

# 2020 Annual Report to The School Community



**School Name: Lalor North Primary School (5035)**



- 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 26 April 2021 at 10:20 AM by David Williams (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 30 April 2021 at 10:03 PM by Bonnie Karovski (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

There is no other school like Lalor North Primary School. We are a unique and diverse learning community. Our dedicated, passionate and experienced teachers collaborate to provide outstanding learning for every student. The school is making significant growth, with a strong shift towards teacher collaboration to improve student learning. Lalor North Primary School was established in 1971. Situated in the North Western Victoria Region we are a member of the Whittlesea network of schools. The school has a population of 323 students. Approximately 76% of our students have a language background other than English. We are proud of the linguistic, cultural and social diversity of our community and our learning programs build on this rich heritage.

At Lalor North Primary School our vision is to learn and grow together in an inclusive, safe and caring community. We embrace learning, celebrate success and make a difference for every child and their future.

Our school values are:

#### RESPECT

We respect ourselves, our school and each other, and understand that our attitudes and behaviour have an impact on the people around us.

#### HONESTY

We communicate openly and work together to solve problems. By demonstrating honesty and acting with integrity we build trust, which enables us to collaborate, to take greater risks with our learning and to be more resilient when things go wrong.

#### UNITY

We have many languages, come from many backgrounds and are a school of many differences, but we speak with one voice, as one school. We develop a sense of connection and belonging within each part of our school, and across the whole school.

#### SUCCESS

We help each other learn so that everyone experiences success every day. Success means doing new things, learning new skills, finding new ways of thinking and solving interesting, complex and challenging problems.

#### RESILIENCE

We know trying new things; experiencing challenges and bouncing back from adversity are central to life and to learning. Only by building our resilience can we experience strong levels of growth.

Our 2019 School Review found that Lalor North Primary School:

- Developed an instructional model for each of reading and numeracy and was in the process of aligning these and developing an over-arching instructional model for the school. Commitment to the instructional model was developing and implementation was not yet consistent practice across the school.
- Had an assessment schedule in place, but lacked an agreed timeline. A data wall had been developed in the staff room to track student progress in reading and writing. The introduction of the Professional Learning Community (PLC) program had led to an increased focus on the development of more consistent assessment practices.
- Had introduced the PLC initiative to drive improvement in collective responsibility for student learning and collective efficacy. The current organisational structure of the school did not optimise the development of the PLC program. Year level classes are not physically located in proximity to one another and many teachers teach across several year levels.

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

- English, particularly improving learning growth in reading and writing
- English, with an emphasis on speaking and listening
- Numeracy, particularly improving learning growth
- Data literacy, including analysis and evaluation of student learning
- Student voice, agency and leadership
- High Impact Teaching Strategies

- Organisational design review

Student achievement data shows that there is great opportunity for improvement in student learning growth in literacy and numeracy. Every student at Lalor North Primary School is entitled to be challenged, engaged and included in their learning. Improving teacher capacity to use evidence based strategies (including analysing student achievement data to drive teaching) will improve student learning.

Lalor North Primary School leads Victoria in Bilingual education. Our Greek Bilingual Program began in 1977 and is the oldest continually operating Bilingual Program in Victoria. Our Macedonian Bilingual Program began in 1985 and has now reached its highest ever enrolment. Both of our bilingual programs enjoy tremendous support from local communities as well as being internationally recognised by the governments of Greece and Macedonia respectively. Languages are a strength for every student at Lalor North Primary School. Students learn through language and learn about language, participating in Greek, Macedonian or Italian. Our love of languages extends to the homes of all of our students. Our students speak many languages other than English, including:

- Macedonian - Greek - Arabic - Punjabi - Vietnamese - Somali - Persian - Samoan - Albanian - Hindhi - Nepali - Turkish - Urdu - Tongan - Mandarin - Khmer - Gujarati - Chinese - Dinka - Tagalog - Afrikaans - Maori - Cantonese

A key feature of our school is our highly experienced, stable staffing profile, with many staff members serving at Lalor North Primary School for more than 10, 15 or 20 years. The school has a leadership team made up of a Principal, Assistant Principal, Learning Specialist and a Leading Teacher. In 2020 there were 15 classes, including 8 standard program classes, 5 classes in our Macedonian Bilingual Program and 2 classes in our Greek Bilingual Program.

### Framework for Improving Student Outcomes (FISO)

2020 was the first year of Lalor North Primary School's 2020-23 School Strategic Plan. This provided the school with an opportunity to implement new priorities aligned with our Strategic Plan. In 2020 the school prioritised Excellence in Teaching and Learning from the Framework for Improving Student Outcomes.

Within the Excellence in Teaching and Learning domain of FISO the school prioritised Building Practice Excellence and Evaluating Impact on Learning dimensions.

During 2020 the school continued to address the above FISO priorities while moving between teaching in a face to face capacity (throughout most of term one and most of term four) and teaching in a remote and flexible context (during most of terms two and three and some of terms one and four).

One Key Improvement Strategy (KIS) identified by the school to address our FISO priorities was to: Embed an agreed and consistently implemented LNPS PLC inquiry cycle, that builds teacher collaboration and collective efficacy. 2020 was the school's second year as a PLC school. This allowed us to refine, modify and consolidate our practices as a PLC school throughout 2020. The school held an inquiry cycle in terms one, three and four - the inquiry in term three held predominantly during remote learning. The inquiries in terms one and three were both focused on aspects of writing (sentence structure and vocabulary), as was the case during our PLC inquiries in 2019. However, in our term four inquiry our teachers across the whole-school investigated students' reading accuracy and comprehension, with strong growth identified across all cohorts. In addition to this, our Early Years (Prep-Two) Team undertook an additional mini-PLC inquiry throughout term three, targeted at students who had not made the desired growth in their early reading acquisition in the first half of 2020. This inquiry lifted the achievement of many of our students with high English as an Additional Language (EAL) needs, helping them develop a strong foundation in literacy despite working in a remote and flexible context.

The PLC initiative supported the developing leadership of our instructional leaders, helped to develop a focus on student achievement data as central for planning for instruction and continued to use an inquiry cycle as a means of empowering teachers to collaboratively inquire into the effectiveness of teaching and learning in a very specific context. Through these initiatives and our improvement priorities the school continued to improve the way student achievement data was collected, displayed and collectively analysed to inform teaching and learning. Our third year of Data Walls saw a more powerful presentation of student achievement data, with our focus on growth using the traffic light system

immediately making clear to all teachers which students are making high, medium or no/low levels of growth in reading. In 2020 the leadership team worked hard to build a stronger link between the assessment schedule, meeting schedule and weekly PLC data meetings. The first step in this process was to ensure that our assessment schedule clearly designated when in each term specific assessments were to take place (e.g. term 2, week 3). This clarity was also further enhanced by including this information in our termly meeting schedule. The meeting schedule was then refined to ensure that every week student achievement data was analysed in one PLC (data-focused) meeting. Later that week teachers would use this data analysis to plan for student learning in a designated planning meeting. The cyclic link between student achievement data, teacher professional learning and planning for specific sequences of learning has been greatly enhanced.

The use of formative and summative assessment to identify and explicitly teach students at their point of need was a particular success in 2020, albeit made more difficult by the absence of onsite teaching and learning for much of the year. Teachers worked collaboratively in their PLCs to identify student learning needs and to identify goals for student learning growth in the short-medium term based on this data.

A second Key Improvement Strategy (KIS) identified by the school to address our FISO priorities was to: Further develop and embed a whole school instructional model.

One of the keys to this was the use of feedback as central to our whole school instructional model. Throughout 2020 teachers developed and refined our whole-school conferencing protocols in writing, with students being given regular, actionable feedback on what their 'next step' is in writing - with explicit instruction (including worked examples) and designated time to follow up and review the actioned feedback. As the school moved into a remote and flexible context our focus on feedback as central to our instructional model continued. The school used a range of online platforms, however Class Dojo was most useful in allowing our teachers to give specific, targeted and actionable feedback on a range of tasks, including reading, writing and mathematics. Protocols for the giving of feedback using Class Dojo were developed collaboratively by all teachers in the school (through the PLCs) and these were reviewed and refined through the year. Teachers also worked within their PLCs and with colleagues to moderate feedback being given through Class Dojo to ensure that students were receiving fair, consistent and useful comments from their teachers.

In a remote and flexible context the leadership team engaged with every PLC to develop, refine and review a Whole School Instructional Model for Remote Learning to ensure whole school consistency. This was an iterative process that involved seeking feedback from students, parents, staff members and making changes to our approach during and after each period of remote learning. The result was a process which developed greater rigor, higher expectations, stronger consistency and deeper levels of engagement and interactivity as we progressed throughout 2020.

Another Key Improvement Strategy (KIS) identified by the school to address our FISO priorities was to: Further develop our literacy instructional model to include reading, writing and speaking and listening. Three of our staff members (Assistant Principal Ann Hague, Learning Specialist Emily King and classroom teacher Hayleigh Heeremans) undertook professional learning with the Bastow Institute of Educational Leadership, Leading Literacy. This allowed for the school to incorporate a strong evidence-base into our instructional model, in particular with regards to developing students' oral language and their vocabulary skills. Across the school this was a feature of classroom practice in 2020, with the Frayer model being used in classrooms from Prep-6 to explicitly teach vocabulary and to help develop students oral language and link to reading and writing.

In 2020 Lalor North Primary School also developed our whole school instructional model for Numeracy. Teachers worked collaboratively to build the link between our instructional model for literacy and our instructional model for mathematics. This was most apparent in the use of the Frayer Model to explicitly teach mathematical vocabulary. Throughout the year teachers were given the opportunity in professional learning sessions and in their PLCs to explore, investigate and make use of the DET's Maths Toolkit as an outstanding resource for planning sequences of learning in mathematics.

## Achievement

Teacher judgments against the Victorian Curriculum indicate that our school is performing strongly when compared to similar schools and when compared to the performance of schools from across the state.

In English from Years Prep to 6, 88.6% of our students are working at or above age expected standards, compared with 86.3% of Victorian students and 76.5% of students in similar schools.

In Mathematics from Years Prep to 6, 86% of our students are working at or above age expected standards, compared with 85.2% of Victorian students and 74% of students in similar schools.

Our teacher judgment data indicates some strong growth across the school, particularly in reading and writing. However, some caution should be used when analysing these judgments as the depth and volume of student achievement data was effected by the reduced time that students and teachers spent onsite in 2020. This reduced teachers ability to 'triangulate' data, which provides great confidence to teachers when considering whether a student has made more than 12 months growth in a given year.

Three staff members undertook the Bastow Leading Literacy course, helping to ensure a strong evidence-base for our teaching practices in reading, writing and speaking and listening. In particular this professional learning helped inform the school's approach to oral language and student's vocabulary development.

Four staff members continued our involvement in the Melbourne Graduate School of Education and Maths Association of Victoria partnership, Leading Whole School Improvement in Mathematics, providing insightful professional learning in mathematics that was shared with all staff members.

Intervention programs for students with English as an Additional Language and a reading intervention program supported children with additional needs in these areas.

## Engagement

Improving attendance continues to be a focus for our school and is monitored by the Attendance Team, which meets regularly. Any concerns about attendance are followed up by class teachers and the Student Wellbeing Coordinator. Support is offered where families are having difficulty in maintaining regular attendance, including attendance plans and referral to agencies for more specialised support. The 'All here all week' and 'Early Bird' awards as part of our weekly assembly give a focus to positive attendance in class groups. Regular communication and information about the importance of attendance is provided to parents via the newsletter, assemblies and Compass. All students who go on extended family holidays have an absence learning plan with relevant learning activities for the duration of the absence.

2020 attendance data was significantly impacted by the Covid-19 pandemic, with many families uncertain about returning to school at different stages of the progression of the virus throughout the Victorian community - beginning on the first day of school in 2020 and continuing for some families late into term four. Being Covid-safe and finding ways to engage with these students and reassure these families of the safety of having children in school was a significant challenge and feature of 2020.

Our weekly pre-school program, Stories, Songs and Smiles continued in term one of 2020, allowing us to engage pre-school children in the life of the school and support parents in developing their skills in interacting with their children. School Captains and Vice Captains undertook significant leadership roles in the school, hosting and helping to plan weekly assemblies and a range of special events in the school. 2020 was our second year with a Student Representative Council, with a student representative from every class in the school.

## Wellbeing

Lalor North Primary School has a dedicated Student Wellbeing Coordinator who is responsible for working with other staff to support students with additional needs. Referrals are made, where necessary, to a range of professionals, including psychologists and speech therapists.

2020 was our third full year as a School Wide Positive Behaviour Support (SWPBS) school. This involved a team of teachers (under the leadership of the Student Wellbeing Coordinator) working with all members of staff to investigate how the values of the school can be used to positively teach and model desired and expected behaviours of everyone in our school community.

In a year where student wellbeing was impacted by periods of lockdown and multiple periods of remote and flexible learning our school prioritised student wellbeing throughout the year. This involved leadership team members, teachers and education support staff members proactively communicating with all students and their families using phone calls, emails and online platforms (Webex, Class Dojo and Compass). This communication and engagement was then refined and enhanced to target vulnerable, at-risk, disengaged and other students identified by parents or staff members - with staff members working hard to engage with these students and families - especially to ensure student wellbeing. Our specialist team of teachers also worked with identified students to promote wellbeing and engagement, as well as undertaking whole-school engagement challenges to lift student and family spirits (such as our pizza challenge, artwork recreation photos, juggling challenges, etc.)

Lalor North Primary School has continued to implement our successful Social-Emotional Learning Program, utilising resources from the Resilience, Rights and Respectful Relationships learning materials as central to this part of the curriculum.

## Financial performance and position

Lalor North Primary School has continued to allocate resources to enable the achievement of the school's goals and priorities. The school has been proactive in utilising resources to enable us to improve learning and teaching in many areas. The provision of Equity Funding in 2020 provided the school with options in regards to staffing and programs that to enrich our students' learning. We provided Education Support staff across the school to support student learning, a full time teacher who coordinated both English as an Additional Language (EAL) teacher and reading intervention and support, as well as other staff who provided additional support in reading intervention and extension. Other funds have enabled the school to update ICT resources and improve the school buildings and grounds. Maintenance continues to be a focus of the school due to the size of the property and the age and design of the buildings.

The school remains in a sound financial position with a strong net operating surplus in 2020. A well planned annual budget ensured the school's resources supported its educational priorities and goals. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were well informed of the school's financial position by the regular provision of copies of the Finance Reports to facilitate their monitoring of the school's finances. Actual revenue and expenditure during 2020 was compared against the budget and variances were investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2020 year.

**For more detailed information regarding our school please visit our website at**  
<http://www.lalornorthps.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 323 students were enrolled at this school in 2020, 139 female and 184 male.

76 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.

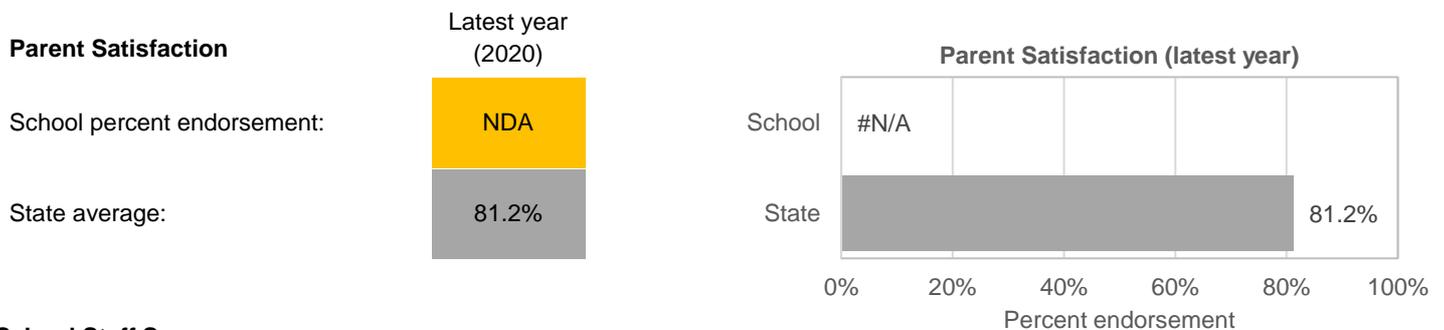
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

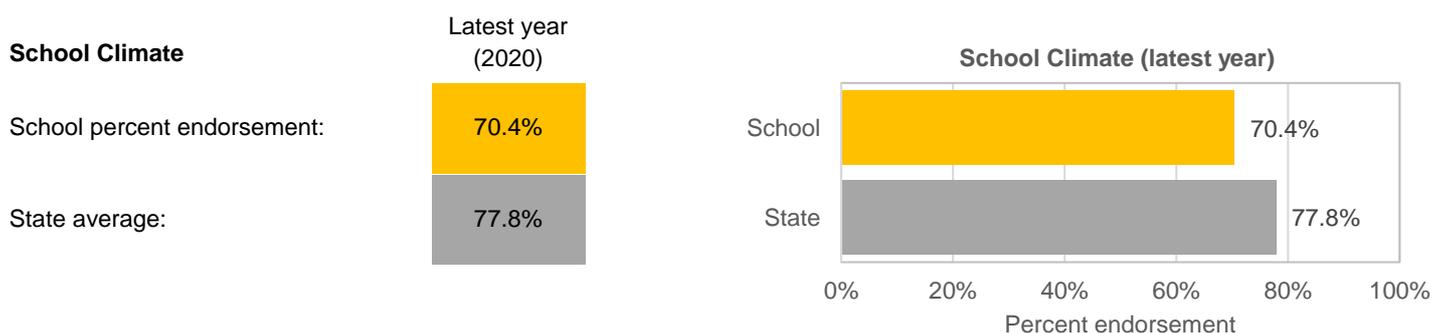


### School Staff Survey

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:

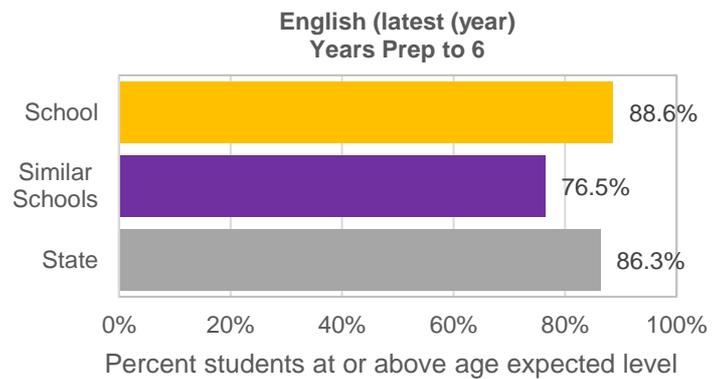
88.6%

Similar Schools average:

76.5%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

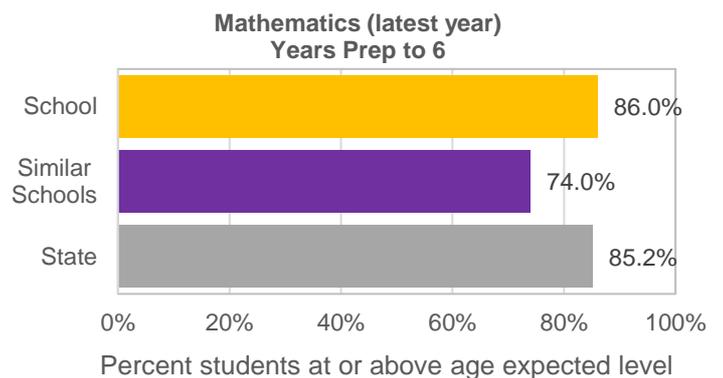
86.0%

Similar Schools average:

74.0%

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

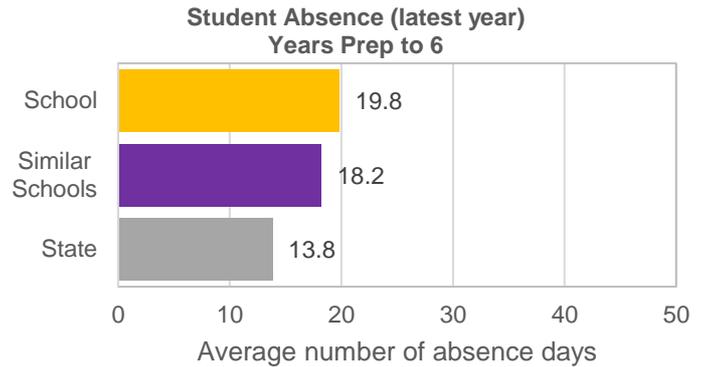
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	19.8	17.3
Similar Schools average:	18.2	17.4
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):	90%	86%	92%	90%	90%	92%	90%

**WELLBEING**

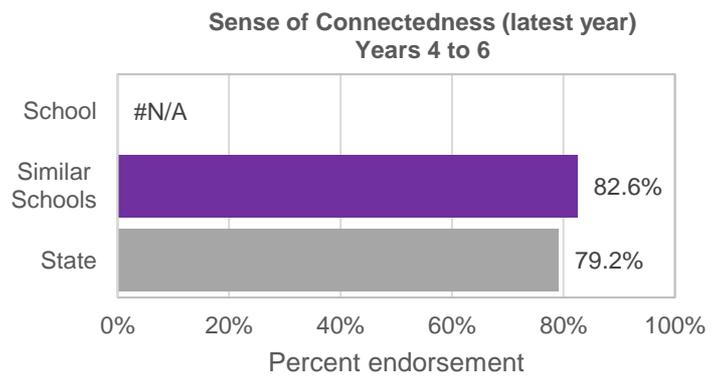
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	84.9%
Similar Schools average:	82.6%	84.6%
State average:	79.2%	81.0%



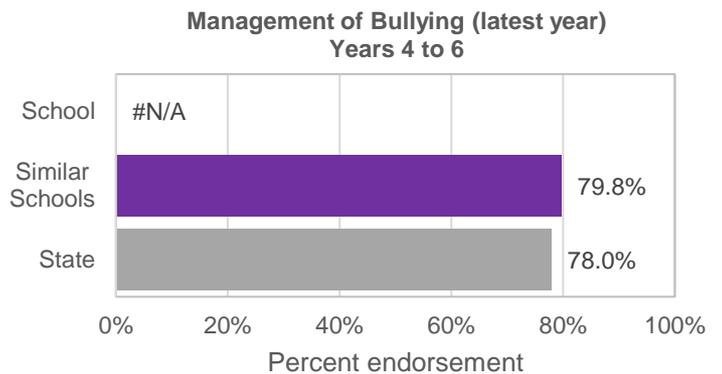
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	83.1%
Similar Schools average:	79.8%	82.4%
State average:	78.0%	80.4%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,322,381
Government Provided DET Grants	\$532,159
Government Grants Commonwealth	\$1,300
Government Grants State	\$607
Revenue Other	\$15,345
Locally Raised Funds	\$81,773
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,953,564</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$368,036
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$368,036</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,243,613
Adjustments	NDA
Books & Publications	\$626
Camps/Excursions/Activities	\$16,151
Communication Costs	\$9,646
Consumables	\$62,635
Miscellaneous Expense <sup>3</sup>	\$53,152
Professional Development	\$4,889
Equipment/Maintenance/Hire	\$70,785
Property Services	\$64,558
Salaries & Allowances <sup>4</sup>	\$193,253
Support Services	\$35,209
Trading & Fundraising	\$7,353
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$35,159
<b>Total Operating Expenditure</b>	<b>\$3,797,029</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$156,535</b>
<b>Asset Acquisitions</b>	<b>NDA</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	\$609,834
Official Account	\$10,203
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$620,038</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$82,566
Other Recurrent Expenditure	NDA
Provision Accounts	\$7,103
Funds Received in Advance	NDA
School Based Programs	\$161,290
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$21,988
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
<b>Total Financial Commitments</b>	<b>\$272,947</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.*