

2020 Annual Report to The School Community



School Name: Derrinallum P-12 College (5375)



- 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 30 April 2021 at 12:50 PM by Caitlyn Fitzgerald (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 07 May 2021 at 08:53 PM by Brooke Greig (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 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
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

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

Derrinallum P-12 College is located in the rural Western District of Victoria. It was established in 1994 when Derrinallum Primary School and Derrinallum High School amalgamated. Derrinallum P-12 College continues to provide meaningful and successful pathways from Foundation to Year 12. It is located approximately 100km from the major population centers of Geelong, Ballarat and Warrnambool and it services not only the Derrinallum township but the surrounding rural communities, with four buses bringing students to the college every day.

A total of 76 students were enrolled at Derrinallum P-12 in 2020. 39 students in Primary and 37 students in Secondary. The school's socio-economic band value is medium.

Derrinallum P-12 College is on the edge of town, allowing wide open space for sporting fields and agricultural programs. Our students have access to a main building containing secondary and primary wings as well as a specialist wing providing classrooms for Design and Technology, Drama, Music and Art. Additionally the students have access to an indoor sports center and enclosed undercover gymnasium on the grounds providing students with all-weather sporting facilities year round. Our primary students benefit from access to specialist teaching programs including Art, Woodwork, Cooking, Italian, Performing Arts and in 2021 the introduction of STEM.

The school's physical environment is well maintained, strengthening the sense of pride in the school. Classrooms are well presented and reflect a warm welcoming and engaging learning space for all students. The school completed a building project in Term 3 to modernise the toilets and upgrade senior student facilities, including the Year 11 and 12 common room. The corridor of east wing of the main building was repainted when the ceiling was replaced after storm damage which occurred in January.

The College's strong connection with partner schools in the Corangamite Trade Training Cluster allows student to take part in various trades across the cluster of local schools (Hospitality, Building & Construction and Hair & Beauty are among the offerings).

In 2020 there were 18.3 equivalent full time staff at the school including one Principal, one Assistant Principal, three Team Leaders (each with a teaching load), 9 Classroom Teachers and 7 Education Support staff.

At Derrinallum P-12 College our purpose is to provide a dynamic learning environment that engages students to achieve their personal best in an atmosphere of mutual respect, trust and co-operation and to nurture the development of all students to foster connectedness and an improved sense of wellbeing. The college prides itself on our sense of community and our values of Teamwork, Respect, Integrity, Empathy and Support.

Framework for Improving Student Outcomes (FISO)

In 2020, Derrinallum College adjusted our approach to more specifically align our daily agenda with the Framework for Improving Student Outcomes (FISO) continua of practice. To do this the college introduced newly created Learning Terms with identified areas of practice to focus their efforts for the greatest impact on improving our students' achievement, wellbeing and engagement. The work led by each team fed directly into the AIP focus on the implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Health and Wellbeing and Building Communities.

The College's first FISO focus in 2020 continued to be Building Practice Excellence. This included a major focus on building teacher capability to utilise data to teach more specifically to the point of student need. This was enhanced by:

- the use of learning walks to focus pedagogical coaching on the use of High Impact Teaching Strategies to increase engagements for identified disadvantaged students.
- regular scheduling of peer observations with focus of using data collected to inform the delivery of literacy.
- designing a meeting schedule to have clear direction and relation to the AIP and Learning Team priorities
- providing PL opportunities for the explicit delivery of literacy skills across all curriculum areas.

The College's second FISO focus was Health and Wellbeing, where we designed and implemented a targeted 'Advocacy' program with an explicit agenda to address the delivery of Respectful Relationships, the Safe Schools message, resilience and school connectedness. A focused Wellbeing Learning Team led movement on strengthening

student wellbeing across the college from Foundation to Year 12 and built teacher capacity to encompass wellbeing into their everyday teaching. Identified activities to help achieve this included:

- 90% of staff (including ES) complete Respectful Relationships training.
- running peer led professional learning.
- support for the design and development of the Advocacy program led by classroom teachers responding the needs identified by and for the students.

We have successfully introduced our Learning Team structure, where a major focus has been providing rich learning opportunities to staff by delivering high quality professional learning based around the High Impact Teaching Strategies, Instructional Strategies and the Pedagogical Model. Positive gains in the School Staff Survey showed clear evidence of their impact, with additional evidence gathered through peer observation and learning walks and recorded as part of AIP monitoring. This showed positive changes in both teacher practice and student learning outcomes.

Achievement

The College responded swiftly to remote learning and although the impact of COVID 19 did cause us to redirect our efforts in regards to the AIP, we were still able to maintain a focus on utilising data to specifically teach to the needs of the students. During both phases of Remote and Flexible Learning, teachers routinely utilised both formative and summative assessment to ensure they were teaching to the point of need and students were still demonstrating personal growth across all learning areas. The College staff routinely collected feedback from students and their families, and analysed data to adjust their approaches and teaching programs to meet the needs of the students, trying to ensure they did not fall behind whilst working remotely. Staff were able to utilise online resources for content delivery and assessment and consequently develop ways of differentiating for individuals and groups. Students responded well to the adjustments in the teaching approaches and this was demonstrated in the level of engagement and results throughout the year.

In 2020 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy, specifically in reading, for each student. The College met the 12-month target of improving the Year 3-10 stanine in Pat Reading by 0.4 to an average of 5.8, increasing the percentage of Year 7-10 students who were at or above the expected standard of the Victorian Curriculum. For the first time in 5 years the College had a study of above 37 in VCE English. Additionally, the College has seen an increase in student learning growth with a number of students' 'On Demand' reading data showing growth from well below level to at level or above. These results are credited to the explicit delivery of literacy focused supports. The College accessed equity funding to boost teacher supports in the classroom for students in Years 3 to 6 with the introduction of team-teaching during Numeracy sessions allowing small group supports targeted at ability, strengths and needs. We focused on literacy growth with the introduction of several explicitly targeted supports in the secondary end with the inclusion of a Literacy session each week for Years 7 to 10. In these sessions students received focused tuition on the skills of literacy, increasing the skills across all learning areas. Additional to this, the College again increased in-class supports to create regular team-teaching opportunities for students in Years 7-10. 2020 also saw the introduction of the Middle Years Literacy Numeracy Scheme at the college which is also credited for the results. The continued strengthening of MYLNS in both face to face and capacity building will be a focus as we move forward in 2021.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

In 2020 the college had a emphasised focus on creating a strong transition program enabling a smooth start for students as they either enter into primary or secondary school. This transition program ran both during the face to face periods of teaching and learning and through the Remote and Flexible Learning phases. These transition programs kept the students engaged and gradually introduced them to the changes they would eventually face. As with the regular teaching and learning program the college collected feedback from families about the areas for concern that they wanted to see addressed in the program to make sure their child had a smooth transition for 2021.

The college maintained its focus on acknowledging positive school behaviour by continuing with Student of the Month

award recognising those students who demonstrated the school values and applied these in their day to day schooling. Staff regularly acknowledged students for their positive efforts nominating students for the award each month. The primary students were also acknowledged with a Student of the Week for classroom achievements. The students efforts were acknowledged with publicity both in the school newsletter and on our social media account.

To ensure that student voice and agency was increased the college had a strong focus on re-invigorating the Student Representative Council. The SRC were routinely approached for feedback about items ranging from equipment for the yard, resources for the classroom, uniform design and timetabling considerations. The school tried to ensure that student voice was heard in all aspects of any strategic decision. During remote and flexible learning the college ensured that students were communicated with daily to ensure that they maintained connectedness. This included using the SRC to routinely feedback to college leadership about challenges or concerns being faced by students. As a direct result of this feedback the College created a social media page that enabled students, their families and the wider school community to keep up to date with the happenings of the college during lockdown. The account was very positively received both by our students and the wider community.

In 2020 the Engagement Learning Team led a attendance drive which was student driven and focused, ensuring students regularly attended school once we returned to face to face learning. The college was successful in maintaining engagement and keeping non-attendance low in 2020. Students were routinely monitored through homeroom teachers or advocates and followed up with an attendance officer who made routine contact with families when the students were absent. The college also ran an education program for families about the importance of regular attendance and what an unauthorised absence is. The attendance drive will continue in 2021 with an increased focus on student driven outcomes for good attendance.

Wellbeing

In 2020 as our central well-being strategy, the College introduced a program called Advocacy designed with the explicit agenda to address the delivery of Respectful Relationships, the Safe Schools message, resilience and school connectedness. However, it also ended up supporting the added agenda of happy, active and healthy kids introduced by the Department mid-way through the year in response the introduction of Remote and Flexible Learning. The Advocacy Program introduced the idea of having an 'advocate' at school for each child to connect with. Weekly sessions allowed a specialised time that focused teaching efforts on the well-being and social development of the students. The school's Attitudes to School Survey showed an improvement in the feeling of 'having an advocate at school' with 85% of students surveyed indicated they agreed with this. Other areas of marked improvement for the college included the sense of inclusion and management of bullying. There was also an increase attitudes to attendance, confidence and student voice.

The college employed both a Social Worker and a Mentor to provide supports to the students additional to the work of teachers. The social worker provided support and counselling sessions for individual students on a needs basis and the mentor worked supporting students in the yard with their social skills, as well as in the classroom with general supports and guidance. Students responded positively, engaging with the roles on a routine basis, and providing feedback as to the work they would like staff in these roles to do. The Well-being Learning Team also supplemented the work on personal well-being with emphasise on promotion of health days and days of action such as "R U OK" Day and the National Day of Action Against Bullying. Educational programs were run within the Advocacy program and Integrated Studies to increase student awareness and understanding of why we participate in such activities.

The college was deliberate in trying to ensure we catered for the mental health and wellbeing of the students during both periods of remote learning by including a planned 'Recharge Day' at the approximate mid-point of both of the programs. The student work for the day was focussed around participating in general mental health and wellbeing activities with their families during the lockdowns. This took the pressure off those at home trying to assist with the delivery of the Remote Learning program but also tried to ensure that our wider school community were prioritising their mental health during a challenging time. Feedback from parents and carers about this approach was positive and many families expressed their gratitude for considering them in the development of the recharge day.

The staff satisfaction, according to the School Staff Survey, showed growth again in positive responses for school

climate, school leadership and teaching and learning - practice improvement. In most areas of the survey we were comparable or above the state average.

Financial performance and position

The 2020 SRP budget was based on confirmed enrolments of 75.8 students, an increase of 4 students from 2019. The current year credit budget \$2,100,691 was fully expended over the 2020 staffing profile including the Tutor program contribution. The carry forward surplus is equivalent to the B/F surplus from 2019.

Quarterly cash grant moneys of \$440316 were supplemented with Cleaning Uplift \$50727, Furniture & Equipment Grant \$20661 and Bushfire Preparedness \$22245.34 grants. Advance money was received of \$9725.

Facilities in the school were improved with the following purchases:

- o Indoor stadium toilets/foyer painted \$7293
- o Staffwork room and Data room refurbishment furniture, paint, carpet \$27,360
- o Staff kitchenette upgrade \$12100
- o 10 x interactive whiteboards \$29068
- o 25 x student laptops \$21635 including 15 SSD updates for older laptops
- o 7 rooms were fitted with new blinds \$7430
- o New John Deere mower for grounds \$17381
- o LED lights installed across the school partially funded by the school and partly through Victorian Energy Upgrade Scheme
- o 12 x air conditioners were replaced following hail damage from the January storm. This was mostly covered by VMIA insurance claim \$31696 received in reimbursement

For more detailed information regarding our school please visit our website at
<http://www.derrinallump12.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 76 students were enrolled at this school in 2020, 30 female and 46 male.

0 percent of students had English as an additional language and 0 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.

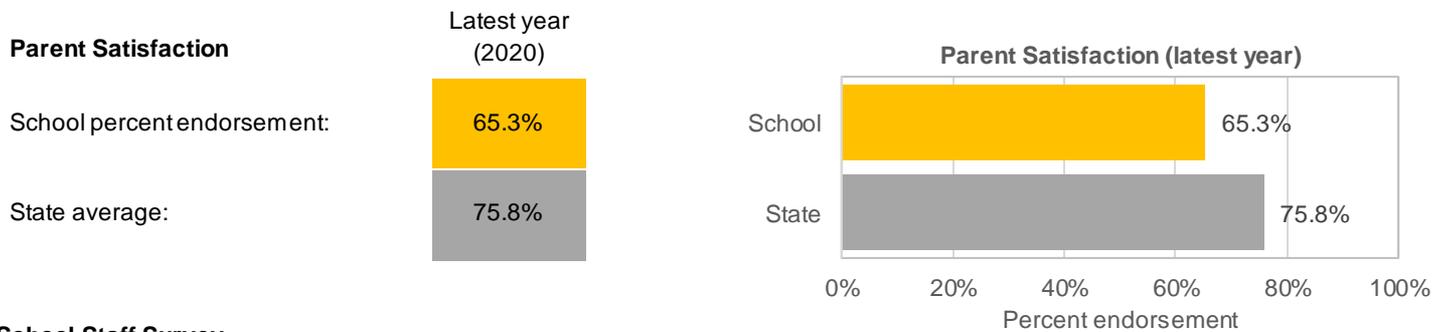
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

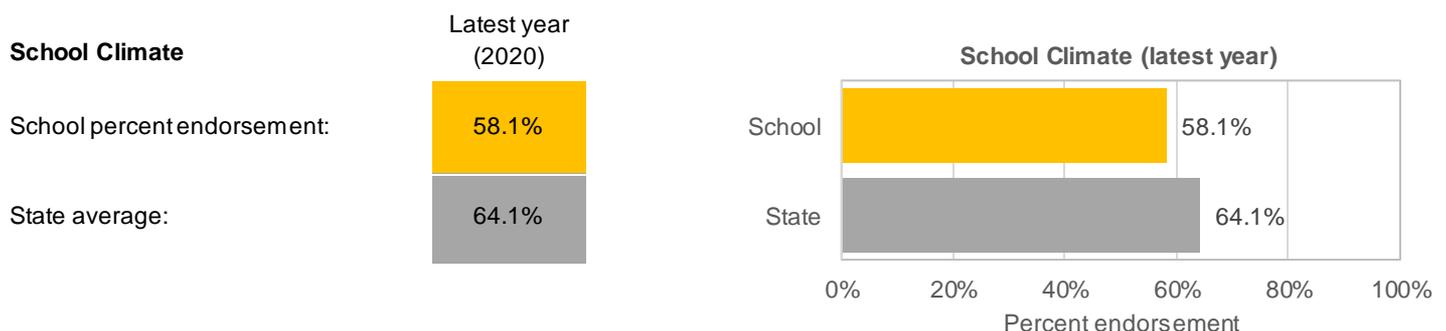


School Staff Survey

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

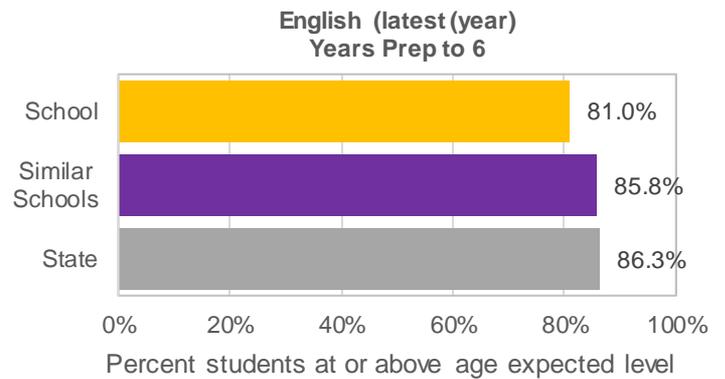
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

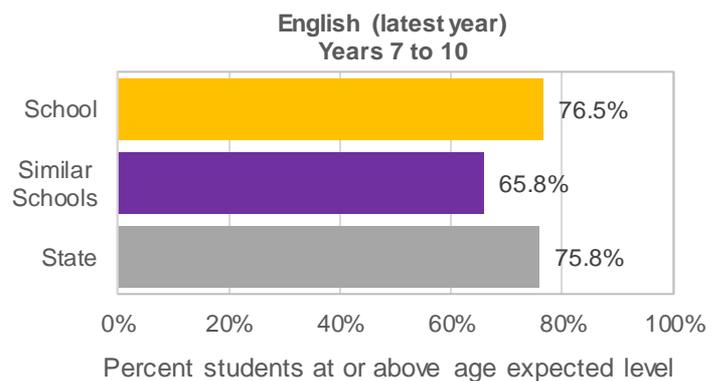
English Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	81.0%
Similar Schools average:	85.8%
State average:	86.3%



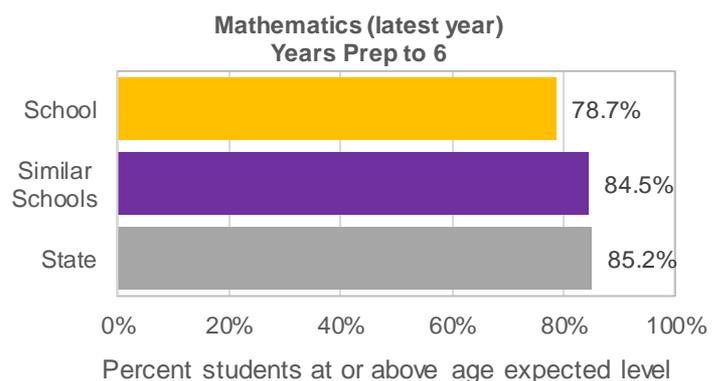
English Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	76.5%
Similar Schools average:	65.8%
State average:	75.8%



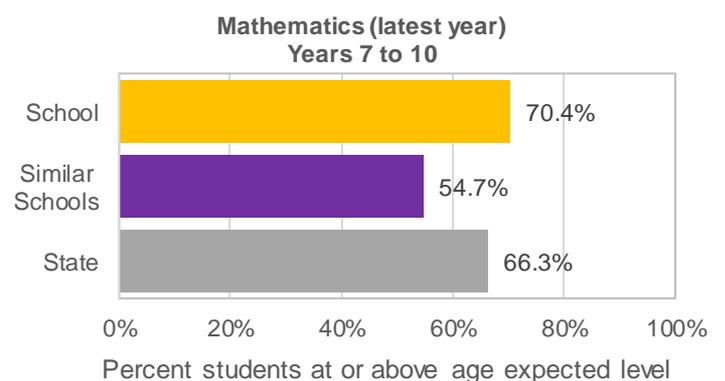
Mathematics Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	78.7%
Similar Schools average:	84.5%
State average:	85.2%



Mathematics Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	70.4%
Similar Schools average:	54.7%
State average:	66.3%



ACHIEVEMENT (continued)

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).

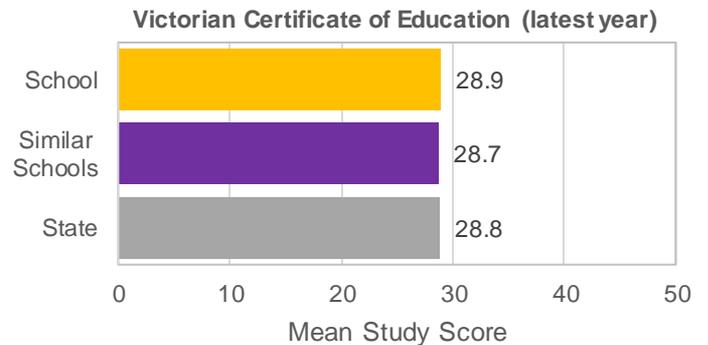
NAPLAN tests were not conducted in 2020.

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	28.9	27.4
Similar Schools average:	28.7	28.2
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

40%

VET units of competence satisfactorily completed in 2020:

91%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

100%

ENGAGEMENT

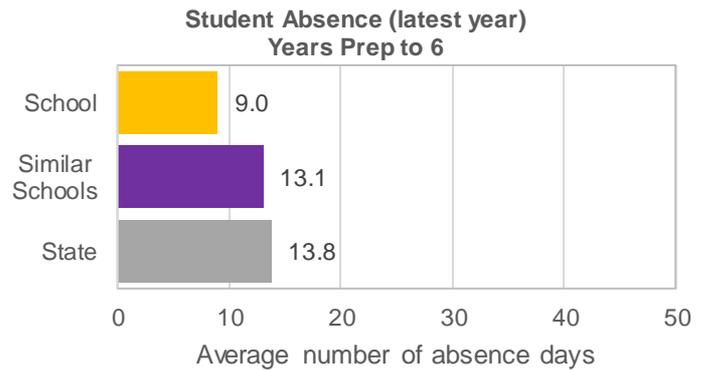
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

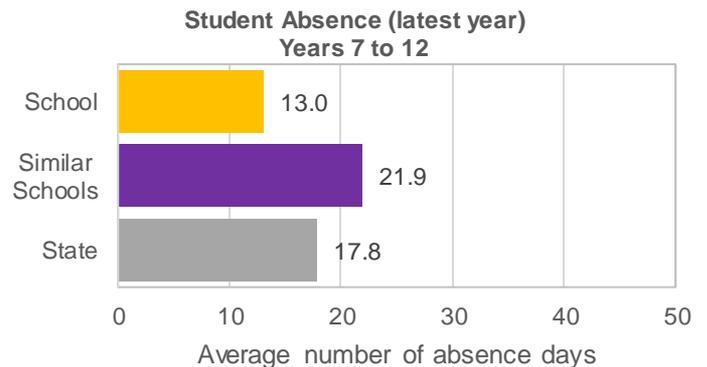
Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.0	12.2
Similar Schools average:	13.1	14.8
State average:	13.8	15.3



Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	13.0	16.7
Similar Schools average:	21.9	21.6
State average:	17.8	19.2



Attendance Rate (latest year)

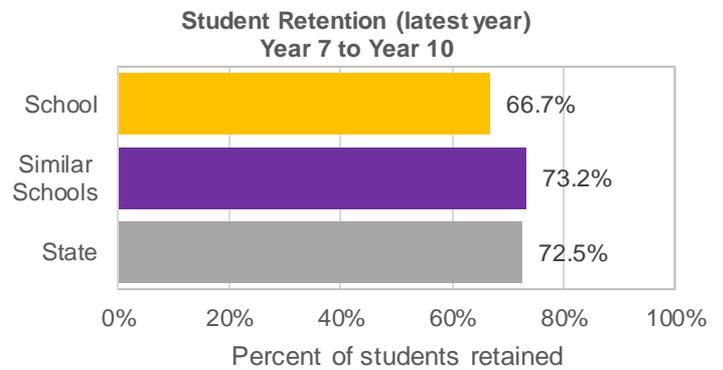
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	94%	NDP	97%	95%	95%	97%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2020):	93%	91%	92%	95%	94%	94%	

ENGAGEMENT (continued)

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10	Latest year (2020)	4-year average
School percent of students retained:	66.7%	60.6%
Similar Schools average:	73.2%	72.8%
State average:	72.5%	72.9%

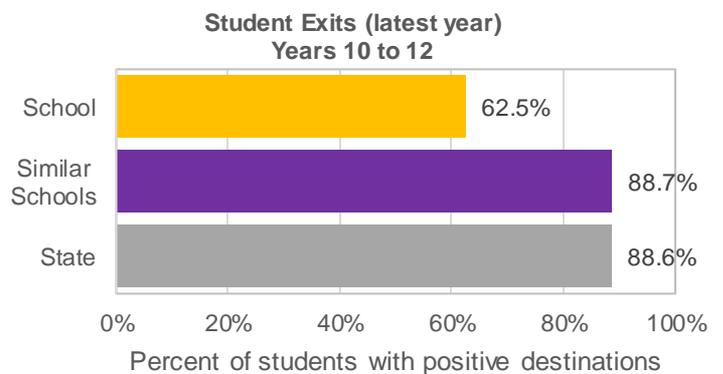


Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	62.5%	82.1%
Similar Schools average:	88.7%	86.8%
State average:	88.6%	89.1%



WELLBEING

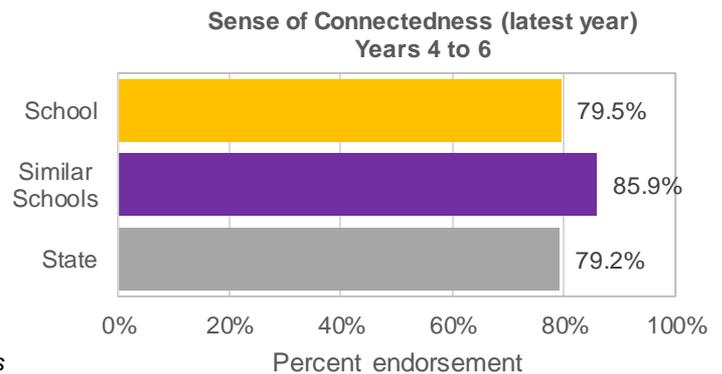
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

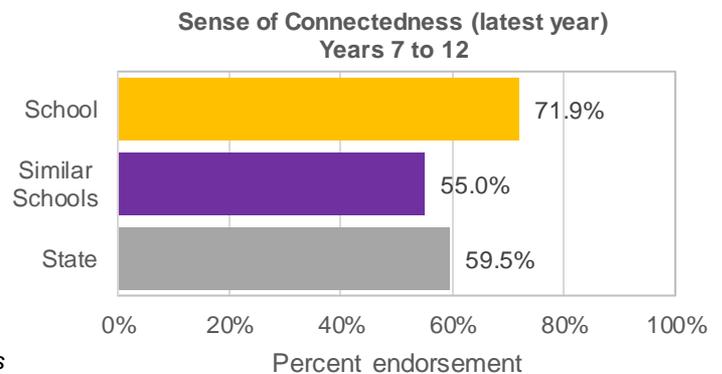
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	79.5%	70.5%
Similar Schools average:	85.9%	82.3%
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 Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	71.9%	58.9%
Similar Schools average:	55.0%	55.7%
State average:	59.5%	55.3%



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.

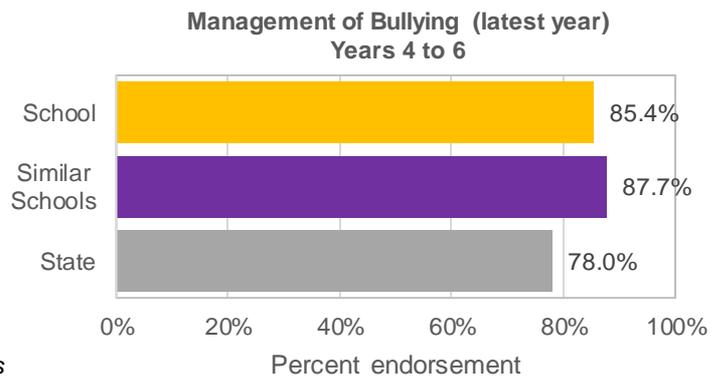
WELLBEING (continued)

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).

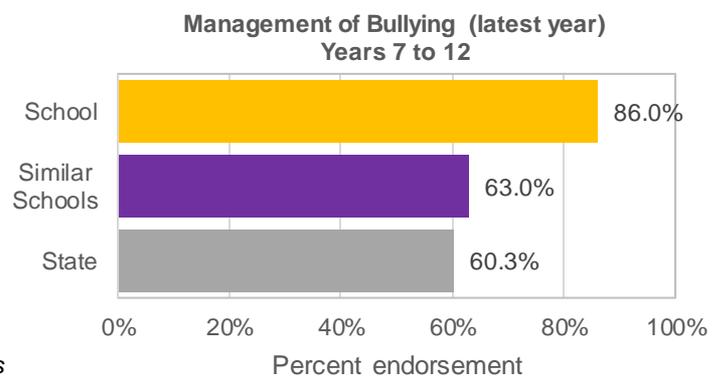
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	85.4%	78.3%
Similar Schools average:	87.7%	84.6%
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 Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	86.0%	61.7%
Similar Schools average:	63.0%	61.8%
State average:	60.3%	57.9%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,100,691
Government Provided DET Grants	\$521,592
Government Grants Commonwealth	NDA
Government Grants State	\$12,546
Revenue Other	\$30,218
Locally Raised Funds	\$48,751
Capital Grants	NDA
Total Operating Revenue	\$2,713,798

Equity ¹	Actual
Equity (Social Disadvantage)	\$55,797
Equity (Catch Up)	\$2,249
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$58,046

Expenditure	Actual
Student Resource Package ²	\$1,861,038
Adjustments	NDA
Books & Publications	\$2,488
Camps/Excursions/Activities	\$19,813
Communication Costs	\$5,598
Consumables	\$52,708
Miscellaneous Expense ³	\$18,669
Professional Development	\$5,056
Equipment/Maintenance/Hire	\$81,509
Property Services	\$169,736
Salaries & Allowances ⁴	\$62,723
Support Services	\$27,046
Trading & Fundraising	\$24,342
Motor Vehicle Expenses	\$1,181
Travel & Subsistence	NDA
Utilities	\$29,528
Total Operating Expenditure	\$2,361,434
Net Operating Surplus/-Deficit	\$352,364
Asset Acquisitions	\$46,600

- (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 02 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	\$416,090
Official Account	\$14,597
Other Accounts	NDA
Total Funds Available	\$430,686

Financial Commitments	Actual
Operating Reserve	\$65,675
Other Recurrent Expenditure	\$896
Provision Accounts	NDA
Funds Received in Advance	\$14,392
School Based Programs	\$140,790
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$121,629
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$92,713
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$436,096

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.