

2020 Annual Report to The School Community



School Name: Westall Secondary College (8470)



- 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 11 March 2021 at 03:05 PM by Tristan Lanarus (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 18 March 2021 at 04:38 PM by Johnny Balalovski (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

Westall Secondary College is a co-educational secondary college located in Clayton South, 25 kilometres south-east of Melbourne CBD. Our vision at Westall Secondary College is a personalised learning model for every student. This is achieved via the protocols and programs we have in place to ensure the needs and wants of all students are met.

More specifically, in terms of student need, a focus on students being challenged in the areas of English, Mathematics, Science and the Humanities (Global Literacy) at their learning level, rather than simply based on their age and year level. This is complemented by an extensive elective program that students can choose from beginning in Year 7.

The values of our College are based around CARE. Care for self, care for others, care for our learning and care for our environment.

In 2020, the school's enrolment was 613 students, divided into three sub-schools: a junior school, comprising classes across Years 7 and 8; a middle school, comprising classes across Years 9 and 10; and a senior school comprising classes across Years 11 and 12. The College's SFOE is rated as high. The staffing profile is made up of 1 principal, 2 assistant principals, 4 leading teachers, 3 learning specialists, 55 teachers (52.2 EFT), 25 education support staff (17.5 EFT), and a business manager. We have no locally employed staff of Aboriginal or Torres Strait background but we work closely with our DET KESO and pride ourselves on our multicultural and inclusive culture. We have established an Aboriginal gathering place within the school that acts as an outdoor classroom and meeting place and that has been celebrated across DET.

In 2020 we continued to have a significant International Student Program. We had 103 International Fee Paying students enrolled at Westall SC. Whilst there were no further new arrivals during 2020 due to COVID, we were able to enrol students stranded in Vietnam and China whom would otherwise have commenced at Westall in an online intensive English program via our Westall English Language Centre (WELC). Many of the usual International Student Programs such as Excursions, special lunches and dinners and homework clubs either did not run or were drastically reduced in 2020 due to COVID. However, extensive wellbeing supports and online lessons for International and all Westall students allowed our learning programs and support structures to continue being available.

Framework for Improving Student Outcomes (FISO)

In 2020, the College's AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, Health and Wellbeing and Strategic Resource Management.

This included:

- implementation of the Westall Institute of Teaching (WIT) online Professional Learning Program
- a focus on embedding wellbeing programs across the school for staff and students including staff professional learning in wellbeing
- the establishment and commencement of the Westall English Language Centre (WELC) Prep/Foundation - Grade 6 class

Building Practice Excellence through our WIT program was without doubt the biggest focus and success in 2020. We appointed a WIT Learning Specialist who spent 2019 developing a 12 month online training program that all staff would work through via small groups in 2020 on a weekly basis. The Canvas Learning Platform was used for the WIT which is the same platform used for teacher professional learning by DET and Bastow. The program was broken down into a series of modules covering the school instructional model (EDI), Assessment and Reporting, Westall Way Classroom environment protocols, ICT and Remote Learning supports and DET Protocols such as FISO and the Victorian Teaching and Learning Model (VTLM). As the program was completely online, the weekly learning sessions in small groups continued throughout the year remotely via Canvas and Microsoft Teams. These weekly sessions served the intended function around professional learning and collaboration for staff but in the COVID year, these weekly sessions

also served as a wellbeing check in and connection for staff. The learning modules all staff worked through are the KIS' in our 4 year Strategic Plan. We look forward to improved outcomes for all staff and students over the next 2 years in the classroom as a result of this investment and upskilling for all staff.

The FISO dimension around Health and Wellbeing was another focus for us in 2020. Again, with the impact of COVID, this focus area took on even greater significance in 2020. Each term as originally planned, our staff undertook 2 webinars in Week 5 of each term, with a wellbeing professional learning focus delivered by DET SSSO (School Student Support Officers) staff. Along with these staff professional learning sessions, we ramped up and developed improved and new wellbeing supports and programs in 2020. Many of these were online sessions offered by our wellbeing team for students. We also had extensive wellbeing follow up within each sub school and year level. Student attendance was a real priority during remote learning and students were required to log in to their usual 4 lessons each day via Microsoft Teams at 9am, 10.15am, 11.55am and 2pm. Rolls were marked and absent students were followed up by classroom teachers, year level leaders, sub school support staff and wellbeing staff. Our Student attendance remained over 90% across the school in 2020 and whilst the normal Student Attitude to School Survey was not completed in 2020, data gathered at a school level indicated that most students remained engaged and connected throughout remote learning. Those students that did struggle were able to access and be supported with extensive interventions and wellbeing supports for which we are proud.

In regards to Strategic Resource Management, in 2020 this focus area related to the establishment of the new Westall English Language Centre (WELC) primary school class. Throughout 2019 we worked with DET and the VRQA to extend our WELC registration to include primary school aged children. By the end of 2019 we were successful in extending this registration with the VRQA and we commenced our new WELC primary school class in 2020. This allowed eligible students at Westall Primary School to have access to an intensive 6 month English Language course before working in their "regular" grade level classes. We employed a new teacher to teach this class and worked closely with Westall Primary School to ensure these students were supported and that the class met the needs and learning outcomes desired. This was a fantastic success in 2020 and students involved in WELC classes again showed excellent learning gain.

Achievement

In 2020, the school continued work on its strategic plan goal of maximising student learning and growth in Literacy and Numeracy for each student.

Students in Years 7 through to 10 continue to improve in both literacy and numeracy. With no NAPLAN results in 2020 due to COVID, schools have relied on teacher judgements of student learning against the Victorian Curriculum. It was pleasing to see in 2020 Student Performance in English was rated at 79.8% at or above the expected levels with similar schools average rated an average of 67% of students performing at or above the expected level. For Maths, our students rated 59.6% working at or above the expected level with Similar schools rated 55.1%. This is a proud result for Westall SC and places our performance above similar schools. In 2020 we were able to quickly adapt to remote and flexible learning and minimize disruption. All 4 normal timetabled lessons ran each day via Microsoft Teams and our excellent teachers, focused students and strong instructional model all supported these excellent student learning results.

Westall also achieved pleasing results in the Senior School. VCE scores were a 26.9 median compared to similar schools at 26.8. VCE completion rate was 100%, VCAL completion 80% and VET completion 77%.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. We had less than 10 students in the PSD program.

In 2021 we look forward to the opportunity to again measure our student learning against NAPLAN. This important data set will allow us to revisit and measure against specific data sets and targets within our 4 year Strategic Plan. We have a focus in our strategic plan on lifting these results further through a range of measures and continued interventions such as the DET Tutor Program in 2021. Membership of the DET PLC program in 2021, a strong inquiry cycle, the effective use of data and continued expert implementation of our Instructional Model should see continued strong

student learning gains.

Improving our number of students in the top two bands of NAPLAN outcomes will be a focus moving forward via initiatives such as our “Aim High” program.

We also completed our 2nd year of participation in the DET MYLNS initiative to lift literacy and numeracy outcomes for Year 10 and 11 students below National Minimum Standard in 2020 and this will continue in 2021 at Years 8 and 10.

Engagement

Westall Secondary College students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement and social capacity.

The work in this area is ongoing, intentional and, in 2020 included programs such as School Leaders Program, HeadStart / Transition Programs along with student mentor partnerships. A range of opportunities for student voice and development of student agency continued to be nurtured along with a review of student leadership across the school. Students were also authentically engaged as stakeholders via Student Leadership Council (SLC), Sub School Captains and membership of School Council.

In 2020, Westall Secondary College continued to work with families to ensure students were at school/remotely logged in to lessons and learning. The College continued to send SMS messages to parents, requesting them to notify the school of any absences and made phone calls after extended periods of absences. The Sub School leaders work closely with the wellbeing team to support chronic absences and return to school processes.

The school has established a comprehensive marketing strategy to build enrolment numbers and improve the perception and reputation of Westall SC in the local and broader community. We have had significant success in this space. Total school numbers have risen from 410 in 2015 to 613 in 2020. Numbers should grow significantly further in coming years with plans for a complete rebuild and redevelopment.

The school has been successful in continuing to offer a relatively broad range of programs including both streams of senior certification along with onsite VET programs.

The English Language Centre operates with rolling enrolments, a standard timeline for students being 6 months in the program. This means throughout the year there are a number of students transitioning into the “mainstream” program and ensuring they are supported and engaged is critical. A range of partnerships exists between the school and broader community and this has been a real focus at Westall to have a presence with community organizations. The new Westall Community Hub opened is one example.

A number of careers based programs continue to be offered, supported through partnerships with tertiary education providers. There has been an increase in applications and acceptance into courses offered by these providers.

It was pleasing to see again in 2020, strong Parent and Staff Opinion data during the COVID situation. Parent satisfaction at Westall was 82% with the State Average 74.2%. Staff opinion data showed 65% endorsement with the State Average at 61% endorsement.

Every year we also receive excellent data via student attitudes to school surveys. In 2020 these surveys were not completed by students at Westall but we do look forward to collecting this data again in 2021. The 4 year average shows 64.1% Student Endorsement at Westall compared to the State Mean of 55.3% When we look at attendance data in 2020 this was strong with 91% average attendance across Years 7-12 which is above the State Mean. Other engagement measures include retention which is one area we were below State Mean, 67.1% retention compared to the State Mean of 72.5%. Very pleasing though was our exit and destination data in 2020. 93.3% positive exits and destinations compared to the State Average of 88.6%.

Given the challenges of 2020 and the continued strong outcomes at Westall against various engagement measures, the year was again a successful one for our students. The Care values and range of programs we have in place along

with our well established sub school model ensure the vast majority of our students attend school every day, are engaged in their learning and achieve positive outcomes.

Wellbeing

Student wellbeing continues to be arguably our most important focus. If students are feeling safe and happy, learning can flourish. In 2020, the school continued to promote a positive learning environment for all students through the Westall Way, School Wide Positive Behaviour Support (SWPBS) protocols and continued to employ a fulltime Wellbeing Leader supported by a Health Nurse, Mental Health Practitioner and Counselling Placement Staff..

The FISO dimension for Health and Wellbeing was a key reference for our Wellbeing focus in 2020 which included significant professional learning for all Westall Staff delivered by DET wellbeing SSSO team members and a significant increase in proactive wellbeing supports and interventions for students. With the COVID situation and remote learning, this became even more important and it was pleasing to see staff upskilled and engaged students which in turn meant we had mostly healthy, happy kids that were learning and engaged.

Student Endorsement for school was 64.1% compared to the State average of 55.3%. With Student feedback on the management of bullying, 66.2% was positive compared to the State Mean of 57.9%

Westall SC has a culture that is values based and strives for the best outcomes for all its students. Westall has created an environment that is safe, secure and has excellence in learning at the forefront of all actions. Westall SC boasts outstanding staff/student positive relationships. This is evident in above state average attitudes to school data (no 2020 scores but 4 year average).

These outstanding results are a reflection of the commitment of staff, students and families in the various curricular and extra- curricular programs offered. These include, but are not limited to:

Differentiated Curriculum (Aim High Program, I Create Program, Literacy Intervention, EAL, VCE, VCAL and VET), Engagement and Wellbeing Programs (Student Leadership, Homework Club, Breakfast Club, Health Expo Day, Mental Health Week and Student Support Services programs, strengthened by the school investing in a School Nurse, DET Mental Health Practitioner and Full time Student Wellbeing role). A powerful House Program (Swimming, Cross Country and Athletics Carnivals and Inter-House Challenges) A strong Interschool sports program (Outstanding results in Volleyball, Touch Football, Rugby League and Rugby Union)

The school also boasts an outstanding Music Program (Instrumental and Singing Programs) and committed and effective community partnerships (eg. Monash University and Kingston Youth Services). Students participate in targeted proactive and preventative activities that aim to inform and instill positive social and resilience skills for lifelong learning.

Westall continues to implement a Student Leadership Program, which encompasses several teams. These teams have role descriptions and diligent expectations of membership and responsibilities. They focus on increasing student involvement in decision making which aims to create a shared vision and approach to learning. Student Voice and Agency is a focus across the school and we presented to other schools at a network level about our unique I Create program.

Financial performance and position

The school retains a strong financial position but has significantly increased spending toward resources, programs and facilities across the school. Equity funding was spent on Literacy and EAL coaching, classroom support staff in literacy and numeracy and smaller class sizes in the EAL and Literacy intervention areas. The ongoing surplus/funds available are tagged against annual increases in teaching and learning support and longer term facility upgrades not funded through SRP/future site redevelopment. An example of this is the new outdoor roofing structure, seating and lighting for

our outdoor basketball courts. This will become a multi purpose facility that the school can share with community clubs on weeknights and weekends. Planning for this project was completed toward the end of 2020 and it is hoped this new facility will be completed in 2021. Further opportunities to improve our school with surplus funds will also be considered as we move into 2021.

For more detailed information regarding our school please visit our website at
<https://www.westallsc.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 613 students were enrolled at this school in 2020, 311 female and 302 male.

55 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.

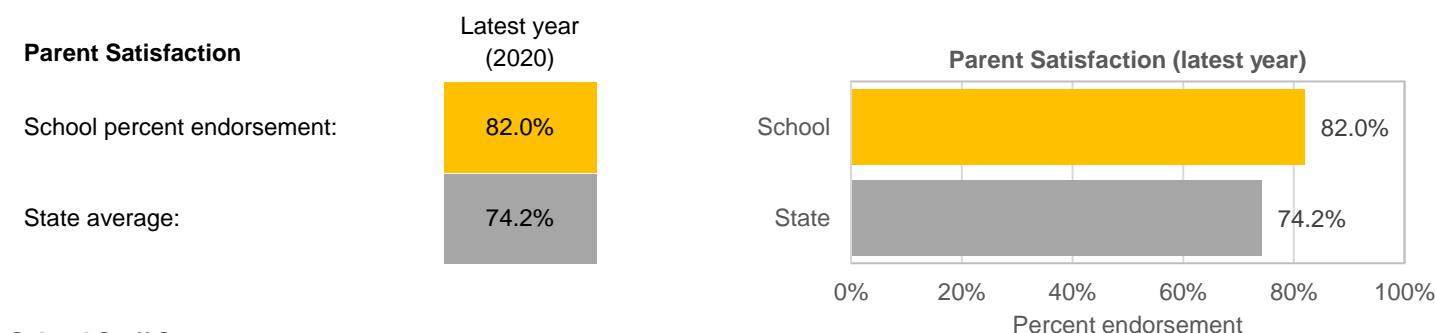
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

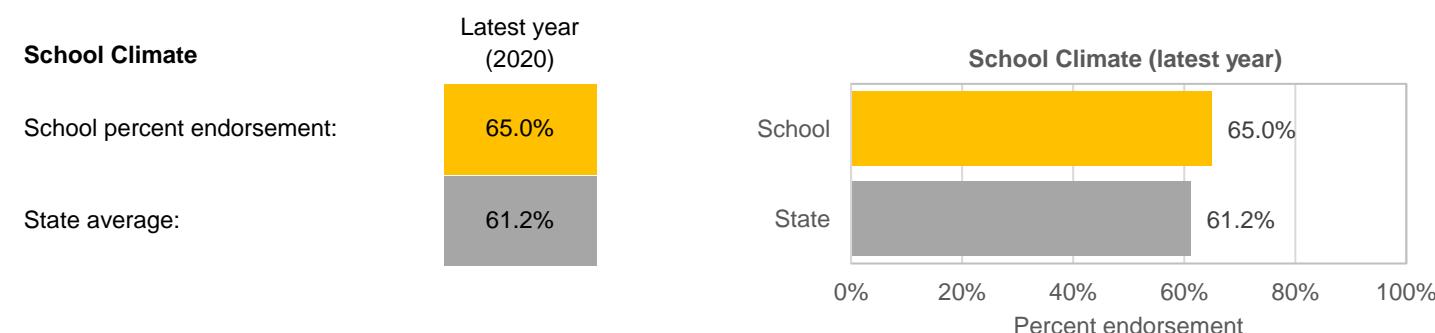


School Staff Survey

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:

79.8%

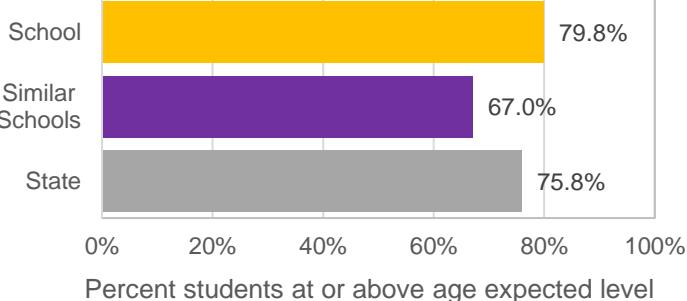
Similar Schools average:

67.0%

State average:

75.8%

English (latest year) Years 7 to 10



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

59.6%

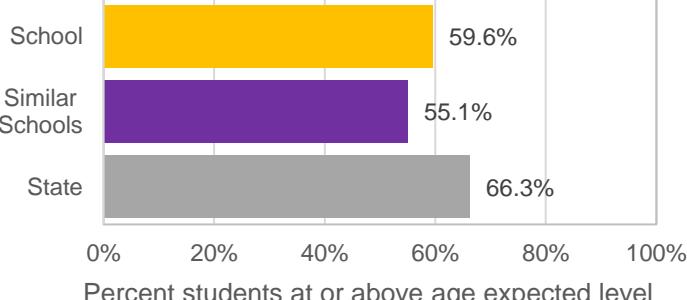
Similar Schools average:

55.1%

State average:

66.3%

Mathematics (latest year) Years 7 to 10



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)

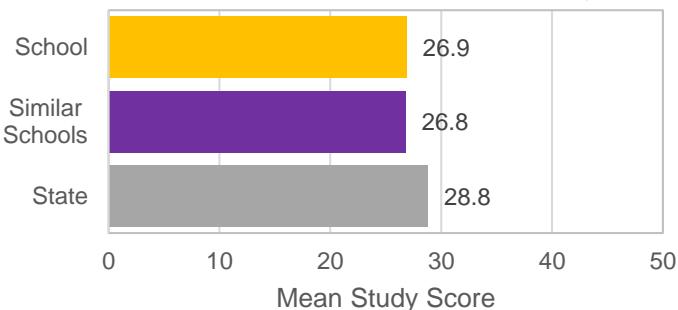
Victorian Certificate of Education (VCE)

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	26.9	26.9
Similar Schools average:	26.8	26.7
State average:	28.8	28.8

Victorian Certificate of Education (latest year)



Students in 2020 who satisfactorily completed their VCE:

100%

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

23%

VET units of competence satisfactorily completed in 2020:

77%

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

80%

ENGAGEMENT

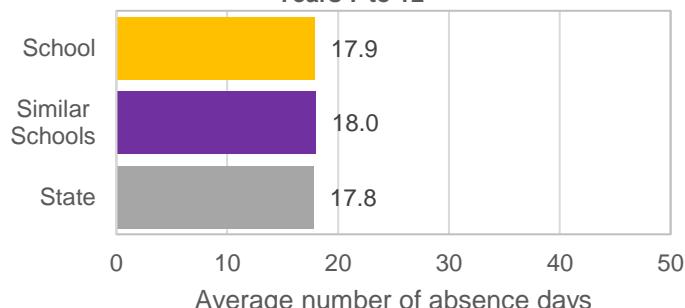
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.9	17.5
Similar Schools average:	18.0	19.8
State average:	17.8	19.2

Student Absence (latest year)
Years 7 to 12



ENGAGEMENT (continued)

Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	92%	89%	87%	90%	94%	93%

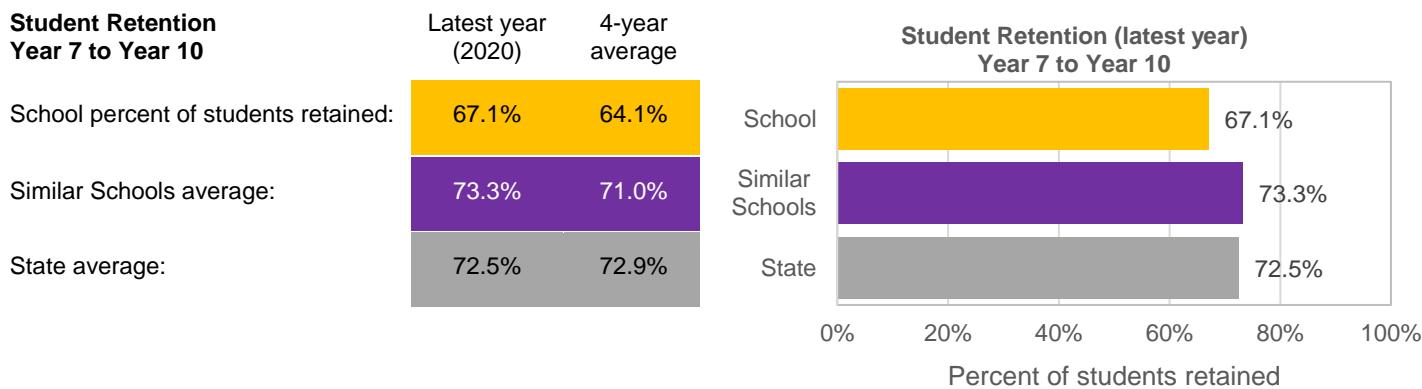
Student Retention

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:	67.1%	64.1%
Similar Schools average:	73.3%	71.0%
State average:	72.5%	72.9%

Student Retention (latest year) Year 7 to Year 10



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.

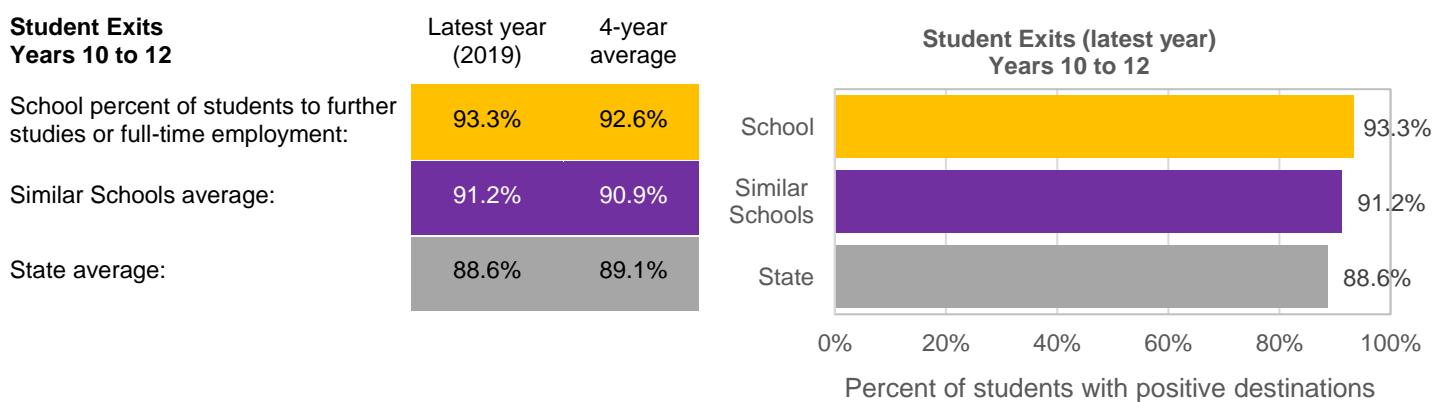
Note: This measure refers to data from the previous calendar year.

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:	93.3%	92.6%
Similar Schools average:	91.2%	90.9%
State average:	88.6%	89.1%

Student Exits (latest year) Years 10 to 12



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

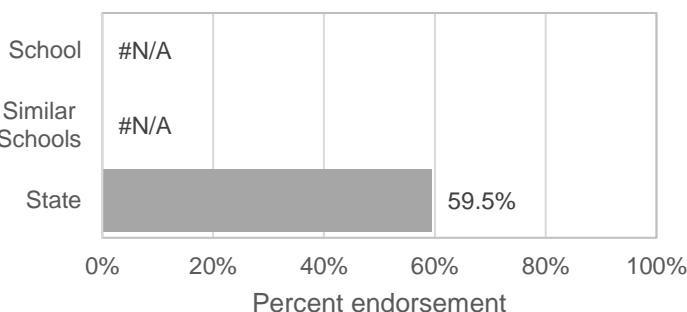
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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:	NDA	64.1%
Similar Schools average:	NDP	56.9%
State average:	59.5%	55.3%

Sense of Connectedness (latest year) Years 7 to 12



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

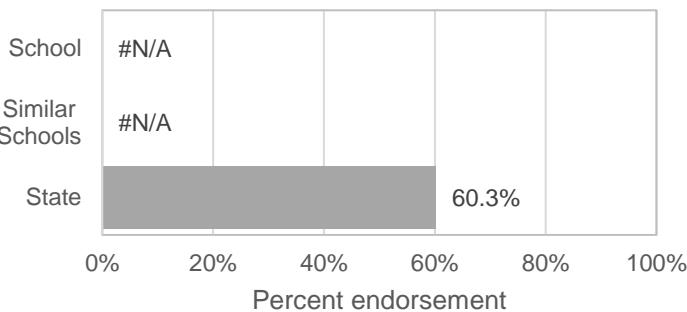
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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:	NDA	66.2%
Similar Schools average:	NDP	58.5%
State average:	60.3%	57.9%

Management of Bullying (latest year) Years 7 to 12



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	\$6,873,435
Government Provided DET Grants	\$1,932,806
Government Grants Commonwealth	\$7,448
Government Grants State	\$20,491
Revenue Other	\$61,521
Locally Raised Funds	\$226,268
Capital Grants	NDA
Total Operating Revenue	\$9,121,970

Equity ¹	Actual
Equity (Social Disadvantage)	\$720,045
Equity (Catch Up)	\$34,409
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$754,454

Expenditure	Actual
Student Resource Package ²	\$7,708,896
Adjustments	NDA
Books & Publications	\$3,087
Camps/Excursions/Activities	\$84,531
Communication Costs	\$24,080
Consumables	\$211,040
Miscellaneous Expense ³	\$102,428
Professional Development	\$44,462
Equipment/Maintenance/Hire	\$141,554
Property Services	\$165,981
Salaries & Allowances ⁴	\$156,875
Support Services	\$69,835
Trading & Fundraising	\$10,551
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$4,656
Utilities	\$69,633
Total Operating Expenditure	\$8,797,609
Net Operating Surplus/-Deficit	\$324,361
Asset Acquisitions	\$36,214

- (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	\$4,809,329
Official Account	\$13,073
Other Accounts	\$33,976
Total Funds Available	\$4,856,377

Financial Commitments	Actual
Operating Reserve	\$156,802
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$38,066
School Based Programs	\$33,950
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	\$33,976
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$2,650,000
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$600,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$3,512,793

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.