

2020 Annual Report to The School Community



School Name: Edenhope College (5432)



- 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 30 April 2021 at 09:45 PM by Trevor McClure (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 04 May 2021 at 05:42 PM by Marnie Baker (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 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
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

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

Edenhope College had 158 students enrolled at the start of 2020. This was an increase in enrolment from the previous year, 2019 (146). In 2020, the school's leadership structure changed significantly from a leadership team consisting of two principal class staff members, two leading teachers and the College business manager. By the years end the principal and one of the Leading teachers had resigned. Staff included 22 teaching staff (ongoing, contract and part time), and 11 education support staff employees. The vision of the College is; 'Edenhope College will value the environmental, social, cultural and economic attributes of the local and regional context and include these to provide the best possible educational facility for its young people. Edenhope College is currently looking for a new motto (It was previously was 'Best in the West). The values that the College embraces are: We are Respectful, We are Safe and We are Willing to Learn.

Edenhope College is in the West Wimmera Shire, approximately 30km from the border with South Australia. Edenhope is a rural centre with a gradually declining population. The nearest primary schools are St. Malachy's Catholic School in Edenhope, and the government primary school in Apsley. The nearest secondary college is Goroce P-12, approximately 50km from Edenhope. Based on the College's Student Family Occupation and Education Index, which takes into account parents' occupations and education, Edenhope College is assessed as having a 'Low-Medium' Overall Socio-Economic Profile.

The College Curriculum includes: a focus on Early Years Literacy and Numeracy; Years 8, 9 and 10 elective program for The Arts and Design, Creativity and Technology domains; Senior pathways such as the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL); Vocational Education and Training in Schools (VETiS) programs at the Wimmera Trade Training Centres, and access to further vocational programs such as School Based Apprenticeships, Structured Workplace Learning, and Technology (Food, Textile, Wood), Visual Arts (Multi-media, Photography, Ceramics/Sculpture, and Painting), Performing Arts (Drama and Music) and Agricultural Studies (utilising the College farm). Extra curriculum programs include Respectful Relationships; Advance (Year 8 - 10) and The Duke of Edinburgh's Award program, and a strong sports program with opportunities for students to compete at a variety of levels. The College accesses support professionals from DET, Speech Pathologist, Social Worker and Visiting Teacher (Hearing), and we have a visiting chaplain for one day a week (we pay half his costs, his provider Korous Connect pays the other half). Our funding for the chaplain was completely cut for 2021.

In 2020, there was movement in staff, including the principal, a Leading Teacher and five other experienced teachers who taught the following: Mathematics (including VCE), English (including VCE), Psychology (VCE), PE & H&HD (including VCE), LOTE (German), and Agriculture. Movements in staff were countered with permanent and contract replacements, leaving only Agriculture and LOTE replacement (Respectful Relationships), taught by Casual Relief Teachers. This being said, students in those subjects have made many positive comments about the content taught. Other staff have also noticed the positive teaching environment in these areas.

Two stints of remote learning (Term 2 and 3), did have negative effects on student engagement and attributed to student numbers dropping significantly at the end of the year to under 130. Students in VCAL, Year 11, PSD funded student families and other year levels exited before the years end. VCAL students left mainly for employment (positive), but in the other cases students or families (PSD), couldn't cope with remote learning and the isolation it brought and they left the area for bigger rural cities. Other students/families normally leave and numbers are generally replaced, but this has been more weighted in exiting students. Edenhope College has made concerted efforts all the way throughout 2020 to accommodate students/families academic and wellbeing needs, but covid has shaken the tree!

Framework for Improving Student Outcomes (FISO)

Edenhope College had it's four yearly review and successes were celebrated and areas to concentrate on moving forward were targeted. Some highlights pointed out by the review were:

Empowering students and building school pride

- expanded the elective program to include more students for a greater proportion of their timetable.
- Students and parents reported in their focus groups that the range of choices students could make was improving engagement as the time spent learning their areas of interest was increased and the depth of understanding was improved.
- Some students shared that the elective choices were helping them make informed future career choices and the content of some electives would be useful as general life skills.

Setting expectations and promoting inclusion

- development of leadership and staffing to support students with additional needs. New leadership positions were created to formalise provision and lead the wellbeing aspects of the school.
- Through an audit of needs and processes in place, the school developed its compliance with meeting the specific needs of Program for Students with Disabilities (PSD) students including the Student Support Group (SSG) meetings and individual education plans (IEPs). Other new processes were introduced which led to improved transparency of approach for parents and teachers, and enhanced communication between the school and families.
- Staff professional learning was provided to all teachers to develop their knowledge and understanding of a range of student needs, resulting in a more collaborative approach across the school.

Health and wellbeing

- continued rollout of the SWPBS processes across the school.
- A SWBPS team was set up, including student representatives. This group worked on developing an agreed behaviour purpose statement, behaviour management strategies/matrix, positive behaviour rewards system and additions to the school curriculum to specifically teach students about positive choices and behaviour regulation. Whilst some of these additions were still in the early stages of development, students, teachers and parents commented that there were generally good relationships between students.
- Teacher and leaders at the school reported they were committed to further enhancing the SWPBS program to promote engagement, positive behaviour and respectful relationships, whilst acknowledging that some students have additional social, emotional and educational needs requiring extra support and enhanced inclusion methods.

Areas the review have pointed out for the school to focus on are the following:

The School Review Panel recommends the following key directions for the next School Strategic Plan:

- consistent instructional practices
- data literacy
- monitor and evaluate the impact of teaching
- teacher collaboration
- learner agency

To address Dot point one, leadership will work with staff to create a simple 'Instructional Model', which outlines teacher practice within the classroom. Modelling off other schools and local experience, Edenhope College leadership and staff will look to build a simple document (one – two pages), that can be laminated and positioned in all rooms and handed to all new staff and CRTs. This gives ownership to instructional practice in the classroom and when applied in a learning environment consistently, has shown to improve student engagement and outcomes.

Dot points two and four will be developed through the PLC (Professional Learning Communities), process that is being piloted at school currently. The meeting process looks at creating an environment that involves whole staff collaboration, inquiry, critical analysis (data), and reflection of practice. It is a program the department has seen value in and is being rolled out across the state.

Dot point three will be also a part of the PLC process. Edenhope College will look to implement classroom observations consistently across all teaching and staff levels. The process involves teachers observing each other's classes, looking at predetermined focusses and then reflecting together to improve practice.

The last dot point is a focus the school already has, but needs to keep building on,- student agency. This put simply is to have a student voice effectively embedded throughout the school. The AToss data (Attitude to School Survey), has been low over several years and a concerted effort needs to be made to address this. School council, SRC, SWPBS committee and Primary/Secondary School Captains positions are all full (with the required number of students), and students are encouraged to 'have a voice'

Achievement

There were no NAPLAN results to compare 2020 to 2019, due to remote learning. However, the following targets have been set for the next four years:

By 2024 increase the percentage of students ‘meeting’ or ‘above’ benchmark growth in NAPLAN (benchmark set as a mean over three years prior to the start of the review period):

- Year 7–9 Reading to increase from 80% (2019) to 95% or above
- Year 7–9 Writing to increase from 61% (2019) to 85% or above

Year 7–9 Numeracy to increase from 66% (2019) to 90% or above

The following has been set for our VCE Study Score average:

By 2024 increase mean VCE all study score from 24.5 (2019) to 30 (2024)

The following targets have been set for development of staff – measured by future AToss data:

By 2024 increase the percentage of positive endorsement in the SSS:

- Academic Emphasis from 33% (2019) to 65% or above
- Collective Efficacy from 35% (2019) to 65% or above
- Teacher Collaboration from 39% (2019) to 65% or above

A new Leadership Team will be structured early 2021. The new structure will involve a principal, an assistant principal PLC team Leaders (three), and an ES staff member. The school will also install a School Improvement Team (SIT), to assist and help oversee curriculum within the school. Staff will also be active in the curriculum area and this will be structured within the PLC meeting process that is being rolled out at school. The revised structure reflects the changing nature of the College’s strategic goals and general student demographic. A focus on both Student Support and Engagement, and Teaching and Learning are distinct areas of equal importance for the school to move forward in.

Engagement

The lack of continuation and consistency in student engagement over 2020 cannot be underestimated. To help combat this MYLNS (Middle Years Literacy/Numeracy Support), is in place for Years 8 and 10 students. Quick Smart (Numeracy/Literacy support program), is in place for Year 6 – 8 students and the Tutoring Program has extra staff in classes all over the school. The Tutoring Program is a one year government initiative that looks at students who made the least progression over 2020. Support is given within the classroom to help catch up short fall areas in literacy and numeracy.

Absences from school are hard to gauge with remote learning holding sway for terms two and three. The primary area held similar to 2019, but the secondary absences rose significantly with 67% of students having 20 or more days absent, compared to the state average of 27%.

It is a major focus for us in 2021 to reconnect students with school and their learning. We have addressed staffing vacancies from 2020 and have gathered a very passionate team of teachers and aides to help. Office staff are also immediately reporting students missing school to the wellbeing team and we are quicker at reconnecting them and their families with school. Student voice is being fostered, our lunchtime activities program has been strengthened (whole school), and we continue to concentrate on learning/wellbeing support programs that are in place. A full elective program has been put in place for Years 8 – 10 to also help with student engagement.

Wellbeing

Throughout 2020, the College continued its development in the following areas; focusing on meeting the needs of additional needs students, providing academic extension opportunities for higher achieving students, restructuring our welfare team to include more of a focus on academic needs, establishing greater connections with external support (such as DET student support services, Horsham Special School and Wimmera Uniting) and with parents in addressing needs, and the above mentioned continued rollout of the SWPBS framework, the aim of which is focused not so much on behaviour management, but on building student resilience and promoting positive relationships throughout the College.

During Remote Learning the college made fortnightly calls to families 'checking in' on wellbeing and learning. The focus was to let families know 'Edenhope College' was there for them and their children during the remote learning period.

2017 - 2020 was an period recognised by the Review where Edenhope College staff strengthened it's position on student wellbeing.

Financial performance and position

Edenhope College had \$890,607 in the bank at the end of 2020. Most of this has been allocated to the indicative budget for 2021. Separate to this, the school finished with a Net Operating surplus of \$451,975 in 2020. This surplus was set up over 2019 and 2020 when the vacated principal, assistant principal and business manager roles were filled by internal or new staff. The surplus will be absorbed as enrolments continue to fall. In the context of declining enrolments, the school will endeavor to retain similar staffing levels and offer the widest range of subjects available, but sensitivity with time table ling and class sizes will be paramount to the liquidity of the school moving forward. Managing staffing will also have a bearing on this. Natural attrition of staff has helped in this area.

Equity revenue in 2020 was largely directed towards intervention programs such as QuickSmart Literacy and Numeracy, Muliti Lit, Read and Write Inc and the backfilling of staff absent for professional development.

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

<https://edenhope.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 158 students were enrolled at this school in 2020, 76 female and 82 male.

5 percent of students had English as an additional language and 3 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.

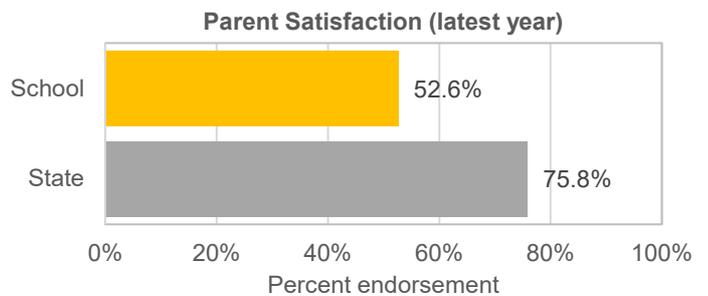
This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

	Latest year (2020)
Parent Satisfaction (14 of possible 76 responses completed survey)	
School percent endorsement:	52.6%
State average:	75.8%



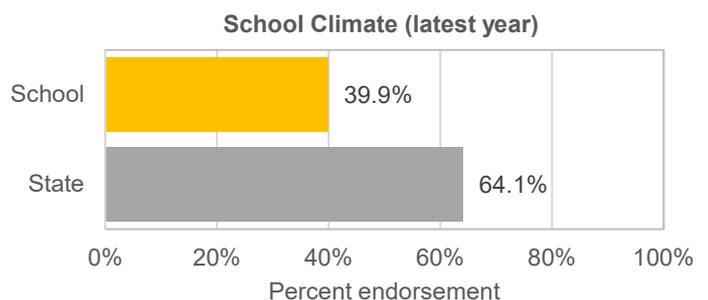
School Staff Survey

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.

	Latest year (2020)
School Climate (15 of a 33 possible completed the survey)	
School percent endorsement:	39.9%
State average:	64.1%



ACHIEVEMENT

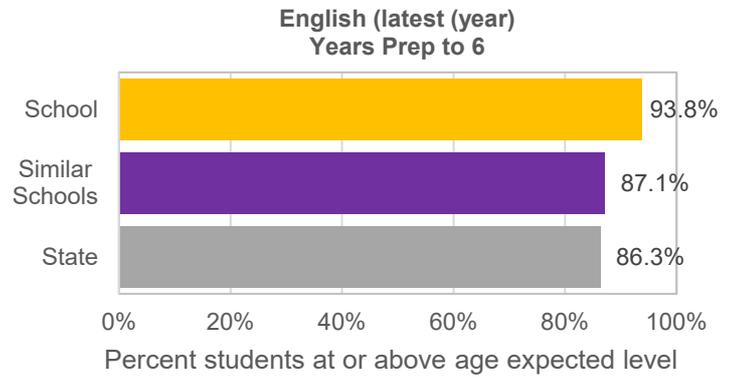
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

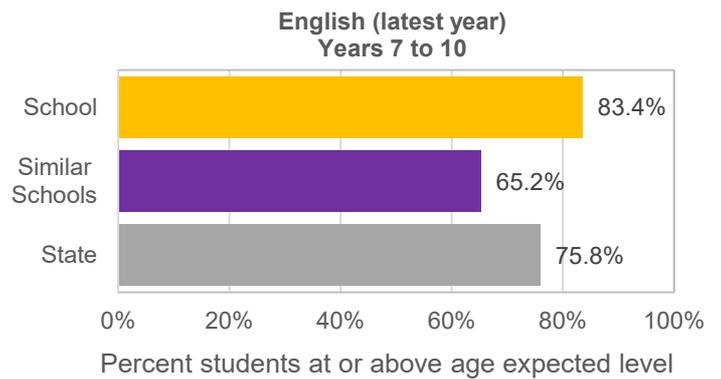
English Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	93.8%
Similar Schools average:	87.1%
State average:	86.3%



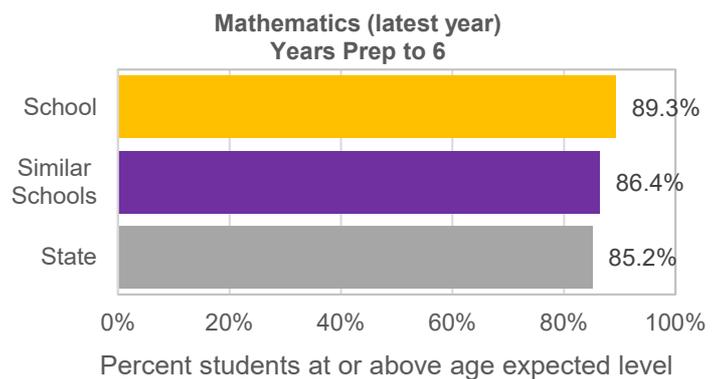
English Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	83.4%
Similar Schools average:	65.2%
State average:	75.8%



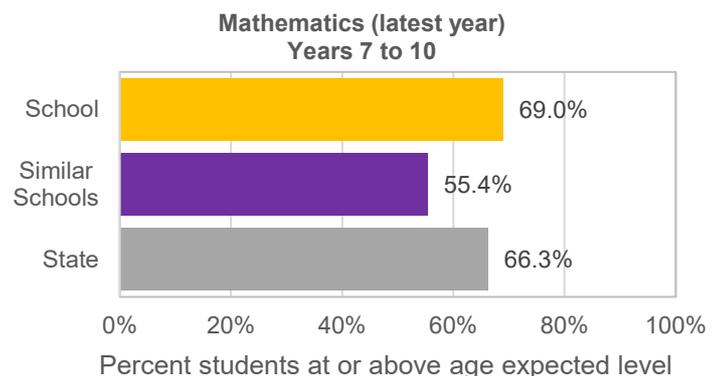
Mathematics Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	89.3%
Similar Schools average:	86.4%
State average:	85.2%



Mathematics Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	69.0%
Similar Schools average:	55.4%
State average:	66.3%



ACHIEVEMENT (continued)

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.

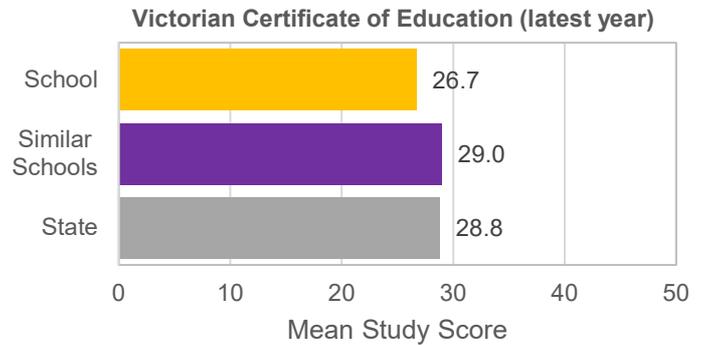
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education

	Latest year (2020)	4-year average
School mean study score	26.7	26.1
Similar Schools average:	29.0	28.2
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

11%

VET units of competence satisfactorily completed in 2020:

100%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020: (A majority of students left for meaningful employment during remote learning, which was extremely positive, - hence 5% completion).

5%

ENGAGEMENT

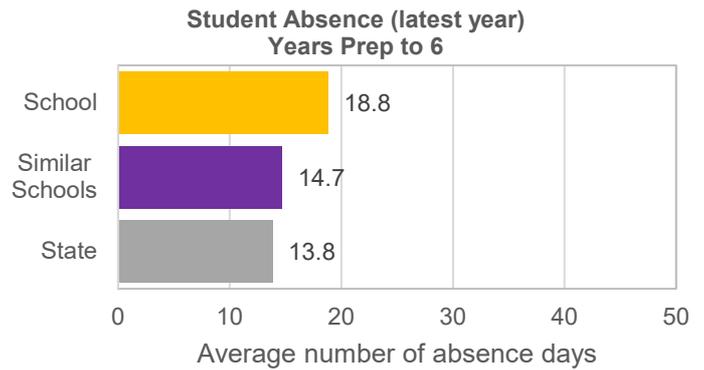
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

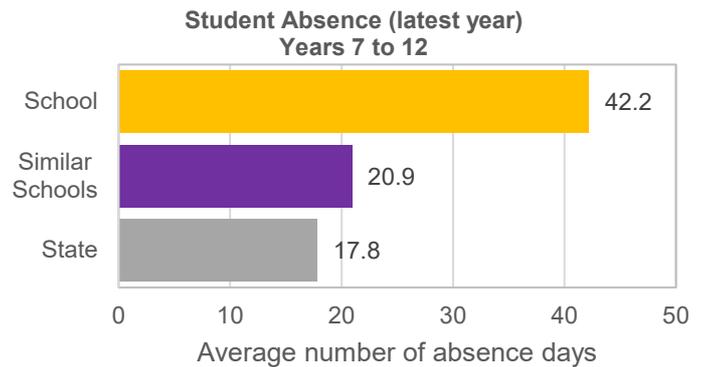
Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	18.8	16.9
Similar Schools average:	14.7	15.6
State average:	13.8	15.3



Student Absence Years 7 to 12 (Remote learning affected this 2020).

	Latest year (2020)	4-year average
School average number of absence days:	42.2	26.2
Similar Schools average:	20.9	21.4
State average:	17.8	19.2



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	87%	91%	88%	91%	89%	91%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2020):	86%	77%	74%	74%	73%	85%	

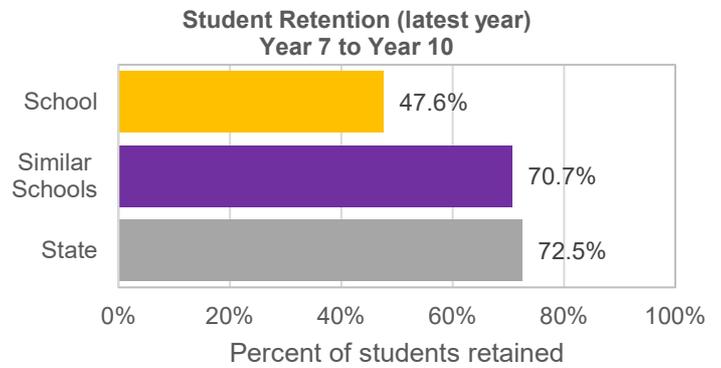
ENGAGEMENT (continued)

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	47.6%	59.6%
Similar Schools average:	70.7%	71.8%
State average:	72.5%	72.9%



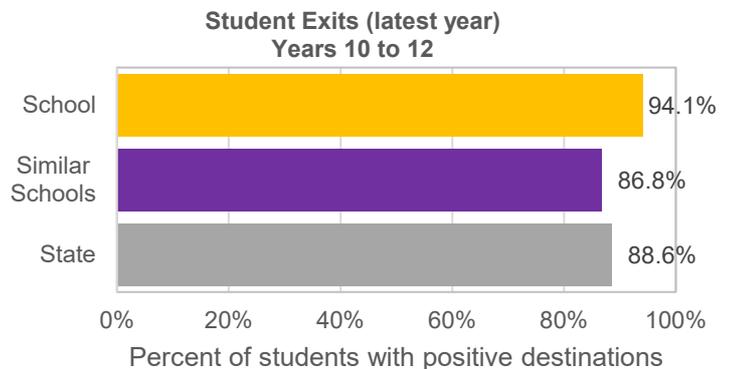
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 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 Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	94.1%	89.7%
Similar Schools average:	86.8%	85.3%
State average:	88.6%	89.1%



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.

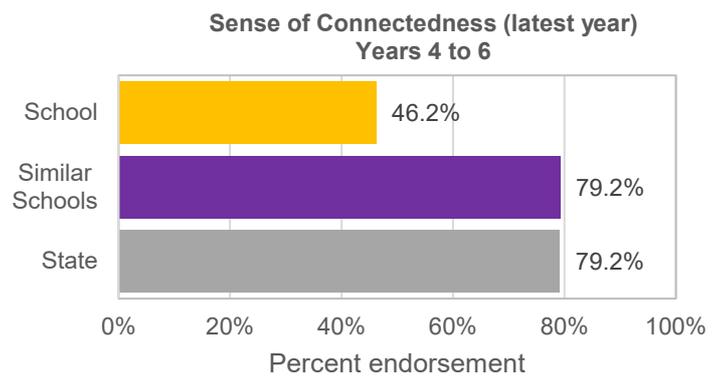
Student Attitudes to School – Sense of Connectedness

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 (looking for improvement with settled classroom teachers/students 2021)

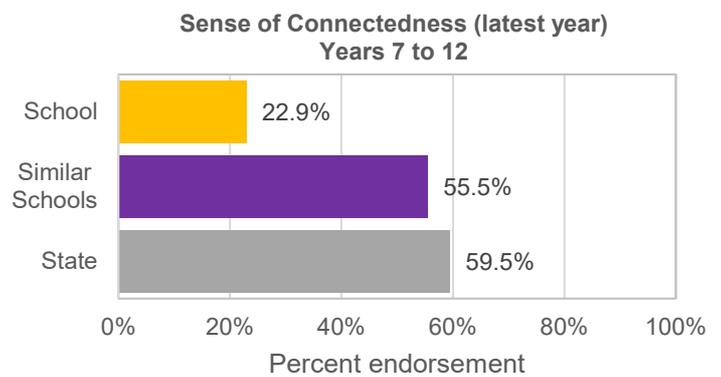
	Latest year (2020)	4-year average
School percent endorsement:	46.2%	56.4%
Similar Schools average:	79.2%	79.3%
State average:	79.2%	81.0%



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

Sense of Connectedness Years 7 to 12 (poor result, looking to address this in 2021 with elective program, lunchtime activities, greater student advocacy)

	Latest year (2020)	4-year average
School percent endorsement:	22.9%	34.3%
Similar Schools average:	55.5%	55.2%
State average:	59.5%	55.3%



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.

WELLBEING (continued)

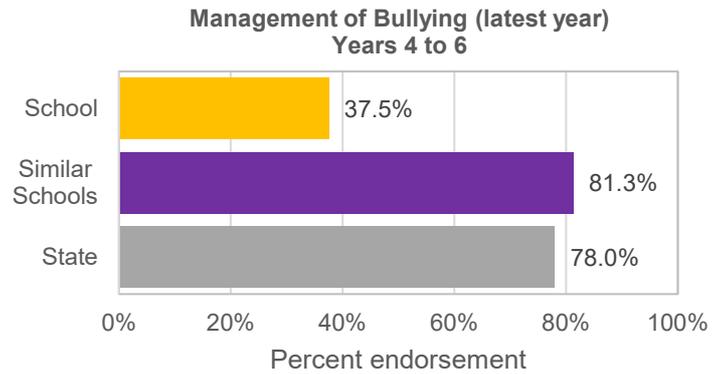
Student Attitudes to School – Management of Bullying

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 (looking to address this 2021 with Respectful Relationships program F – Yr 8 and SWPBS)

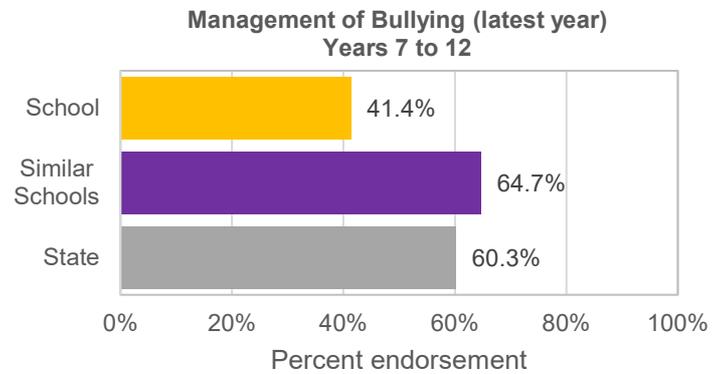
	Latest year (2020)	4-year average
School percent endorsement:	37.5%	54.6%
Similar Schools average:	81.3%	81.3%
State average:	78.0%	80.4%



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.

Management of Bullying Years 7 to 12 (looking to address this 2021 with Respectful Relationships program F – Yr 8 and SWPBS)

	Latest year (2020)	4-year average
School percent endorsement:	41.4%	39.1%
Similar Schools average:	64.7%	61.9%
State average:	60.3%	57.9%



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	\$3,331,942
Government Provided DET Grants	\$728,039
Government Grants Commonwealth	\$20,225
Government Grants State	NDA
Revenue Other	\$30,815
Locally Raised Funds	\$82,180
Capital Grants	NDA
Total Operating Revenue	\$4,193,201

Equity ¹	Actual
Equity (Social Disadvantage)	\$125,387
Equity (Catch Up)	\$2,924
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$128,311

Expenditure	Actual
Student Resource Package ²	\$2,882,461
Adjustments	NDA
Books & Publications	\$424
Camps/Excursions/Activities	\$5,679
Communication Costs	\$5,815
Consumables	\$92,289
Miscellaneous Expense ³	\$25,814
Professional Development	\$7,303
Equipment/Maintenance/Hire	\$36,597
Property Services	\$163,658
Salaries & Allowances ⁴	\$96,944
Support Services	\$16,204
Trading & Fundraising	\$7,955
Motor Vehicle Expenses	\$9,638
Travel & Subsistence	\$472
Utilities	\$44,033
Total Operating Expenditure	\$3,395,286
Net Operating Surplus/-Deficit	\$797,916
Asset Acquisitions	\$9,601

- (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

Funds available	Actual
High Yield Investment Account	\$696,261
Official Account	\$86,928
Other Accounts	NDA
Total Funds Available	\$783,189

Financial Commitments	Actual
Operating Reserve	\$72,483
Other Recurrent Expenditure	\$13,076
Provision Accounts	\$1,138
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
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	NDA
Total Financial Commitments	\$86,697

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.