

2020 Annual Report to The School Community



School Name: Croydon Community School (7757)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 03 May 2021 at 02:27 PM by Bronwyn Harcourt (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 03 August 2021 at 03:51 PM by Leanne Haley (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Croydon Community School, Croydon Campus is situated in the heart of Croydon (Mt Dandenong Rd). It seeks to engage young people who have struggled to experience academic success and/or personal/social wellbeing in mainstream schools. The OPTIONS@Bayswater campus is situated in Neal St Bayswater and seeks to reengage some of the region's most disengaged young people back into school education. Croydon Community School also manages the Woori Yallock Farm School and a Capacity Building Team which is now situated on site at Croydon Community School on behalf of NEVR. The school's vision is to graduate confident, compassionate, reliable and resilient young people who possess a positive personal philosophy and a focus on continuing growth. Our mission is to engage each student in learning that nurtures individual interest, encourages active participation in the learning process and develops each students' ability to apply knowledge and skills to real life experiences and challenges. This vision applies equally to all sites and teams operating under the OPTIONS umbrella, despite many of the students provided for not being Croydon CS enrolments.

Common characteristics of the student cohort include histories of disrupted schooling; backgrounds of trauma due to family violence; physical and/or sexual abuse; self and/or family issues relating to drugs and alcohol; complex mental health issues; bullying at previous schools; exclusion or limited access allowed by previous schools; deficit personal and social, literacy, and numeracy competence. many students have been impacted by more than one of these factors and do not feel psychologically safe at the time of their enrolment. It is for this reason that the school focuses on building strong and trusting relationships with students and their families/carers.

Croydon Community School & OPTIONS value equity and strong personal qualities equally with the pursuit of academic success. For us, HEART means not only for learners to pursue what they love in their learning, but also some non-negotiable behaviours about how we come together in our school. As individuals and as a learning community, we strive to be Honest, Excellent, Accountable, Respectful and Thankful. The school's purpose is to maximise student wellbeing, engagement and achievement by personalising learning for each young person using Big Picture Learning Design and Distinguishers, to deliver the Victorian Curriculum and Victorian Certificates of Applied Learning.

Along with all other schools and communities, both Croydon and Bayswater sites were impacted by the COVID 19 pandemic and the multiple closures for public safety. Croydon CS operated throughout with classes being held online during designated lockdown periods. Vulnerable students continued to attend in person on both sites, with regular attendance by 6 students. An additional four vulnerable students were provided weekly support at the Woori Yallock Farm School due to its proximity to their homes. The level of engagement with students varied significantly across the school, with some advisories recording close to 100% attendance and others less than 50% attendance. A great deal was learned from the first lockdown period and the second one enabled the strategies and ideas to be implemented with much greater engagement. The social restrictions also impacted heavily on the wellbeing of some staff members.

Enrolment in August 2020 was 145.4 EFT students across both the Croydon and Bayswater sites. restrictions. As in previous years, the school had a waiting list of young people wanting to enrol but COVID 19 restrictions prevented this and enrolments decreased by 7% from 2019. 28.2 of these students were funded through the Program for Students with Disabilities; 9 students identified as Aboriginal; and 15 were living in official Out of Home Care. The school's SFO was 0.6297 and SFOE was 0.5334 (High) with 74 students equity-funded.

In 2020 the Woori Yallock Farm School had planned to offer the Cert 1 in Conservation & Land Management to small groups of students from 7 different secondary schools in the Dandenong Ranges & Yarra Valley and a Certificate 2 in Horticulture for young people from the Cire Community House. The certificate 1 programs were not completed due to the restrictions on travel but the Certificate 2 course was able to continue in a significantly modified form due to the efforts of staff to develop step-by-step videos demonstrating student activities that were modified to their home environments. The Capacity Building team's work heavily impacted throughout 2020 and the number of schools they were able to work with was reduced to just 24, with the team being unable to work onsite at schools for close to half the

year.

The school had a total of 52 employees, with an EFT of 38.59, comprised of 8.46 (EFT) teaching staff at Croydon, along with 2 Learning Specialists (EFT1.13) and 2 principal class officers (EFT 2.0). 18 Education Staff were employed in administrative, (5 staff = 4.0 EFT) Wellbeing (3 staff =2.4 EFT) and classroom support roles (6 staff = 5.1 EFT). At the Bayswater site there was 1.0 EFT Leading Teacher, 1.0 EFT Wellbeing, 2 Classroom Support (1.0 EFT) and 6.0 EFT teaching staff. Capacity Building staff comprised 4 staff, including 1 LT, with an EFT of 3.9 EFT. Woori Yallock Farm School comprised 2 teaching staff (1.4 EFT), one ES with Permission to Teach, and an animal care ES at 0.2 EFT. There were no staff who identified as ATSI.

The school does not offer an international student program.

Framework for Improving Student Outcomes (FISO)

2020 Strategic Goal: To optimise and accelerate the learning growth of every student in literacy and numeracy

KIS 1a. Develop a whole school approach to the inquiry learning model

Progress towards this KIS was minimal and highly affected by COVID 19 and the need for all staff to adapt to remote learning. It was, however, actioned by way of individuals and teams within the school needing to approach many challenges in a solution-focused way for very real problems that students, the school, communities and staff were confronted with throughout the year.

KIS 1 b. Develop a Guaranteed & Viable curriculum

Croydon CS has a guaranteed and viable curriculum, but acknowledges that further work must be done in relation to documentation of the links between Victorian Curriculum and Big Picture learning design; teacher accountability to deliver and monitor Vic Curric areas within the Big Picture Framework; and ability of teachers to make informed judgements regarding student achievement.

KIS 1 c. Deepen and embed teacher capacity to use rigorous & multiple forms of assessment and feedback to inform teaching & learning practices

The previous assessment schedule at Croydon CS was dismantled in 2019 and due to the multiple factors of COVID 19, the return of the substantive Principal, and MYLNS requirements, a new schedule was not implemented. Testing across the school was not completed in semester 1 prior to the introduction of remote learning; NAPLAN was cancelled; and other diagnostic testing was put to the side to allow for greater focus on student wellbeing in the return to onsite learning.

Achievement

Student achievement goals

1. 45% of students will be at or above their age appropriate level of learning in English by the end of 2020.
This goal was severely impacted by COVID 19 restrictions. It is important to note that it is an inappropriate goal for Croydon CS in that it is focussed on achievement and not growth. The SSP goals have been discussed with School Council and NEVR and it is agreed that whilst the SSP goals will remain the same, targets must be revised.
2. 24% of students will be at or above their age appropriate level of learning in Maths by the end of 2020
Unable to be measured due to cancellation of NAPLAN testing. As above, it is important to note that it is an inappropriate goal for Croydon CS in that it is focussed on achievement and not growth. The SSP goals have been discussed with School Council and NEVR and it is agreed that whilst the SSP goals will remain the same, targets must be revised.
3. By 2023, the percentage of Year 9 students assessed as making at or above benchmark learning gain in NAPLAN Reading will increase from 53 per cent (2019) to 75 per cent in Reading and from 60 per cent (2019) to 75 per cent in Numeracy
Unable to be measured due to cancellation of NAPLAN testing. As above, it is important to note that it is an inappropriate goal for Croydon CS in that it is focussed on achievement and not growth. The SSP goals have been

discussed with School Council and NEVR and it is agreed that whilst the SSP goals will remain the same, targets must be revised.

- 4. By 2023, increase the percentage of Year 9 students assessed above the National Minimum Standard to:
 - Reading—from a 2017-19 average of 29 per cent to 40 per cent
 - Writing—from a 2017-19 average of 8 per cent to 20 per cent
 - Numeracy—from a 2017-19 average of 42 per cent to 50 per cent

Unable to be measured due to cancellation of NAPLAN testing. As above, Unable to be measured due to cancellation of NAPLAN testing. As above, it is important to note that it is an inappropriate goal for Croydon CS in that it is focussed on achievement and not growth. The SSP goals have been discussed with School Council and NEVR and it is agreed that whilst the SSP goals will remain the same, targets must be revised.

- 5. By 2023, decrease the percentage of students in the VCAL eligible but did not complete category from 35% to zero per cent.

39% of students in Years 7 - 9 will make one Vic Curric level of learning progress in English by the end of 2020

35% of students in Years 7- 9 will make one Vic Curric level of learning progress in Maths by the end of 2020.

It is important to note that it is an inappropriate goal for Croydon CS. Senior programs at Croydon CS are much richer than the VCAL certificates, which are effectively a 'tick-the-box' process and not motivational or individual. The focus on VCAL at Croydon CS in 2020 had become the completion of workbooks, and this does not fit in the school's vision of relevance and rigor. Members of the school's leadership team have been working with Big Picture Australia and Melbourne University to develop a learner profile, and this will be a superior model to the current VCAL qualifications. This SSP goal has been discussed with School Council and NEVR and it is agreed that it must be revised.

Engagement

As described above in section 1, students at Croydon CS have faced, and continue to face enormous challenges in their lives away from school. Attendance data for 2020 records that 45% of students were absent for 30+ days during the year. It is important to note that this data includes students enrolled at the Bayswater campus, amongst whom are some of the most disengaged and at-risk young people in the inner and outer areas of Melbourne's east.

Attendance and engagement varied widely across classes throughout remote learning, with some groups recording above 90% attendance and others well below 50%. This variation has alerted the school's leadership to the need for a higher level of professional accountability from many staff.

The school's response to absenteeism varied widely across the school, with some staff making contact every day a student was absent, and others doing so only when directed by leadership. Sadly, there were a number of high-risk, challenging students who were actively discouraged from attending the Croydon campus in semester 1, 2020 and they responded by not coming. Throughout semester 2 there was a sustained push for all teachers to be following up and some problems with coding of absence records were found, which seems to have impacted the accuracy of the data collection. The school is in tranche 4 for PLCs in 2021 and is using attendance as its problem of practice.

Wellbeing

Croydon CS invests heavily into providing wellbeing supports for all students. There are 3 youth workers (EFT 2.4) and the Croydon site and 1 youth worker (EFT 1.0) at the Bayswater site. The wellbeing team have established strong community partnerships with community providers for psychology, OT, Speech and music therapists, and mental health social workers. These community-based providers either bulk-bill for their services or are NDIS funded and so student family's are not impacted by the costs. These services have been developed through the passionate work of the wellbeing team members, and any additional services identified as needed are sourced promptly.

The school also has strong relationships with government-funded organisations such as YSAS (Youth Substance Abuse Service); CYMHS (Child Youth Mental Health Services); Adolescent inpatient mental health unit; Head Space; Victoria Police Youth Resource Officers; and Maroondah CC Youth Services team. Students who are at high risk are

individually case managed at both campuses, and all other services working with a student are encouraged to be part of the education discussions. It has continued to be a challenge for the reverse to occur, especially with DHHS services who at times assume responsibility for educational programs without contact and/or consultation with the school. This has meant that less than the best outcomes are achieved.

Family homelessness increased in 2020 during the COVID 19 restrictions. Families who were terminated at work were unable to pay rent and several were living in hotel accommodation. Others were hosted by other families from the school, and often in this circumstances neither family could afford food or other basic necessities, despite government supports.

Croydon CS is one of the ten Maroondah Network schools promoting Positive Education. This program is as effective as a staff wellbeing tool as it is for student wellbeing and the development of a flourishing school. There was some disruption to this program but all staff completed two-days of trauma-informed approaches in classrooms, and a full day on identifying, maximising and developing character strengths. There was a range of responses to both professional learning programs and as the future direction of the school became clear to all, some staff decided to move onto other schools that better matched their personal philosophies.

One of the school's most valuable partnerships is with Hope City Mission. Hope City have provided food, clothing and in-kind support to host school events on their premises in Lusher Rd Croydon for several years now, but in 2020 they were the weekly supplier of all food requirements for many of our families who were experiencing financial devastation due to COVID 19 impacts on their work. Hope City's generosity was endless. They worked with Year 9s from another school, leading a social justice program, and participants then worked in small groups to raise money through activities such as cake sales or car washes. Croydon CS was not identified as the receiving school, and Croydon students were not told where the gifts had come from, but every student at Croydon and Bayswater received a Christmas gift bag filled with items purchased for them. Some students received remote control cars, caps, drink bottles, toiletries, and so on. Hope City Mission also consulted with the Wellbeing Team to identify 10 families that would receive a full Christmas hamper that included everything needed to celebrate on Christmas Day. These hampers included puddings, hams, mince pies, table decorations, etc. It was heart warming when some of the Croydon and Bayswater families identified that the hamper should be given to someone else because their plans for the day meant that they did not require them. Hope City also provided an expensive and personalised gift bundle to one family whose father is terminally ill. Individual presents were purchased for the student, his siblings, nieces and nephews, and parent to lighten their load a little. A gift of a family photo sitting was also included.

Financial performance and position

The school's bank balance at the end of 2020 was \$976,399. There are a number of reasons for this historically high amount:

- a. Reduced spending due to remote learning. This includes classroom materials, excursions, CRT,
- b. Funds that the school has been setting aside for purposes within the replacement school building program for the provision of air conditioning in all classrooms and to support VSBA budgets for furniture, classroom resources, etc
- c. Future expenditure requirements for capital items such as minibus replacement. Smaller amounts are identified each year and put aside to manage future needs.

The net cash position at the end of 2020 was \$129,515.

The school recorded a deficit of \$825,220 in 2020, but this can be accounted for in targeted programs that were funded as cash items on the SRP such as MYLNS, Instrumental Music, VET etc. The actual deficit at the end of the year was approximately \$10,000.

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 134 students were enrolled at this school in 2020, 50 female and 84 male.

0 percent of students had English as an additional language and 6 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.

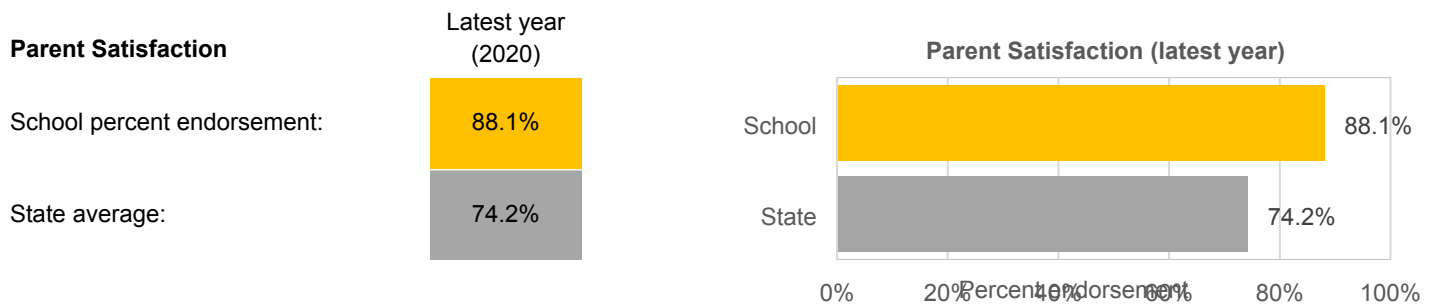
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

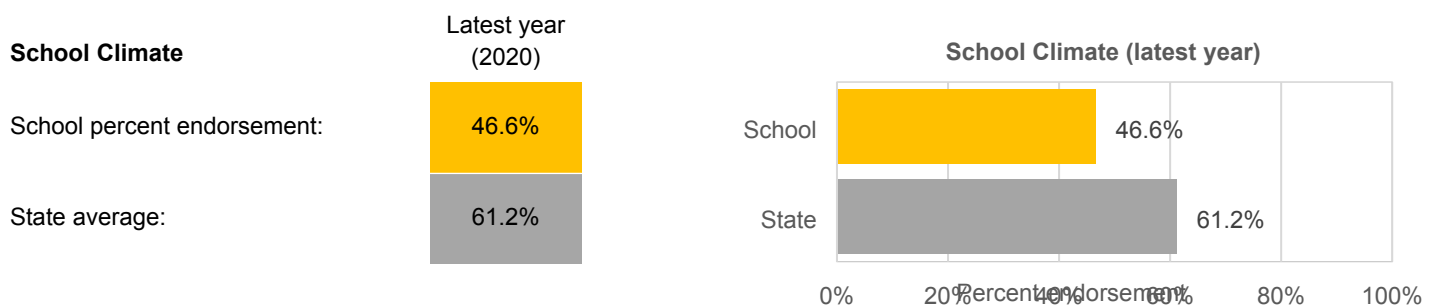


School Staff Survey

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 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

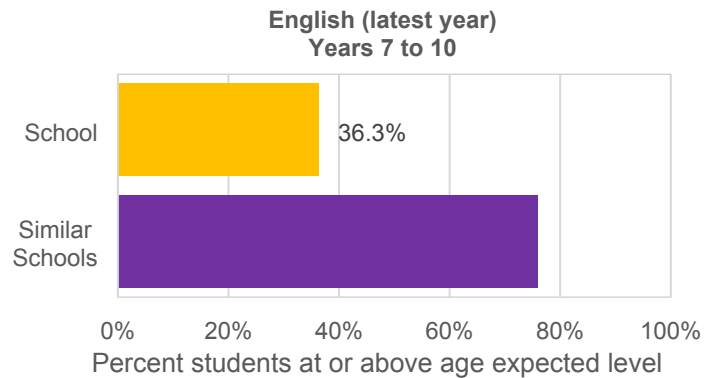
36.3%

Similar Schools average:

NDA

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

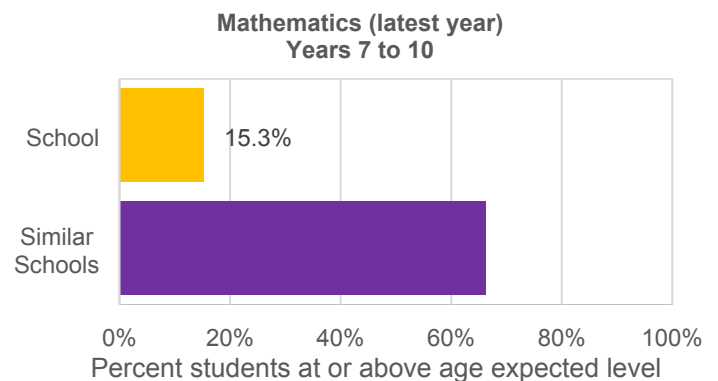
15.3%

Similar Schools average:

NDA

State average:

66.3%



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.

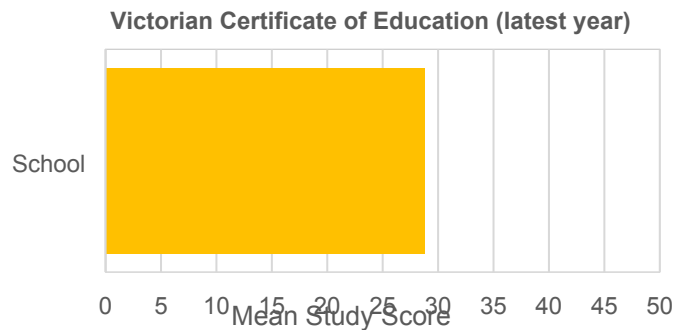
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

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

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

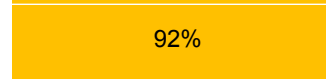
Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	NDA	NDA
Similar Schools average:	NDA	NDA
State average:	28.8	28.8



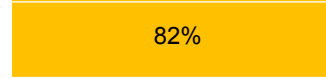
Students in 2020 who satisfactorily completed their VCE:



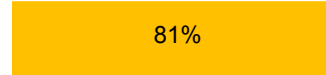
Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2020:



Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:



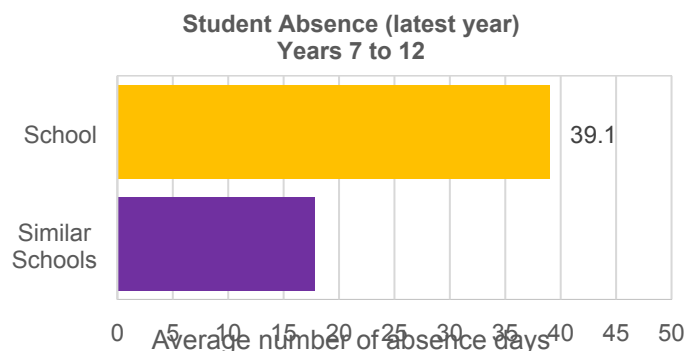
ENGAGEMENT

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 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	39.1	41.3
Similar Schools average:	NDA	NDA
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

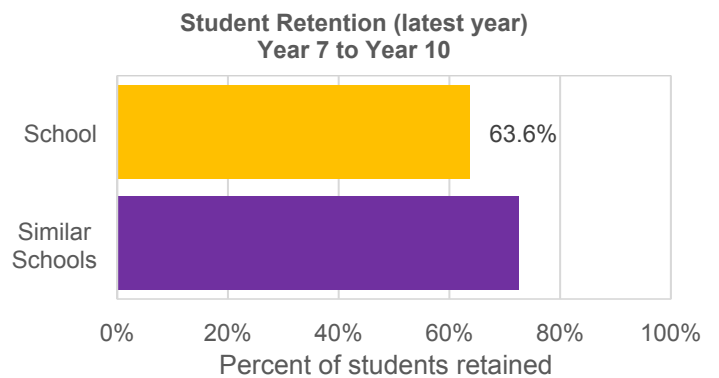
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	82%	80%	84%	80%	72%	90%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	63.6%	65.4%
Similar Schools average:	NDA	NDA
State average:	72.5%	72.9%



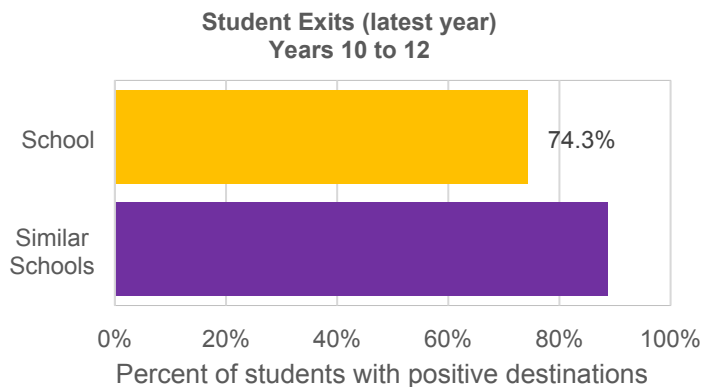
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	74.3%	70.9%
Similar Schools average:	NDA	NDA
State average:	88.6%	89.1%



WELLBEING

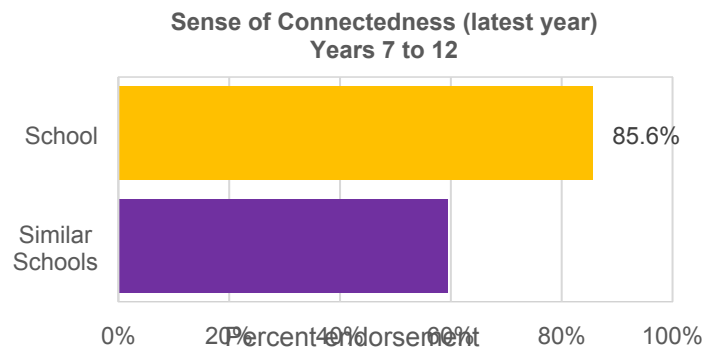
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	85.6%	59.9%
Similar Schools average:	NDA	NDA
State average:	59.5%	55.3%



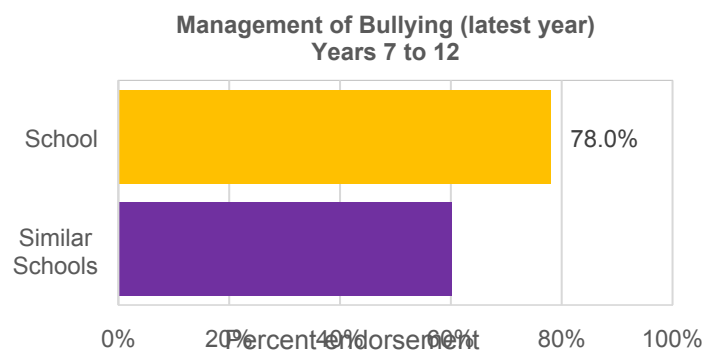
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	78.0%	58.8%
Similar Schools average:	NDA	NDA
State average:	60.3%	57.9%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,387,818
Government Provided DET Grants	\$563,012
Government Grants Commonwealth	NDA
Government Grants State	\$29,175
Revenue Other	\$187,199
Locally Raised Funds	\$44,172
Capital Grants	NDA
Total Operating Revenue	\$5,211,377

Equity ¹	Actual
Equity (Social Disadvantage)	\$200,635
Equity (Catch Up)	\$7,421
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$208,056

Expenditure	Actual
Student Resource Package ²	\$4,507,519
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$20,213
Communication Costs	\$24,856
Consumables	\$66,253
Miscellaneous Expense ³	\$11,027
Professional Development	\$7,481
Equipment/Maintenance/Hire	\$95,601
Property Services	\$101,027
Salaries & Allowances ⁴	\$5,354
Support Services	\$98,031
Trading & Fundraising	\$2,440
Motor Vehicle Expenses	\$7,901
Travel & Subsistence	\$10,110
Utilities	\$37,053
Total Operating Expenditure	\$4,994,868
Net Operating Surplus/-Deficit	\$216,509
Asset Acquisitions	\$17,330

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$819,705
Official Account	\$38,154
Other Accounts	\$5,459
Total Funds Available	\$863,318

Financial Commitments	Actual
Operating Reserve	\$67,917
Other Recurrent Expenditure	\$21,459
Provision Accounts	\$526
Funds Received in Advance	\$37,568
School Based Programs	\$159,471
Beneficiary/Memorial Accounts	\$5,709
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$1,725
Repayable to the Department	\$132,349
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$136,985
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$663,708

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.