

2020 Annual Report to The School Community



School Name: Tulliallan Primary School (5553)



- 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 29 April 2021 at 09:50 AM by Kathryn Sharp (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 10:36 AM by Mrs Seremetidis (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

Tulliallan Primary School is a Public Private Partnership school developed under the Learning Communities Victoria Consortium situated in the high growth suburb of Cranbourne North. At the end of 2020, the school had been open for four years for Prep to Year 6 students.

At this time our mission is to continue the establishment of a high performing school that embraces excellence, respect, community and engagement. We have a collaborative team approach with students, staff and parents working together for the academic and social and emotional development of all students to prepare them for their future as global citizens. Teachers and students work collaboratively in year levels from Prep to Year 6 and Specialist Learning Communities to cater for the individual needs of all students via explicit and flexible learning options. We commit to having a shared responsibility for the success, wellbeing and safety of all students.

Our school's vision is to develop happy, resilient and responsible students who demonstrate positive social skills and empathy towards others. All students are provided with a comprehensive education with diverse opportunities to develop skills to achieve their personal best. Our students and community embrace a partnership of lifelong learning to be able to contribute as citizens in the community and in the future complex and changing world.

All of our school community is expected to follow our school values of Respect, Relationships, Responsibility and Resilience. Our School's SFOE – Family, Occupation and Education Index is 0.3401.

In 2020 our school enrolment began at 1088 students from rich and diverse backgrounds (54% of the student population had English as an additional Language background) and staff consisting of 91.5 EFT including 3 Principal class, 66.5 teaching staff, 22 Educational Support staff, (1 ES part time Student Health and Wellbeing Coordinator, 5 ES in our office, 1 First Aid Officer and 15 ES were student aides). Our school is experiencing significant high growth in enrolment and by the end of the year our enrolment increased to approximately 1160 students. In 2021 we will begin our year with 1280 students. All staff are registered with VIT and Educational Support Staff have relevant qualifications and WWCC documents as required by the Department of Education for employment.

Our school was structured into Year Level Learning Communities with a Year Level Leader and Leadership staff member overseeing each year level and by the end of the 2020 year we had approximately 200 students in each year level from Prep to Year 2, 168 students in year 3, 130 students in each level in year 4 and 5 and 124 students in Year 6. The specialist subjects offered were Mandarin Language, Physical Education, Music and Performing Arts and STEM. Students accessed these subjects once per week.

2020 will be remembered as the year that we were able to deliver remote and face to face education simultaneously due to the Coronavirus Pandemic. The collaboration between teachers and parents was critical for the delivery of positive academic, social and emotional outcomes for our students. Communication and guidance from the regularly updated DET Operations Guide and leadership of the school gave parents and staff the sense of calm and orderliness needed to support students through this time.

The 2020 Parent Satisfaction Survey result was 85.9% which is greater than the state average of 81.2%. This endorsement represents the percent of positive responses from those parents who completed the survey. In relation to the School Staff Survey, the school climate percentage endorsement was 88.8%, which is again higher than the state average of 77.8%. It is very pleasing that throughout 2020 these measures are both higher than the state average indicating that both our staff and parents were very satisfied with the manner that Tulliallan Primary School continued throughout the 'disruptions' of the 2020 school year.

Framework for Improving Student Outcomes (FISO)

2020 was to be the first year of our new Strategic Plan for Tulliallan PS after our review in 2019. The 2020 Annual Implementation Plan Goals, Key Improvement Strategies and FISO Dimensions were:

GOAL 1: To improve student literacy outcomes.

FISO DIMENSION: Excellence in Teaching and Learning- Building Practice Excellence.

KEY IMPROVEMENT STRATEGY: Building teacher pedagogical knowledge and skills. Implementation of evidence based high impact teaching strategies with a focus on explicit teaching, worked examples and feedback.

Implementation of school based professional learning programs.

GOAL 2: To improve learning outcomes in Numeracy for all students

FISO DIMENSION: Excellence in Teaching and Learning- Curriculum Planning and Assessment. Building teacher knowledge and skills in Victorian Curriculum in Numeracy to support curriculum planning and assessment.

KEY IMPROVEMENT STRATEGY: Implementation of evidence based High Impact Teaching Strategies with a focus on explicit teaching, worked examples and feedback. Implementation of school based professional learning programs.

GOAL 3: To improve student voice, agency and leadership in their learning

FISO DIMENSION: Positive Climate for Learning – Empowering students and building school pride.

KEY IMPROVEMENT STRATEGY: Develop a whole school understanding of student voice and agency

In 2020, our school had been open for only four years and each year we have grown exponentially in enrolment and staffing. This has meant that we continue to professionally develop our teachers understanding of methods of teaching, engagement of students in their learning and assessing for students continued growth. Inducting new staff in our school's learning, teaching and wellbeing practices is ongoing.

Staff meet weekly for Professional Learning and Learning Community Team Meetings to ensure consistency of curriculum delivery and rigorous understanding of the school's instructional model. This continued during remote learning where leadership was part of all meetings to support staff in this unusual time. Staff were able to access webinars and Department resources to support Goals 1 and 2 to improve their knowledge of the Victorian Curriculum and the selected High Impact Teaching Strategies.

Our 2020 goals were able to be implemented in a flexible form with onsite and remote learning. Staff were very flexible and creative with their teaching to engage our learners. The TPS Home Learning Website was created for remote learning with easy to use tabs for each year level as well as wellbeing and specialist work tasks for students to complete. Teachers were delivering lessons via video and online sessions for explicit teaching as well as reading assessments. Online morning meetings for students to connect with their peers occurred as remote learning continued. Reading and writing assessments were achieved. Students were accessing and submitting work via Seesaw and Google Classroom and receiving feedback from their teachers on a selected number of tasks. Structures that we would have at school were translated into remote learning to support parents with a guide whilst at home. Student voice and connection to the school continued to be strong and students submitted videos and work samples that showed how they were tackling this situation demonstrating all the time, the four values of the school in their actions - Respect, Relationships, Responsibility and Resilience.

Achievement

NAPLAN tests were not conducted in 2020 and validity of some testing during the remote learning period were considered when judging student achievement. The Department of Education did not require students to have Victorian Curriculum Progression Points in the June reports, adopting the approach of celebrating student achievements from the evidence of work submitted and with the intention to support students to maintain their interest in learning and their wellbeing during this tough time.

We acknowledge how well our students and their parents worked with the school staff to show how collaboration, willingness to engage in remote learning via the Home Learning Website and the Seesaw and Google classroom platforms supported students achieving above similar schools and the state. Along with this came an independence and resilience in learning through challenging times and navigating digital devices. We are so proud of our students who have grown and developed other lifelong skills that will stand them in good stead for the future.

During remote learning we catered for students with additional needs and those on the PSD program with modified hard copy packs. Educational Support Aides were in regular contact with teachers and families and some of these students came to onsite learning due to their vulnerability. PSD students had varying levels of student achievement. Students who had parents who were essential workers were supervised onsite. We adjusted the onsite supervision and rotated the staff to support them better with a teacher from their year level to assist them as it was a challenge to run both modes of education.

In Term 4, when our excited students returned to school, it was critical for students to make friendship connections and to ease students into school routine. After observing what students had completed over the remote learning period, planning for strategic intervention to identify the most important learning needed was put into place. Additional school events such as one day camps, athletics, Musical Talent Show, structured playing of games with others that had been cancelled were put together for student participation so they felt that they had not missed out.

In Term 4, the Tulli Allan assessment schedule outlining the necessary assessments to inform teacher judgements and the setting of individual student learning goals for each student were being facilitated by the teacher to identify gaps in learning and support student achievement.

Despite Coronavirus disruptions, the Annual Report shows that Tulli Allan PS Teacher Judgement of student achievement in English from Prep to Year 6 at or above age expected standards was 88.6% higher than the state average of 86.3% and in Mathematics our Teacher Judgement of student achievement at or above age expected standards was 86.6% higher than the states average of 85.2%.

A very pleasing result.

Engagement

As a relatively new school that was in its fourth year of operation in 2020, we have always prided ourselves on the engagement of the students with their learning, their peers and with the community. Term 1 is all about ‘Team Tulli Allan’ and the focus on the Relationships value. Team Tulli Allan is all about engaging students in how their Learning Community should operate with an agreed Code of Cooperation developed and sent home for parents to view. Relationship building curriculum is implemented to support and foster connections to peers and staff. Solutions and how to resolve relationship issues are explicitly taught to students. The input from the students about learning, behaviour, work ethic, processes, setting up their learning goals and portfolios gives them a voice in how their Learning Community will be successful throughout the year.

Student, Staff and parent connections are important and this is initiated via the discussion at the “Meet The Teacher” session so that all can be in place for the success of the student. Our school uses data to determine what each student needs to pitch learning at the zone of proximal development. This then advises what learning goals the student will have and how the teachers can facilitate learning for student achievement growth.

As we navigated remote learning, we were all finding our feet with how to keep students engaged and we did have many students and families who thrived in this time. We responded to parent feedback and were agile in making changes to support families in connecting with the Home Learning Website and navigating it easily for student work, wellbeing tasks and story book videos.

Some of the challenges in maintaining engagement were ICT connectivity both at home and at school, reduction in ‘face to face’ teaching and of course connection to friends. Google Classroom for our older students was very successful as the learning tasks that were provided to families were purposely designed for all students to be able to achieve successful outcomes through being able to complete the tasks independently or with minimal assistance from family members.

Online Home Group meetings and parent meetings became more frequent as time went on to support the reconnection of students from Home Groups with each other and parents were able to see how their child was interacting on these forums. SSG Meetings were held for our PSD students and families with the teacher and Educational Support Aide. The attendance rate show that we did have a higher number of average days of absence of 16.0 compared to 13.8 which is the state average.

The highest attendance rate was in Years 3 and 4 of 93%, Prep, Years 2 and 5 were at 92%, Year 6 at 91% and Year 1 at 90%.

Absences were influenced by illness, families overseas unable to return during COVID and also adjusted local processes in coding absences due to remote learning.

Whether at school or during remote learning, the school has a process to contact parents if a student was absent for longer than 2 days unless the parent had confirmed a reason. During remote learning, the teachers were more accessible to parents via email or phone and we recorded communications in a dedicated document daily. Any welfare concerns due to absences were followed up by leadership with home visits and a return to school plan.

Wellbeing

Our school has a dedicated approach to wellbeing with strong focus on the school's four values of Respect, Relationships, Responsibility and Resilience. The school's vision and values underpin the positive culture of the school. Tulliallan PS has a Wellbeing Learning Specialist to lead the School's Wellbeing Curriculum Team that has representatives from each year level and specialist team.

The personal and social capabilities curriculum is implemented throughout the school via our school's social skills program where each week students work on a social skills approach using the values as well as circle time to build skills in positive relationships, coping skills, ways of talking and acting that promotes better social outcomes for themselves and others. We have a consistent approach to solving conflict for students to use independently and with staff. We use restorative practices to create empathetic understanding, rebuilding of trust and to build student relationships.

The Student Attitudes to School Survey Sense of Connectedness results from Years 4 to 6 students endorse that students feel very connected as part of our Learning Communities and feel safe at school. Our school's student survey results were 78.2% strongly agree that they are connected to school. For the first time these results are slightly lower than the State average of all Victorian schools which is 79.2% which also is lower in 2020.

The Student Attitudes to School Survey highlights 76.4 % positive responses in the management of bullying indicating that students feel safe, they know where to get help and know any incidents are dealt with fairly. This result is slightly lower than the State average of all Victorian schools which is 78.0% which again is lower in 2020.

These lower results are attributed to the lower participation rates and collection methodology in 2020 due to the Coronavirus pandemic.

During remote learning we had a dedicated tab on our Home Learning Website for wellbeing that had many links to wellbeing tasks to break up the day from academic work including wellbeing supports (DET and Community Organisations) for students and families. This included information on being safe online. In addition we ran cyber safety sessions for students to support them as they were online socially and we wanted them to know how to navigate online safely. We purchased and implemented the Cybersafety Project work for students and parents. We researched and found webinars for parents and sent links to via COMPASS to attend these webinars that targeted managing the family's health and wellbeing during remote learning and general lockdown issues.

We were monitoring all of our students via a daily wellbeing/attendance document that highlighted if a student missed an online connection with their Home Group or were not submitting work on line, a parent not answering the teacher's call or returning a hard copy learning pack. Leadership would follow up with a phone call or a visit to families as a wellbeing check in and offer the required assistance.

The overwhelming feedback from parents was their appreciation of the teacher's hard work, gratitude for being a part of the Tulliallan PS community and positive comments of the care and consideration they witnessed being given to families.

Evidence of this was:

- The positive endorsement of parent satisfaction score of 85.9%
- The positive endorsement of staff school climate score of 88/8%
- The positive endorsement from students about school connectedness being 78.2% for 2020 and having a 4-year average of 90.3%

Term 4 was all about reconnection to staff and peers at school. Students were observed to see if they needed additional support and we employed Shine Bright Psychology to work with student groups to connect peer relationships. Individual students received additional support for anxiety through our counselling support. No doubt the Coronavirus lock down period had some negative impact on a few of our students and it was important for staff to ensure the priorities of catch up, student wellbeing and continuing connection to community via our COMPASS communication system or phone calls or even a distanced visit to the gate to see parents were maintained. In saying this many of our students thrived and came back to school with new found skills, independence and resilience.

In 2020 the wellbeing team was also undertaking regular professional development for the introduction and implementation of the DET School Wide Positive Behaviour Support Model including Respectful Relationships to be fully implemented in 2021.

We will continue with our whole school consistent approach to wellbeing fostering the acknowledgement of positive student effort in learning and behaviour towards others.

Financial performance and position

The School Council, Principal and Business Manager ensured that Tulliallan Primary School was in a healthy and financially viable position at the end of the fourth year of operation with a surplus. Due to the unpredictable increased growth and enrolment patterns in four years of being open plus the unique nature of being a PPP school, there is not a historical pattern of revenue and expenditure. The exponential growth of numbers of students, increased number of staff and also resourcing furniture and educational resources is quite challenging. Money was spent on priorities of resourcing student learning in particular Reading, Mathematics and access to technology. In 2020 we added subscriptions to on line programs to support remote learning. Specialist areas such as Science, Music, Art and Physical Education required specific resourcing according to the nature of the subject area. Professional learning funds were used to further our Professional Learning Community work in 2020, continuing to build teacher excellence and improve student outcomes.

We received Sporting Schools Grants that went towards sports specific lessons to support student skill improvement. The equity money allowed us to provide student counselling and employ a student Health and Wellbeing Co-ordinator to support students and families. To support Families during the Coronavirus year in 2020, we removed fundraising and ran our Mothers' and Fathers' Day events not for profit as a good will gesture to build wellbeing. The School Council reduced the Essential Education Student Payment in 2021.

For more detailed information regarding our school please visit our website at
<https://tulliallanps.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 1094 students were enrolled at this school in 2020, 543 female and 551 male.

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

Overall Socio-Economic Profile

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

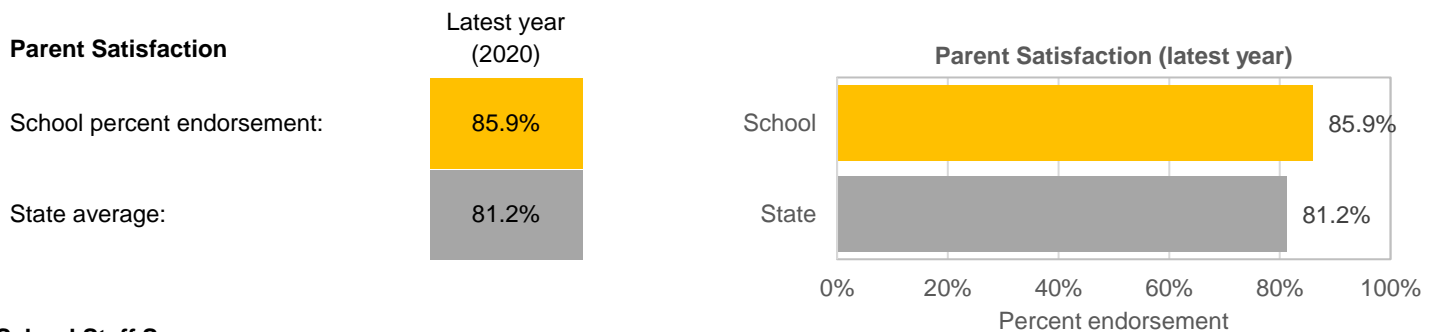
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

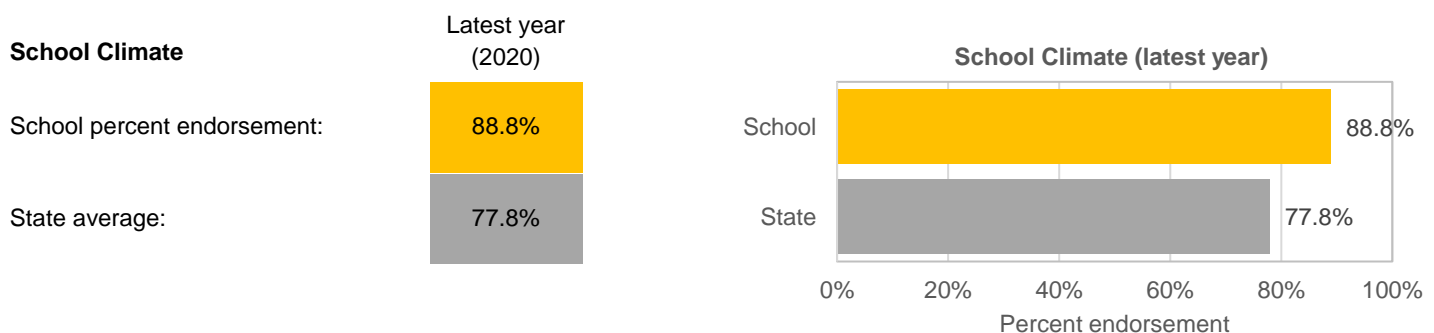


School Staff Survey

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:

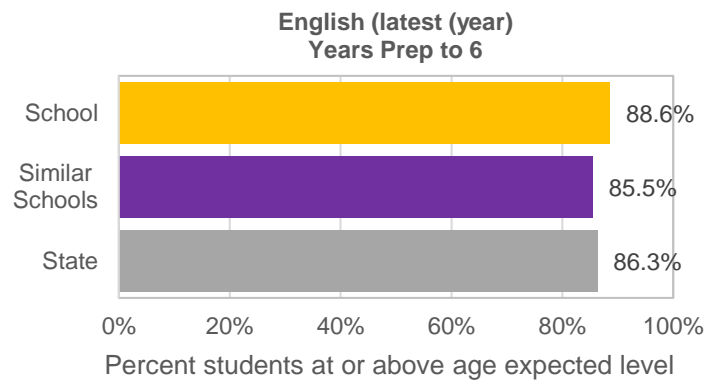
88.6%

Similar Schools average:

85.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

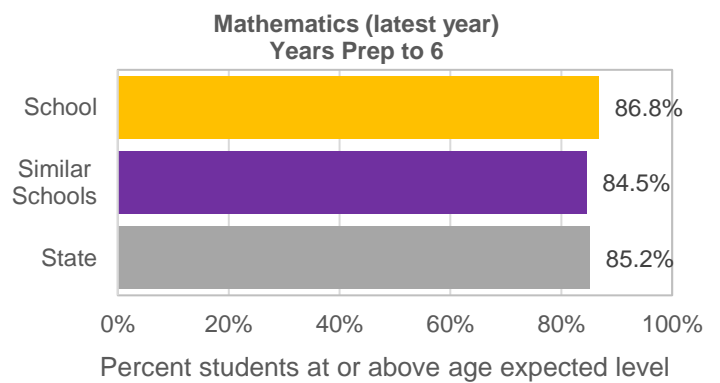
86.8%

Similar Schools average:

84.5%

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

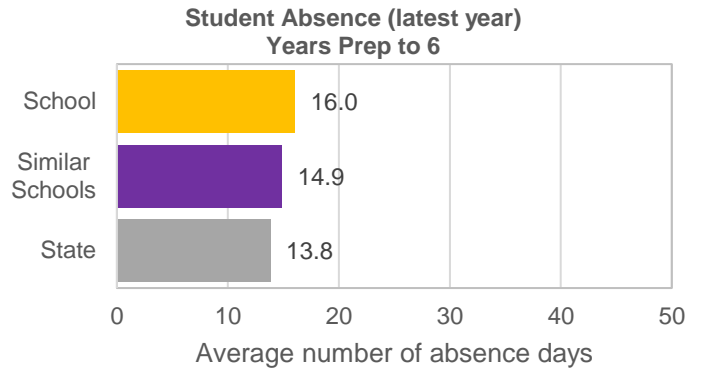
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.0	16.2
Similar Schools average:	14.9	16.1
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):	92%	90%	92%	93%	93%	92%	91%

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.

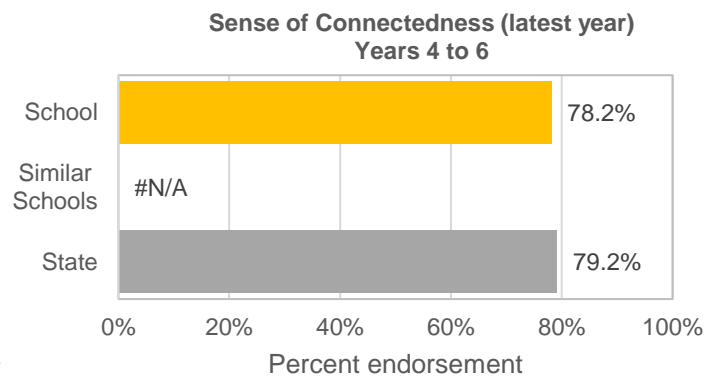
Student Attitudes to School – Sense of Connectedness

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:	78.2%	90.3%
Similar Schools average:	NDP	81.2%
State average:	79.2%	81.0%



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

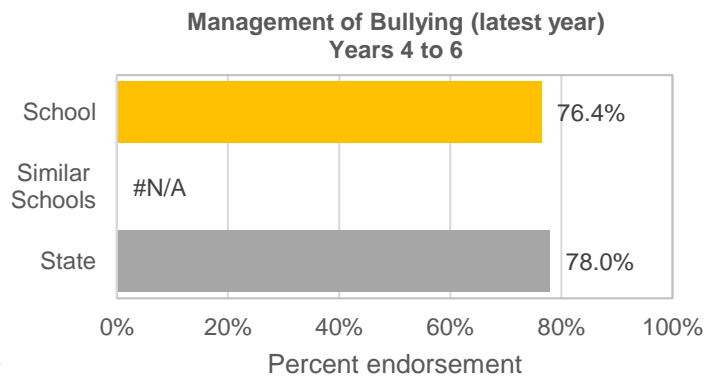
Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	76.4%	90.6%
Similar Schools average:	NDP	78.1%
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	\$9,309,765
Government Provided DET Grants	\$955,449
Government Grants Commonwealth	\$30,092
Government Grants State	NDA
Revenue Other	\$48,801
Locally Raised Funds	\$294,853
Capital Grants	NDA
Total Operating Revenue	\$10,638,961

Equity ¹	Actual
Equity (Social Disadvantage)	\$93,268
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$93,268

Expenditure	Actual
Student Resource Package ²	\$7,700,078
Adjustments	NDA
Books & Publications	\$60,423
Camps/Excursions/Activities	\$21,921
Communication Costs	\$4,568
Consumables	\$236,013
Miscellaneous Expense ³	\$26,817
Professional Development	\$33,331
Equipment/Maintenance/Hire	\$409,484
Property Services	\$3,405
Salaries & Allowances ⁴	\$161,830
Support Services	\$32,454
Trading & Fundraising	\$21,175
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$110,183
Total Operating Expenditure	\$8,821,682
Net Operating Surplus/-Deficit	\$1,817,280
Asset Acquisitions	\$24,574

- (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	\$677,361
Official Account	\$59,486
Other Accounts	NDA
Total Funds Available	\$736,847

Financial Commitments	Actual
Operating Reserve	\$186,366
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$240,000
School Based Programs	\$30,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$556,366

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.