

# 2020 Annual Report to The School Community



**School Name: Syndal South Primary School (4924)**



- 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 23 March 2021 at 03:01 PM by Helen Freeman (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 25 March 2021 at 10:54 AM by Deane Lam (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

Syndal South Primary School is an educational hub in the leafy urban area of Mount Waverley situated within the City of Monash. The school is situated within a large established housing estate that is now regenerating with homes being demolished and new larger residences being built. Most of our students attending came from within the local catchment area. A total of 362 students were enrolled in 2020, 172 females, and 190 males. 56 % of students had an English as an Additional Language background. We had close to 25 different cultural backgrounds represented. We relish this diversity and celebrate it at every opportunity.

We provide an environment where students are stimulated and challenged, where education is embraced. A sense of belonging, of being engaged in a harmonious community where personal relationships matter, is central to student life at our school. Our skilled and dedicated teachers worked together collaboratively to develop a cohesive and sequential program that reflects current research on how students best learn. They have robust professional knowledge and classroom programs are differentiated to cater to individual needs.

Teaching is targeted and structured to consolidate core English, Mathematics, and problem-solving skills. The purposeful use of a range of technologies supports student engagement and 21st-century learning requirements. We aim to equip our students for a changing society, ensuring they are well adjusted, capable of making their own decisions, and able to cooperate with others. Our shared vision, values, beliefs, and high expectations around teaching and learning strengthen our focus on continuous improvement. Our school values of respect, responsibility, resilience, and care are an essential part of the school's ethos and underpin our actions and are infused into all aspects of school life.

Specialist classes were offered in Music, Visual Art, Physical Education, Science, and Japanese. Unfortunately, in 2020 due to COVID 19, we were unable to offer our usual extra-curricular programs which include Aerobics, Solar Boat and Car Challenge, G.A.T.E Ways, John Monash Little Scientists Program, Chess Club, Instrumental Music Lessons, Coding, and Environmental Club. The school had its own School Council managed Out of School Hours Care Program, providing quality Before and After School Care and School Holiday programs. The school's SFOE is 0.1258. The staffing profile is made up of 1 principal, 1 assistant principal, 1 learning specialist, 1 leading teacher, and 20 teachers (19.35 EFT) 6 Education Support staff (6.47 EFT).

### Framework for Improving Student Outcomes (FISO)

In 2020, the school's Annual Implementation Plan's (AIP) initial focus was on the implementation of Key Improvement Strategies (KIS) related to the Framework for Improved Student Outcomes (FISO) dimensions of Building Practice Excellence, Curriculum Planning, and Assessment and Empowering Students and Building School Pride.

The school delivered on our Key Improvement Strategies (KIS) to develop and implement a model for the utilising of data and assessment to inform teaching practice, and to develop a deeper understanding of the identified components of the assessment model. However, some of the associated AIP actions and professional development plans were modified to suit remote and flexible learning.

Midway through March, the Leadership Team began to address two major concerns, directly related to the COVID-19 Pandemic:

- An increasing number of students absent due to parents choosing to keep their children at home and how to support these student's learning at home.
- Schools officially closing for the final week of Term One and how were we going to continue to support student learning off-site.

These concerns quickly became our focus.

Leading up to when the Department declared that schools would be closing earlier for the Term One holidays; we had put in place learning support mechanisms for those students who were already at home. Suitable work was planned in PLC teams for those students and sent home, or made available through the Google Drive for the Years 5 and 6 students. The shrinking numbers of students who were attending school were being provided a learning program on-site.

When the announcement was made that schools would be transitioning to Remote and Flexible Learning the staff

worked in their Professional Learning Community Teams to prepare for Term 2 as remote and flexible learning. This included designing a suitable curriculum for online learning for each learning area. Teachers worked together preparing videos, using Google Classroom and WEBEX which was a new and challenging experience for all staff. The lessons needed to follow the curriculum plan already set up for Term 2 based on student assessment data. Teachers planned lessons based on the Department's recommendation of how much work needed to be provided each day and the key focus areas they suggested – Reading, Writing, Numeracy, and either Play-based learning or Inquiry as well as Physical Activity. In addition to this, the five specialist areas prepared a weekly lesson for each year level.

Parents were provided with information on how to log onto Google Drive, WebEx and relevant information about the work and work requirements for each year level.

Teachers were also provided with information regarding staff meeting times and times for their class individual WebEx meetings.

Foundation students were provided with weekly take-home packs which supported the remote learning lessons being set up via Google Classroom. Over the extensive period of remote and flexible learning, there was constant reflection based on feedback from parents, staff, and students which lead to necessary adjustments regularly.

While the focus for the school was to prepare and deliver remote and flexible learning and then address the transition back to onsite learning, as well as maintain focus on all the new learning and the preparation that had to go into this new educational model to ensure its success for all stakeholders with, student wellbeing being the core priority maintained.

We were able to continue to deliver on some of our 2020 Annual Implementation Plan actions.

The first action being 'To improve levels of student engagement in the learning process' Students were set tasks that they were able to complete at their own individual pace. Students were expected to upload their work each day to the Google Classroom

There was an opportunity for feedback from students to teachers which was then reflected in teacher practice and the changing lessons. For example, teachers were constantly seeking feedback from students using a variety of ways; comments in the chat, responding to questions, asking questions to students via WebEx, Padlet, and Google Classroom.

The second action 'To build a collaborative professional learning community (PLC) with strong instructional leadership and regular feedback and reflection' was evidenced by the strong professional collaboration, of the various PLC's during Remote Learning. PLC team meetings continued with every team meeting at least twice a week via WebEx. Teams were also in constant contact with each other during the day through either Messenger or What's App. This enabled them to problem solve any issues that may have arisen immediately. Specific times for planning were agreed upon between the teams and planning was conducted through WebEx meetings. PLC Staff Meetings continued weekly via WebEx with information shared at these meetings. PLC Leadership Meeting also continued Weekly via WebEx. The Leadership Team attended the regular Region meetings via WebEx. These were very informative, and it was useful to hear how other schools were going and how they were working through common issues that were arising for us all daily.

## Achievement

Syndal South Primary School continued to maintain a high level of academic performance, with above state average achievements across all levels of the school, despite the major disruptions caused by the remote and flexible learning and then transitioning back to on-site learning. Our dedicated and highly professional teaching teams planned the delivery of the Victorian Curriculum in a sequential, differentiated, and broadly assessed program. Teaching teams were supported in their work by skilled and experienced Education Support staff, who continued to provide the structured intervention programs that ensured all children were offered quality learning opportunities. The use of the platforms Google Classroom and WebEx were very effective ways of providing remote and flexible learning – child friendly, parent-friendly, explicit teaching videos were effortless to upload, and student work could be uploaded simply and assessed, and feedback provided by the classroom teacher. Children could navigate Google Classroom easily on their own and it was a successful way to easily differentiate the learning tasks for the students. The continued success of the 'Letters and Sounds' program is evidenced through the English results; teachers were able to execute whole class and small group phonics lessons via the WebEx platform. Individual assessments in reading were also carried out with the results being utilised for future differentiated lesson planning.

Key learning from remote and flexible learning was the importance of delivering lessons with clear and succinct explanations or instructions. which the has had a direct impact on student achievement. The Professional Learning

Community (PLC) leaders ensured teachers continued to work in their teams, despite working remotely with real purpose, rigorously discussing assessment data, followed by the development of differentiated learning tasks that they then videoed or taught directly online to their students.

**Engagement**

Syndal South Primary School students remained engaged and connected to their school during the remote and flexible learning and the return to onsite learning. We feel the enabler for this was the quality of the communication and the opportunities for student voice and agency in giving students the power to direct and take responsibility for their learning. There was a sense of excitement about this. It was the understanding amongst teachers that teaching could be successfully performed in several different ways and still the lesson objectives were met. Communication between home and school was in a very positive way relentless during the year.

The school leadership team were on-site every day during the remote learning period. This allowed them to monitor the programs being implemented and how the students were responding and managing. This enabled the Leadership Team to make the necessary contact to teachers about changes to the tasks being uploaded to enable easier understanding and access for the students. This also provided moral support for teachers both on-site and remotely as questions could be answered quickly and changes that might be needed could be acted upon promptly.

During the first couple of weeks of remote and flexible learning, we needed to provide information about how students could be helped at home to complete the learning tasks. An example of how to structure the day for parents was sent home, as this proved to be an issue early on. To support parents with more than one child, WebEx meetings times were set up, so each child had a different time, to ensure engagement. This also enabled families to share devices. Numerous communications, newsletters, Compass Newsfeeds, emails, and Google Classroom posts were sent home to families and staff about the expectations on completing the work and not working past normal school hours. These included suggestions of keeping normal bedtime, not working in bedrooms if possible, and having regular breaks. It also included that not all tasks needed to be completed daily.

To ensure students remained engaged lessons were created to cover individual learning needs so that tasks could be completed by all students. Class meetings via WebEx initially were used by teachers as a way of marking attendance, chat/catch up with an engaging activity e.g. come dressed in a funny hat, challenges, games such as Boggle, eat breakfast together. These meetings were also used by staff to monitor student well-being and changes were made accordingly. These included small group chats, individual chats, chatting at the end of the meeting with children who were not connecting, changes to timetables to accommodate children who were in quarantine or overseas so that they could still interact with their peers and engage in their learning. Student attendance data indicated high consistent attendance rates across all year levels. Our attendance data indicated that we are well below the state and similar schools with an average of just 9 absence days for 2020.

**Wellbeing**

Student and staff health and wellbeing was the main focus of the transition and implementation of the Remote Teaching and Learning and the transition back to on-site learning.

For those students who attended onsite learning during the remote and flexible learning periods volunteers from the staff came onsite to supervise. These were all teachers and education support staff who the students knew, rostered on weekly to support them. Staff working with on-site learning children were relieved during the day to attend their class WebEx meetings and to clarify urgent questions asked by their students and parents.

Department documentation was sent out to support parents to manage discussions about COVID-19, concerning alleviating fears around the pandemic.

Our regional wellbeing support person made a regular weekly WebEx meeting with leadership to discuss any wellbeing concerns the school had identified.

WebEx class meetings initially were used by teachers as a chat/catch-up with an engaging activity, but they were also used by staff to monitor student and family well-being, and action was taken based on these concerns.

An example of an action taken in response to a wellbeing concern was that early during remote and flexible learning comments on Google Classroom was turned off by teachers at 8:30 pm so that children would not continue to post on this platform as it was decided that it was too late for students to be on devices. By using Google Classroom, differentiated lessons could be individually posted to each child's classroom so they did not know that it was different from others. This supported children who were generally at risk with their learning, as it was now at their appropriate



level. This is a strategy that will be further investigated and utilised in 2021. Staff had individual WebEx meetings with students who were PSG funded or identified as being anxious and/or struggling with areas of remote learning. Parent meetings via WebEx will also be added to the school communication plan for 2021.

Information was sent to teachers about looking after their well-being especially with the long hours and the constant use of technology. Each teacher's home personal situation needed to be factored into any decisions made by leadership e.g., young children at home, medical conditions of teachers, or family members. The school was open for staff to come in and debrief, to use school equipment to video their lessons, upload lessons, and gather resources if they needed them for home.

The school created a document to send out to parents on how the transition back to onsite learning would work. This information was shared with the children and parents via WebEx before coming back to school. We also extended recess by 10 minutes for children to have more time reconnecting with each other socially. This worked very well so was continued when the Year 3 – 6 students returned to school. Considering the worldwide situation, we were all experiencing, teachers and parents were united to manage this environment to support the children's emotional and educational needs.

Staff Reflection sheets were completed each week which identified any children at risk and actions taken by the staff. Changes were made to the school newsletter to reflect remote learning, including the format and content which now reflected the uniqueness of remote learning. New pages were included –

- Kids' Corner - which showed examples of the wonderful work being done at home
- My Workstation – included photos of where the teachers were working at home
- Challenge Page – which included weekly family challenges e.g. building a family fort,
- Parents Association Page – with information on how to support children learning at home from a parent's perspective.

Wellbeing articles were also attached to this section.

This newly formatted newsletter was greatly received and continued to emphasise the community spirit of the school. Parents and staff appreciated seeing and reading all the information. This became a strong link between families and staff working from home.

Students identified as being at risk were contacted by the Principal/Assistant Principal, to check in with them and support parents with any issues they were experiencing.

We prioritised the health and wellbeing of our parents and students by modifying our supports in line with the change to and from Remote Learning.

The school changed its program to help ease children back into onsite learning. This was to support students with re-engagement and connection with other students and teachers and the day-to-day routine of school. The daily program included several reflective activities, discussions, and working in groups.

The School-Wide Positive Behaviour Support Program was a major focus when we returned to onsite learning. The 'Acknowledgement System' with the frequent distribution of tokens reinforcing engaging behaviours had a significant effect both inside and outside the classroom.

Students who were identified as "at-risk" were supported in their return to school by their class teacher through individual WebEx meetings and onsite visits to help them feel confident on their return to school.

Since returning to onsite learning the priority has been re-establishing the relationships between students, their peers, and their teachers within the school environment. This will continue to be a priority in 2021.

The continuing of the strong relationships with home, the parent's knowledge of their child's learning will be continued through using the communication platforms established in 2020.

The FISO Model tells us that Student Achievement, Engagement, and Wellbeing are at the core of all that we do, and at Syndal South we demonstrate this commitment daily which was highlighted during this year. Utilising the unique experiences, we have all encountered during this year we will continue building high-performing, resilient students in 2021. We expect high standards but do so in a warm and supportive environment to benefit all students.

**Financial performance and position**

Syndal South Primary School continue to maintain a sound financial position throughout 2020 . This is due to sound financial management and strategic allocation of resources to improve the school environment and student learning outcomes. The operating statement shows a modest surplus in 2020. This surplus is drawn primarily from revenue raised locally, which has allowed for the classroom and staffing structure in place this year.

The School will improve its asset profile in the coming years with the Victorian Government investment of 4.46 million in the school Asset Master Plan . The school is committed to co-contribute the accumulated surplus held for the future

building and ground projects. This will also invest in equipment, furniture and fittings to support student learning and wellbeing.

The school received a small amount of Equity funding that targeted to provide intensive learning support for students in Literacy and Numeracy. The school expends the equity funding in accordance with Department of Education Guidelines.

**For more detailed information regarding our school please visit our website at**  
[www.syndalsp.vic.edu.au](http://www.syndalsp.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 362 students were enrolled at this school in 2020, 172 female and 190 male.

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

### Overall Socio-Economic Profile

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

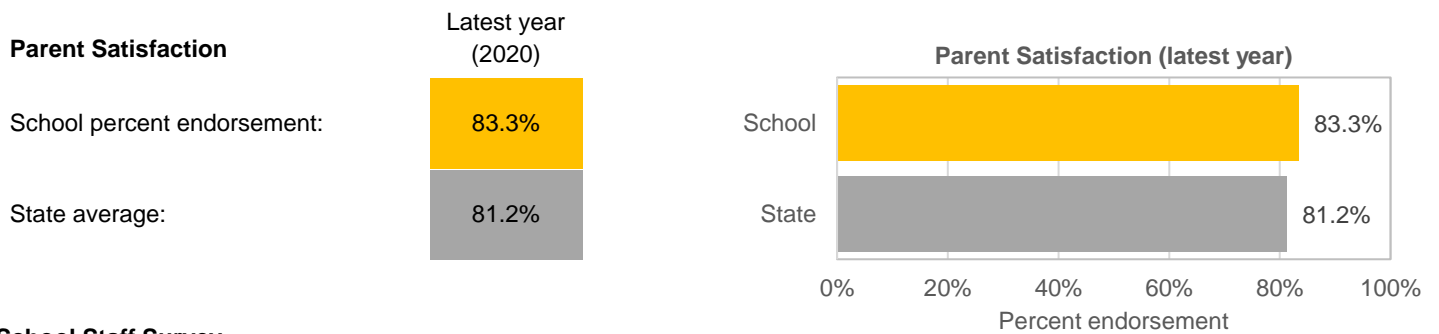
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

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

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

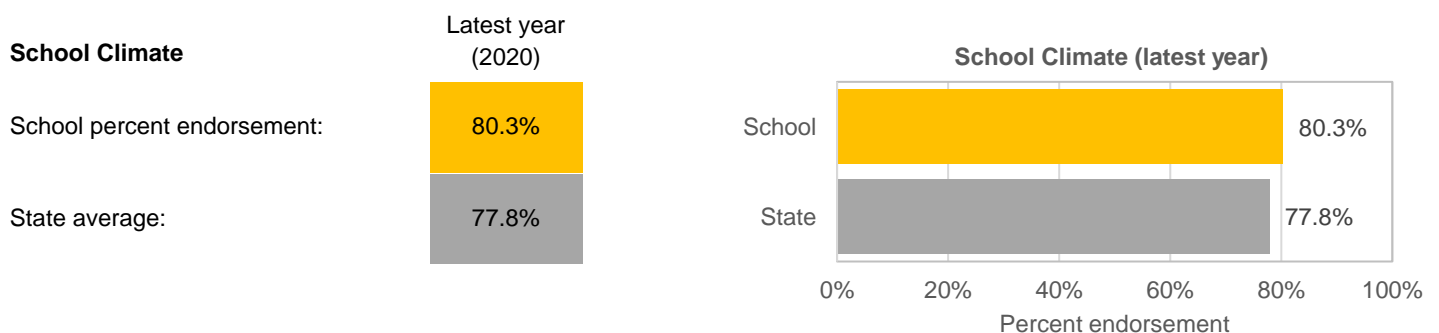


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

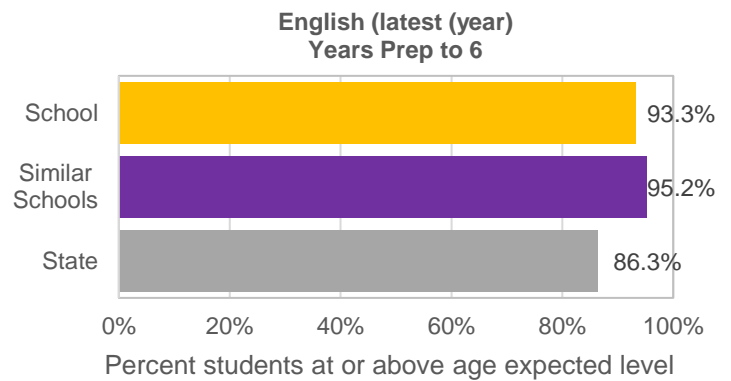
93.3%

Similar Schools average:

95.2%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

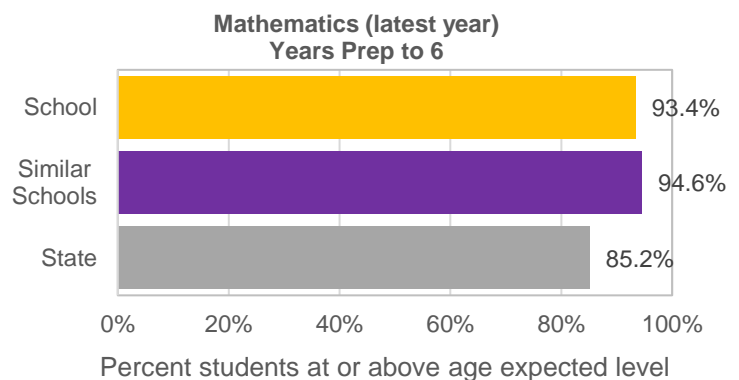
93.4%

Similar Schools average:

94.6%

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

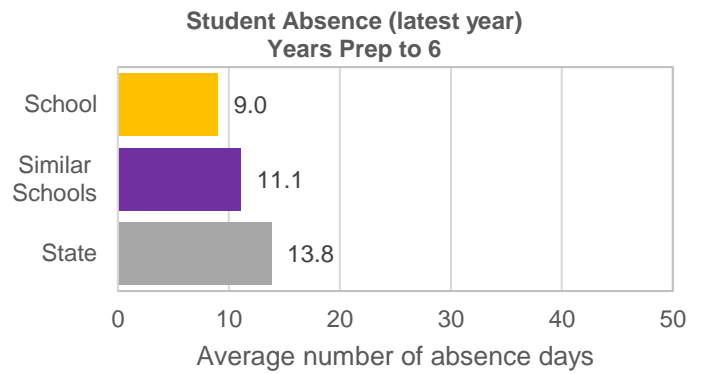
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	9.0	12.8
Similar Schools average:	11.1	12.8
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):	95%	97%	95%	95%	95%	95%	95%

## WELLBEING

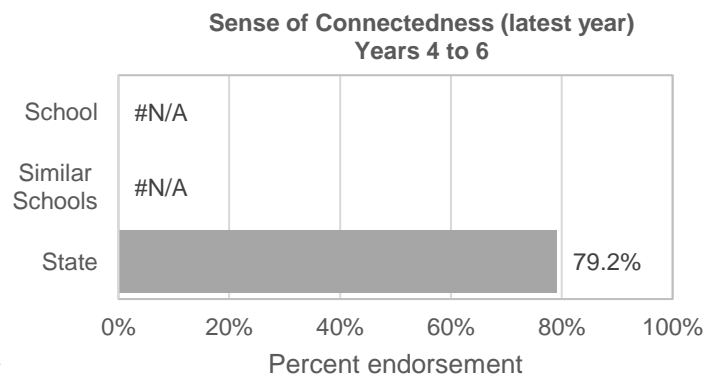
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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	84.6%
Similar Schools average:	NDP	83.7%
State average:	79.2%	81.0%



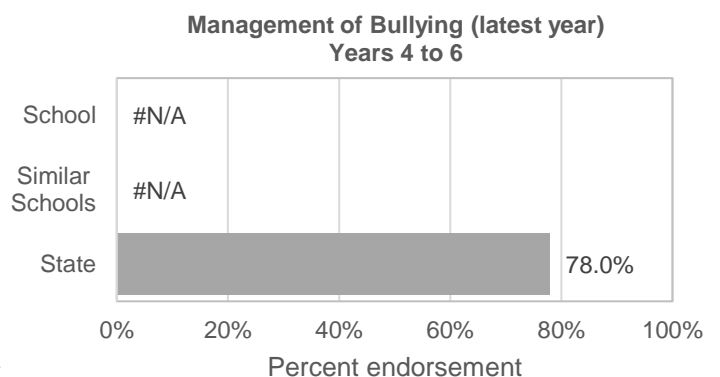
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	80.9%
Similar Schools average:	NDP	82.2%
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	\$2,991,196
Government Provided DET Grants	\$276,361
Government Grants Commonwealth	\$185,658
Government Grants State	\$34,332
Revenue Other	\$10,513
Locally Raised Funds	\$207,801
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,705,860</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,846
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$5,846</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,846,098
Adjustments	NDA
Books & Publications	\$443
Camps/Excursions/Activities	\$25,198
Communication Costs	\$6,157
Consumables	\$70,248
Miscellaneous Expense <sup>3</sup>	\$20,812
Professional Development	\$7,933
Equipment/Maintenance/Hire	\$42,861
Property Services	\$102,154
Salaries & Allowances <sup>4</sup>	\$203,012
Support Services	\$60,557
Trading & Fundraising	\$6,039
Motor Vehicle Expenses	\$30
Travel & Subsistence	\$89
Utilities	\$31,667
<b>Total Operating Expenditure</b>	<b>\$3,423,296</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$282,564</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	\$1,218,008
Official Account	\$28,148
Other Accounts	\$46,688
<b>Total Funds Available</b>	<b>\$1,292,844</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$82,484
Other Recurrent Expenditure	NDA
Provision Accounts	\$15,155
Funds Received in Advance	\$135,596
School Based Programs	\$34,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$7,808
Repayable to the Department	\$306,050
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$399,494
Maintenance - Buildings/Grounds > 12 months	\$132,257
<b>Total Financial Commitments</b>	<b>\$1,292,844</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.*