth) were also continually monitored.

The dedication of our Education support staff ensured students with PSD funding were well supported, providing 1:1 support using the Google Classroom platform. The school continued to employ a speech therapist on a weekly basis to support the learning of these students with speech and language needs. Literacy intervention, adopting the Little Learners Love Literacy program, provided targeted intervention for students who were deemed to be operating at 12 or more months below the expected level, according to teacher judgement. This program continues into 2021 as we work to reduce the number of students achieving low growth or those operating below the expected standard.

Upon returning to onsite learning in Term four, staff worked to construct and implement Writing Assessment Rubrics in the areas of Imaginative, Informative and Persuasive texts. This has enabled far greater consistency in moderation of student writing assessment. Collaborative planning using the 6+1 Traits of Writing, a consistent pedagogical approach to the delivery of the writing workshop, and the strategies of the Leading Literacy Bastow program, will shape the ongoing improvement of Writing at Williamstown Primary School.

## Engagement

Student engagement at Williamstown Primary is demonstrated through strong attendance across all year levels. Student attitudes towards attendance shows that students always try to attend school (ATTOS 89%). In 2020 we note that, Willy Kids are averaging slightly fewer absences on the school comparison measure with similar schools (8.2) and considerably fewer compared to the State.

Diligent monitoring and timely follow-up regarding Student Absences was put into practice throughout the 2020 school year. The school made it a priority to be informed of every child's circumstance. During remote learning, families of students who did not check in for the day's learning were followed up by the Leadership team to ensure continuity of

learning and family support.

At Williamstown Primary School, student engagement as demonstrated through student agency and voice, has continued to be a focus for all staff. Staff have endeavoured to seek out opportunities for student agency even during periods of remote and flexible learning through the design of regular student surveys, from which analysis and future actions were determined.

Student agency is promoted through the many opportunities students are afforded to extend their leadership capabilities. A Student Leadership Plan was drafted with the intention of expanding leadership opportunities further in 2020. This work will carry over to 2021.

Students value and recognise the significant work staff are doing to differentiate the learning challenge for them (ATTOS 82%) and they acknowledge the efforts teachers make to help them do their best (ATTOS 88%). One area for continued focus for our school is related to Student Voice and Agency. The ATTOS feedback says that 63% of students recognise the agency they have in their learning, and according to parents this sits at 70% positive. This is an area for future work. We were disappointed to have to forego our training with Kath Murdoch in 2020 related to inquiry learning as this was a strategy for forging improved voice and agency. A dedicated Curriculum Focus Group will be established in 2021 together with Student Voice teams to drive this work further.

Student feedback is being sought at regular intervals from students in Years 4 – 6 using the Pivot survey. The close analysis of this information enables staff to develop areas of focus for future pedagogical growth.

## Wellbeing

The valued traits of 'Willy Kids', continued to place equal emphasis on critical thinking and collaboration as well as positive citizenship and interpersonal skills. The program with its shared language and predictable structure assisted us to maintain a close sense of identity and connection with students during the disruptive 2020 school year. Our students are developing a shared language around learning assets, dispositions and behaviours. As such, our ability to articulate our vision for learners at Williamstown Primary School has been strengthened.

Our school continues to enjoy strong results in the Student Attitudes to School Survey. Overall, the three indicators of positive school climate are being maintained. In particular, Williamstown Primary's results in the Management of Bullying (83%) is currently out-performing the results of similar schools which average 77%. Similarly, our students have a strong Sense of Confidence (76%) and Sense of Connectedness (78%) despite two significant extended periods of learning from home.

Throughout 2020, the challenges of moving between learning from home and returning to learning onsite were well recognised by the community and supporting these transition became our collective focus. The mental health, wellbeing and safety of students was an important consideration at all times. Maintaining connectedness between students and between teachers and students was critical. While students were learning from home, daily videos were created by the leadership team as a daily reference for student to school connection. Teachers were engaged with students through a range of means including live video conferences, pre-recorded teaching videos as well as telephone and communications via Google Classroom. These strategies ensured staff could check in with students' and support students' mental health and their learning.

We continued to promote student health and wellbeing throughout the year, providing students with adjusted learning programs upon their return to the classroom, and 'wellbeing days' during remote learning to promote resilience and a balanced approach to learning from home. To scaffold and support our students' return to schooling in Term four, we created a "Returning To Willy Primary" booklets and videos for students outlined some of the key changes they would see as they returned to onsite learning at school within an environment of social distancing practices.

To support students' return to the classroom, we introduced "Ready to learn time" between 8:45 and 9:00am. Classrooms were open and attended by teachers from that time, so students were welcomed personally by the teacher before being able to engage in a range of quiet activities during this time. This strategy was also useful in reestablishing individual organisational skills as it provided students with a calm transition time from the home to the

school environments. It provided the students with the time to independently ready themselves for learning. applying their initiative and self-management skills to prepare for the day.

### **Financial performance and position**

Williamstown Primary continued to maintain a healthy financial position throughout the 2020 school year. The Williamstown Primary School Council Finance sub-committee capably and judiciously monitored and effectively met all budgetary requirements ensuring DET financial guidelines were adhered to. Throughout the 2020 academic school year, several of the planned and significant improvement projects were pushed back due to COVID-19, with the exception of the installation of new playground turf. This project was valued at \$76,098. We also purchased new classroom furniture for our 6 classes of year 3 and 4, to the value of \$25239.50. Cyclical painting was also able to be actioned, costing us \$14,080.

During the period of remote and flexible learning, onsite learning was available to students deemed vulnerable or those children of essential workers. In managing this DET requirement, school local payroll staff were not to be disadvantaged by more than 15% of their previous annual earnings. This necessitated the school spending \$77,208.

In 2020, the school received \$14,804 in Equity Funding which was used for Literacy Intervention ( Little learners Loves literacy) a program that continued to be rolled out even during Remote and Flexible learning.

The school received \$11,160 for the Swimming program. This amount has been carried over to 2021. Student excellence funding to the value of \$12, 830 has also been carried over.

Williamstown primary School was fortunate to receive the Australian Sports Commission grant of \$8790. This supports our Physical Education program, enabling external providers to support the learning in school.

By the end of the 2020 school year, our accounts showed an SRP surplus of \$109,314. Throughout the year, the school needed to maintain a viable financial position in order to accommodate the potential and expected return of a substantive staff member who was absent for most of the school year.

In recognition of the challenging situations our families may have found themselves in, a number of our annual Friends of Willy Fundraising initiatives were postponed.

**For more detailed information regarding our school please visit our website at**  
<http://williamstownps.vic.edu.au/>

# Performance Summary

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

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

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

## SCHOOL PROFILE

### Enrolment Profile

A total of 529 students were enrolled at this school in 2020, 246 female and 283 male.

5 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.

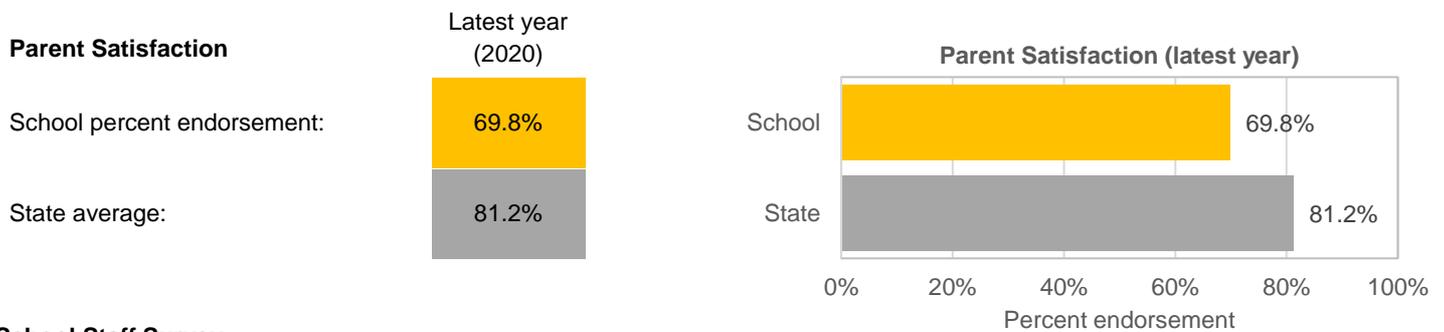
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

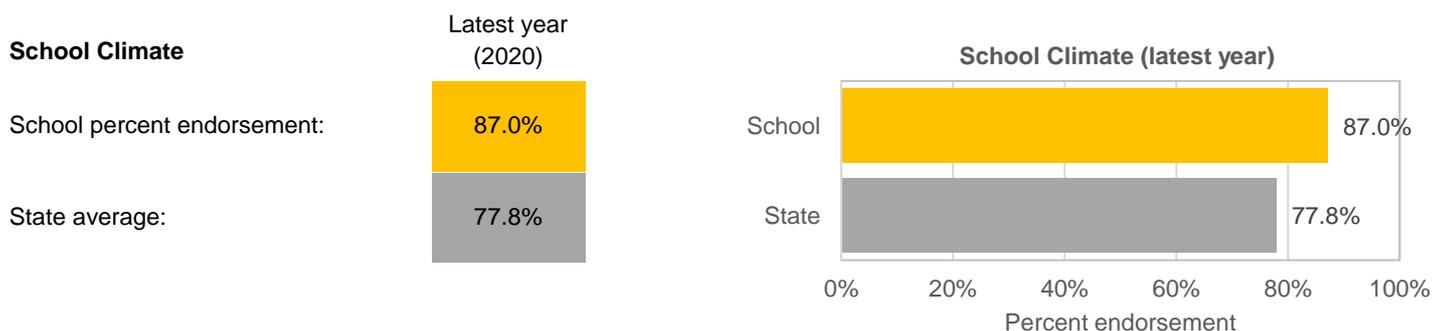


### School Staff Survey

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:

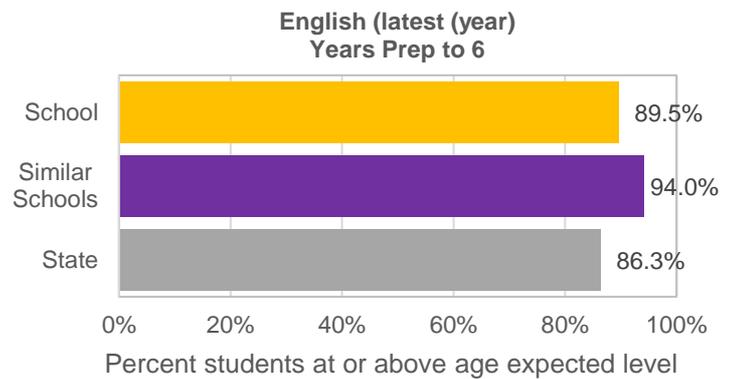
89.5%

Similar Schools average:

94.0%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

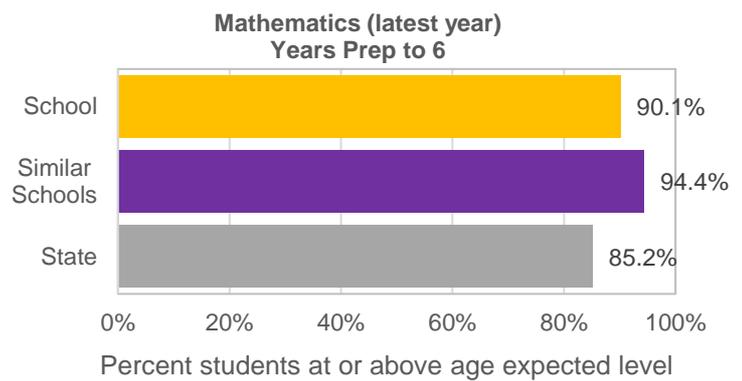
90.1%

Similar Schools average:

94.4%

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

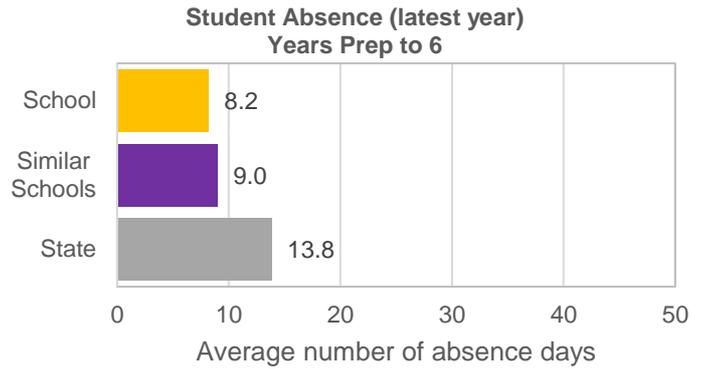
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	8.2	13.1
Similar Schools average:	9.0	13.0
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	96%	95%	95%	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.

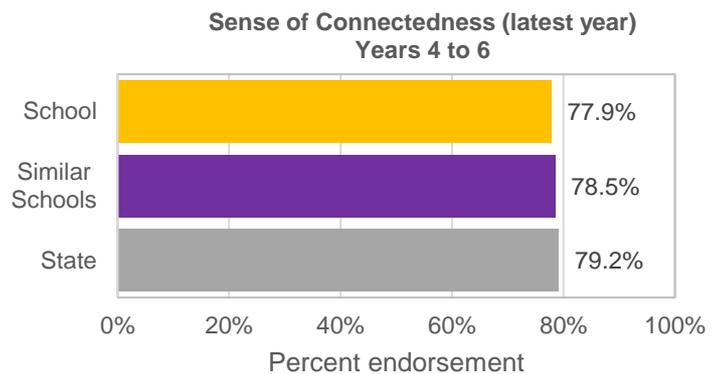
### Student Attitudes to School – Sense of Connectedness

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:	77.9%	81.1%
Similar Schools average:	78.5%	78.9%
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.*

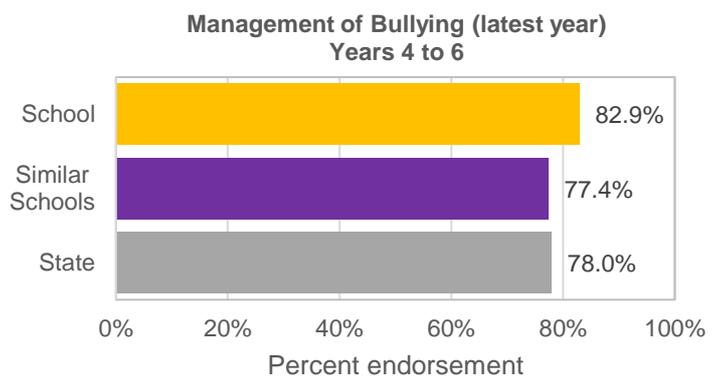
### Student Attitudes to School – Management of Bullying

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:	82.9%	85.2%
Similar Schools average:	77.4%	79.1%
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	\$4,094,952
Government Provided DET Grants	\$480,656
Government Grants Commonwealth	\$8,791
Government Grants State	NDA
Revenue Other	\$14,509
Locally Raised Funds	\$251,428
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,850,336</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$29,487
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$29,487</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,986,200
Adjustments	NDA
Books & Publications	\$15,958
Camps/Excursions/Activities	\$21,858
Communication Costs	\$8,060
Consumables	\$75,330
Miscellaneous Expense <sup>3</sup>	\$27,823
Professional Development	\$14,999
Equipment/Maintenance/Hire	\$46,768
Property Services	\$82,485
Salaries & Allowances <sup>4</sup>	\$176,028
Support Services	\$46,884
Trading & Fundraising	\$11,955
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$33,788
<b>Total Operating Expenditure</b>	<b>\$4,548,136</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$302,200</b>
<b>Asset Acquisitions</b>	<b>\$100,804</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$333,460
Official Account	\$18,756
Other Accounts	\$4,834
<b>Total Funds Available</b>	<b>\$357,050</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$82,627
Other Recurrent Expenditure	\$212
Provision Accounts	NDA
Funds Received in Advance	\$37,945
School Based Programs	\$23,990
Beneficiary/Memorial Accounts	\$2,000
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$13,541
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$16,288
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$179,824
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$356,427</b>

*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.*