

2020 Annual Report to The School Community



School Name: Mount Pleasant Road Nunawading Primary School (4808)



- 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 19 March 2021 at 11:56 AM by Kim Streitberger (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 10:17 PM by Rebecca Smith (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 Pleasant Road Primary School and Kindergarten is located in the suburb of Nunawading, in the City of Whitehorse some 25 kilometres from the Melbourne central business district. We are unique to the area as we provide education for children from Three Year Old Kindergarten through to Year Six, with daily before and after school care and vacation care programs provided. The school is set within large picturesque grounds with a student garden, a range of different play areas and new, state of the art facilities including a cafe studio that supports a cooking, Science and Visual Arts program. The flexible learning spaces, with a range of furniture, complement our excellent teaching and learning practices and provide for collaborative learning opportunities. All classrooms connect to the outdoor learning spaces which include landscaped adventure, sporting and passive play areas.

At Mount Pleasant Road Primary School and Kindergarten our vision is to provide all students with a safe, dynamic and supportive environment that motivates and challenges them to achieve their personal best. At the centre of everything we aim to achieve is student well-being. Students will learn when they are happy to come to school, feel safe to make mistakes, and have a connection to their peers and teachers. Developing resilience, empathy, confidence and self esteem gives students the skills and strategies to be their own problem solvers. We promote the values of Life Long Learning, Respect, Integrity, Responsibility and Inclusion. Students are encouraged to develop and build on their character strengths and are given many opportunities to be actively involved in their school.

In 2020 the school's enrolment was 425 students. There were four Foundation and seven Year 1/2 classes in the Junior School and, five Year 3/4 and four Year 5/6 classes in the Senior School. The Kindergarten provides one Three Year Old and three Four Year Old classes. Our multi-cultural school is growing with enrolments having increased by 99 students, or 25 per cent over the past four years with 26 teachers (22 Full Time Equivalent (FTE)), 9 (eight FTE) Education Support (ES) staff, one office administration staff and a Business Manager. The teaching staff includes a 1.0 FTE Learning Specialist role provided by two highly experienced teachers.

We continue to maintain high standards in English and Mathematics and are committed to excellence in teaching and learning and continuous improvement for our students. There is ongoing assessment and continual analysis of students' learning to inform our teaching and learning programs, making sure that we provide a personalised learning approach for all students. Our programs are designed to cater for a diverse range of learning styles and student abilities with opportunities for support or enrichment at all levels. We value and encourage high academic achievement with high expectations held for all students. Our enthusiastic staff take collective responsibility to ensure all students are engaged, responsible for their learning and actions, motivated and proud of their achievements.

Our holistic approach ensures equal development in areas such as Performing Arts, Visual Arts, Physical Education and sport and Languages Other Than English, Indonesian and these programs are provided by Specialist staff. We also offer instrumental music, inter school sport, extensive transition programs, enrichment programs, Literacy intervention and a Buddy Program for all year levels. There are a range of co curricular programs such as dance, chess, board games, craft and drawing lunch time clubs, a school running club and Senior and Junior choirs and band. There are ample opportunities for students to shine in leadership roles and we encourage strong student voice and agency across all year levels. Our well-being and values programs are targeted at specific age groups and are supported by the Zones of Regulation, Inner Critic/Inner Coach, Positive Psychology: Character Strengths, Let's Talk and Respectful Relationships programs from Kindergarten to Year 6. Access to and the critical use of digital technologies is a priority, with a robotics program in place from Kindergarten to Year 6 and a very successful BYO iPad program for all students in the Senior School. Information sessions for Year 2 families have promoted the success of the program; with comprehensive eSmart sessions assisting students and families with online safety.

Involvement of families and the wider community is highly valued and actively sought. There are 'Parent Reps' for each class to facilitate social connections and our Sentral parent portal, newsletter, a strong Parents and Friends community, all support families to be highly connected with the school.

Framework for Improving Student Outcomes (FISO)

Remote Learning brought its challenges in terms of delivering a learning program but teachers worked together to create teacher-focused videos that were accessible to all students. Having knowledge of and using the Zoom and

School

Google Meet platforms enabled a balance of synchronous and asynchronous learning. Foundation students were issued a paper pack of learning tasks to support the online teaching and learning provision. Foundation to Year 2 students were involved in small group guided reading sessions and small group sessions in Mathematics on Google Meets in addition to whole class instruction. The Year 3-6 students also participated in small group Mathematics sessions as well as Guided Reading along side the whole class instruction. Establishment of small groups was important to support explicit teaching and targeted differentiation of the curriculum.

In 2020 the school's AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions 'Building Practice Excellence', 'Curriculum Planning and Assessment' and 'Positive Climate for Learning'. All staff at Mount Pleasant Road Primary School (MPRPS) strive to assist students to achieve their best in all dimensions of Mathematics and English. This included:

- the embedding of Professional Learning Communities across the school through implementation of the Data Wise improvement cycle to improve teacher's individual and cooperative capacity to improve student outcomes for high achieving students in Mathematics and Reading, using evidence.
- developing and implementing consistent, targeted, quality small group reading instruction through Guided Reading, Reciprocal Teaching and Literature Circles. Resources were developed by the English School Improvement Team (SIT) to support this and it will continue to be a focus in 2021.
- embedding a consistent approach to teaching numeracy across the school using the High Impact Teaching Strategies
- participating in the Collegiate Support Program - Peer Observations. In Terms Two and Three of 2020 these observations occurred via Video Conference or through video recordings.

To support the implementation of the KIS,

- the Leadership Team attends and supports the PLC's to analyse data, including student work samples, peer observations and assessments.
- Learning Specialists support and mentor staff through coaching, modeled lessons and providing professional development
- a Mathematics consultant, continued to be engaged, to build capacity of teachers to understand the next steps for students, particularly in Number and Algebra.
- Mathematics and English SIT Leaders presented at North Eastern Victoria Regional Communities of Practice meetings to share best practice in areas of explicit teaching and feedback.

The Wellbeing SIT Team has worked to raise awareness of the Respectful Relationships Program and have communicated the school's commitment to gender equality through newsletter items and portfolio items. Students have participated in a range of Respectful Relationships activities to understand the importance of expressing and managing their emotions, learn about different coping strategies and stress management and to develop language that helps them to communicate this with others. These activities have been facilitated by teachers using the RRRR Resources to guide teaching.

Positive endorsements in the School Staff Survey, reflections and PLC's sharing their Data Wise Inquiry Cycle showed clear evidence of the impact on teacher practice with additional evidence gathered through virtual peer observations and recorded as part of the AIP monitoring. The challenge is to continue to build teacher capacity to continue to use data effectively to plan for and track learning, and to seek and take action on feedback from students and colleagues to inform pedagogy. The school has strong curriculum planning and assessment in place.

Achievement

We provide differentiated programs which engage and motivate all students. Teachers use a variety of assessment tools to determine the students' needs and explicit instruction methods to cater for individual learning styles. MPRPS has adopted a whole school approach to teaching Reading and Writing with the MPRPS Reading Program, Write to Read (phonograms) and VCOP Big Write programs assisting students to analyse their skills, set future goals and monitor their progress. There is also a whole school approach to the teaching of Mathematics that includes a documented curriculum program with a detailed scope and sequence and rigorous informative pre and post testing to ensure students are taught at their point of need. The teaching of financial literacy with a student-managed shop is an important addition, that will continue in 2021.

In 2020 the percentage of students in year levels Foundation to 6 working at or above the age expected standard in all areas of Mathematics and English as assessed by Teacher Judgement were above similar schools and well above the State Median. Although students achieving NAPLAN (NAPLAN tests were not conducted in 2020) low gain from Year 3 - Year 5 in 2019 was lower than the state a continued future focus is to address the percentage of students making

School

high relative learning gain (more than 12 months growth for 12 months instruction).

Many students responded well to self-directed and project-based learning tasks during the Remote Learning period. In 2021, we plan to incorporate a 'student agency day' in Year 5/6, utilising recordings of explicit instruction for students to revisit to support skill attainment.

During Remote Learning staff were able to utilise online resources, many already in place, for content-delivery, assessment and feedback to students. These resources were also made available for parents and carers to view and give feedback on their child's achievements.

For those students who were identified as not achieving at the expected level there is ongoing specific individual program instruction, including MiniLit and MacqLit reading intervention programs, and parents attend Student Support Group meetings to discuss their child's progress and how to work in partnership with the school to improve their child's achievements.

In 2020, teachers continued to receive additional teaching support in the classroom for their students on the Program for Students with a Disability and students showed progress at satisfactory or above in achieving their individual goals as identified in their Individual Education Plans (IEP). IEP's are prepared to cater for the specific needs of students performing six months or more below or twelve or more months above the expected standard and also often address Personal and Social Capability skills.

Well established Professional Learning Communities are in place that use the Data Wise Project from Harvard Graduate School of Education to support teachers in using collaborative data inquiry to drive continuous improvement of teaching and learning for all of our students.

Engagement

The Student Representative Council (SRC) is pivotal as a means for students to give and discuss feedback, with representatives from Foundation-Year 6 given the opportunity to voice their class mates' opinions and normally organise school events and fundraising. The SRC would normally meet fortnightly and report to the school community at assemblies and through the newsletter. Circle Time runs in every classroom to support students' connections with their peers and class teacher. During Remote Learning, this included scheduled 'Zoom lunch times', whole class check-ins and planned well-being lessons which were incorporated daily.

The 2020 Attitudes to School Survey indicates that we have excellent standards of student learning confidence, sense of inclusion and connectedness of students to their peers and high perception of student safety. The school had a focus on improving students' perception of Stimulating Learning which has stabilised at 82%. Students' perception of Student Voice and Agency (73%) and Differentiated Learning Challenge (84%) have stayed at similar levels to the previous year and so the work around these areas will continue.

We have school-wide positions of responsibility for all Year 6 students, rotating positions of responsibility for all other students as well as opportunities for all students to work in teams and support each other. 90% of Year 6 students believed they were able to make contributions in their role as a student leader, including through the remote learning period. Staff reflect and act on feedback from school based student surveys to improve the teaching and learning environment. The survey feedback had a direct and often immediate impact on teaching and learning provision during Remote Learning.

To support student engagement during the transition back to onsite learning, our school ensured 'Camp at School' for Senior students and adventure activities for Junior students went ahead to make up for missing these events. Lunch Time clubs were reintroduced to support students' re-connection with peers and the Let's Talk program continued.

Additional transition activities were added to support students across the school to alleviate any concerns for 2021.

The 2020 Parent Opinion Survey indicated that 97% of parents were positive about communication between teachers, parents and the school. 97% believe the school provides a good standard of education for their child and there was a high percentage of positive endorsements for behaviour management, learning focus and engagement at this school. Overall 84% of parents were satisfied with the school's approach to Remote Learning.

Strategies such as communicating information on the benefits of regular attendance in the newsletter, records of attendance in Semester reports and phone calls to parents are in place to support students to arrive at school on time in order to minimize unexplained absenteeism. The school sends email messages requesting parents to notify/explain to the school of any absences and staff make phone calls after two days' absence to check in with families. During the Remote Learning period attendance through check ins and work completed were monitored by teachers and leadership, with any absence followed up. Parents choosing to take family holidays apply to the Principal and school work is provided for any extended periods.

Wellbeing

Developing emotional intelligence and increasing skills such as resilience and empathy are paramount for preparing students for the future. Specific programs such as our leadership program for Year 6, Values For Life for Years 3/4, Zones of Regulation, Inner Coach/Inner Critic and the use of Positive Psychology - Character Strengths and Growth Mindsets program teach students life-skills. Our school has a restorative approach to behaviour management with the Respectful Relationships Program being introduced across the school to complement whole school well being. We achieved full accreditation for the Victoria Healthy Together Achievement Program in 2017 and continually monitor our performance against the standards.

Our Kindergarten program enables us to ensure a smooth transition to Foundation. Parents are encouraged to participate in a wide range of school programs and activities and although there were interruptions to these events during 2020, many adaptations were created. Having parents connected to the school assists the well-being of their children. Our staff work collaboratively to plan and support the well being of their students. This became a central focus during 2020 and highlighted the importance of the initiatives we have in place.

Students graduating in 2020 enrolled at a range of local government and independent schools with the Year 6 Exit Survey indicating they had made a successful transition to secondary school, with 100% indicating MPRPS had ensured they were prepared to start secondary school. The positive responses to the exit survey can be attributed to the responsiveness of the teachers to students' surveys and the newly introduced 'Step Up Week' to support transitions across the school. Step Up week included a Secondary School style timetable for Year 6 which involved local Secondary School teachers teaching and secondary school subjects being taught.

The 2020 Student Attitudes to School Survey indicated students have a very high sense of connectedness (sense of belonging) of 88%, and the work around activating student voice and agency within the classroom, school and community is increasing. Given the challenges of Remote Learning in 2020 these achievements are a very positive trend. The high level of parent satisfaction of 92% is attributed to engaging with parents in many ways across the year including, parent/teacher check in phone calls in addition to video conference SSG meetings, responding to surveys for feedback on Remote Learning and Question and Answer Zoom sessions hosted by the Principal, leadership and teachers. The aim is to include these video conference sessions to support families to connect with the school in addition to onsite events.

The 2020 School Staff Survey demonstrated the extent to which staff are positive, committed to improving practice and promoting a culture that is conducive to improving student outcomes with 90.4% of staff indicating they were positive about the school climate.

Financial performance and position

Mount Pleasant Road Primary School and Kindergarten maintained a very sound financial position throughout 2020, despite managing refunds and a lack of fundraising opportunities, due to COVID19. The 2019 - 2023 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for School Council allocation of funds to support school programs and priorities. The School Council operates the Three Year Old and Four Year Old Kindergarten and this is reflected in the Locally Raised Funds and Salaries and Allowances. As a Lead School for the implementation of the DET Respectful Relationships initiative, grant funds were used to support the implementation at MPRPS&K and also to support our network schools.

The Financial Performance and Position report shows an end of year surplus, with many staff in the early years of their careers. The school received a small amount of Equity Funding and English as an Additional Language funding which contributes towards the employment of two Learning Specialists and a full time Literacy Intervention program. Through the Maintenance Blitz program \$66,570 was committed to the school to make minor repairs and additional funds are being committed to future building and ground upgrades e.g. oval development and indoor Physical Education facility. The school was successful in applying for an Inclusive Playground grant of \$200,000 that will be used to install two new playgrounds and the Kindergarten was awarded \$300,000 to completely redevelop the outdoor learning environment.

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

www.mtpleasantroadps.vic.edu.au/



Education
and Training

Mount Pleasant Road Nunawading Primary

School



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 425 students were enrolled at this school in 2020, 209 female and 216 male.

37 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.

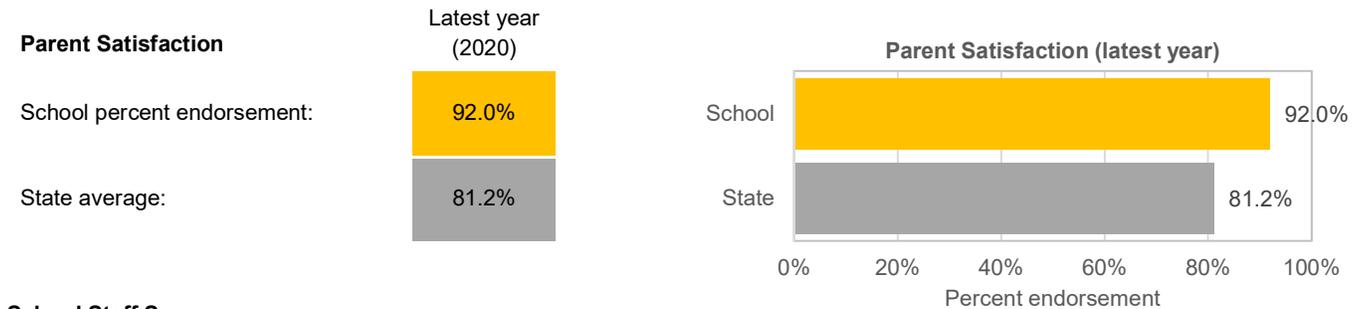
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

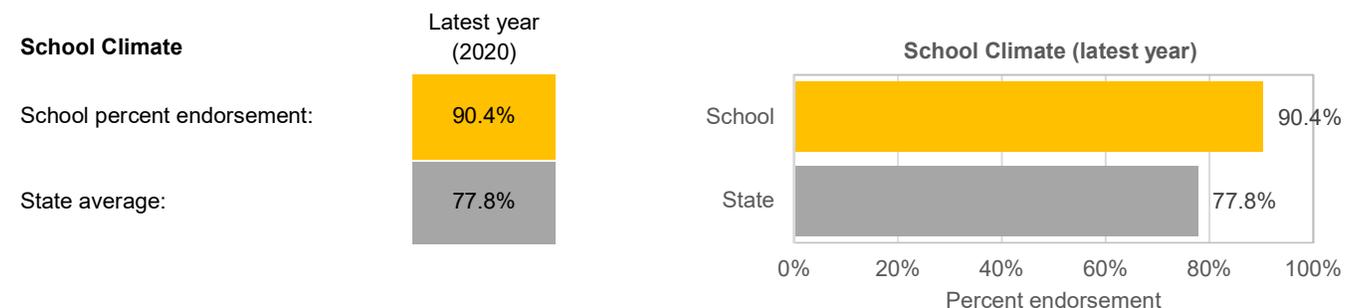


School Staff Survey

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:

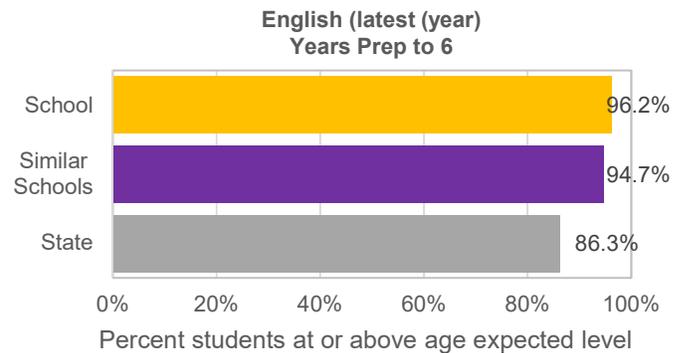
96.2%

Similar Schools average:

94.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

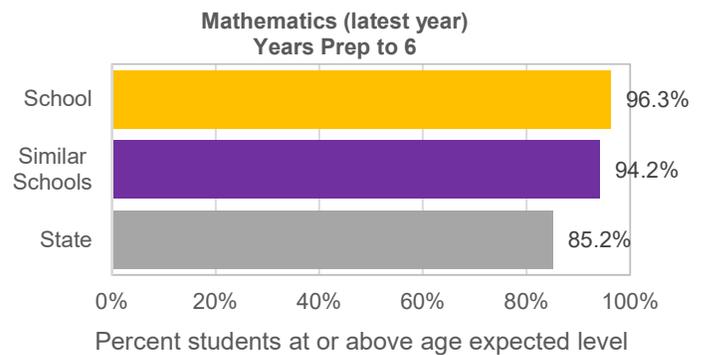
96.3%

Similar Schools average:

94.2%

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

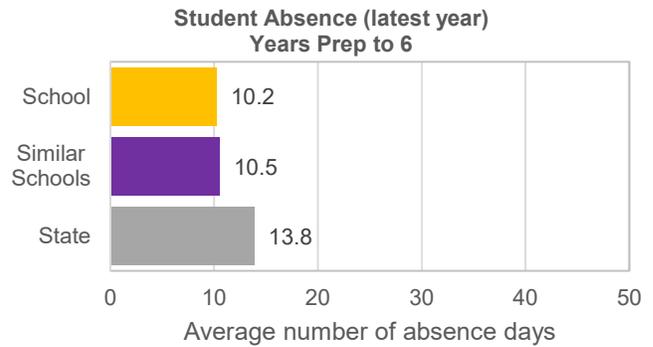
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	10.2	11.0
Similar Schools average:	10.5	12.8
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%	95%	95%	95%	95%	93%	94%

WELLBEING

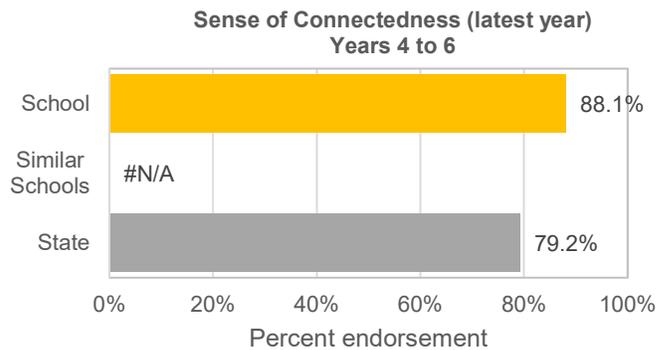
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	88.1%	81.7%
Similar Schools average:	NDP	82.8%
State average:	79.2%	81.0%



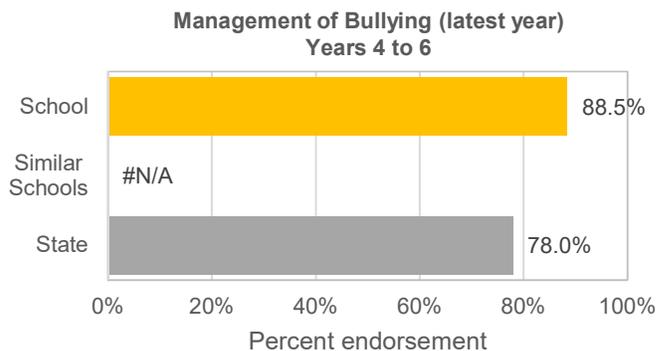
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	88.5%	82.0%
Similar Schools average:	NDP	81.3%
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	\$3,834,496
Government Provided DET Grants	\$352,235
Government Grants Commonwealth	\$4,200
Government Grants State	\$345,745
Revenue Other	\$42,167
Locally Raised Funds	\$338,075
Capital Grants	NDA
Total Operating Revenue	\$4,916,918

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,710
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$17,710

Expenditure	Actual
Student Resource Package ²	\$3,575,599
Adjustments	NDA
Books & Publications	\$860
Camps/Excursions/Activities	\$80,869
Communication Costs	\$3,128
Consumables	\$110,596
Miscellaneous Expense ³	\$43,488
Professional Development	\$28,989
Equipment/Maintenance/Hire	\$127,223
Property Services	\$136,689
Salaries & Allowances ⁴	\$295,259
Support Services	\$567
Trading & Fundraising	\$44,173
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$48,766
Total Operating Expenditure	\$4,496,208
Net Operating Surplus/-Deficit	\$420,710
Asset Acquisitions	\$11,502

- (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	\$707,714
Official Account	\$58,081
Other Accounts	\$1,805
Total Funds Available	\$767,599

Financial Commitments	Actual
Operating Reserve	\$134,332
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$22,330
School Based Programs	\$7,500
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$413,351

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.