

# 2020 Annual Report to The School Community



School Name: Murrumbeena Primary School (3449)



*Excellence  
through Endeavour*

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 25 April 2021 at 09:10 PM by Rochellee Plumb (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 27 April 2021 at 12:07 PM by Sandra Maxfield (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

Murrumbeena Primary School is committed to providing a safe, supportive and inclusive environment for students, staff and the school community. A partnership between the school and parents and carers is important to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Our vision reflects that of the International Baccalaureate® which 'aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.' Murrumbeena Primary School aims to provide exemplary teaching, with rich, engaging learning experiences; to foster an environment where students' curiosity flourishes. Our school provides opportunities for students to be challenged and become life-long learners in a global society and for students to learn in partnership with the school to develop self-belief and ownership of their learning.

Murrumbeena Primary School has a strong tradition of excellence within the community, which covers the areas of Murrumbeena, Carnegie, Hughesdale and East Malvern. Most parents are involved in professional occupations and all have high expectations for their children's achievements. The school had an enrolment of 536 students in 2020, 256 female and 280 male, with 26 percent of students having English as an Additional Language (EAL) and one Koorie student. The school is supported by a neighbourhood boundary. The school has a low Student Family Occupation (SFO) Index of 0.1622 and a Student Family Occupation and Education (SFOE) Index of 0.1230. In 2020 the school had 42 equivalent full time staff, comprising 2 Principal Class, 30 teachers, 5 support staff, 2 office personnel and 2 Specialists who run the Stephanie Alexander Kitchen Garden program. The school also employs a number of part time staff including a canteen manager, a local ICT technician and outsources gardening and maintenance work.

All staff work in a team environment to support a comprehensive and engaging learning program for all students. Our school motto is, "Excellence Through Endeavour" and the whole school community supports the school's values of: Respect, Responsibility, Resilience and Relationships. The school is an authorised International Baccalaureate Primary Years Program (IB PYP) World School, with teaching pedagogy based on student-centred inquiry learning with an international perspective. Classroom programs focus on catering for individual learning styles and abilities and are supported by specialist programs in Physical Education, Art, Music and Japanese. The Stephanie Alexander Kitchen Garden (SAKG) program is included in the Years 3 and 4 curriculum. It provides an opportunity for children to learn sustainable practices through planting, harvesting, preparing and sharing food produced at school. Our school also continues to offer a range of extra curricular activities which include Family Life, Interschool Sport, Choir, Student Leadership, Buddy Program, interest based clubs, camps and an extensive incursion and excursion program.

Teachers work in teams to ensure comprehensive planning provides for all students' learning. We are committed to our teachers undertaking continuous professional learning to enhance their skills; ensuring that they plan and work together in professional learning teams to guarantee the consistency of approach, shared expectations and a whole school ownership of the learning for all students. Lessons are carefully scaffolded utilising the school's instructional model and providing clear learning intentions and success criteria. Murrumbeena has a focus on using the research behind the Department of Education and Training's (DET), High Impact Teaching Strategies (HITS) and the FISO improvement cycle as a basis for improving teaching pedagogy. Individual staff performance development targets are driven by the school's overarching goals, which are developed in response to our school data. During 2020, teachers had the option to choose the Statement of Expectations process which recognised the priorities required for remote and flexible learning.

### Framework for Improving Student Outcomes (FISO)

#### FISO

In 2020, the school maintained our focus on three key areas from the Framework for Improving Student Outcomes (FISO): Building practice excellence, empowering students and building school pride and setting expectations and promoting inclusion. Due to teaching through 'Remote and Flexible Learning' in 2020, we were able to emphasise actions to address the following Key Improvement Strategies (KIS):

- Embed an instructional model (to aid greater consistency in curriculum delivery)
- Explore the PLC Inquiry cycle (to identify a problem of practice and measure the impact of the changed

teaching techniques on student outcomes)

- Build teacher capability to effectively use feedback.
- Develop strategies to enhance student engagement and learning through goal setting and feedback.

**Rationale**

Analysis of whole school data identified areas of growth and areas requiring particular attention. In 2020, the school continued to focus on the initiatives of building practice excellence through the embedding of our instructional model, using assessment to guide the planning and to provide students with feedback at point of need. Professional Learning Teams (PLTs) in Numeracy, Literacy and Wellbeing, worked collegiately to improve student outcomes and continued when we moved to 'Remote and Flexible Learning'. The school already had strong results in literacy and numeracy however, there was a need for continued focus in writing from P-6. Our 12 month AIP target was for NAPLAN benchmark growth in Writing to remain at 43% or higher. Due to NAPLAN being postponed for the year, we decided to utilise our school's writing assessment continuum, which is aligned to the Victorian Curriculum, as a means of tracking progress and growth. Teachers were able to use the students' Cold Writes and Big Writes to identify skills that were known by students and what each group of students needed to learn next. During lessons on webex, teachers were able to group students according to the skills they needed to develop, resulting in small group, targeted instruction. Our 12 month target for numeracy was to increase the benchmark growth in NAPLAN Numeracy from 47% to 49%, but again, due to NAPLAN being deferred, we used Essential Assessment as a means of tracking individual student progress during 'Remote and Flexible Learning'. The benefit of this program was that teachers were able to assign pre assessments related to the mathematical concepts due to be taught in order to identify what students were already able to do, identify what the student misconceptions were and to pinpoint related mathematical activities the students could practice to extend their learning. This was beneficial for teachers for directing the activities planned for each of the small groups working with their teacher in WebEx lessons during remote learning.

Without the use of NAPLAN to track progress, the school analysed PAT Reading and PAT Maths assessments as this form of standardised testing is already used by the school as part of normal practice. The use of PAT tests during Remote and Flexible Learning enabled us to target student needs and identify the level of achievement. The PAT reading results for year 3 showed that 52.11% of students achieved a score 12 months and higher than the expected level (compared to 61.33% in 2019). The Year 5 PAT Reading data indicated that 83.58% of students achieved a score 12 months and higher than the expected level, (a slight increase compared to 81.82% in 2019).

It will be vital during 2021 to closely monitor the achievement levels of students, particularly in the younger years.

With regard to student engagement, our AIP target was to improve student voice and agency from 77% to 78% in AToSS. In order to achieve this, teachers involved students in unpacking the central Idea of a unit of inquiry, enabling the students to develop the lines of inquiry and allowing them to determine the ways in which they wanted to demonstrate their learning through the summative tasks.

**Achievement**

**ACHIEVEMENT**

In order to track student learning achievement, a range of formal assessments are undertaken on a systematic basis through the year. Due to the cancellation of NAPLAN in 2021, the school chose to use PAT Reading and PAT Maths tests to monitor student achievement for 2020 as these are standardised against norms. Although the Annual Report maintains consistency by reporting year 3 and 5 data, it should be noted that PAT assessments are used for all students in grades 1 to 6.

The reading data analysed at the end of 2020 indicated that 52.11% of Year 3 students are working above the year 3 standard with 53% showing growth exceeding the expected score and 83.58% of year 5 students are working above the year 5 standard with 83% showing growth beyond the standard expectation.

Maths data analysed for year ending 2020 indicated that while 30% of students are working above the year 3 standard there was also 30% of students who exceeded the expected growth. In year 5, 69% of students are working above standard with 69% of students exceeding expected growth.

Throughout 2020, work continued in implementing the school's new instructional model. During remote and flexible learning it was evident that the 'explicit teaching' component was exceptionally well done with clear learning intentions and success criteria along with teacher made instructional videos providing clarity around the lesson purpose and guidance for the learning tasks.

Professional learning was provided to staff by Dr John Hattie in the area of feedback and staff also engaged in online training in the Seven Steps Writing program. Both of these training sessions contributed to improvements in the quality of student work: that is, comparing student work submitted before and work submitted after implementation of strategies learned in the training. Students are now involved in discussions with teachers to set personalised goals and reflect on their achievements through feedback provided. The next step in our improvement cycle is to refine how data is used to plan for differentiated teaching and learning.

**Engagement**

**ENGAGEMENT**

Engagement encompasses both the engagement of a student in their learning and engagement as measured through attendance.

In 2020 our Student Attendance data indicated 4% of students (18 students) with 20 or more absent days as opposed to the year before which was 14% or 53 students. Of the 4% absence, 19% are EAL funded (English as a second language) and 16% non funded EAL. As 2020 was a year of learning from home, it is not surprising there was a significant drop in absences. Our challenge moving into 2021, will be to encourage continued high attendance rates Empowering students and building school pride: Goal: 'Develop strategies to enhance student engagement and learning through goal setting and feedback'.

As a result of teachers undertaking professional development with Professor John Hattie, staff have developed knowledge in three feedback forms; including feedback, feed-up and feed-forward. The feedback students receive is personalised and reflects the goals that they are working towards. During 'Remote and Flexible Learning', while small WebEx groups enabled an increased level of interaction between teacher and students, the constraints related to fitting school schedules and times and formats in the home was not always conducive to developing student voice and agency.

Upon the return to school, student voice and agency was incorporated into inquiry planning. Within the unit of inquiry, students pursued their own areas of interest within the unit, made decisions on how they would take action and how they wanted to demonstrate their knowledge, skills and understandings.

The AToSS data for 2020 indicated that 78% of (year 4- 6) students felt encouraged to share ideas and 75% of student felt their teacher liked their ideas however only 72% felt they had a say in the things they learn and 70% indicated they help decide things like activities and rules. This meant our overall 'student voice and agency' score was 74% and so our target of 78% was not met.

The 2020 Parent Opinion data in the domain of 'Student Cognitive Engagement' indicates that 90% of our parents believe MPS holds high expectations for student success; 91% indicating their child feels motivated by his/her teachers to learn; 90% believe academic standards at the school provide adequate challenge and 96% of teacher are enthusiastic and positive about teaching. There was a definite drop with only 71% of parents understanding how children are assessed. Providing information about assessment is an area for future focus.

An area for future improvement in 2021 is in the area of 'Parent Community Engagement' where the rating of 77% showed a need to provide more opportunities for parents to be involved in their child's education.

**Wellbeing**

**WELLBEING**

Murrumbeena Primary School's wellbeing goal is: 'To provide a safe and stimulating learning environment for all students'. Health and wellbeing support has been prioritised to increase the students' sense of connectedness (sense of belonging) and to investigate the cause of absences so strategies can be implemented to increase attendance.

Analysis of AToSS indicated that 89% of students are happy to be at this school, 88% of students like the school, 79% of students feel proud being a student at the school, 80% of students feel they belong but only 69% of students look forward to going to school. These figures brought our overall School Connectedness score to 81%. While this score is higher than both state and like schools, it is lower than the previous year. The 2020 AToSS survey asked students overall how much had COVID -19 affected their life and 17% indicated a positive response while 56% indicated COVID had affected them in a negative way.

As 'Remote and Flexible Learning' occurred over terms 2 and 3, the opportunities students had to 'look forward to going to school' were limited.

The 2020 Parent Opinion Survey data in the domain of 'Connection and Progression' indicated a positive 92% for the overall school connectedness category made up of: 91% of parents indicating their child feels accepted by other students at the school, 96% of children enjoying their learning at school and 90% indicating the school provides opportunities to participate in school activities. The Parent Opinion survey related to Remote and Flexible Learning indicated 43% of parents felt their child was less engaged in their school work, 34% indicated there was no difference to the level of engagement or interest in the schoolwork and 23% of parents indicated their child was more engaged.

Our school modified the Health and Wellbeing supports by implementing the following:

- \* Developing a process to identify students and families at risk of disengagement, record actions taken to increase engagement and connect those families and students to wellbeing supports/ agencies.
- \* Increasing the one to one support for identified students through daily interaction (e.g. with teacher and teacher assistants).
- \* Working with the Glen Eira/Stonnington Councils 'School Focussed Youth Services' to implement the 'Cool Kids' program (a cognitive based therapy program to address anxiety) and the Martial Arts Therapy program (providing general wellbeing and life skills lessons through martial arts).

Further wellbeing positives

- \* The Respectful Relationships program was implemented across the school (modules 1-6).
- \* Each year level addressed the needs of their students through a range of programs including: activities from Kids Helpline, Headspace, Bullying No Way, Fun Friends and Zones of Regulation.
- \* Student Representative Council continued resulting in students identifying problems in the school yard and strategies to overcome these (e.g. use of the new playground).
- \* Leadership Programs resumed quickly following 'Remote and Flexible Learning.' For example: year 4 students were trained as PLAY Ambassadors and ran PLAY activities for students in prep to years 2. Year 5 students were trained in Peer Mediation and focused on encouraging students in the yard to display positive behaviours toward others and to address minor concerns.
- \* The Year 6 Captains and House Captains collaborated during Remote and Flexible Learning to encourage active participation in physical activity and wellbeing and awarded House Points through student led assemblies held on WebEx.
- \* The Year 3 and 4 students were provided with the opportunity to engage in kitchen and garden activities with a family focus during 'Remote and Flexible Learning' and a modified program continued when students returned to school (unfortunately, parent volunteers were not allowed).

In 2021, we aim to refine and embed the whole school approach to wellbeing and clarify roles and responsibilities, build relationships with families and conduct check-ins with 'at risk' students and strengthen engagement with external support agencies.

### Financial performance and position

Murrumbeena Primary School maintained a very sound financial position throughout 2020. The 2019-2023 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for the allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus. This was largely due to a number of long term staff retiring or going on leave and being replaced by a different staffing profile. It also occurred through generous grants and donations to the school building and library funds. The majority of program budgets were met with increased spending on furniture, and replacement of old ICT equipment. This will continue in 2021 as technology devices are taken up by students to 'Bridge the Digital Divide'. Funds will also be expended to upgrade facilities (in addition to the Government funding) for school renovation and repair works, new play equipment and shade, a new bike shed and an electrical upgrade increasing capacity in readiness for new classroom air-conditioning . The school also self funds extra technology support, maintenance personnel, additional office support and teacher assistants.

The school received a small amount of Equity Funding, which contributed towards the employment of Learning Specialists.

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 are obtained and the intent/purposes for which funding was provided or raised is outlined.

**For more detailed information regarding our school please visit our website at**  
<https://murrumbeenaps.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 536 students were enrolled at this school in 2020, 256 female and 280 male.

26 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.

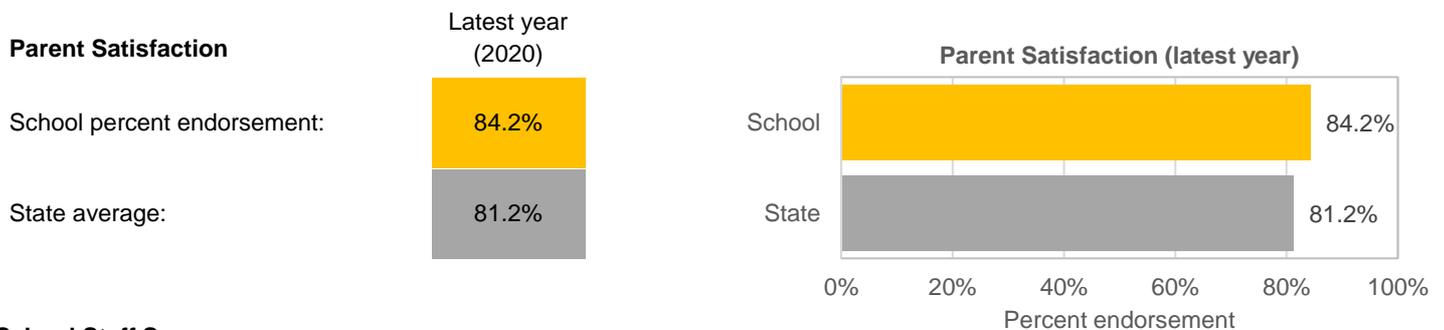
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

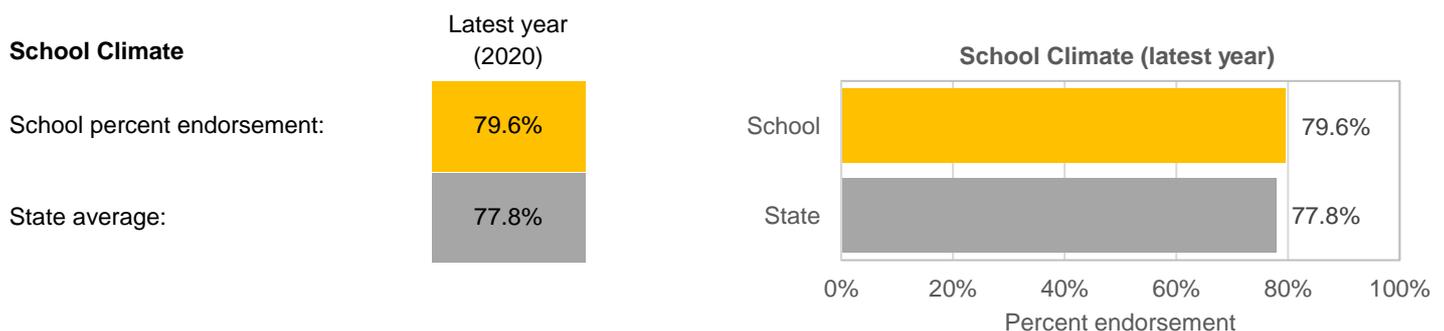


### School Staff Survey

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:

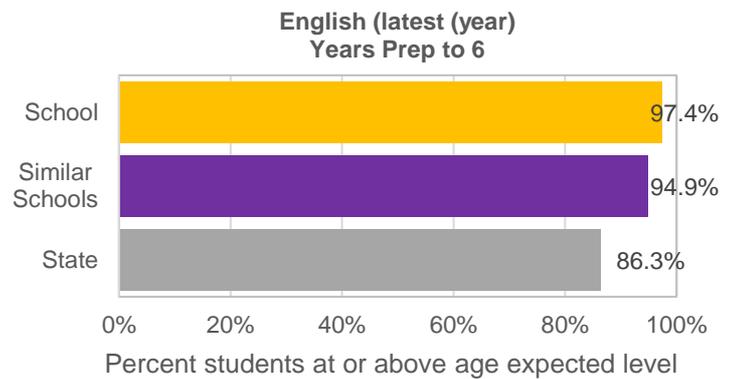
97.4%

Similar Schools average:

94.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

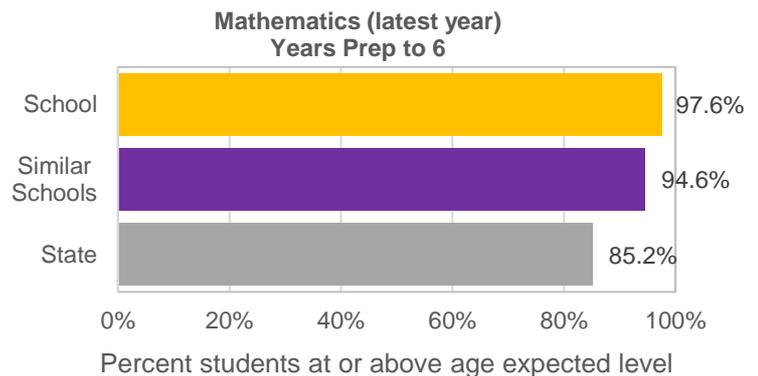
97.6%

Similar Schools average:

94.6%

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

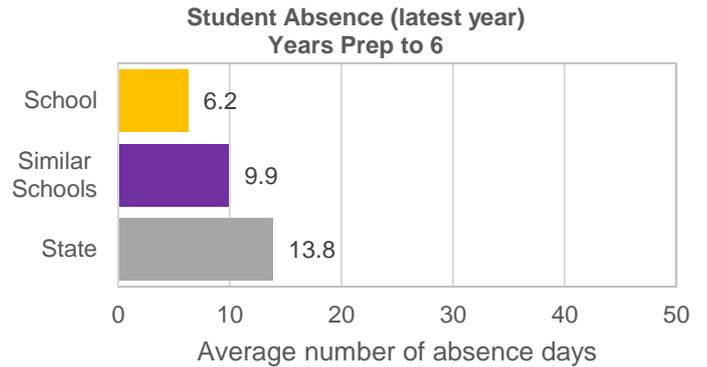
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	6.2	11.0
Similar Schools average:	9.9	12.6
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):	97%	96%	97%	97%	97%	97%	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.

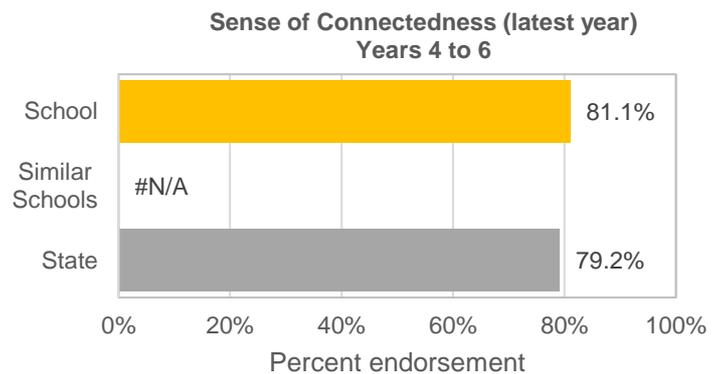
### Student Attitudes to School – Sense of Connectedness

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:	81.1%	84.3%
Similar Schools average:	NDP	81.5%
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.*

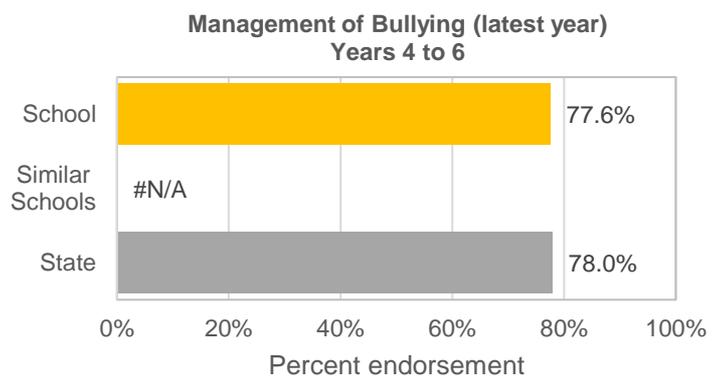
### Student Attitudes to School – Management of Bullying

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:	77.6%	82.0%
Similar Schools average:	NDP	79.9%
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

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$4,393,935
Government Provided DET Grants	\$499,120
Government Grants Commonwealth	\$292,455
Government Grants State	NDA
Revenue Other	\$14,073
Locally Raised Funds	\$496,524
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$5,696,107</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$8,140
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$8,140</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$4,133,010
Adjustments	NDA
Books & Publications	\$393
Camps/Excursions/Activities	\$120,265
Communication Costs	\$5,511
Consumables	\$110,166
Miscellaneous Expense <sup>3</sup>	\$47,618
Professional Development	\$46,082
Equipment/Maintenance/Hire	\$83,167
Property Services	\$158,994
Salaries & Allowances <sup>4</sup>	\$348,617
Support Services	\$33,674
Trading & Fundraising	\$35,300
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$68,871
<b>Total Operating Expenditure</b>	<b>\$5,191,669</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$504,438</b>
<b>Asset Acquisitions</b>	<b>\$101,890</b>

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,082,632
Official Account	\$61,297
Other Accounts	\$182,780
<b>Total Funds Available</b>	<b>\$1,326,709</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$151,624
Other Recurrent Expenditure	\$2,528
Provision Accounts	\$20,000
Funds Received in Advance	\$21,028
School Based Programs	\$140,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$170,000
Capital - Buildings/Grounds < 12 months	\$314,000
Maintenance - Buildings/Grounds < 12 months	\$125,000
Asset/Equipment Replacement > 12 months	\$60,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$300,000
<b>Total Financial Commitments</b>	<b>\$1,304,180</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*