

2020 Annual Report to The School Community



School Name: Chelsea Primary School (3729)



- 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 10 March 2021 at 11:07 AM by Taylor Irish (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 03:15 PM by Rohan Anstey (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

As a learning community, Chelsea Primary School provides the opportunity for students to achieve personal excellence by developing their academic, social, physical and creative potential. We aim to prepare our students for the future by developing clear thinkers and decision makers who are active and effective citizens in their local and global community. Our vision is to create a passionate learning community that inspires challenges and supports all students to achieve to their full potential. Our 2020 Vision statement "To build the capacity for students to achieve personal excellence by developing their academic, social, emotional and creative potential". Our school promotes connectedness, through the building of positive relationships and mutual respect, as we share our cultural backgrounds and celebrate our diversity within a supportive school-wide atmosphere. We pride ourselves on enabling each student to develop a sense of belonging; to make contributions and be valued as individuals. Our students are encouraged to take responsibility for striving to achieve their best, seeking answers through curiosity and demonstrating resilience by welcoming challenges and learning from mistakes. We place particular emphasis on our professional and highly motivated staff, in partnership with parents and the wider community, being actively involved in our students' learning and interest in this lifelong process. Chelsea Primary School is located in an established residential bayside area of southern Melbourne. There are currently 298 students enrolled at the school, with projections for increased enrolments over the next three years. The school opened in 1912 and comprises of a beautiful, two-story red brick heritage building, art, music and multipurpose buildings as well as open plan learning spaces. The modern playgrounds and school vegetable garden are a highlight for attending children. This developing school is conveniently located within close proximity to useful amenities such as Chelsea Station, the Chelsea shopping centre, Chelsea Beach, Town Hall, Library and Bicentennial Park. The school has a deep commitment to:

- Fostering knowledgeable, respectful and caring young people who contribute positively and responsibly to their local and global community.
- Be recognised as a high performing school with a reputation of evidence-based best practice that is visible in each classroom.

The school focuses on evidence-based approaches to teaching and learning. We pride ourselves on teaching explicitly and systematic approach to teaching fundamental concepts and skills to allow students to have the best foundation to extend to the more complex learning in the later years. The school is well designed and spacious consisting of communal areas, flexible spaces that can be closed and opened to suit the instructional need. We pride ourselves on the very positive attributes the children know they are getting at Chelsea Primary in areas such as the teacher effectiveness and the stimulating learning provided, through to their connectedness to peers. Outside of school hours, parents can utilise the highly regarded before school and after school care program run by the City of Kingston on site. During school hours, students from prep to year six can enjoy weekly timetabled sessions of Korean Language, Technology, Art, Science (STEM), and Physical Education and have the opportunity to participate in Keyboard, Guitar, lunchtime music sessions and Take Kwon Do lessons from external providers. Students have access to a range of technology including interactive whiteboards, iPads, and desktop and notebook computers. Throughout their years at Chelsea Primary, children will also enjoy opportunities to attend camps, swimming and lifesaving programs; compete in various interschool, and district sporting activities. A highlight of their attendance is the annual whole school production. Members of the educational support staff facilitate intervention programs for identified students. Our Specific Learning Difficulties leader provides a comprehensive assessment and teaching program for students identified at risk (Response to Intervention). The wellbeing of our students is a high priority. Our Primary Wellbeing Coordinator works with the wellbeing team with a clear focus of building positive relationships within the school community through many beneficial and recognised programs and activities. Fun time lunchtime clubs operate every day with activities such as Choir, Creative Play, Green Team, Drumming, Korean, Drawing, Games and Book, Drama Club and Art. Our students are active members of the school community. Student leaders conduct school assemblies, facilitate sports borrowing at lunchtimes, are trained as peer mediators and conduct student-led lunchtime activities. The Student Voice Team has elected members from each class, as does the Green Team. Our community is culturally and linguistically diverse, and the school has developed close links and shared skills and knowledge with reputable organisations in the wider neighbourhood. We have a celebrated partnership with parents who are participating as members of School Council, Fundraising committee and as classroom helpers or at working bees, inviting and encouraging families to join their children's learning journey.

Framework for Improving Student Outcomes (FISO)

The school has chosen to focus on the FISO initiatives Building Practice Excellence and Curriculum planning and assessment. The key improvement strategies implemented for Building Practice Excellence were to develop the Chelsea PS Teaching and Learning Framework. Chelsea PS is committed to aligning with the Education State that has set ambitious and achievable targets set system-wide that focus on: • learning for life; • happy, healthy and resilient kids; • breaking the link between disadvantage and outcomes; • building pride and confidence in our school Chelsea Primary School set goals to further build on its consistent processes of assessing student learning and increase students achieving at the A and B levels and ensure validity using ACER testing and analysing comparisons to nationwide norms at each year level. Building Practice Excellence The school set targets to implement an explicit teaching model focused on literacy and numeracy. Goals were to embed the whole school approach and refine the school-wide pedagogical model. Teachers implemented strategies based on feedback to improve practice. Reflection of teaching practice formed evidence for Professional Practice Days to be conducted in 2021. Curriculum planning and assessment improvement strategies included teachers planning for and teaching • Explicit (EDI) whole school instructional approach • Spelling Mastery and New Waves maths Direct instruction texts implementation • Implement our whole school low variance Curriculum aligned with the Victorian Curriculum – align Literacy, Numeracy and Inquiry • Scope and Sequence documents aligned to the Victorian Curriculum have been developed for Literacy, Numeracy and Inquiry learning. There is a school-wide approach to the implementation. • We are continuing to develop a whole school evidence-based English and Mathematics approach. • Implementation of an RTI teaching model (Response to Intervention) approach. Our literacy intervention team will continue to provide evidence-based teaching practices based on a three tier system, one-on-one and small group instruction centered on OG/MSL teaching.

Achievement

The goal for achievement was for all students deemed capable of demonstrating at least 12 months' growth in 12 months. Supporting this goal was the implementation of differentiated teaching in all curriculum areas with a focus on pre/post-test data analysis school-wide. Teachers plan lessons according to student need. Teachers and education support staff implement programs to support individual students' knowledge of phonics. Lessons are taught with explicit focus. All students are introduced to the learning objective of the lesson and know the success criteria. Students set goals for their learning during individual conferences with their teachers. Teacher judgements around students achieving above the level in English are above primary schools with similar characteristics. Our data compared NAPLAN, and ACER (nation normed testing) is very aligned, so I feel it is an accurate reflection of our student achievement.

During 2020 remote learning our main focus was on each student's learning needs and used this to identify next steps for remote learning. This included designing a suitable curriculum for online learning for each key learning area. We wanted our teaching to emulate our current practices of explicit teaching being a key component of our teaching approach, live streaming teaching sessions where to be implemented to replicate our face-to-face teaching. We firstly upskilled our teachers, students and families using Google Suit – once all where familiar and capable of using this platform we were able to implement live teaching sessions, using a combination of live teaching, providing teacher support, one on one coaching where needed. By providing this combination of approaches we found the majority of our students and families benefited from our remote learning approach. Students were set tasks that they were able to complete at their own pace. Students also engaged strongly with a number of self-directed learning tasks, especially in the senior school, where students started to use their creativity, using videos, PowerPoints and other creative ways to present their work. Greater transparency. This has shown the strengths as well as areas to address as part of overall school practices, including quality assurance and consistency. Higher expectations about planning, everyone was held accountable during this time. Greater collegiality, people had to rely on each other. Higher levels of responsiveness to students. Consideration of multiple forms of assessment. Quite direct feedback mechanisms from both student, teacher and parents. A significant focus on the use of an instructional model at our school. HITS strategies where used throughout our practise. Overall, staff have had to do some more examination of their practices and deconstruct some of their work. What are they doing and why? What is most valuable and how do the students respond? We implemented an agreed and consistent online platform, which increased the knowledge and skill in staff using online learning effectively.

Our Year 2-6 ACER PAT data results have increased for the majority of grade levels and in specific learning subjects, Reading, Spelling, and Maths. We have many students who are working well above the level throughout the school. More than 50% of our grade 5 & 6 cohort in 2020 are working above national norm referencing in spelling & maths. Our

grade 3/4 PAT results were outstanding with more than 40% of students working above the national norm referencing for their year level in reading, spelling and maths.

We are confident we will get continued improvement throughout the school as the Chelsea Teaching Model, and curriculum development changes continue to embed and provide further traction throughout the school. Our strategic plan goals have been implemented for 2019-2022. We expect to see continued and sustained improvement across all areas as the benefits of our improved practice; aligned curriculum and work of our dedicated learning teams continue to have an impact. The specific focus of the school is continuing to lift the performance of students between Grades 3 and 5. The appointment of a Specialist Teacher and implementation of a Directive Coaching model will continue to ensure a consistent application of our evidence-informed strategies.

Students on the PSD program have been provided with one-on-one support and had access to our literacy intervention team 3-4 days a week. Students on the PSD program have all shown growth in their learning during 2020 school year.

Engagement

Engagement has improved, and we are now in a similar range next to like school groups. This is a pleasing result and a trend the school will continue to develop. The school has done much to ensure the curriculum is pitched at the right level; during 2020, we have lifted our curriculum and having higher expectations around student learning will continue to see improvement in this area. Providing consistent models of practice and improving our focus on student leadership and behaviour that supports an orderly environment. Under the guidance of outstanding leaders and eight specially trained staff in explicit teaching using Multi-Sensory Structured Language MSL, we have developed literacy instruction that is delivering outstanding results in the junior grades F-2. We are regularly exceeding expected growth across the important years of Foundation- Year 2, where the fundamental skills of reading must be embedded using Systematic Synthetic phonics.

Our reading is made up of six key areas;

1. Phonological Awareness
2. Phonics
3. Sight Words
4. Fluency
5. Vocabulary
6. Comprehension

Teacher judgement for reading demonstrates all students deemed capable have made at least 12 months growth in 12 months. Fountas and Pinnell reading assessment were completed F – 6 with teachers regularly analysing and tracking student learning with a focus on the six key areas of reading as mentioned above. Teacher observations of reading behaviours confirm increased engagement and reading development and improvement.

Maths instruction will continue to be an area of focus. Teachers are currently working tirelessly to embed a consistency model of teaching during the 2021 school year. Staff will be provided with ongoing professional development and coaching. We introduced the New Waves Mental maths textbook from grade 2-6 in 2020 with great success; this text is used daily to reinforce and practise skills previously taught.

The Student Attitudes to School Survey - Our focus for 2021 will continue to be focused on maintaining these results. The target for Parent Opinion Survey Student Motivation Variable to remain in the 4th quartile. The target for Staff Opinion Survey Trust in Students and Parents variable exceed the state mean. For 2021, the school plans to continue to develop teaching practices that will engage and motivate students to learn. All staff will focus on High Impact Teaching Strategies- Explicit Teaching, Worked Examples, Multiple Exposures & Structured Lessons. Our whole school instructional model of EDI (Explicit Direct Instruction) will continue to be a major focus during the 2021 school year. Parents will be kept informed about teaching and learning via class Dojo, Compass, school & team level newsletter articles.

A high proportion of students at Chelsea Primary School who previously experienced challenges in terms of their engagement connected strongly with the opportunities for agency during the remote learning period. We found these students found their place in remote learning, building trust and strong relationships with their peers, which wasn't necessarily the case previously at school.

In 2021, our PLCs will focus on opportunities to continue building student agency in the classroom and throughout the school. To support student engagement during the transition back to onsite learning, our school provided our families

with countless opportunities to reconnect, our wellbeing team provided one-on-one support where needed and helped and supported students with anxieties to engage back into their class. Health and wellbeing supports such as our whole school wellbeing team were prioritised for staff, students and their families at Chelsea Primary School. The initial focus was on supporting students already identified as at risk or needing extra support. The Student Health and Wellbeing Team compiled a list of these students and regularly monitored their progress during this period. ES staff had a list of students that they were to contact and run one-on-one teaching sessions with throughout remote learning period. We contacted vulnerable students families, these students where offered onsite teaching and support during remote learning in 2020. Wellbeing coordinator (Jan Smith), contacted families during and after remote learning period. A number of students who had been disengaged connected strongly with the learning in some classes. Two students at our school, school refuses where able to engage in remote learning and be a part of their cohort and class. Close connections where built during this time with students and families. Staff have talked about the strong relationship they have built, which would not have necessarily been possible during onsite teaching. Chelsea staff had to be accepted into the homes of families, which built that strong parent/guardian and school connections. These strategies and key components of our practice where used during remote learning in 2020 school year.

Wellbeing

Chelsea Primary School follows a School-Wide Positive Behaviour Support Structure and values a consistent calm and orderly environment where all students are respected, feel safe and can thrive.

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Chelsea Primary School improved its overall positive responses in Student’s Attitudes to school Survey in 2020. These are pleasing results pointing to the calm, caring and respectful environment that we know supports students to take risks and optimise learning at CPS. The school will continue to target this area of School Connectedness. Established Student Voice opportunities continue to build. There will be a focus on student leadership, agency and voice for 2021 to build on our values and relationships that we believe provide a great environment for school connectedness and engagement. Students participated in a student voice survey. Junior and senior student voice teams continue, and team members attend regular meetings. Students identified, developed and completed projects, such as fundraising for a water bubbler, environmental improvement and book fairs to improve the school. The Year 5/6 students conducted Student Lead Interviews (SLI), which received high praise and feedback from our parent community. The students will also lead much of our engagement with the community in hosting events that celebrate learning and school traditions throughout the year. Positive psychology and mindfulness will continue to be part of the school's approach to engagement, the zones of regulation will be continue to be embedded and implemented across the year's level prep-6 during 2021. During 2021, a formal leadership-training model with be implemented and developed across the school. Our school leaders will focus on the Five Levels of Leadership Program by John Maxwell. A program explicitly teaching the school values was implemented school-wide in 2019 and will continue in 2021.

Financial performance and position

The annual result was in surplus due to the sound financial management of the school. This has allowed us to increase training cost-effectively. We have also been well supported with locally raised funds through the community. The leadership team has strategically budgeted throughout 2020 to ensure the school stays in a surplus for 2021. During 2019 we received funding to upgrade our toilets and having secured a 200,00 inclusive school grant to design an inclusive play space for our students and community members, which will begin term 1 2021. During 2021 we will look closely at our school budget, we will strategically budget, so moving forward we are in a surplus for the future.

For more detailed information regarding our school please visit our website at
<https://www.chelseaps.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 274 students were enrolled at this school in 2020, 137 female and 137 male.

12 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.

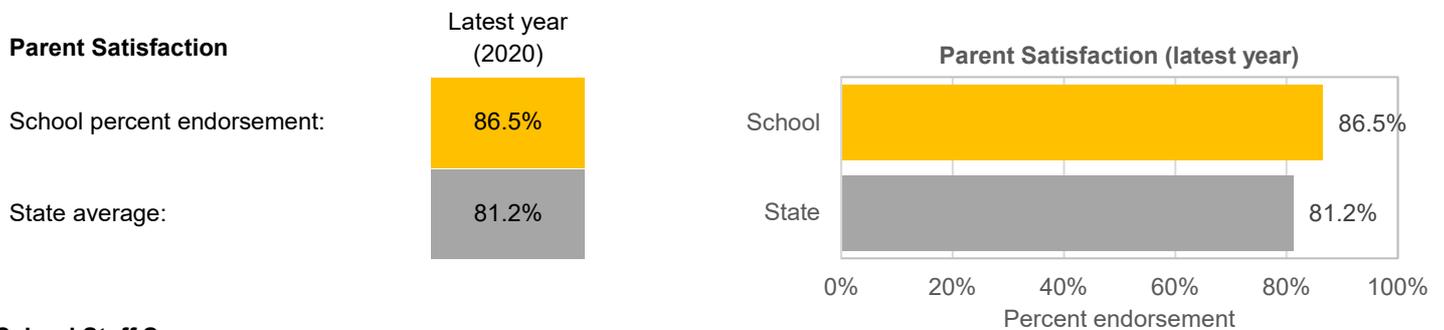
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

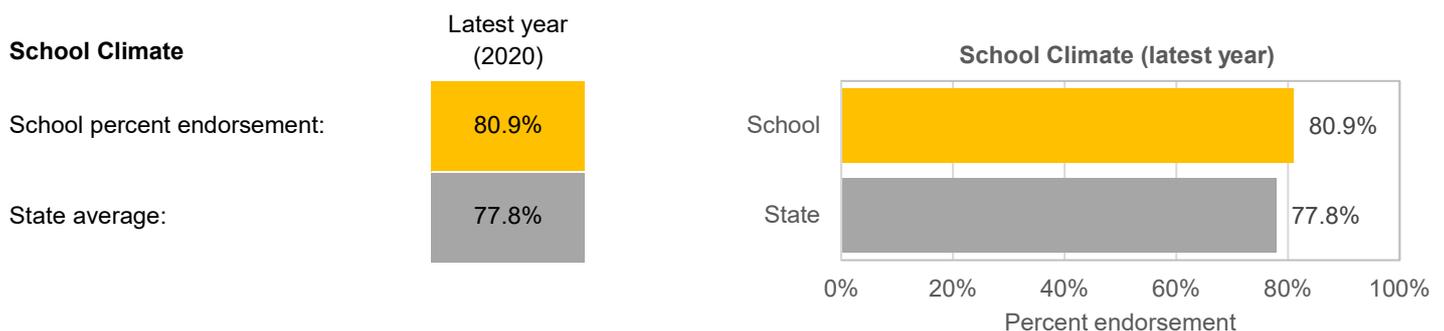


School Staff Survey

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:

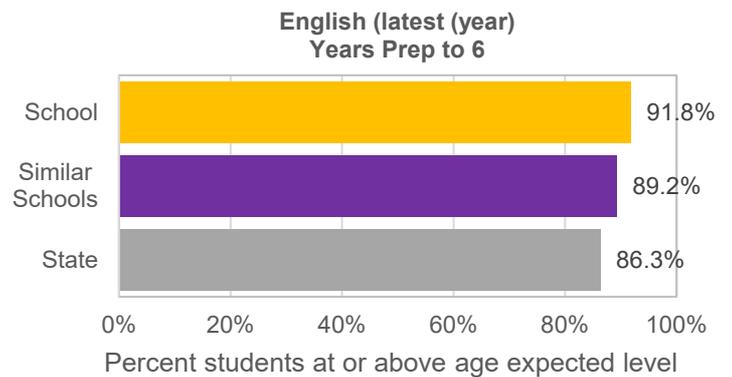
91.8%

Similar Schools average:

89.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

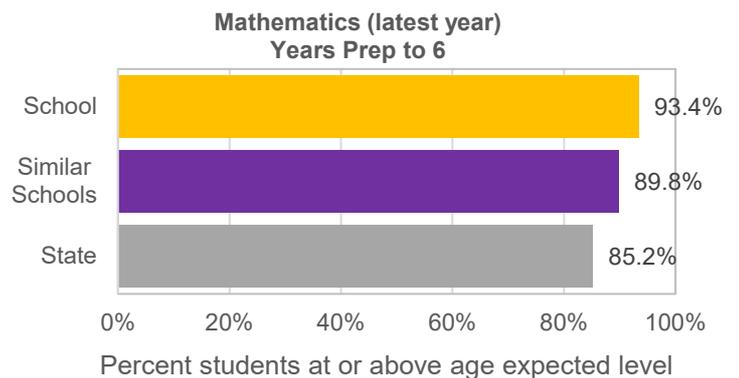
93.4%

Similar Schools average:

89.8%

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

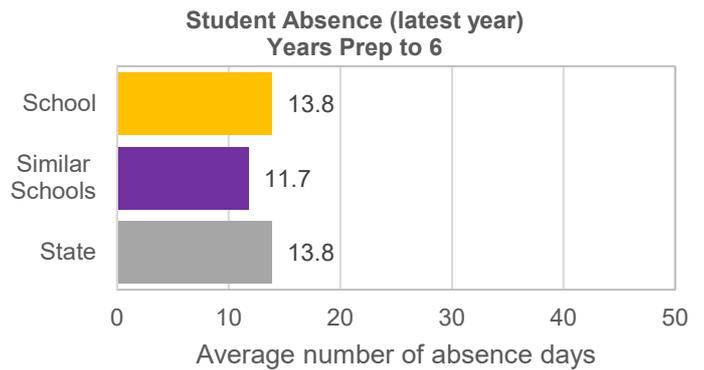
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.8	14.5
Similar Schools average:	11.7	14.4
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):	95%	90%	91%	93%	95%	93%	93%

WELLBEING

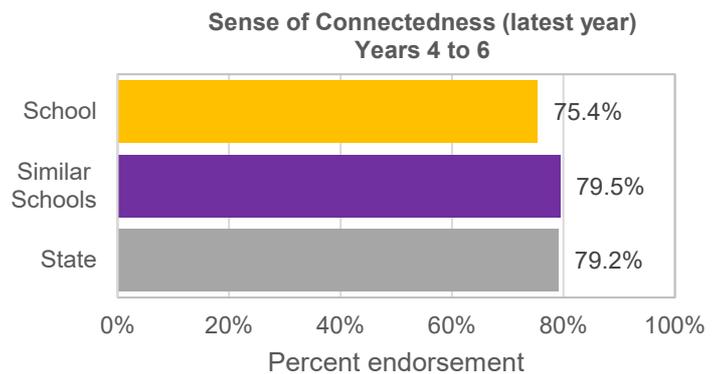
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	75.4%	83.9%
Similar Schools average:	79.5%	81.3%
State average:	79.2%	81.0%



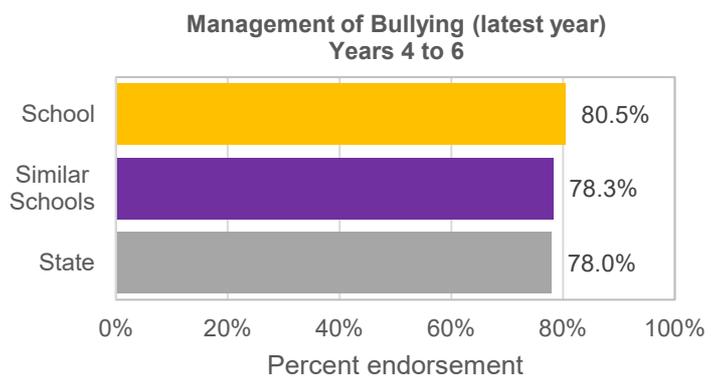
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	80.5%	86.6%
Similar Schools average:	78.3%	81.8%
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	\$2,552,516
Government Provided DET Grants	\$325,014
Government Grants Commonwealth	\$4,350
Government Grants State	NDA
Revenue Other	\$938
Locally Raised Funds	\$85,307
Capital Grants	NDA
Total Operating Revenue	\$2,968,126

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,032
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$24,032

Expenditure	Actual
Student Resource Package ²	\$2,279,185
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$16,130
Communication Costs	\$9,259
Consumables	\$57,967
Miscellaneous Expense ³	\$12,952
Professional Development	\$6,713
Equipment/Maintenance/Hire	\$61,151
Property Services	\$129,851
Salaries & Allowances ⁴	\$27,358
Support Services	\$54,353
Trading & Fundraising	\$8,112
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$22,888
Total Operating Expenditure	\$2,685,919
Net Operating Surplus/-Deficit	\$282,206
Asset Acquisitions	\$21,946

- (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	\$87,175
Official Account	\$20,431
Other Accounts	\$5,498
Total Funds Available	\$113,104

Financial Commitments	Actual
Operating Reserve	\$48,921
Other Recurrent Expenditure	\$6,650
Provision Accounts	NDA
Funds Received in Advance	\$23,415
School Based Programs	\$2,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$30,000
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$14,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$124,985

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.