

# 2020 Annual Report to The School Community



**School Name: Ballam Park Primary School (5005)**



- 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 28 April 2021 at 10:51 AM by John Mace (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 April 2021 at 11:15 AM by Michaela Keating (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

Ballam Park Primary School is located in the southeast suburbs of Melbourne, approximately 30 kilometres from the Central Business District. It is in parkland behind Ballam Park Reserve, bordered by McClelland Secondary College and close to Naranga Special Development School and Ballam Park Pre-School. The school was founded in 1970 and in 2020, we celebrated 50 years since the foundation of the school.

In 2020 our staffing comprised two principal class members, one Learning Specialist, 16 full time teachers, 1 part time teacher, 7 inclusion staff, a Business Manager and Administration Assistant.

The school provides an approved curriculum framework differentiated to meet student needs. Throughout the school, classes are grouped according to Victorian Curriculum levels with teachers working together for curriculum planning and professional development. In 2020, we had thirteen classrooms across the Foundation to Year 6 levels. Specialist programs include Visual and Performing Arts, Physical Education, and STEM (Science, Technology, Engineering and Maths).

The enrolment was 274 students. Seven percent of students have English as an additional language and seven percent identify as Aboriginal or Torres Strait Islander. The SFOE (Student Family Occupation and Education) Index in 2020 was 0.5476.

Ballam Park Primary School's purpose is to provide our students with the opportunity, motivation, environment and programmes to each reach their full potential as healthy individuals and contributing members of the community; emotionally, socially, creatively and academically. The school's approach will have as its foundation, the development of productive and cooperative relationships between all members of the school community.

#### Vision

We aim to provide a stimulating and positive environment where every student strives towards their personal best; academically, socially and physically. We value respect, responsibility, kindness and safety.

#### Mission

Ballam Park Primary School's mission is to provide students with the best possible foundation in life through a well-rounded education.

#### Objective

Ballam Park Primary School's objective is to ensure all students leave our school with a practical understanding of the curriculum.

#### Values

Ballam Park Primary School's values are kind, safe, respect and responsible. Whole school behaviour expectations have been developed around the school values. (refer to the Student Engagement and Wellbeing Policy). Behavioural expectations

Ballam Park Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

### Framework for Improving Student Outcomes (FISO)

#### Key Improvement Strategy 1

Embed whole school consistency in the understanding of and delivery of the curriculum

FISO Dimension: Curriculum planning and assessment

#### Key Improvement Strategy 2

Apply high quality teaching and planning practices that drive the implementation of the school instructional model  
FISO Dimension: Evidence-based high-impact teaching strategies

#### Key Improvement Strategy 3

Empower students to self-regulate their learning  
FISO Dimension: Intellectual engagement and self-awareness

#### Key Improvement Strategy 4

Embed PBL as the consistent whole school approach to wellbeing and behaviour management  
FISO Dimension: Setting expectations and promoting inclusion

#### Key Improvement Strategy 5

Develop teacher capacity to implement effective behaviour and wellbeing approaches  
FISO Dimension: Empowering students and building school pride

Ballam Park Primary School delivered on our Key Improvement Strategies to embed whole school consistency. However, some of the associated AIP actions and professional development plans were modified to suit remote learning. We did this by, weekly PLT meetings (held with an alternating focus on Literacy or Numeracy). Teams collate data on the area of focus and use this data to target teaching, provide differentiated activities and sort students into fluid groupings. This occurred throughout remote learning.

The specialist and meeting timetables were structured to enable teams to meet as a group to share and analyse data obtained from pre and post tests. Teachers discuss strategies they could implement to support identified learning needs. Bump it up walls were created to feedback to students where they are working and what they need to do next in their learning. This was hindered due to remote learning.

The School Improvement Team (SIT) oversaw the implementation of whole school programs and AIP actions. The school ensured that we followed the Department of Education's Operational Guidelines during remote learning. Curriculum was delivered and optional extra curriculum was offered to students.

Teacher and Educational Support staff's Professional Development Plans were modified due to remote learning. The Department of Education set specific Statements of Expectations;

Goal 1: Teaching and Learning,

Goal 2: Resources and

Goal 3: Collaboration.

The staff were able to incorporate the school's AIP goals within their own Professional Development Plans.

Conversations were held with the Learning Specialist via WebEx. Each teacher participated in a coaching and mentoring session using the G.R.O.W.T.H model.

Professional Practice days were used to follow up on whole school priorities such as assessment and reporting and classroom observations, to develop consistency in program implementation including Seven Steps for Writing Success and Fountas & Pinnell Benchmark Assessment Systems. Guidelines for the use of these days have been developed.

The school identified the need to give students more voice and agency in their learning and to allow students to be connected to their world. In 2020, there was limited student agency. The school aimed to provide students with verbal and visual feedback. This was completed informally, through conversations with students about their learning, or formal feedback such as assessment rubrics for tasks. Agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners. This was modified however did continue throughout remote learning. Teachers used data to a degree to modify teaching practices, as well as inform parents of where students were achieving, and there was consistency between the assessment of students at a particular level and the reporting of their progress. Reporting was modified in 2020 due to COVID-19. Ballam Park Primary School completed mid and end of year student reports as directed by the Department of Education.

At Ballam Park Primary School we believe that young people who find their own voice in supportive school environments are more likely to develop a confident voice, a capacity to act in the world, and a willingness to lead others. By empowering students we enhance student engagement and enrich their participation in the classroom, school and community. We help students to 'own' their learning and development, and create a positive climate for learning. However, COVID-19 made this somewhat difficult to implement. We were able to modify student voice and agency to suit remote learning by creating matrix for students to choose their own learning path. They were able to challenge themselves and differentiate their own learning.

In 2020, we started the year by 'Setting the Climate'. This was vital to ensure that students were aware of the school's values and high expectations. Positive Behaviour for Learning (PBL) was embedded across the school. The purpose of PBL is to increase our student's learning opportunities by preventing or decreasing problem behaviours. We do this by teaching problem solving strategies, and expected behaviours. PBL revolves around the positive re-framing of language as opposed to the traditional view of 'DON'T'. Previously, children would hear 'don't run', now they hear 'we are safe by using our walking feet'. This positive re-framing teaches the children the appropriate expected behaviour, in turn, reducing problem behaviours. Posters are displayed in the relevant areas throughout the school. These posters depict the appropriate behaviour for that given area through written statements and pictures. In the corridors you will find the 'Hallway Expectations' with the 'walking feet' statement and picture examples.

The BPPS values (Respect, Responsibility, Kindness and Safety) are taught and expected in all areas of the school. Ballam Park Primary School has an agreed reward system for reinforcing expected behaviour. Encouragement, guidance and rewards are helpful for students to build their social and communication skills. Staff provide tokens to students who demonstrate the expected behaviour. These tokens can be used in a variety of ways. Each week, one student from each grade is selected for having consistently shown a particular value/behaviour. This student receives an award in assembly. Each specialist teacher also selects a student to be recognised in assembly. During remote learning we continued as a school to have PBL awards. The school ran Positive Behaviour for Learning days. As a school we deemed these as incredibly important for the well-being of our students and families. Matrix were provided for the students. The students could choose what they completed. All the activities were based around well-being and positive behaviour.

Staff at Ballam Park Primary School completed the 'Boosting inclusion and learning outcomes for students with complex needs' Professional Development. This reinforced our whole schools Behaviour Flowchart and provide staff with the knowledge and skills to help students with complex needs. Due to remote learning this was put on hold and will continue in 2021.

## Achievement

During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. Seesaw was utilised as the online student journal (years F-2) and as the primary form of classroom communication with the school and all families. Google Classroom and Google Apps for Education were enabled for year 3-6 students. Google Classroom allowed teachers to create, distribute, and grade students work and assignments. The primary purpose of Google Classroom was to streamline the process of sharing files between teachers and students. Teachers had regular Google Meet meetings with students. Google Meet is a secure video conferencing platform where teacher could deliver their lessons to the class. Teachers ran differentiated groups for literacy and numeracy. Students were able to join teacher other than their own on Google Meet to participate in curriculum activities at their point of need. These groups were fluid allowing student to progress at their own pace.

Students responded well to self-directed and project-based learning tasks during the remote learning period. Year levels participated in virtual excursions. The excursions were a way for the students to visit and discover places all over the world virtually. Visit countries across the globe, famous monuments and even planets and engage children in experiences that they wouldn't get to see otherwise or due to COVID-19. In 2021, we plan to incorporate more project-based/virtual learning into our curriculum.

Due to COVID-19 and remote learning some students did not make the expected growth in some curriculum areas. The Department of Education have introduced a Tutor Learning Initiative that will be running in 2021. The purpose of

the Tutor Learning Initiative is to catch the students up who were unable to reach their potential due to COVID-19. The Department of Education have allocated 75 students to be included in the program for Ballam Park Primary School.

Student Achievement in English for Foundation - Year 6, who are at or above the expected curriculum level, 60.9%  
Student Achievement in Mathematics for Foundation - Year 6, who are at or above the expected curriculum level, 62.7%

NAPLAN was cancelled in 2020 due to COVID-19 and remote learning.

PSD students had regular contact with Inclusion Officers and from their classroom teachers. Curriculum was modified to suit the students needs and circumstances. We created an educational environment and curriculum that was inclusive and meaningful to all students. Onsite supervision was offered to PSD students who met the criteria as stated by the Department of Education during remote learning. Student Support Group meetings were held either virtually or via phone call for all PSD students.

## Engagement

To support student engagement during remote learning, we provided 115 laptops with headphone, 5 internet dongles and 3 iPads to students. This was to ensure that no student was disadvantaged and had access to online and virtual platforms. For students and or families who didn't wish to engage online, hard copies of work was provided. State School Relief applications were successfully submitted approving 27 remote learning setups (desk and chair) for the students who met the criteria and did not have the appropriate furniture in order to be successful during remote learning.

Student Absence in 2020 including remote learning due to COVID-19

Foundation - 98%  
Year 1 - 92%  
Year 2 - 92%  
Year 3 - 96%  
Year 4 - 95%  
Year 5 - 96%  
Year 6 - 94%

To support student engagement during the transition back to onsite learning, our school provided staggered starts. The school went over Setting the Climate with the students again to ensure that we were setting the students up for success. School yard areas were allocated to specific year levels.

The school identified the need to give students more voice and agency in their learning and to allow students to be connected to their world. At present, there is limited student agency. The school aimed to provide students with verbal and visual feedback. This was done informally, through conversations with students about their learning, or formal feedback such as assessment rubrics for tasks. Feedback to students was provided through conferencing and ongoing monitoring of work in the classrooms. Teachers used data to a degree to modify teaching practices, as well as inform parents of where students were achieving, and there was consistency between the assessment of students at a particular level and the reporting of their progress.

Feedback in the forms of student-to-student feedback, teacher to student, student to teacher was variable. Feedback to students from teachers was observed to be a combination of praise in some instances and targeted specific feedback in others. There was not consistent practice of teachers including student ideas and feedback into their curriculum planning to ensure it was effectively student driven. Students provided feedback on their understanding to their teachers through the use of verbal feedback. Students worked in groups and engaged with each other and their teachers and support staff in their learning. They offered each other peer support in understanding the tasks and articulating their learning. With literacy and numeracy there was limited input by students to the curriculum with some choice of topic in writing and choice of books in reading.

School Representative Council and Positive Behaviours for Learning Student Teams will be implement onsite in 2021.

**Wellbeing**

Students need to develop their ability to self-regulate their learning and to actively challenge themselves. There is a need to develop teacher capacity to empower all students to reach their full potential. There is a need to ensure there is a commitment to the school’s vision and values being evident in disposition and actions.

The school found that student learning was negatively impacted by the behaviour of some students in some classes. There was inconsistency in the application of student behaviour guidelines. The school needs to explicitly teach concepts around respectful relationships and ensure the community is part of this learning. The effectiveness of behaviour management, student wellbeing and safety practices need to be evaluated and updated. The school needs to work further with parents/carers and families to develop students’ social and emotional skills in self-managing their behaviour.

Respectful Relationships and positive behaviours are in operation across the school. The school had developed and distributed the Ballam Park Behaviour Management Flowchart. In addition, the Setting the Climate Program was undertaken over the first two weeks of Term 1. This was commenced in 2020 and provided time for teachers and students to build relationships, as well as visit and explicitly teach the classroom expectations and school values linked to the Positive Behaviours for Learning.

Although Breakfast Club was unable to commence due to COVID-19, the school was able to distribute food parcels to students and families in need. This ensured that the school remained connected with families.

Every Friday the Wellbeing Team met with the Department of Educations Social Service Specialist to discuss planning and actions of students/families who were considered vulnerable by the Department of Educations Operational Guidelines.

The Wellbeing Team will continue to develop the Wellbeing Action Team (RRRR & PBL) to be clearly focused on building whole school consistent evidence-based student wellbeing approaches. Review, develop, implement and monitor consistent whole school evidence-based wellbeing approaches throughout the school. Continue to Implement Rights, Resilience & Respectful Relationships Program throughout school.

Students will:

- learn to build positive coping skills, self-regulation skills and resilience
- develop positive relationships with their teachers and peers
- improve social-emotional competence

Teachers will:

- teach Positive Behaviours of Learning matrix explicitly and develop strategies to reinforce positive behaviours
- be proactive in a preventative way
- use Ballam Park Primary School Behaviour Flowchart that is published and embedded into practice across the school, minor and major behaviours, follow-up procedures and reporting incidents

Leaders will:

- engage with trauma specialists and SSS to provide training
- Support and facilitate the Positive Behaviours of Learning approach and ensure its consistency across Foundation to Grade 6
- engage in high quality training and ongoing coaching

**Financial performance and position**

Ballam Park Primary School is committed to providing an educational experience that supports learning for the 21st century for all students. The school has demonstrated transparent accounting processes to ensure targeted expenditure to optimise student learning growth and provision of a safe and engaging environment. The Finance Sub-Committee of School Council, supported by the Business Manager, have shown diligence to, and applied the appropriate governance processes.



At the end of the 2020 school year, we had around \$400,000.00 left in our account. This was mainly due to funding received for programs that were unable to proceed due to COVID-19 restrictions and unallocated CSEF. The money has been earmarked to be utilised in 2021 and for school improvements. For example, swimming in schools was funded in 2020 but unable to proceed. This has already been booked for 2021. We were fortunate enough for our years 5 and 6 ers to attend camp in Term 1. Most of our fundraisers did not go ahead due to COVID-19.

DET grants enabled us to continue our Chaplaincy Program.

The Equity funding was distributed among various budgets for supporting students in accessing the curriculum, tailoring educational programs suitable for all and for supporting students in crisis including those in Out-Of-Home-Care. The school bulk purchases Essential Learning Items and invoices families. Our family repayments for 2020 was 70%, leaving the school with an unexpected shortfall that needs to be covered. This is up on previous years due to the fact that we were able to allocate CSEF to Essential Learnings during the COVID-19 restrictions. The school has a high number of staff at Class 2 Range which also places a strain on the school's Student Resource Package.

Overall, the school remains in a balanced financial position with budgets in place, clear guidelines are followed and internal controls monitored.

We continue to have discussions with Camp Australia due to the decrease in enrolments.

**For more detailed information regarding our school please visit our website at**  
<https://ballamparkps.com.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 274 students were enrolled at this school in 2020, 128 female and 146 male.

7 percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

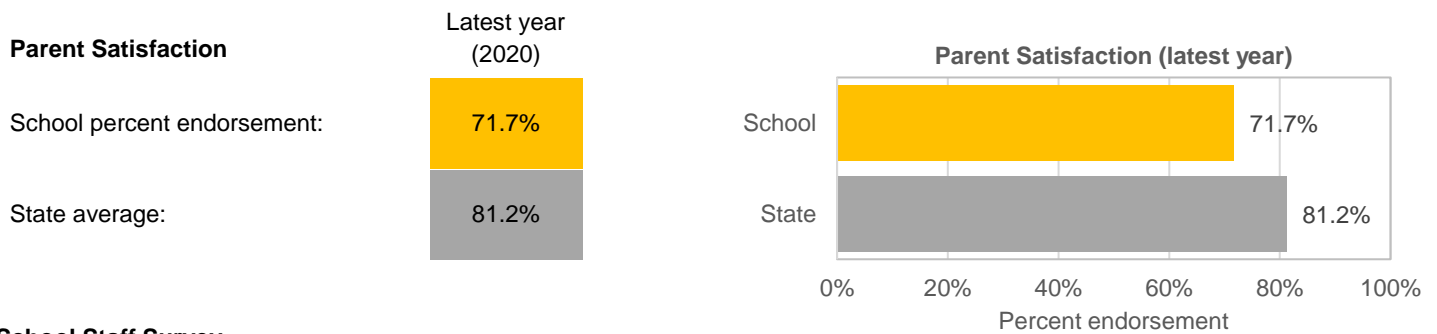
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

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

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

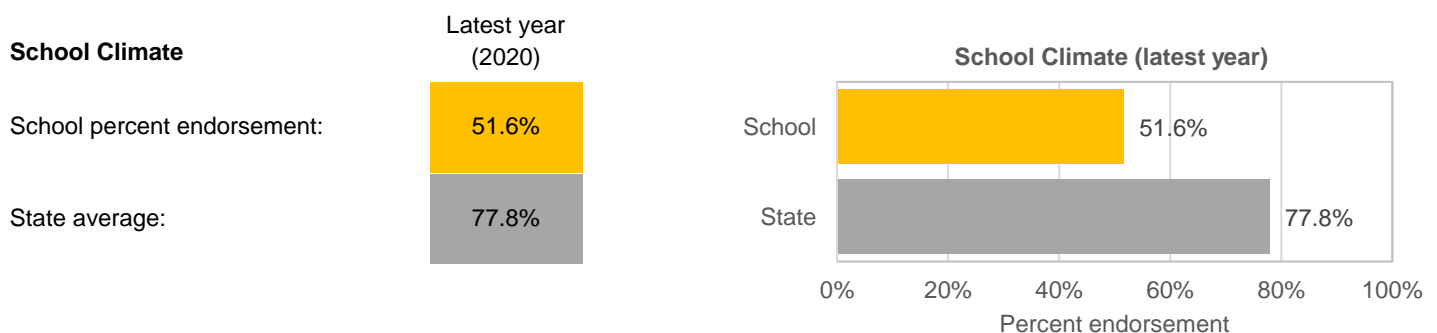


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

**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:

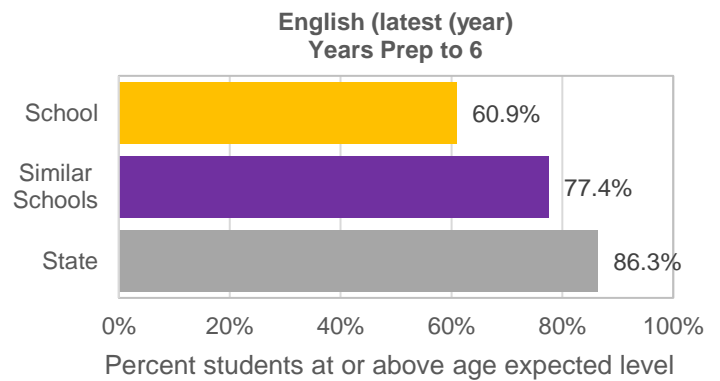
60.9%

Similar Schools average:

77.4%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

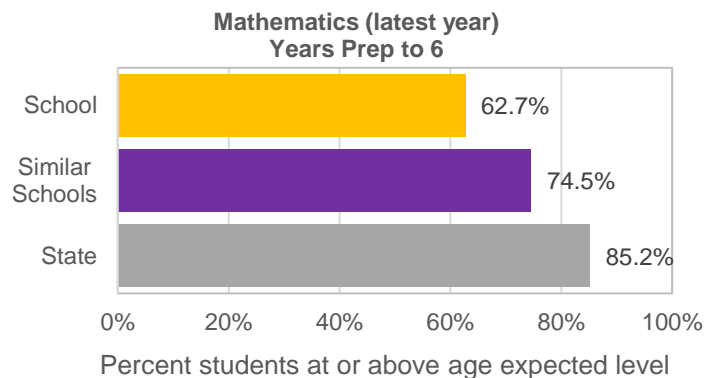
62.7%

Similar Schools average:

74.5%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

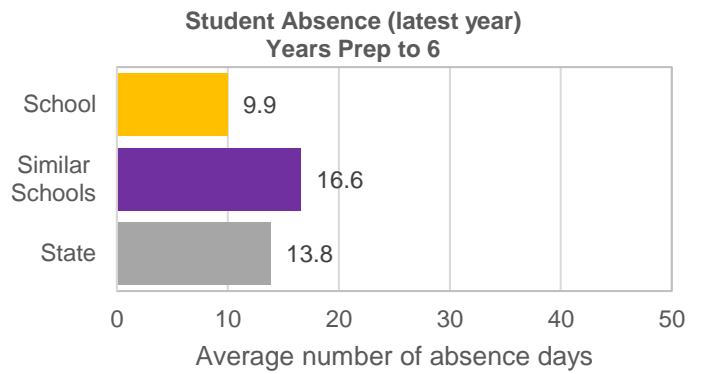
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.9	17.8
Similar Schools average:	16.6	17.0
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):	98%	92%	92%	96%	95%	96%	94%

## WELLBEING

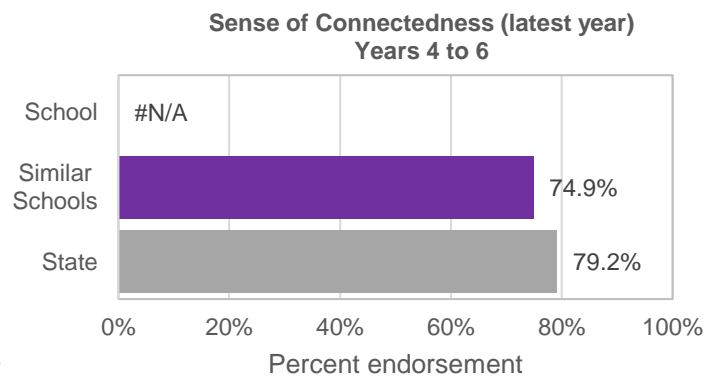
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	75.1%
Similar Schools average:	74.9%	77.4%
State average:	79.2%	81.0%



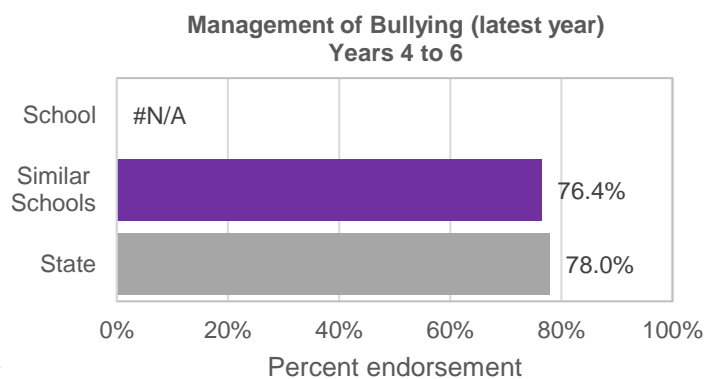
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	75.0%
Similar Schools average:	76.4%	77.9%
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	\$2,783,035
Government Provided DET Grants	\$493,830
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$13,815
Locally Raised Funds	\$56,446
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,347,126</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$396,734
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$396,734</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,722,130
Adjustments	NDA
Books & Publications	\$8,043
Camps/Excursions/Activities	\$18,180
Communication Costs	\$5,083
Consumables	\$66,041
Miscellaneous Expense <sup>3</sup>	\$6,851
Professional Development	\$21,280
Equipment/Maintenance/Hire	\$47,166
Property Services	\$101,789
Salaries & Allowances <sup>4</sup>	NDA
Support Services	\$132,844
Trading & Fundraising	\$1,806
Motor Vehicle Expenses	\$55
Travel & Subsistence	NDA
Utilities	\$23,160
<b>Total Operating Expenditure</b>	<b>\$3,154,428</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$192,698</b>
<b>Asset Acquisitions</b>	<b>\$32,120</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	\$379,286
Official Account	\$45,155
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$424,441</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$57,449
Other Recurrent Expenditure	\$6,948
Provision Accounts	NDA
Funds Received in Advance	\$21,000
School Based Programs	\$32,800
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$210,500
Capital - Buildings/Grounds < 12 months	\$74,000
Maintenance - Buildings/Grounds < 12 months	\$75,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$477,697</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.*