

# 2020 Annual Report to The School Community



School Name: Warringa Park School (5165)



- 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 10 March 2021 at 11:45 AM by Ashwini Sharma (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 28 July 2021 at 11:56 AM by Sean O'Mahoney (School Council President)

# How to read the Annual Report

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## 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.

### 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. Absence 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.

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## 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.

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## 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 Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum

### Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### 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.

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### What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

'Levels A to D' 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

Warringa Park School is a specialist school located in Hoppers Crossing. The school population is drawn from the City of Wyndham and caters for students aged 5 to 18 years who have a diagnosed intellectual disability ranging from mild to profound.

Warringa Park is a P-12 school organised around the three stages of learning - Lower Primary, Upper Primary and the Later years. The Victorian Certificate of Applied Learning (VCAL) is offered in the later years at Foundation Level. An alternative year 9 to 12 vocational training program is offered at a rural campus in Cayleys Rd Werribee South. A year 7-12 campus is situated on the grounds of The Grange P-12 College in Bethany Rd.

The school has 168.18 equivalent full-time staff: 4.0 principal class, 71.35 teachers, 92.83 education support staff and an enrolment of 544 students were enrolled at this school in 2020, 144 female and 400 male.

Warringa Park Schools vision is, "Excellence in education for all students" and has the three school values of 'Learning, Respect and Working Together'. There is collective efficacy amongst teaching staff that all students in our school can learn and want to learn and by working together we can make a difference to their learning achievements. The school provides a balanced and personalised curriculum where improved learning outcomes in English, Mathematics and Science are seen as integral to the achievement of successful post school options. The learning growth of students is charted using ABLES and The Victorian Curriculum. A high level of student engagement and improved student learning is being achieved by integrating eLearning into teaching and learning practice. Positive engagement is further supported through the implementation of school wide PBIS.

Warringa Park School is a 1:1 iPad school and is one of 5 schools in Victoria that are an Apple Distinguished School. Our purpose is to provide a stimulating, safe, challenging and flexible learning environment where student achievement is acknowledged and celebrated. The school provides facilities and centres of learning which are spacious, bright and well resourced to meet the needs of the 21st century learner. There is a strong focus on student well-being and building effective home school partnerships.

Provision is a key challenge for the school. Sustained enrolment makes the planning and expansion of the Cayley's Road campus vital. Giving students voice and choice and a wide range of authentic work experiences that enable viable post school options continues to be a focus of the school in the later years.

### Framework for Improving Student Outcomes (FISO)

Warringa Park School has delivered on our KIS of Build PLC and teacher capacity to become data literate and teach at students point of need in reading. We did this by continuing to provide professional learning to PLC leaders on the improvement cycle for improvising student outcomes. Throughout the year we have had a strong focus on developing the teaching and learning with the focus on reading. Teachers have undertaken many professional development sessions which have in turn impacted the quality of teaching both onsite and during remote learning. These professional learning sessions were created by the Learning Specialist in conjunction with our Learning Consultant Andrea Hillbrick. During remote learning, professional learning was adapted to an interactive platform and self directed. Teams completed the professional learning within their PLCs to view and discuss the professional learning. This allowed teams to view, stop and discuss how this then will apply to their students and how they can implement. The self directed PL received really positive anecdotal feedback from teams as they felt they could unpack the information at their own pace and immediately apply this immediately to their context of learners.

Cayleys Road Campuses three PLC's worked successfully throughout the Remote Learning period and have transitioned well back into the world of onsite learning. This has included the opportunity to work collaboratively within their teams to monitor their growth as a PLC. The growth of these teams is evident, as all teams are currently working through Improvement Cycles that are driven by data from ABLES, Judgment Tool, Renaissance or the Reading Observational Checklist. This has allowed teachers a better collective understanding of student levels within their PLC, which has led to teaching and learning directly targeted to the students' needs.

Throughout our Staff opinion survey, we have positive responses in the areas of "Collaborative to plan", "PL Targeted to improve literacy and numeracy" which we believe is a direct result of this KIS.

Throughout 2020, Warringa Park School was a PLC link leader school providing support to 4 other schools around the

implementation and running of their PLCs. We were successfully able to engage 3 schools throughout this process, meeting with them twice a term to set and reflect on an Action plan for implementation, whilst also receiving our own professional learning through the DET. We provided professional learning through Webex and videos to unpack the improvement cycle as well as model how a PLC meeting can be run. Other schools have sent videos of their meetings to which we have also provided feedback to them.

Using the PLC maturity Matrix, we were able to reflect on our areas of development and set goals for 2021- with a focus on using data to inform and monitor student learning and growth. As we were unable to complete this due to remote learning- we do not have any comparative data.

As a school we used staff input and feedback to create the Warringa Park School 'Non- negotiable' document. Staff collaborated through meetings to identify what would be in this document that would support with consistency across the school.

## Achievement

Students reading data was tracked alongside the Victorian Curriculum. Teacher judgements were made based on a range of formative and observational assessments.

Lower Primary (74% of students working at levels A-D, 26% working at or between Foundation and Level 1. This was an increase of 7% of students working assessed as at Foundation or above since 2019)

Upper Primary (41% of students working at levels A-D, 59% working at or between Foundation and Level 3. This was an increase of 4% of students assessed as working at Foundation or above since 2019)

Cayleys Road 9/10 students (49% of students working at levels A-D, 51% working at or between Foundation and Level 1. This was an increase of 3% of students assessed as working at Foundation or above since 2019)

Bethany Road Campus (6% of students working at levels A-D, 94% working at or between Foundation and Level 5. This was an increase of 3% of students assessed as working at Foundation or above since 2019. Also since 2019, there has been a 5% increase in the number of students being assessed at Level 3-5.) In addition to the professional learning above- improved reading outcomes are due to students using setting their MyOn to their appropriate reading level and identifying 'too easy' or 'too hard' texts with the 5 finger strategy. Other factors that may have contributed to the improvement of reading scores were having the iPad at home during remote learning to access ZPD reading materials, a PLC focus on purpose of Text, and PL's centered around differentiation in regards to reading. The next steps for 2021 include Implementing reading strategies like 'Word Wall,' 'Shared Reading' and 'Picture Walks' will create authentic and engaging experiences for our students to be lifelong readers.

### OVERALL STUDENT GROWTH (P-10)

- 78% of our students made growth in reading against the Victorian curriculum
- 22% remained at previously assessed levels or regressed in their assessed level

At CRC, We are incredibly proud to announce that our external moderation process for our students ASDAN modules has passed and we received remarkable feedback on the staff ability to annotate evidence at such a high standard. We weren't delivered the most stable year to introduce ASDAN into our school, but to manage to sign off on a module for 100% of our year 12 student not completing VCAL was a fantastic achievement.

For VCAL, Structured Workplace Learning (SWL) was embedded into our curriculum this year, however due to the pandemic only 37% of anticipated students completed SWL and received Structured Workplace Learning Recognition towards their VCAL. Our newly appointed SWL Coordinator built many relationships with employees who will host our students in their selected industry in 2021. Renaissance Star Reading data has tracked improved outcomes in students reading ages. One classes average growth is one full year, while the cohort's average growth is a half a year in a four-month period. This growth can be contributed to the professional learning undertaken with the schools Learning Consultant and within our PLC to support our AIP focus of building teacher's capacity and knowledge of reading. Our PLC data indicated that only 25% of students were able to demonstrate their comprehension through summarising. Lyn Sharratt's evidence-based strategy 'Bump it Up Walls' were co-constructed in the classrooms and evidence-based reading strategies from the Jennifer Serravellos's reading strategies book (2015) 'Go with the Flow' and 'Take your Time' were implemented to support students to improve their skills in summarising. Teachers continuously monitored and adapted their pedagogical practice of Explicit Teaching and Worked Examples in the strand of reading through the

use of Ellen Levey’s research on the Gradual Release of Responsibility (2008) and John Hattie’s Visible Learning research on micro-teaching, which has an effect size of 0.88 on student achievement. Teachers filmed their practice of Explicit Teaching and Worked Examples and we evaluated these videos in our PLC meetings using the practices of micro-teaching. The PLC assessed their practice against Ellen Levey’s I do, We do, You Do Model (2008) and the Explicit Teaching and Worked Examples HIT’s continuum. By the end of Term 4, the data indicated that 81.5% of students could demonstrate their comprehension of a text through summarising and video evidence now shows teachers modelling worked examples in reading and indicates that teachers have progressed from embedding to excelling in the HIT’s continuum of Explicit Teaching and Worked Examples.

We introduced Intermediate Award level VCAL into our curriculum this year in response to student data and have had 8 students enrolled at the level. 92% of Year 12 students have successfully completed their Oracy, Numeracy, Reading and Writing theory and practical assessments. 89% of students have completed their Personal Development assessments, 7% of the 11% who didn’t complete these were due to medical absences. 97% of students completed their Work-Related Skills Units. 94% of Year 12 students have successfully completed a full VCAL and 96% have successfully completed VET or a School Based Apprenticeship.

## Engagement

During remote learning, Warringa Park ensured all students were engaging in learning via a unified digital platform for distributing student work and continuing communication for staff. Student learning was conducted using Seesaw, an existing platform that students and staff were familiar with and that the majority of families were already connected to. The leadership team ensured all staff were logged onto Slack and Webex before the conclusion of term.

Parent feedback was sought in the appropriateness of the lessons shared and of the 125 families that completed the survey, over 80% indicated that the work was at the appropriate level. Teachers contacted families who indicated that the work was too easy or hard and made adjustments as requested/required. Student feedback was sought after every lesson. Of the families who indicated that it was difficult to support their child, calls were made and if any remote support was appropriate, it was put in place. For some families, it was just a matter of listening to the challenges that they were facing.

We also gathered from parent feedback that the specialist lessons were more engaging than reading, writing and mathematics and therefore some teams adopted their planning in other areas in a similar format to the specialists. About 70% of parents also indicated that they have a better understanding of their child as a learner and the learning that their child experiences at school.

At BRC, Student voice survey and compared results from Term 3 2019 to Term 3 2020. When we asked students if they feel safe at school 60% of students said always compared to 42% in 2019. 86% of students always participate in class compared to 72% in 2019. 83% of students said teachers at this school always teach engaging, interesting and purposeful lessons compared to 64% that said always in 2019. 74% of students said staff at the campus always value what students have to say compared to 67% in 2019 saying always. 82% of students said they always have lots of opportunities to collaborate compared to 70% in 2019. The SRC created a survey for students at the campus to complete to share their voices about learning at school. This survey showed that 73% of students at the Primary campus always want to learn whilst they are at school, and that over 80% of students feel safe at school and participate regularly in school. 70% of students believe that their teachers are always conducting engaging, interesting and purposeful lessons, this could be directly linked to the professional learning undertaken by teachers in differentiation to ensure that all students are engaged in learning.

In terms of student voice our ES staff engaged in an important workshop in term one where we established a definition of what student voice looks like and means for our student. The result of this workshop is echoed in the AIP that has been drafted for 2021 where communication, self regulation and opportunities to be successful in the classroom are the focus of our work.

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Our VCAL team and as a school, have joined the WynBay LLEN cluster and implemented ‘supported’ Vocational Educational Training (VET) programs into our curriculum. The VCAL Coordinator developed partnerships with The WynBay LLEN, the VCAA, the Gordon and schools within our cluster to pioneer the implementation of a Certificate I in

Transitional Education which is compliant with the VCAA guidelines. This program will be hosted at our school in 2021 and it is the first time it will be offered as part of VETiS. Applications from not only our school but other schools in our local community have been overwhelming. The implementation of this program will allow for more students across Wyndham and Hobsons Bay to access learning through a VCAL pathway in response to their learning needs by providing the required VET at a level which is achievable for students with additional needs. 21 of our students have successfully completed a School-Based Apprenticeship in their selected industry.

## Wellbeing

In planning for 2021 we will have a new school nurse, Joanne Pepping, joining the team. We have a new school wellbeing coordinator for the Primary campus and have advertised for a school psychologist as part of the Departments Mental Health funding for secondary schools.

Amy Byrne's work on student engagement along side the PBIS team has provided significant professional learning and support in implementing Tier one strategies across the school. The main forum for this work has been the Multi-Tiered Support Systems (MTSS) meetings which were introduced across the school in term 2. These meetings ensure classroom teams have the support and resources to analyse the student learning and behaviour needs in their classroom and to implement tier one strategies to maximise student engagement.

During remote learning we also took the opportunity to evaluate the tier 2 and tier 3 structures and processes across the school with the guidance of MyRight2Voice behaviour support, we have upskilled teachers in the behaviour tracking and planning needed to support behaviour change. We also have a clear student engagement process to follow when supporting students across the school.

The term 4 work of the PBIS team has been to re launch the school wide values of Respect, Working Together and Learning. The students, staff and community voted on our new school logo and this will be an important part of the work we will be continuing into 2021. We had 357 votes from the community, 184 votes from staff and 157 votes from students. This total of 698 reflects an amazing response to our re launch.

Respectful Relationships in 2020 has had a number of different elements. Our work on the curriculum has continued and the RR lessons, particularly around the States of Regulation, received positive feedback from students and parents during remote learning. The RR team have aligned the curriculum work with the PBIS school values and this will be the overarching focus of inquiry and Project Based Learning across the school for term 1 2021. This work was supported by Andrea Hillbrick as part of the scope and sequence for 2021.

The Respectful Relationships Later Years Team have continued to support partner schools even through remote learning. Workshops have been provided to initially support partner school to complete their RR audit and to set some action plans for 2021. In term 3 we presented our initial role out of the RR curriculum and the work the wellbeing team had done on disclosures and Bystander. This term we will be presenting on the alignment we have done between the RR and PBIS programs as this is a focus for many schools for 2021.

We also engaged with the DET RR team during remote learning to deliver professional learning to staff on managing their own wellbeing. The majority of our school staff attended both of these workshops and staff feedback was extremely positive.

The SRC began the year with a focus on anti bullying and they worked on posters and sharing of information for National day of Action against Bullying in term 1. Following remote learning the SRC supported the delivery of a school wide survey to better understand the students experience of remote learning. Students were able to share that the Webex sessions were supportive and about the types of learning activities that worked best for them.

Once a return to onsite was possible the SRC have been supporting the breakfast club at the main campus to ensure students who need it are able to access a nutritious breakfast at the start of the school day.

The work of the Wellbeing team has been across all campuses this year with the need for support for staff and students at the forefront during remote learning. The team utilised DET resources to ensure we were identifying students and families at risk. Our strong links with local area NDIS supports were vital in ensuring families were able to access support. The Wellbeing data from Compass identifies health, students in out of home care, emotional support and mental health as the four key issues raised. The resulting actions from the team rated first aid, mentoring, family communication and service communication as the key actions. In terms of staff support, regular wellbeing afternoons, information resources and PLC check ins were in place throughout remote learning and have continued while back on site.

The Allied Health team began the year supporting the initial set up of classroom environments and staff coaching. Term one also saw the swimming program run successfully across the main campus and Cayleys Road. During remote learning the Allied Health team joined PLC's across the school to support the redesigning of learning through See Saw. The team also created a library of resources for families including communication resources, OT supports and physio and movement. The Allied Health also provide family Webex sessions to support families in utilising these resources and supporting their child's engagement in learning at home.

Unfortunately, due to remote learning our equine and drumbeat programs were unable to continue after term one. We have been able to begin girls groups again in term 4 and Tania Behan and Michelle Bathan have supported this group of students in celebrating the school values through lunch time activities. These are three programs we are looking forward to picking up again in 2021.

### **Financial performance and position**

The final 2020 financial result for Warringa Park School was a surplus of \$5,526,643

The breakdown of extraordinary revenue that the school has received from the Student Resource Package during the 2020 year is as follows:

In the month of April the school cash down from SRP credit to cash surplus from previous year the amount of \$1,000,000.00 , and again in November \$2,000,000 to support the approved 2020 budget.

Additional funding the school received from (State/Commonwealth) beyond the Student Resource Package during 2020:

1. 3 x Advance Grants totalling \$29,175
2. Chaplaincy Grant of \$20,280.00
3. Youth Employment Scheme (YES) grants to support the Education Support Trainees \$11,250
4. Sensory Grant \$5,819
5. Sporting in schools \$6,350
6. Phone storage \$10,110

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

**[www.warringaparkschool.vic.edu.au](http://www.warringaparkschool.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 544 students were enrolled at this school in 2020, 144 female and 400 male.

28 percent of students had English as an additional language and 2 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.

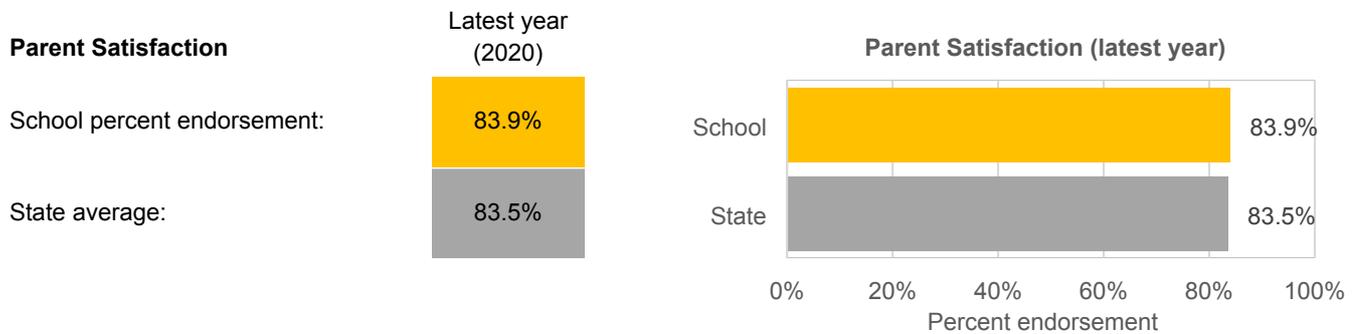
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

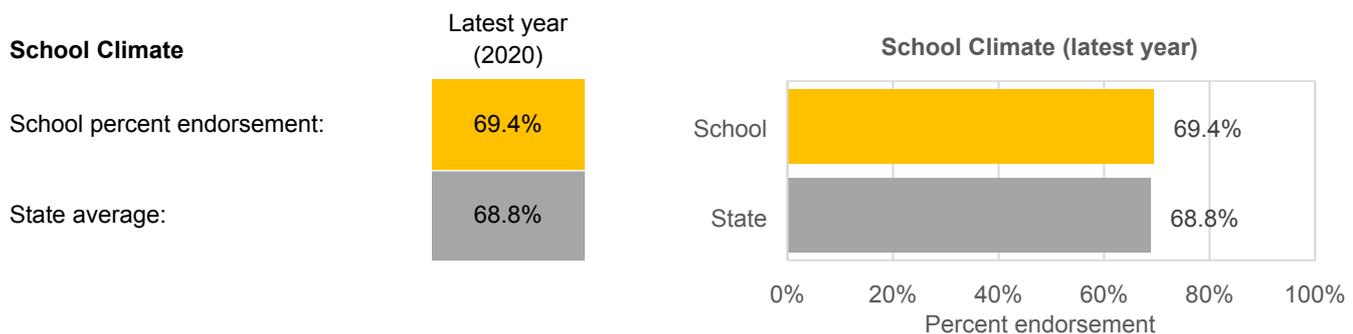


### School Staff Survey

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

### Teacher Judgement of student achievement

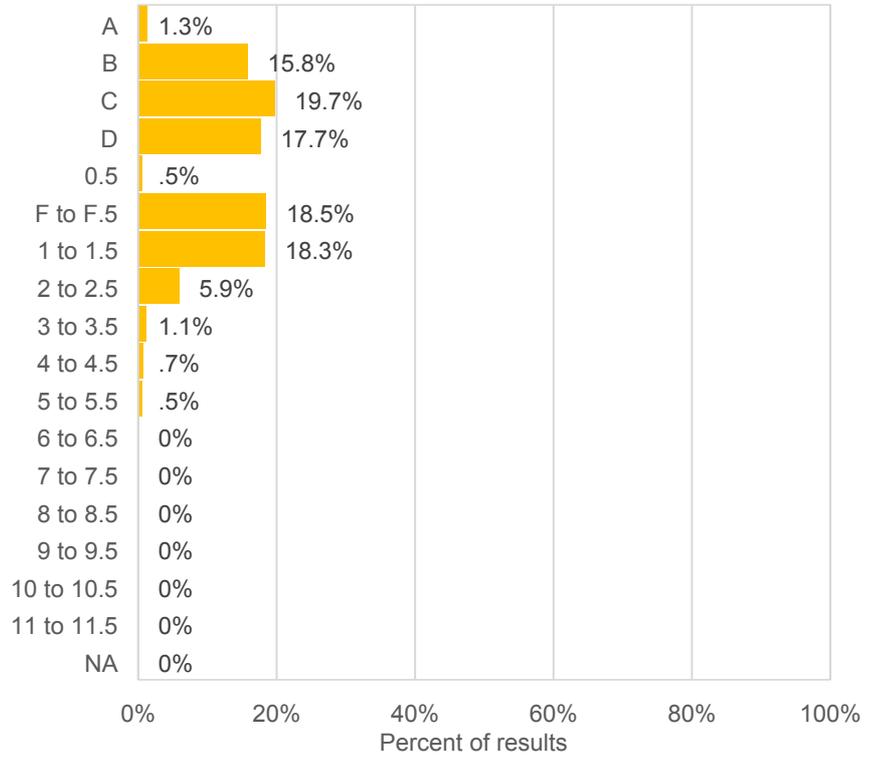
Percent of results at each achievement level in English and Mathematics.

#### English

Achievement Level	Latest year (2020)
A	1.3%
B	15.8%
C	19.7%
D	17.7%
0.5	0.5%
F to F.5	18.5%
1 to 1.5	18.3%
2 to 2.5	5.9%
3 to 3.5	1.1%
4 to 4.5	0.7%
5 to 5.5	0.5%
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA

Achievement Level

English (Latest year)

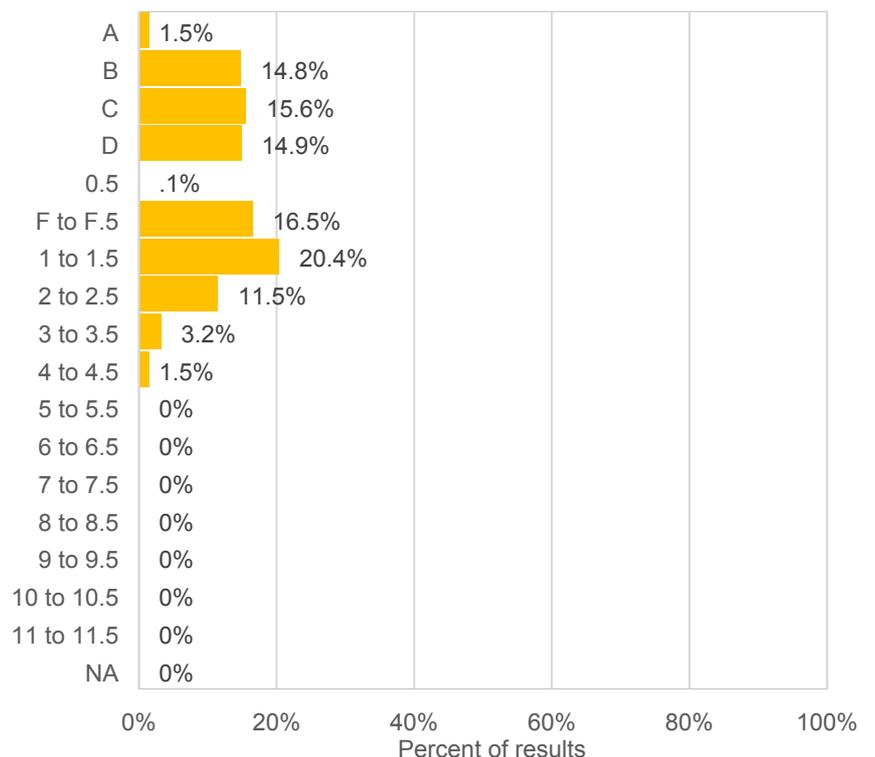


#### Mathematics

Achievement Level	Latest year (2020)
A	1.5%
B	14.8%
C	15.6%
D	14.9%
0.5	0.1%
F to F.5	16.5%
1 to 1.5	20.4%
2 to 2.5	11.5%
3 to 3.5	3.2%
4 to 4.5	1.5%
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA

Achievement Level

Mathematics (Latest year)



## ENGAGEMENT

### 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 data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	23.3	25.4	28.6	42.6	30.3

### Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	100.0%	100.0%	100.0%	100.0%	100.0%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$21,631,555
Government Provided DET Grants	\$4,215,690
Government Grants Commonwealth	\$9,500
Government Grants State	\$85,301
Revenue Other	\$101,679
Locally Raised Funds	\$59,237
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$26,102,962</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$311,427
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$311,427</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$16,104,911
Adjustments	NDA
Books & Publications	\$6,491
Camps/Excursions/Activities	\$62,582
Communication Costs	\$85,224
Consumables	\$188,783
Miscellaneous Expense <sup>3</sup>	\$1,782,037
Professional Development	\$39,014
Equipment/Maintenance/Hire	\$484,715
Property Services	\$518,365
Salaries & Allowances <sup>4</sup>	\$641,718
Support Services	\$420,613
Trading & Fundraising	\$26,567
Motor Vehicle Expenses	\$26,991
Travel & Subsistence	NDA
Utilities	\$113,744
<b>Total Operating Expenditure</b>	<b>\$20,501,755</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$5,601,207</b>
<b>Asset Acquisitions</b>	<b>\$116,282</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 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$586,520
Official Account	\$361,095
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$947,615</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$661,640
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$35,084
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$67,297
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$500,000
<b>Total Financial Commitments</b>	<b>\$1,264,021</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.*