

2020 Annual Report to The School Community



School Name: Mount Eliza North Primary School (5140)



- 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 March 2021 at 12:35 PM by Julie O'Brien (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 21 April 2021 at 03:19 PM by Ben Kuffer (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

Mount Eliza North Primary School strives to create a community of learners who are empowered to inquire, achieve and contribute to the world around them.

Mount Eliza North Primary School, an accredited International Baccalaureate Primary Years Program school (IB PYP), is situated on a large tract of hilly land bordered by an extensive nature reserve. It is located in the Mornington Peninsula suburb of Mount Eliza, 5 kilometres from Frankston and 45 kilometres from the centre of Melbourne. The school was opened in November 1979 and was built to an architecturally designed plan incorporating many open plan learning spaces. Thirteen state of the art portable classrooms have been installed to cater for the student population. The school is currently capped at 650 students with the majority of families residing within or just outside the neighbourhood boundary.

The extensive playground provides a variety of areas for students in a unique, rural setting whilst the vast grounds provide ample provision for outdoor activities and Physical Education. The playground includes an oval, synthetic turf soccer pitch and games area, an outdoor basketball/netball court, cubby houses, large sandpit, additional asphalt areas and purpose built play equipment for each sub school. The school has a full size gymnasium with an adjoining music/band room complex.

The IB PYP develops active global citizens. Our school community values knowledge that is relevant and significant. We develop skills which enable students to become lifelong learners with positive attitudes towards learning. The IB program provides a concept driven, inquiry based framework for teaching and learning which allows for every child to maximize their learning potential.

At Mount Eliza North Primary School, classroom organisational structures allows teachers to meet the individual needs of the children. We teach to the developmental stage of the child, not the chronological age of the child. This belief is supported through the practices of the teachers, programs and initiatives throughout the school and the multiage structure (Foundation – Year 2) in the Junior School.

At Mount Eliza North Primary School, we are committed to continuous improvement and excellence in teaching and learning. Students learn in an engaging environment where we develop inquiring, knowledgeable, caring young people. Students acquire knowledge and apply understanding through high quality programs as well as extensive specialist classes including Physical and Outdoor Education, PMP, Performing and Visual Arts, Language Other Than English (LOTE) program and Library. Our students are also able to access instructional lessons for instruments such as flute, clarinet, trumpet, saxophone, drums, guitar, violin, keyboard and singing.

Learning Technologies are a key component of all education programs in the school. Each classroom has its own digital devices with all classes networked and linked to the Intranet and Internet. The school also has net books and iPads available for classroom use, one device between two students. Middle and Senior School classes have large screens in their classrooms and all Junior School classrooms have large interactive screens.

An extensive student leadership program is provided to promote nurturing and development of organisation, initiative, confidence and responsibility in our students. A proactive Student Representative Council has 2 representatives from each grade who are led by our Year 6 Student Representative Council leaders.

There is a strong partnership between parents and staff with a high level of parent participation including: School Council, PFA, classroom helpers, student mentoring, excursions, the camping program, fundraising and social activities.

To support our students through their transition to and from primary school, the school has developed excellent relationship with Walkers Road Kindergarten, Mount Eliza Secondary College and other local schools and

kindergartens.

At Mount Eliza North Primary School, we have a Principal and 2 Assistant Principals. The first Assistant Principal is responsible for Wellbeing, School Organization and Facilities while the second is responsible for IB / Pedagogy leadership. Our support staff includes 3 office staff, a first aid officer and 4 integration aides. The school staff has a range of experience, from graduates to highly experienced classroom and specialist teachers. All staff are enthusiastic, supportive, willing to embrace change and prepared to take on additional responsibilities.

Framework for Improving Student Outcomes (FISO)

Using the FISO model, Mount Eliza North Primary School identified Improvement Priorities, Initiatives and Key Improvement Strategies.

Goal 1: To continue to improve student achievement levels and learning growth in all curriculum areas with a particular focus on literacy.

Improvement Priority: Building Practice Excellence

Key Improvement Strategy 1; Implement Professional Learning Communities with an emphasis on data literacy to drive student achievement.

During the period of Remote and Flexible Learning, teachers were required to report against Reading and Viewing and Numeracy and Algebra only. The Teacher Judgement data is the basis for semester student reports.

Unfortunately due to a delay in uploading school Teacher Judgement data, this data is not included in the 2020 Annual Report .

NAPLAN tests were not conducted in 2020.

Teacher Judgement data indicates the following outcomes for students At or Above Expected Level Foundation - 6:
Reading and Viewing 97%
Number and Algebra 95%

Key Improvement Strategy 1: Due the impact of COVID restrictions and the necessity to move in and out of remote and flexible learning, the leadership team believe we partially met Goal 1. In 2020 staff undertook professional learning in whole school priorities such as SMART Spelling, pedagogical practices and the whole school instructional model. A speech therapist was employed as a spelling coach to provide feedback and professional learning to staff. Staff continued to utilize the reading and numeracy data trackers while teaching onsite and remotely. Staff continued to meet throughout 2020 as the meeting schedule was revised and adapted depending on COVID restrictions. Junior school staff undertook professional learning of a phonic based program to implement with their nonreaders. This program will continue to be implemented in 2021. In 2020, staff were able to opt for the DET modified staff Performance and Development process from school based goals to a statement of achievement.

Goal 2: Develop highly motivated, creative and adaptive students who have a sophisticated understanding of global issues, have the capacity to become future global citizens and can contribute to and benefit from a stimulating learning environment.

Improvement Initiatives: Empowering students and building school pride

Key Improvement Strategy 1: Develop students as active and empowered learners

Due the impact of COVID restrictions and the necessity to move in and out of remote and flexible learning, the leadership team believe we partially met Goal 2 using this key improvement strategy. One action listed was to build

staff understanding of the Learner Profile to develop international minded students through professional learning sessions, including professional reading. Although this work was not commenced in 2020 due to the pandemic it will be undertaken in 2021

During 2020, staff undertook professional learning in relation to whole school priorities. Ongoing IB PYP professional learning to support the implementation of the Enhanced PYP - 3 teachers completed the Making the PYP happen. All teachers participated in online Teach Meets throughout the year.

The scheduled IB PYP self-study, evaluation and review was postponed until 2021

Two Curriculum Days focused on Conceptual Based Teaching and Learning were planned for 25th & 26th June 2020 facilitated by Marcia Beurenbruch from Reshaping Schools. However due to the pandemic, these days have been rescheduled for 2021

Professional Learning to develop staff's understanding of the Approaches to Learning (ATL) and develop and track rubrics/scope & sequence documents for students and teachers to monitor ATL development was commenced in 2020 but will be undertaken in greater depth in 2021. Another key activity for 2020 was to develop and trial approaches for students to set goals and monitor growth in relation to the IB Approaches to Learning (ATL) - this work will be undertaken in 2021

All staff attended the Cultural Understanding and Safety Training early in Term 1

Sub-school leaders undertook the Resilience, Rights and Respectful Relationships (RRRR) professional learning to support the implementation of the modules across the school. All teachers attended a one-hour online RRRR presentation.

Learning Walks and Peer Observations were scheduled to ensure a consistent whole-school instructional model. This work was planned to commence in Term 1 but was not formally undertaken due to the pandemic

The online student feedback survey - Survey My Class was undertaken in Term 1 and teachers were provided with class student feedback for staff to reflect on and drive improved staff practice and behaviours. Unfortunately the online student survey was not available in Term 4, so could not be undertaken.

Trial the implementation of a whole school Who We Are transdisciplinary unit of inquiry 28 Vertical groupings of students across the school. This teacher guided inquiry of approximately 12 sessions across the year was planned for thoroughly and commenced in term 1, however due to the pandemic this work was postponed for the future

Achievement

Mount Eliza North Primary School continues to be extremely proud of its achievements in student learning.

Unfortunately due to a delay in uploading school Teacher Judgement data, this data is not included in the 2020 Annual Report .

NAPLAN tests were not conducted in 2020.

Teacher Judgement data indicates the following outcomes for students At or Above Expected Level Foundation - 6:
 Reading and Viewing 97%
 Number and Algebra 95%

Developing strong foundation skills in literacy and numeracy remain a focus for our junior school students. Through the strategic allocation of resources, the school employs a speech therapist to target prep students through a Phonemic Awareness Program, and to provide professional learning and support to staff. The school also employs a full time Literacy Intervention teacher to support students and staff across the school.

The development of teacher instructional practice, through the leadership of the Instructional Practice Assistant Principal continues to lead to improved student learning outcomes.

Another major focus in our professional development has been the implementation of the SMART Spelling approach. All staff have implemented the program and are committed to ongoing professional learning. The school employed a speech therapist to supported staff by completing peer observations, consulting with individual staff and providing feedback to groups of staff. Although the speech therapist was employed, her role as a spelling coach was postponed

due to the pandemic.

Staff continue to work, plan and moderate in Professional Learning Communities, which leads to a consistent approach to instruction. This work has been further enhanced through the strategic allocation and whole school implementation of the teacher tool kits which contain key resources which support teaching and learning at Mount Eliza North Primary School. The school uses Essential Assessment to identify student learning needs and growth in mathematics, and utilises Sentral to track and monitor student learning.

The Learning Specialists lead whole school professional learning in literacy and numeracy and provide mentoring and coaching to teaching and ES staff. The use of Literacy and Numeracy data trackers continue to support teacher judgements and inform planning for teaching and learning. Discussions in Professional Learning Communities (PLC) and Sub-School meetings led by the sub school leaders and or Principal class continue to support the development of data literacy skills.

The Mount Eliza North Primary school meeting schedule reflects a clear focus on school priorities with meetings dedicated for PLCs and sub-schools to undertake their work.

To enhance staff understanding of the Learner Profile to develop international minded students, the IB/Pedagogy Assistant Principal undertook the Bastow Global Citizenship Professional Learning program. This program fostered a strong focus on utilising the Learner Profile and ATLS to develop Global Citizenship skills. This will continue to be focus for the school in 2021.

Seeking opportunities to involve students in the planning and reflection on their unit of inquiry was commenced in 2020 but will continue to be a focus for the school in 2021.

Ongoing IB PYP professional learning to support the implementation of the Enhanced PYP and Two Curriculum Days focused on Conceptual Based Teaching and Learning facilitated by Marcia Beurenbruch from Reshaping Schools were rescheduled for 2021

Engagement

The average days of student absences (8.9) is below the median of all Victorian Government Primary schools (13.8). Student absences at Mount Eliza North Primary School in 2020 can be attributed to illness, parent choice (unauthorized – usually sporting commitments) and the fact that many families take extended or overseas holidays during school time. Absence and attendance data in 2020 may have also been influenced by school processes and procedures adopted in response to remote and flexible learning. Recording of absences using the Sentral platform and a formalized process for late arrivals, early leavers and school visitors has parents taking greater responsibility for their child's attendance. Student attendance data is shared with parents twice a year on Student Reports. Students with absenteeism concerns receive regular correspondence to alert families and in extreme cases, Student Support Group Meetings are held to address particular concerns. Information regarding the importance of students attending school daily is included in the school newsletter on a regular basis.

The Student Representative Council (SRC) continues to play a major role in student engagement and to give our students voice across the school. The actions of the SRC are purposeful and authentic and include whole school cross-age special events such as: Footy Fun Day, school parades, whole school picnic, charity fund raising and sporting events. These events further promote student engagement with their peers across the school and greater connectedness to school.

Sustainability became more of a focus in 2020 with the appointment of a Sustainability & Environment leader and the implementation of the Green Team; a group of students who help recycle and promote positive messages relating to the environment. The Green Team also have been supplied with tools to pick up rubbish in our school yard.

School initiated programs provide opportunities for our students to be engaged in non-academic yet challenging activities. These include before school cross-country training, tennis and basketball clinics through Sporting Schools and lunchtime programs led by our PE specialist such as basketball and soccer competitions. Teachers and Year 6 students led lunchtime activities such as the HORIZONS program and athletics skill development sessions. Year 5 Play Leaders support younger students play during lunchtime. Students can borrow play equipment such as games, cars, balls, chalk, books etc from the Developmental Play Shed during lunchtime. The Instrumental Music program continues to engage a large number of students across the school. Team Holiday continued to conduct their holiday program on site.

Throughout 2020, a range of parent Information sessions were conducted by staff after school hours to further enhance community engagement in learning and to support Remote Learning. These included sub school information sessions, PYP and Exhibition and literacy and numeracy sessions.

At Mount Eliza North Primary School, we continue to strive to provide our learning community with a stimulating, safe and nurturing environment where excellence in teaching and learning is at the core of what we do.

Wellbeing

At Mount Eliza North Primary School we have a well-defined whole school approach to Student Wellbeing. This is due to our excellent processes and policies concerning wellbeing. Our highly effective and experienced Wellbeing team meet regularly with our Key Contact Student Support Officer to support Student Wellbeing and to provide professional learning and support to our staff. The Wellbeing Team and staff use a variety of data to monitor student performance and to closely track and support our 'Students at Risk'.

At Mount Eliza North Primary School we continue to implement an effective Behaviour Management Plan. Staff and students have a common understanding of the processes and high expectations of student behaviour. Its key features include commonality of language, classroom and yard behaviour management processes, an Indoor Play area, building relationships, behaviour strategies and school-based positive recognition initiatives. The plan focuses on developing essential agreements between staff and students to ensure all stake holders feel safe, confident and respected in the school setting. During the oval redevelopment we have modified this plan to ensure there are a variety of areas to play in. A new initiative, the Restorative Group Chat (RCG), has been implemented to help guide our students and help them reflect after yard incidents.

In 2020 the Play Leaders program continued with over 50 Year 5 students applying and participating in a training day where they learnt many new skills, how to resolve conflict and how the process worked. Play leaders work in pairs to facilitate games with a range of students. During recess and lunch play leaders promote cooperation, inclusivity and fun!

Mount Eliza North Primary School is an accredited eSmart school. As an eSmart school the smart, safe and responsible use of information and communication technology is a cultural norm and expectation here at Mount Eliza North Primary School. Our students, teachers and the wider school community are equipped to embrace the best these technologies can offer while being savvy about the pitfalls.

In 2020 we formally introduced the Resilience, Right and Respectfully Relationships program with all classes utilising the Department resources to support their learning. Sub-school leaders and the Assistant Principals attended onsite training and all staff participated in online professional learning to support their understanding of the program.

2020 saw the continued implementation of the Mount Eliza North Primary School's Koori Policy in line with the state's Marrung Initiative. The policy outlines our commitment to several actions including all Koorie students having a Personal Learning Plan, Koorie links being made to the curriculum and units of inquiry and attendance data for Koori

students being tracked using Sentral. In early 2020 all staff participated in the CUST (Cultural Understanding and Safety Training) to support our commitment to the initiative.

Financial performance and position

The Finance Performance and Position document demonstrates strong financial management processes and procedures within the school administration. The annual net operating surplus was \$75,221. In 2020 we completed the School Oval redevelopment program. This major project began in April 2019 and was completed in April 2020. Income generated from locally raised funds was significantly less in 2020 due to Covid19 restrictions resulting in the cancellation of our annual Art and Design show and our PFA not being able to run fundraising programs. Education program budgets had reduced expenditure due to remote learning. Our expenditure for casual relief teaching employment (CRT) did not drop proportionately during 2021 as we had to follow a State Government ruling to employ or pay CRT staff during the lockdown period. Unspent government program funds, such as the Student Excellence – High Ability Program and Swimming Support Program, were rolled over into 2021. Through the strategic allocation of equity funding, the school employed a speech therapist to target students through a Phonemic Awareness Program, and to provide professional learning and support to staff. Teacher Professional Practice days funded from the state government continue to be highly valued by all teaching staff.

For more detailed information regarding our school please visit our website at

<https://www.menps.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 641 students were enrolled at this school in 2020, 297 female and 344 male.

1 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.

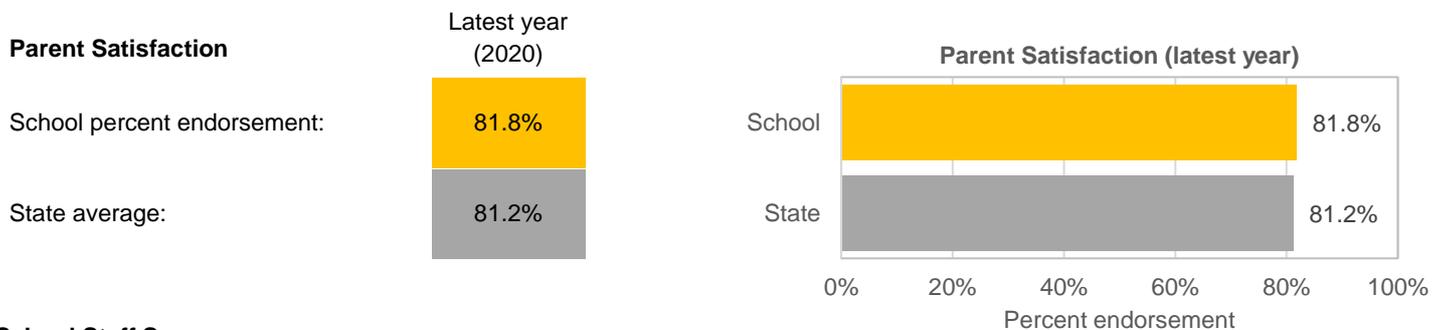
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

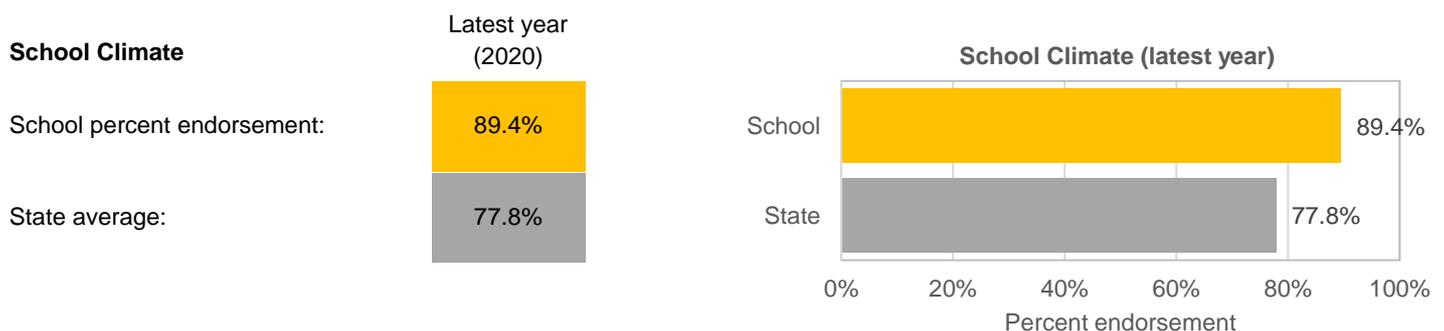


School Staff Survey

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:

NDA

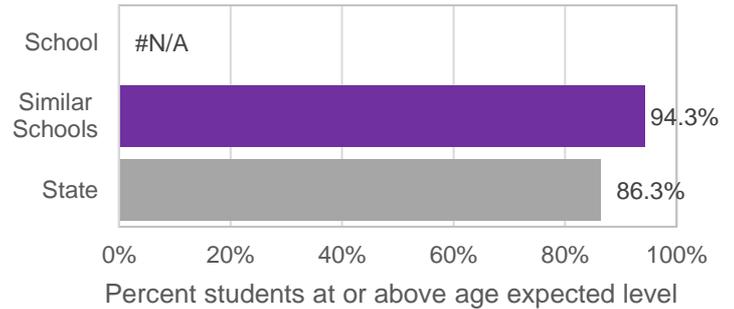
Similar Schools average:

94.3%

State average:

86.3%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

NDA

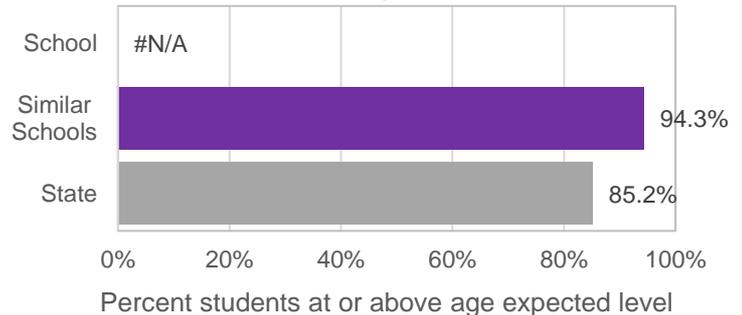
Similar Schools average:

94.3%

State average:

85.2%

Mathematics (latest year) Years Prep to 6



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

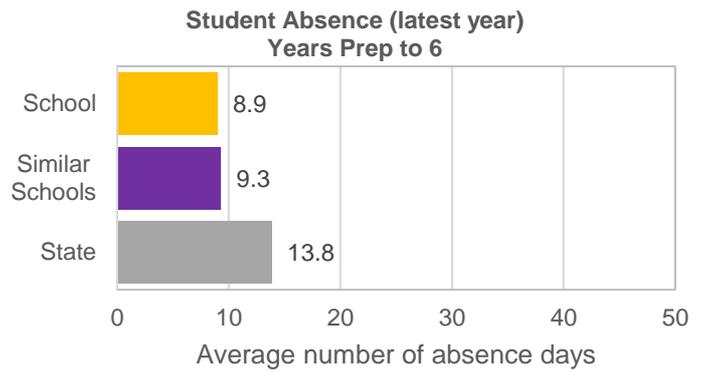
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	8.9	12.9
Similar Schools average:	9.3	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%	95%	95%	96%	95%	96%	96%

WELLBEING

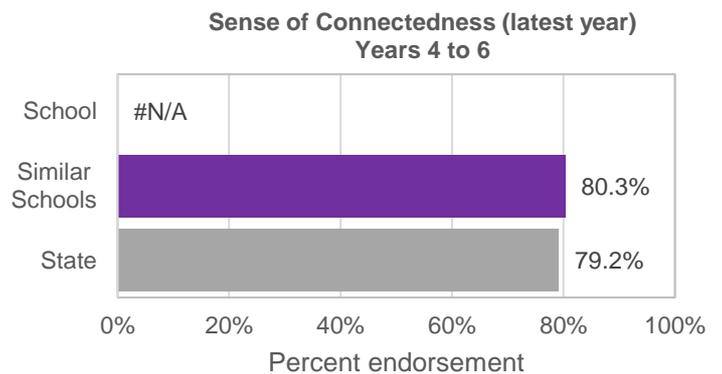
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	88.5%
Similar Schools average:	80.3%	80.5%
State average:	79.2%	81.0%



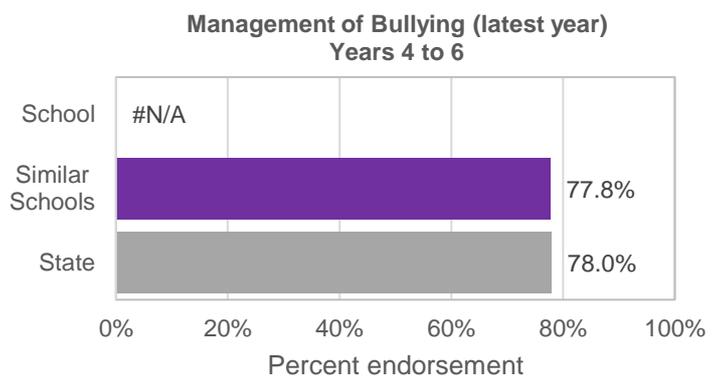
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	86.9%
Similar Schools average:	77.8%	80.5%
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	\$4,631,335
Government Provided DET Grants	\$547,010
Government Grants Commonwealth	\$650
Government Grants State	NDA
Revenue Other	NDA
Locally Raised Funds	\$300,619
Capital Grants	NDA
Total Operating Revenue	\$5,465,314

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,301
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$11,301

Expenditure	Actual
Student Resource Package ²	\$4,640,650
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$20,068
Communication Costs	\$6,413
Consumables	\$125,449
Miscellaneous Expense ³	\$22,769
Professional Development	\$11,674
Equipment/Maintenance/Hire	\$97,779
Property Services	\$177,392
Salaries & Allowances ⁴	\$197,510
Support Services	\$31,293
Trading & Fundraising	\$5,264
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$53,831
Total Operating Expenditure	\$5,390,093
Net Operating Surplus/-Deficit	\$75,221
Asset Acquisitions	\$352,848

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$579,528
Official Account	\$753
Other Accounts	NDA
Total Funds Available	\$580,281

Financial Commitments	Actual
Operating Reserve	\$98,411
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$251,416
School Based Programs	\$203,867
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$24,925
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$94,920
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$673,538

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.