

# 2020 Annual Report to The School Community



School Name: Birralee Primary School (4991)



- 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 30 April 2021 at 11:59 AM by Ashley Ryan (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 10 May 2021 at 06:56 AM by Lisa Lavery (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 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.

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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 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)

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### 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.

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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 '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

Birralee PS is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school, and parents and carers 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.

#### VISION

Birralee PS's vision is to empower students to be confident, curious learners who feel supported and able to meet the challenges at school and beyond. Our purpose is to provide students with skills, abilities and attributes to sustain ongoing learning, and to be successful and effective contributors to their future society.

#### MISSION

Our mission is to provide a safe, supportive and inclusive educational environment where students have the right to fully participate in all learning and activities. The school community will support, enable and encourage students to achieve the best learning growth and personal successes that they are able to accomplish.

#### VALUES

At Birralee PS, we value diversity, responsibility, kindness, integrity, endeavour and achievement.

Our School Declaration encapsulates our shared beliefs about our principles and is learned by all students in order to assist them to recall the agreed values of our school.

The School Declaration (below), is recited each week at an assembly:

“At Birralee we learn to live and work together, to be responsible and think of others,  
To respect our community, to care for the environment, and strive to achieve our goals”

#### INTENT

Given the findings from our self-evaluation and review, the school's priorities are ensuring improvement in Literacy and Numeracy outcomes for every student, particularly with respect to numeracy, writing and reading. The school is also working to improve student voice, agency and leadership as well as student engagement and wellbeing.

#### RATIONALE

Through field work and analysis of the school's Panorama Report, the school's ATOSS, planning documents and NAPLAN the 2019 review identified that teachers needed to further enhance confidence in the use of data so that data could inform teaching, learning and assessment, as assessment was currently predominantly summative. The review also identified a need for a more consistent instructional practice model across the school. Also recognised was a need to enhance student voice and agency, and autonomy, in learning, and that students required more clarity and direction in setting learning goals.

#### FOCUS

The new Strategic Plan will focus specifically on:

- Further developing teacher capacity to effectively use data to inform teaching and learning,
- Further developing and embedding consistent instructional models and teacher practice in literacy and numeracy,
- Building teacher and student knowledge and understanding of student voice and agency and incorporating student voice and agency into planning processes,
- Further developing and embedding student wellbeing initiatives.

The 2020 Annual Implementation Plan will initially focus on:

- Student engagement, wellbeing and voice,
- A consistent instructional model, and
- Enhancing teacher confidence in the use of data for analysis to inform teaching and planning.

Birralee Primary School was established on this site in 1970. From 2008 to 2013 enrolments remained in the low 160s but growth has been rapid, in 2020 there were 578 students. The school has been given an enrolment cap of 550, but it is expected that this growth trend will continue into the foreseeable future due to the increase in building construction in our area. The high growth rate has placed strains on the school in many areas.

We host a Pre-School to Foundation Transition Program to provide opportunities to familiarise future students with their new school. Many new parents to the school hear of us from friends, are recommended by childcare and pre-schools or have researched our school on the internet. We have moved to electronic communication rather than paper newsletters, email alerts and have apps for parent smartphones, enabling better communication between school and parents.

The school uses the Spalding Language Arts Program – a specialised and explicit method of teaching literacy. There are high expectations set for all students at Birralee in all areas of achievement.

The school has an increasing number of EAL students. 44% of students were EAL in 2020. Our students come from a wide variety of family nationalities and religions. Our SFO is 0.2236, the SFOE is 0.1427 - a high socio-economic demographic. The vast majority of our parents hold a bachelor degree or higher. The families of 6% of our students qualify for the CSEF.

The school ran 26 classes in 2019. Staffing comprised: principal, 2 assistant principals, 26 classroom teachers, 2 part-time art teachers, 1 Mandarin teacher, 2 part-time physical education teachers, 1 science/music teacher and 1 part-time English as an additional language teacher, 13 integration aides, 1 library assistant, 1 part-time maintenance technician, 1 office manager and 1 part-time office assistant. Two teachers are Learning Specialists in Peer Support and Mentoring, and STEM.

There were 20 students who received funding under the Students with Disabilities Program; predominantly for autism, severe language disorder and intellectual disability.

Support also aims to engage students who achieve well above expected levels to cater for individual abilities and interests within their classrooms. There is an expectation that teachers know the abilities of their students well and therefore cater for them in all lessons through differentiation.

Birralee has a strong commitment to ICT. We provide for annual upgrading. All classes have access to laptops, desktops and iPads. A separate computer lab is provided. The school moved to the Compass and all communications are electronic.

Opportunities exist for Year 6 students in captaincy and leadership roles. Students from Year 5 & Year 6 also have the opportunity to represent the students on our Junior School Council.

Our performance arts focus is extensive with many opportunities to develop public performance and delivery skills through speaking, debating, a dance program, choirs, musical instrument instruction, band, a junior and senior musical soiree, weekly assembly performances and an annual whole school production.

Students also have extensive opportunities in the sporting and physical education area with dedicated weekly P.E. lessons, a swimming carnival, swimming lessons, school inter-house athletics, swimming and cross country carnivals, inter-school sports days, tennis lessons, gymnastics lessons and a variety of sports clinics throughout the year.

The school has a strong commitment to the school-home partnership. There are many opportunities for parents to be involved in the school: volunteering in class, on excursions or community events or as a member of school council or subcommittee of council. Our PFA provides magnificent assistance to the school by organising many activities throughout the year such as the family fun night, fathers' and mothers' day breakfasts, trivia night, family disco, etc. PFA welcomes new families into the school and is very active at our Foundation orientation program each November.

The school's main challenges remain:

The continuing rapid growth in enrolments and the ability to plan and cater for that growth regard to facilities and personnel,

The changing demographic as an increasing number and percentage of children of EAL and other cultural backgrounds enrol,  
 And ensuring the maintenance, consistency and fidelity of the school's high teaching and learning standards.

**Framework for Improving Student Outcomes (FISO)**

Prior to the Covid-19 pandemic and the subsequent imposition of remote learning for an extended period in 2020, Birralee's AIP was to have focused on implementation of Key Improvement Strategies related to the FISO dimensions of:

Building Practice Excellence,  
 Setting Expectations and Inclusion.

These included:

- 1) Building the teaching practice of every teacher by adopting a whole school approach and an agreed instructional framework
- 2) Developing teacher capacity to enhance student engagement and promoting intrinsic motivation
- 3) Enhancing the wellbeing of all students in the school
- 4) Developing the capacity of the Leadership Team and building a distributive leadership model.

Covid-19 and remote learning affected the application of these strategies to a large extent.

To support implementation of these Key Improvement Strategies, teachers have been appointed to the following positions:

- STEM,
  - \* Learning Specialist,
- Observation and Mentoring,
  - \* Learning Specialist, Peer
- and Assessment
  - \* Leading Teacher - Data
  - \* Literacy Leader
  - \* Numeracy Leader
  - \* Wellbeing Leader

The Covid-19 pandemic and remote learning impacted heavily on our ability to implement our Key Improvement Strategies, however we were able to partially meet our expectations by:

- other and develop strategies
  - \*Having regular weekly meetings of our Leadership Team to support each other
  - \* Holding weekly staff meetings where all 56 staff members were present
  - \*Leadership team visiting class online WebEx sessions
  - \*By having all leaders make daily contact with all staff members
  - \*By including integration aides in our daily WebEx sessions
  - \*By continuing Peer Observation and Mentoring across the year levels - this was vital in alleviating the sense of isolation many teachers and aides were experiencing, as well as providing insight into how other teachers were engaging online with students.

Because of the extremely different instructional methods due to remote learning and the need for such rapid implementation of such a radically different mode of instruction and communication, teachers were able to receive feedback, observe others and modify teaching practice accordingly.

## Achievement

It is obvious that remote learning severely impacted the normal routines of learning in a classroom. We had many students who excelled under this method of providing learning, whilst some others did not engage well, despite the best efforts of teachers who made personal contact with parents if students were not present nor engaging online.

We discussed student achievement at staff and leadership meetings. Our teachers stated that they were very conservative in their end of year assessments. One factor that also impacted on the achievement as shown on teacher judgements was the timing of our end of year assessment regime. This would normally occur in early November, but because of our concerns that we could move into lockdown very quickly once more, we decided to hold our assessments in the first three weeks of Term 4 - whilst we were able to.. This meant that tests which were normed to a November timeline gave results that were not as accurate in assessing student achievement as they otherwise would have been. We expected this action to show lower than usual results.

Teacher judgements from Prep to Year 6, in both English and mathematics show that our students are performing above state averages but when compared to schools similar to ours, last year's end of year teacher judgements showed we were performing at a slightly lower level in English and mathematics. This needs to be viewed in the context of the comments above.

NAPLAN did not take place in 2020

The school takes great pride in its achievements in literacy, especially with reference to the rapidly increasing EAL student enrolment, and will continue to target these areas for improvement in 2021 through our EAL specialist support program, our comprehensive Spalding Literacy approach and our Accelerated Reader program.

Despite the period of remote learning, literacy teaching was further developed with training throughout the year in the explicit teaching of phonics, spelling, grammar and reading. All teachers new to the school in 2020 undertook a 10 day Spalding Language Arts course in the summer vacation prior to beginning at Birralee. Throughout the year, we continued to monitor teaching practice to ensure a uniformity and consistency of approach across the school. This continued during the lockdown and remote learning period with teachers visiting, observing and giving feedback to each other's remote teaching classes.

Students with disabilities continued their education via WebEx with daily sessions held by teachers and aides, this proved to be very beneficial.

## Engagement

Covid-19 and remote learning had an enormous impact on the level of engagement with the parent and student community. Early on in the year, parents were unable to venture on to school grounds in the morn, or congregate after school it was noticeable that we lost the normal close contact we usually have with parents.

Our PFA however remained very strong, hosting online events, and supporting families in need.

During remote learning our teachers and aides were very mindful of the need to engage with their students. Our specialist team provide opportunities and activities for students to complete at home and ran their own WebEx sessions as well. Teachers were very aware of which students were missing from WebEx sessions or who did not engage and active steps were taken to follow up by phoning parents.

When students finally returned to on-site learning last year, extra opportunities were created across the school to ensure students adjusted readily. Only a handful of students had any difficulty reconnecting and steps were taken by teachers to work with parents and the student to smooth the transition back to school. Most students however were thrilled to be back with their friends and engaged readily with school.

Once back at school. although restrictions were still in force, we continued to talk with the parent community about the strong link between student attendance and learning outcomes. Our student attendance rate was slightly lower in 2020 when compared to schools similar to ours - 13.0 days absence compared to 10.6 for similar schools, though we were below the state average absence rate of 13.8 days per year. All student absences which are not explained are followed up each day via email, requesting and explanation, by our office staff members. Phone calls are made to parents if a child has been absent for more than three days without adequate explanation.

Our children are actively encouraged and expected to demonstrate pride in and respect for themselves, their school and their peers, to accept responsibility for their choices and behaviour, and to interact empathetically with others. The school promotes the values of diversity, achievement, responsibility and endeavour and expect the students to display respect, courtesy and understanding.

Our house system and student leadership roles emphasise a team approach, a sense of belonging and co-operation. Students are aware that bullying in all its forms is unacceptable and incidents are addressed. We will continue to expand our cyber-bullying awareness program.

Our Annual Implementation Plan has flagged student wellbeing, engagement and agency as areas requiring further work. A teacher was appointed in the role of Wellbeing Leader to oversee and co-ordinate student engagement and wellbeing across the school.

We have a very strong PFA, which is instrumental in ensuring that the bonds in our close-knit community are maintained and strengthened. Family events such as the Family Fun Night and Overnight Camp-Out have in the past proven very popular with students, parents and teachers and forge strong, common bonds within our community. The PFA ensures that parents new to the school are made to feel welcomed into the community.

The introduction of classroom contact lists, as well as a contact parent for each class, proved beneficial and adds to the sense of community and inclusion.

## Wellbeing

The Student Attitudes to School Survey shows a 4 year average for sense of connectedness of 83.3% marginally above similar schools and above the state average. There were no figures from 2020 due to lock down and remote learning. A teacher was appointed in the role of Wellbeing Leader to oversee and co-ordinate student engagement and wellbeing across the school. We have also appointed wellbeing student leaders.

Birralee has very successful programs in place to support the transition from kinder to Prep, transitions between year levels within the school and transition from Year 6 to Year 7 however at the end of last year, due to restrictions those plans had to change. We were able however to move to online avenues to communicate with new parents until we were able to host them at school..

As a result our orientation program, new Preps have a very happy and confident start to school. Parents are also encouraged to socialise with each other during the Prep orientation sessions so that they too feel part of the school community. A Prep parent information evening is held each November to prepare students and parents for the new year at Birralee.

Preps are paired with Year 5 students in the first week of school and take part in frequent 'buddy' activities throughout the year. Having Year 5 students as buddies means this relationship can continue for the preps, throughout Year 1. Strong friendships, a sense of security and confidence are developed early.

We schedule internal transition sessions late in Term 4 for students from Prep to Year 5 to become familiar with their next class, peers and teachers. This promotes a sense of security and a positive approach to their transition for the following year. Students new to the school throughout the year were assigned a friend upon starting with us. This was able to take place in December as restrictions had been lifted sufficiently by then.

The whole school follows the 'Play is the Way' philosophy - a practical methodology for teaching social and emotional skills using guided play, classroom activities and an empowering language - behaviour education using wisdom, not force. All staff members in the school are trained and formal lessons are held across the school in all classes whilst the philosophy is practised informally on many occasions throughout a normal school day. We continued with these programs throughout lock down, using the language from PITW in remote learning. The school also follows the Respectful Relationships program to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.

Birralee usually maintains a significant and close relationship with our local secondary schools. Throughout the year, regular exchanges and activities occur between the schools, including performances and presentations. Our students enter their secondary schooling with confidence and self-assurance. However we had minimal contact during Covid-19 restrictions.

Parent satisfaction, according to the Parent Opinion Survey, rose to 84.0% from the previous year - above the state average of 81.2%. These were very pleasing results in the context of remote learning and the disruption that occurred throughout the year.

The percentage endorsement by staff on school climate at 85.2% was well above the state mean of 77.8% , according to the School Staff Survey.

We spent a great deal of time and energy last year ensuring that staff members were contacted frequently during the lockdown and we were very cognisant of the fact that some staff member's partners had lost employment and therefore suffering hardship. We also had a number of staff members who lived alone. The daily contact from other members of staff was extremely important along with the weekly whole staff and leadership meetings that took place to keep every one connected and supported.

### **Financial performance and position**

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. Birralee Primary School continues to experience rapid growth, hence forward planning is extremely important. Funds were in surplus at the end of 2020 to ensure future projects and needs could be met.

We ensure the Finance Subcommittee meets at least twice per term to review payments and receipts and to monitor the tracking of the annual cash flow budget. This subcommittee then reports to School Council. The school is very pleased with the manner in which the finances have been expended and with the planning needed to ensure the adequate resourcing of the school at a time of rapid growth.

**For more detailed information regarding our school please visit our website at**  
[www.birralee.edu.vic.gov.au](http://www.birralee.edu.vic.gov.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 578 students were enrolled at this school in 2020, 274 female and 304 male.

44 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.

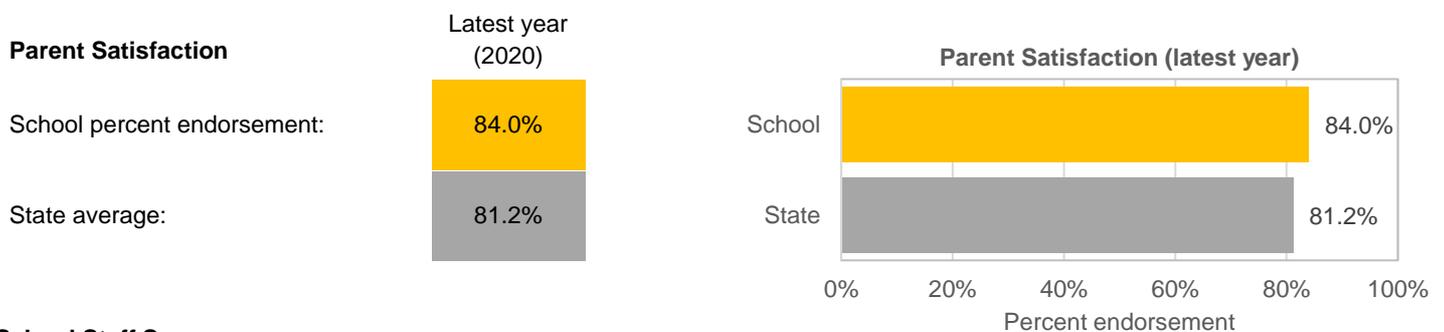
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

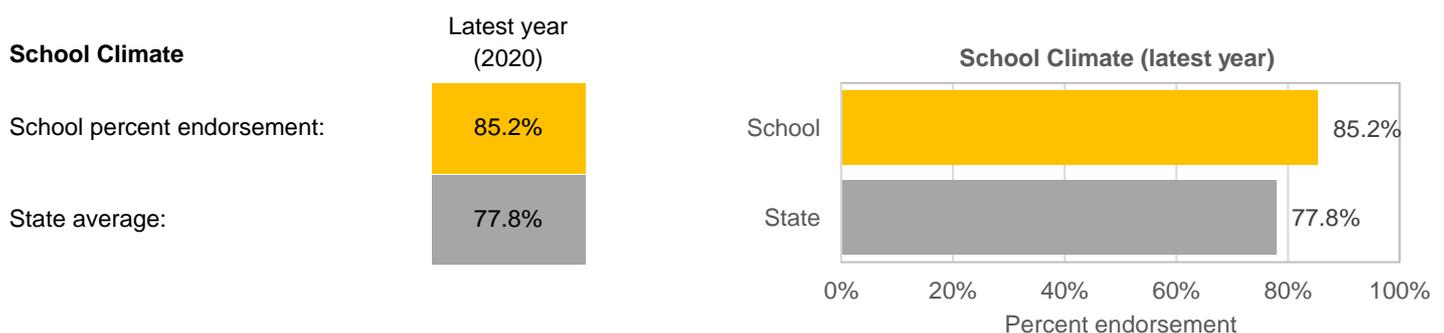


### School Staff Survey

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:

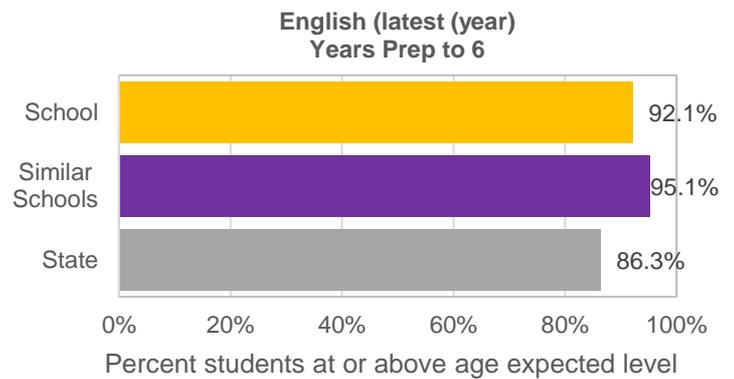
92.1%

Similar Schools average:

95.1%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

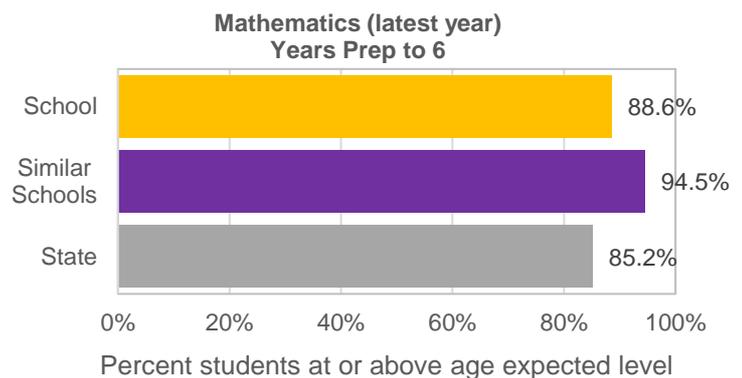
88.6%

Similar Schools average:

94.5%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

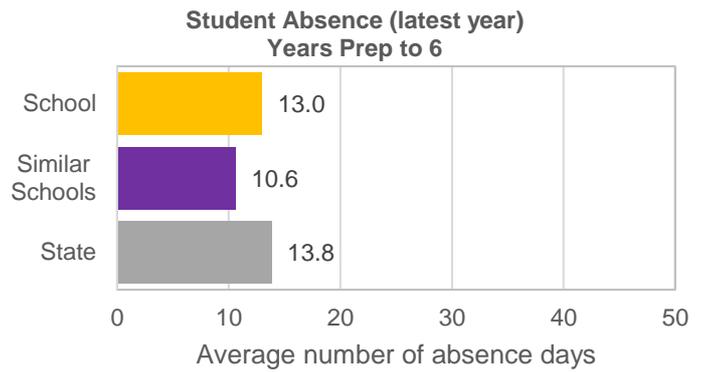
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.0	13.7
Similar Schools average:	10.6	12.7
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):	94%	93%	93%	93%	94%	94%	91%

## WELLBEING

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

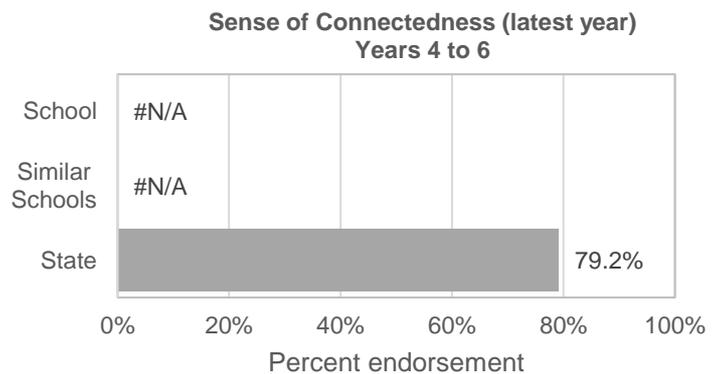
### Student Attitudes to School – Sense of Connectedness

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

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	83.3%
Similar Schools average:	NDP	83.2%
State average:	79.2%	81.0%



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

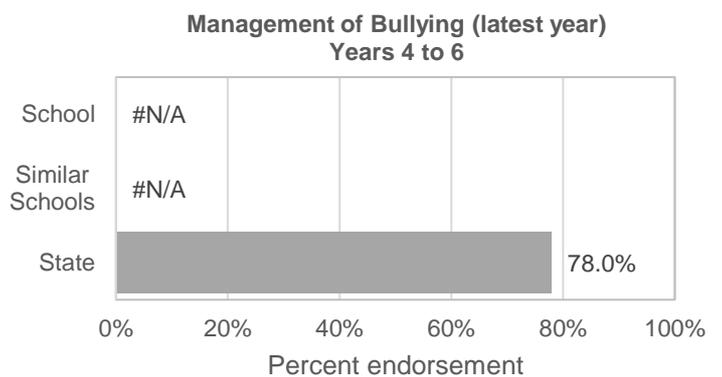
### Student Attitudes to School – Management of Bullying

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

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

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	80.4%
Similar Schools average:	NDP	81.6%
State average:	78.0%	80.4%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,833,218
Government Provided DET Grants	\$484,501
Government Grants Commonwealth	NDA
Government Grants State	\$3,400
Revenue Other	\$4,711
Locally Raised Funds	\$421,193
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$5,747,023</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$12,600
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$12,600</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,451,850
Adjustments	NDA
Books & Publications	\$6,999
Camps/Excursions/Activities	\$79,703
Communication Costs	\$7,920
Consumables	\$187,922
Miscellaneous Expense <sup>3</sup>	\$29,421
Professional Development	\$21,023
Equipment/Maintenance/Hire	\$98,002
Property Services	\$163,620
Salaries & Allowances <sup>4</sup>	\$221,317
Support Services	\$22,814
Trading & Fundraising	\$2,442
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$34,926
<b>Total Operating Expenditure</b>	<b>\$5,327,960</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$419,063</b>
<b>Asset Acquisitions</b>	<b>\$130,817</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	\$514,541
Official Account	\$87,937
Other Accounts	\$850
<b>Total Funds Available</b>	<b>\$603,328</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$124,887
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$143,740
School Based Programs	\$900
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$73,800
Capital - Buildings/Grounds < 12 months	\$210,466
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$35,695
<b>Total Financial Commitments</b>	<b>\$589,488</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.*