

# 2020 Annual Report to The School Community



**School Name: Bacchus Marsh Primary School (0028)**



- 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 11:25 PM by Melinda 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 29 April 2021 at 04:37 PM by Belinda Wakefield (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

#### School vision and values:

Throughout 2020 Bacchus Marsh Primary School commenced a review of our vision, values and mission to ensure all stakeholders (students, staff and community) have the opportunity to live our values in line with our Positive Education philosophy. This work is ongoing and our current values: kindness, respect, learning, teamwork and integrity, continued to inform our school culture and seamlessly support our motto 'consider others' through a challenging year where 'learning from home' required our community to draw explicitly on these values. Visitors consistently commend our students, administration, teaching and education support staff on the 'feel' of our school. Commitment to the development of respectful, nurturing relationships and inclusive practices, with and between students, staff, school council, parents, carers, volunteers, local schools and the wider Bacchus Marsh community, remains a key expectation, articulated consistently.

Our current vision is to develop self-sustaining, life-long learners in a recognised centre of educational excellence and is enhanced through our Pedagogical Model which reinforces the DET vision: 'all students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning, which equip them with the knowledge, skills and disposition for life-long learning and shaping the world around them.'

Our current mission is to provide, in a nurturing environment, a quality education that challenges all students to strive for, and thus attain their highest potential academically, socially, creatively and physically.

#### School purpose:

Bacchus Marsh Primary Schools 2019 -2023 strategic plan is focussed on the following goals that inform our overall purpose to work in partnership with all stakeholders to ensure academic and social-emotional growth is attainable for all students.

Goal 1, improving literacy and numeracy growth for all students remains at the forefront with students in the top two NAPLAN bands being of particular focus as we strive to ensure adequate relative growth is being made. This has been a particular focus in reading with the allocation of substantial financial resources aimed at improving instructional practices with the support of Professional Learning Teams, whole staff and classroom coaching and observation to embed consistent, evidence informed, practice.

Goal 2, developing student voice and agency in learning is ongoing work that continued during 2020 despite students spending a large portion of the year learning from home. Student focus groups were convened to reflect on their perspective of learning in our classrooms and this initial work will inform our next step to construct a student friendly version of our instructional model which in partnership with our four guiding questions (What am I learning? How am I going? How do I know? What are my next steps?) and our ongoing curriculum development work supported by the National Numeracy and Literacy Learning Progressions will enhance learning voice and agency (active engagement in learning).

Goal 3, embedding a positive psychology approach to develop student personal and social capability continued in 2020. Our strategic plan direction to focus on clear expectations for learning and behaviour was actioned through a partnership with Real Schools. Significant time was spent reflecting on our understanding of restorative versus punitive practice through face to face and online learning. Once back on site, this learning continued as we developed our restorative processes and understandings, introduced learning circles into our practice and trained student peer mediators to commence in 2021. Our coordinated approach to embedding social and emotional capabilities together with clear expectations for learning and behaviour will be further strengthened in 2021 with a review and update of our Inclusion and, Engagement and Wellbeing policies along with our Student Engagement Plan.

#### Workforce composition:

The Student Family Occupation (SFOE) index was 0.3947 (low/medium) in 2020. We had 212 students (23%) attract equity funding, consistent with 2019.

The staffing profile of BMPS included a non-teaching principal, 3.6 assistant principals, supporting daily organisation, teaching and learning and wellbeing leadership. There were 51.9 equivalent full time teachers (including teachers on maternity leave, long service leave and leave without pay for the year) 2.0 learning specialists, 17.7 equivalent full time education support staff, one business manager, four administration staff and one maintenance staff member at 0.6

EFT.

The school provides an approved curriculum framework differentiated to meet student needs. Specialist subjects as previously noted comprise visual and performing arts including music, physical education, science, a kitchen/garden program, Mandarin Chinese, along with a designated history learning space and access to a history specialist teacher 0.2 time fraction.

The school offers a very well supported Out of School Hours Care (OSHClub) before and after school which includes a holiday program.

School size, structure and geographic location:

Bacchus Marsh Primary School is located in the Central Highlands, South West Victoria Region, approximately 60 kilometres northwest from the Melbourne Central Business District. The school opened on May 13 1850, and maintains a proud connection to its historical place in the community.

The school consists of ten main buildings, including six portables which each house two learning areas. The buildings accommodate 38 classes overall, with additional specialist spaces to accommodate the teaching of history, science, kitchen, art, music, and Mandarin Chinese. There is a stand-alone gymnasium and a range of outdoor courts including a basketball/netball court and synthetic grass courts. There are a range of covered play areas, sandpits, playground equipment, and the school adjoins and accesses community recreational space, Masons Lane.

The 2020 school year closed with 911 students and a projection of approximately 850 students for 2021.

### Framework for Improving Student Outcomes (FISO)

Our FISO dimensions of focus in 2020 were Excellence in Teaching and Learning where we maintained a focus on Curriculum Planning and Assessment via the Workshop Model along with Professional Leadership focussing on Vision and Values. Associated AIP actions and professional development plans had to be modified to support our staff, students and families as they transitioned in and out of a remote learning model.

**EARLY REMOTE PROVISION:**

Bacchus Marsh Primary School chose the Google Classroom platform for Grade 4-6 and Class Dojo for Prep to 3 for remote learning delivery.

Our Digital Technology Learning Specialist worked very closely with the leadership and consultative teams running timetabled PLT workshops to upskill staff. Technology 'how to' guides and hands on support enabled all Professional Learning Teams to transition to classroom meetings via Webex by the end of Week 4, Term 2.

P-3 and 4-6 Guidelines were co-constructed by staff to ensure consistent understanding and expectations for staff, students, parents and carers. Extensive communication, including year level overviews were communicated weekly to families in a timely manner to enable planning and preparation for the following week.

**ON RETURN TO ONSITE LEARNING** toward the end of Term 2 a recess and lunch time staggered timetable was implemented to comply with COVID guidelines. Staggered lunch play time will remain into 2021 and continue to be monitored as we build knowledge, skill and capacity of staff and students to work and play restoratively and mediate interactions and relationships with their peers.

**DEVICES:**

Approximately 160 devices (ipads P-2 & netbooks 3-6) were prepared and lent out to families. Pre-paid modems were provided for families and staff requiring this support.

**ON RETURN TO ONSITE LEARNING** toward the end of Term 2, devices were reconfigured quickly and returned to classrooms with minimal damage or inconvenience.

**EARLY ONSITE PROVISION:**

In the final week of Term 1, we had requests for approximately 50 students to be onsite. These requests from working parents and carers were all followed up by the Principal to ensure consistency of message and clarity around eligibility for onsite attendance. During Term 2, these numbers grew weekly to between 100 – 115 students daily.

Bacchus Marsh Primary School was committed to a roster of staff known to our students. This proved challenging for staff providing onsite and remote programs. Learning spaces were provided for P-1; 2,3,4; and 5-6 student groups.

Onsite students remained connected to their remote learning programs via class meetings with their teachers and peers and submitted learning as planned and were supported by teachers and relief teachers known to them.

It was admirable how committed our staff were to the wellbeing of their students by minimising the number of staff they had to navigate in order to maintain a learning routine.

The Leadership Team remained onsite, completed all yard duties to support breaks for staff and also provided consistency for students.

Our Administration staff were rostered to work from home and a perspex screen was fitted to the main office window as part of our COVID safety plan.

Professional Learning Teams continued to meet in their designated times via Webex and specialist lessons were timetabled as per the planner.

Curriculum overviews from all teams were set out on the same template and sent to families on a Friday afternoon with the weekly update. This was in response to feedback from parents and carers needing the weekend to get a feel for the week ahead. Teachers focussed more specifically on differentiated tasks and online point of need teaching groups. It was expected that at least one reading, writing and mathematics piece was submitted weekly to ensure learning evidence was being collected with most students submitting their learning daily or 'as required'.

Our physical education team provided a weekly overview of 'active' family fun ideas in addition to their physical education lessons.

Inquiry and all specialist programs continued during this time with opportunities for all students to indulge in their areas of particular passion and interest.

ON RETURN TO ONSITE LEARNING toward the end of Term 2, staff were supported with time to complete Semester 1 reports and 3 Way or Parent/Carer Teacher conferences depending on need, were facilitated either via Webex or phone.

Throughout remote learning, Wednesday took on a wellbeing focus in response to feedback from students, parents/carers and staff. Positive Education resources along with interest based projects, mindfulness tasks and physical and other specialist tasks were planned by teams. Screen based activity was not promoted on Wellbeing Wednesday.

ON RETURN TO ONSITE LEARNING wellbeing practices were weaved back into our program as per usual 'best practice'.

We didn't deliver on our Vision and Values KIS and will resume our work on this as a component of our 2021 Annual Implementation Plan.

The embedding of Voice and Agency through our four question lens as outlined above is well developed for action in 2021 and we are very pleased with the restorative practice professional learning and peer mediation work that still took place in 2020 despite the fact that the documentation wasn't completed, it is now very well developed for action in Semester 1 2021.

## Achievement

Bacchus Marsh Primary School was contacted by the Australian Curriculum Assessment and Reporting Authority (ACARA) in response to the approaches and practices we were implemented over the past five or more years resulting in consistent achievement of above-average progress in writing. Success over time has come from a range of pedagogical and instructional approaches carefully selected and used in combination. Shared teacher understanding as to what constitutes the writing process involving explicit instruction around writing conventions, authors' craft, genre, and authentic purposes for planning, drafting, revising and publishing writing have been very powerful. In-class coaching and support is linked to literacy priorities and teachers' professional development plans are directly linked to the Annual Improvement Plan. Judith Hochman's work, *The Writing Revolution*, informs detailed support at the sentence and paragraph level and the gradual release model incorporating shared, modelled, interactive, guided and independent writing within our instructional workshop model adds further rigor.

We are committed to the developmental sequence for writing as described in the Fountas and Pinnell Continuum of Literacy; the Victorian Curriculum and during 2020 the ACARA National Literacy Progression (Version 3.0 March 2020). We use the sequence to set specific next step goals and to differentiate support for our writers. Our community writing programs are designed to engage parents and carers in the writing process with their children. Our focus on writing for authentic purposes has enhanced student voice and agency. We have a positive writing culture whereby student writing has been published beyond the classroom. Our students featured heavily again this year in the Moorabool Writers' Awards and a large proportion of students contributed to a 'Voices' podcast initiated by a parent in support of children in hospital: <https://open.spotify.com/show/2OLjomyNDOzOUDYQXYLEpC>

Professional learning teams continued to meet at each cohort level for 90 minutes each week and engage in the Framework for Improving Student Outcomes (FISO) data inquiry cycle as part of an established 3-week improvement cycle in numeracy, inquiry and literacy. Wellbeing has also been included during 2020 to ensure data informed practice. Writing across the

cohorts continued to be examined against the sequences of learning and the NAPLAN criteria in Semester 2 2020. This informs curriculum planning specific to the individual point of need of our writers. We were very proud to be one of 5 primary schools across Australia to share our approaches and be acknowledged by ACARA during 2020. During COVID our Prep and Year 1 Professional Learning Teams implemented TLI (The Literacy Collective). This is a targeted, sequential synthetic phonics teaching program to support our youngest students to learn to read using the science of reading as our evidence base. Mathematics Learning Specialists maintained a firm focus on our authentic problem based approach to mathematics while also utilising the ACARA National Numeracy Progressions to enhance curriculum understanding and planning. Mathematics Learning Specialists have been resourced to undertake seven days of professional learning to enhance their leadership in 2021. Percentages of students achieving below expected levels in Semester 2 2020 Teacher Judgement data were consistently elevated which was not alarming considering the challenges posed across the year. We look forward to targeting our students for success with the support of Tutor funding in 2021 and will commence with our tutor team focussing on reading and numeracy. Our PSD students were highly supported throughout 2020 either onsite or via tailored online 1:1 or small group sessions to achieve their Individual Education Plan goals. The support they received through collaboration with their classroom teachers, education support staff, wellbeing team and specialist curriculum leaders was admirable.

**Engagement**

There was most certainly a proportion of students at Bacchus Marsh Primary School who connected strongly with the opportunities for agency during the remote learning period, particularly in their areas of passion. High quality, accessible opportunities for all students in the areas of visual arts, instrumental music, performing arts, science, physical education, Chinese and kitchen/garden enabled some stand out projects to be undertaken. To support student engagement during the transition back to onsite learning, Bacchus Marsh Primary School maintained a Wellbeing Wednesday program for a short time and re focussed our important commitment to mindfulness, brain breaks and classroom energizers. Despite the lack of whole school assemblies, character strength certificates were presented again weekly and urgency was enhanced around learning time and time on task in an attempt to return to important classroom based learning routines. Attendance patterns for a larger than desirable number of students became a focus along with the number of students arriving late to school. Attendance for all year levels in 2020 was between 90% and 93%. In response, we have engaged support from our regional student support staff and will implement a focused attendance strategy in Semester 1 2021.

**Wellbeing**

Throughout 2020 we have worked hard to continue embedding the Positive Education components of our wellbeing approach at Bacchus Marsh Primary School despite on and off site learning. Wellbeing Wednesdays have been heavily supported by our Positive Education Enhanced Curriculum and on return to onsite learning, character strength acknowledgement through certificates was important and very well received by students. An ongoing focus on Live, Learn, Teach and Embed continues to ground our approach as we endeavour to make every interaction positive and build 'affective' language in the classroom and yard in order to reduce conflict and further enhance relationships. The introduction of restorative conversations and circle time as consistent approaches to support student management and general wellbeing for all students and staff was pleasing throughout 2020. This learning in partnership with our ongoing vision and values review in 2021 puts us in a great position to launch wider community involvement and engage our families in this exciting, although sometimes challenging work that prides itself on a consistent process, not necessarily a consistent outcome. As is common practice at Bacchus Marsh Primary School, health and wellbeing support for students and their families continued to be facilitated in partnership with teachers, parents and carers, wellbeing and leadership staff, during remote learning, with the additional involvement of regional and allied health professionals where appropriate. During the second lockdown, we were in a good position to invite vulnerable students, who had opted not to be onsite in the first lock down, to attend school. Due to the consistency of our teacher roster and the nature of our program and

routines our students generally coped well and were in a terrific position to re-engage with on-site learning when all students returned to school.

### **Financial performance and position**

Bacchus Marsh Primary School's higher than normal surplus resulted from reduced expenditure than initially planned in the following categories due to COVID19 and the need for remote learning in 2020. (relief staff \$150,000, and utilities and services \$136,000)

Our surplus includes the Shade Sail Grant and Bendigo Bank Grant received in late 2020 that will be expended in 2021 of \$33,000 along with family charges received prior to 31st Dec 2020 of \$100,000.

The surplus will be used to resource school based programs in 2021, enhance buildings and grounds throughout 2021 and purchase equipment and resources for the school.

COVID had an understandably large impact on fundraising revenue. In 2019 we raised \$35,000 compared to \$5600 in 2020.

Our surplus funds ensure that we can maintain important reserve funds.

**For more detailed information regarding our school please visit our website at**  
<https://www.bacchusmarshps.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 930 students were enrolled at this school in 2020, 437 female and 493 male.

4 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

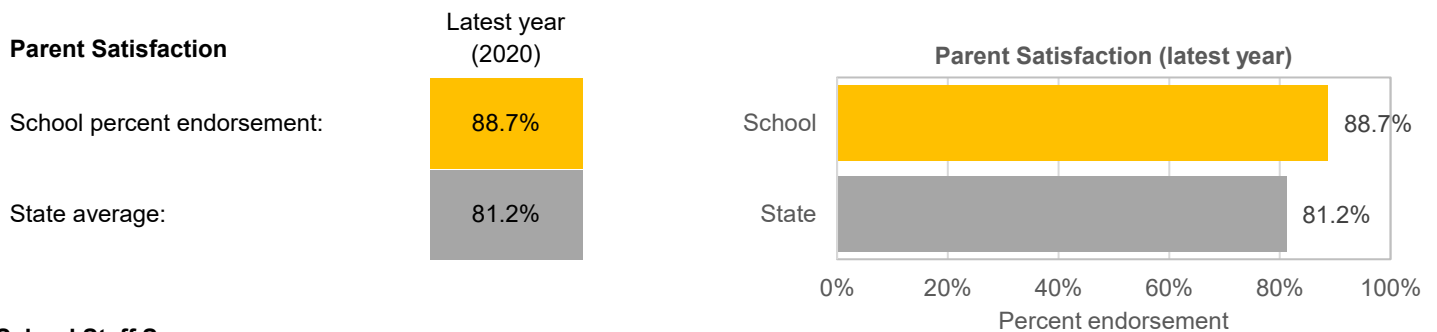
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

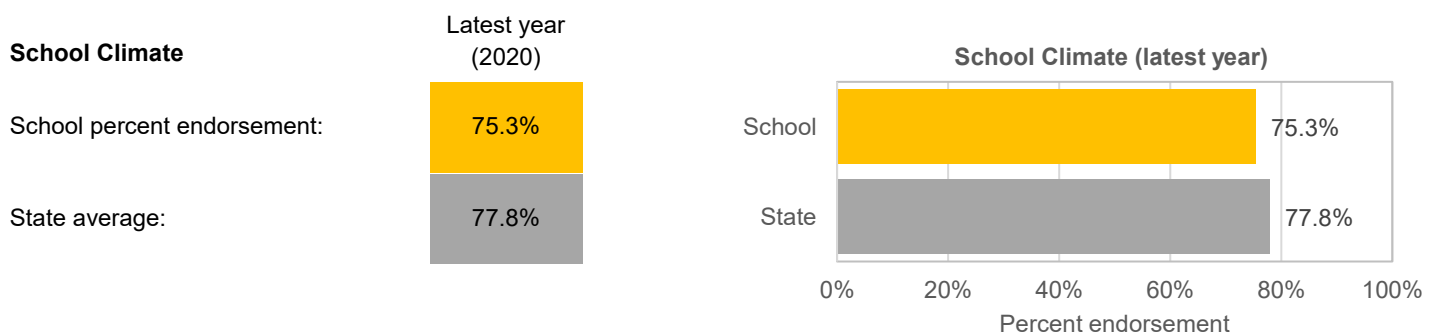


### School Staff Survey

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:

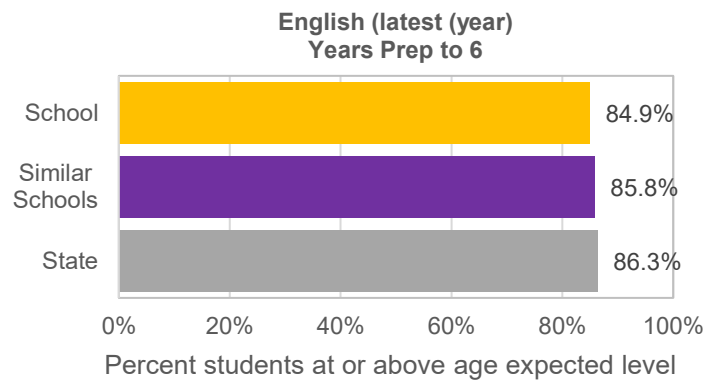
84.9%

Similar Schools average:

85.8%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

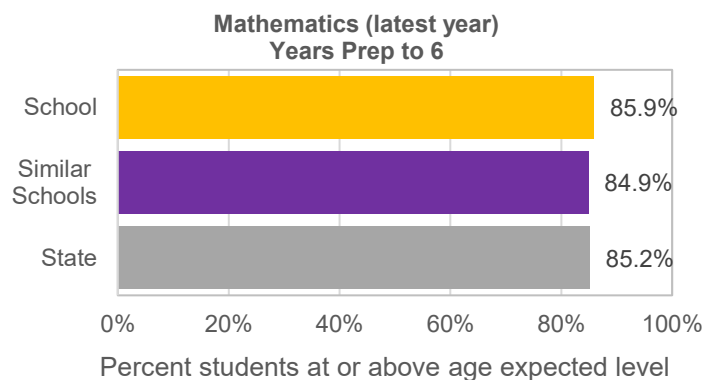
85.9%

Similar Schools average:

84.9%

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

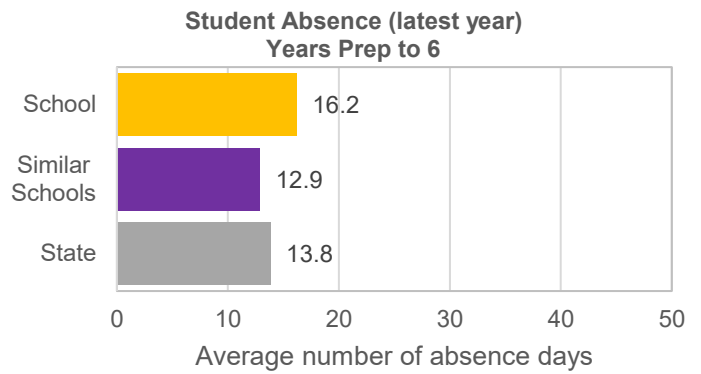
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	16.2	16.1
Similar Schools average:	12.9	14.8
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	91%	92%	92%	91%	92%	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.

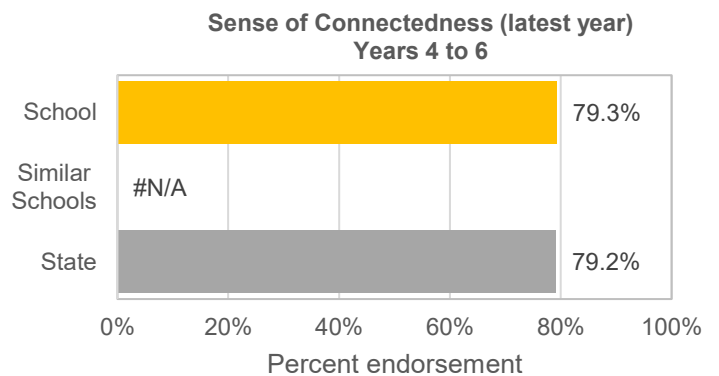
### Student Attitudes to School – Sense of Connectedness

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:	79.3%	82.2%
Similar Schools average:	NDP	81.8%
State average:	79.2%	81.0%



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

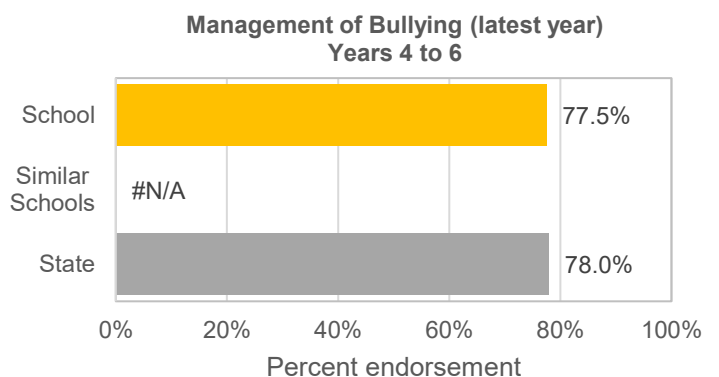
### Student Attitudes to School – Management of Bullying

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

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

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	77.5%	82.4%
Similar Schools average:	NDP	81.4%
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	\$7,337,505
Government Provided DET Grants	\$1,110,516
Government Grants Commonwealth	\$5,445
Government Grants State	\$22,610
Revenue Other	\$8,153
Locally Raised Funds	\$359,734
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$8,843,964</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$238,709
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$238,709</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,141,943
Adjustments	NDA
Books & Publications	\$13,753
Camps/Excursions/Activities	\$40,241
Communication Costs	\$10,030
Consumables	\$197,473
Miscellaneous Expense <sup>3</sup>	\$46,985
Professional Development	\$18,739
Equipment/Maintenance/Hire	\$165,368
Property Services	\$339,413
Salaries & Allowances <sup>4</sup>	\$244,762
Support Services	\$49,311
Trading & Fundraising	\$11,705
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$72,712
<b>Total Operating Expenditure</b>	<b>\$8,352,436</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$491,529</b>
<b>Asset Acquisitions</b>	<b>\$45,295</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

Funds available	Actual
High Yield Investment Account	\$686,105
Official Account	\$53,541
Other Accounts	\$12,133
<b>Total Funds Available</b>	<b>\$751,779</b>

Financial Commitments	Actual
Operating Reserve	\$184,467
Other Recurrent Expenditure	\$100,786
Provision Accounts	NDA
Funds Received in Advance	\$102,828
School Based Programs	\$147,872
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$100,000
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$115,826
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>\$751,779</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.*