

2020 Annual Report to The School Community



School Name: Laurimar Primary School (5497)



- 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 21 May 2021 at 08:17 AM by Jason McBean (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 21 May 2021 at 10:19 AM by Amanda Moad (School Council President)

How to read the Annual Report

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.

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 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)

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

Laurimar Primary is now an established school in its 13th year of operation built by the Department of Education and Training (DET) opening in 2009. Laurimar is situated on 3.4 hectares of land, 30km from the CBD, in Melbourne's northern residential growth area. We are incredibly proud of our school and the many things that makes it so unique. We proudly celebrate a strong culture of inclusion, difference and diversity so that each individual can confidently reach their full potential.

The school has a current population of 1016 students. Growth within the school has been rapid over the past 12 years. The school continues to attract student enrolments due to our positive reputation within the Doreen and wider community and has a strong focus on excellence in Primary Education. It is the aim of all staff to help the children settle into their dynamic school community and build 21st Century Learning skills, attitudes, values and respect that they need to fully participate in the rich educational life of our school.

The master planned community, along with the Primary School, includes; a town centre, supermarket, shops, childcare, kindergarten, sports fields, War Memorial and recreation facilities which have been opened over the past 10 years, create a dynamic setting for young children to be supported in their learning. The construction of a childcare, kinder and maternal health care facility in close proximity to our Prep Learning Centre creates an exciting and innovative Early Childhood Education precinct for the Laurimar Community to benefit from.

Laurimar PS enjoys outstanding physical resources that enable us to provide students with the best possible educational opportunities and learning outcomes. The modern facilities and 21st Century teaching and learning pedagogy represent an exciting opportunity for students and parents, and have established the school's strong culture, values and nature. The school is committed to Information and Communication Technologies with flexibility to allow access anywhere within the learning spaces.

The school is designed and built to incorporate the latest facilities for engaging students and comprises six buildings:

- *Fully equipped STEM Centre that strongly engages students and develops a deep sense of curiosity
- *Two Learning Centres, each comprising ten general purpose classrooms that feature open plan teaching and learning, working areas with ICT facilities throughout, wet areas, withdrawal area and indoor toilets that cater for our Prep-2 students
- *Fifteen double, open plan relocatable classrooms with staff centre in each, all controlled by heating and cooling
- *Arts Centre, (comprising Music room, Visual Arts room, breakout room and kitchen)
- *Administration Centre, Staffroom and main Resource / Library Centre
- *Full size gymnasium with canteen facility and associated amenities
- *Two bike sheds housing 400 spaces for bikes and scooters
- *Fully operational OSHC building incorporating Out of School Hours and Vacation Care, OSHC Demonstration program that caters for students with disabilities and school television studio with the capability to stream live broadcasts into all learning spaces. This building is also home to another large "Green Screen" to produce movies.
- *Japanese Zen Garden, Community Safety Space and Indonesian Tropical Garden that reflects our commitment to Asian Literacy and our Grade 5/6 trips to China each October

Expansive outdoor recreation areas include a full size synthetic grass soccer / hockey pitch, playground equipment and asphalt play areas. Access to two adjoining well maintained sport / football ovals and landscaped grounds add to the aesthetic appeal of the school environment.

Recent constructions include a Zen Garden, gazebo/BBQ area, outdoor coverway over the assembly area, additional playgrounds and an RSL endorsed Cenotaph/War Memorial which holds annual Remembrance & Anzac Day Services. We recently opened our newly designed Prep Development & Play Area that incorporates many hands on activities.

Laurimar Primary School is committed to the academic, social & emotional learning and personal growth of every

student.

A focused curriculum, dedication to innovation and a culture of care from all staff will help us meet this commitment. Our school is well resourced in the Victorian curriculum.

A balanced, engaging and comprehensive curriculum constantly challenges students to extend their learning and cater for all individual needs through CAFÉ Reading, VOICES Writing, SOUNDWAVES spelling and comprehensive numeracy pedagogy.

Our aim is to challenge students to be the very best they can be. Our role is to help every student reach their full potential through setting personal goals. The skills needed for the 21st century, which support a love of learning that goes beyond the classroom, are actively embraced by our school. A high emphasis is placed on the development of social/emotional learning of every child through a dedicated team.

Teachers are highly valued and help to set the tone and culture within our educational institution. A strong coaching program has been developed and team teaching between classes is embraced. Importantly, we aim to be leaders in education and in social and emotional learning. This involves setting up and implementing innovative practices in the use of ICT in the curriculum. The school has been set up to showcase these innovative practices and how they enhance student learning. The use of interactive televisions, smart boards, digital cameras, note books and the 1:1 iPad program are features. There is an extensive range of ICT resources available which are integrated into the curriculum programs with a focus on developing a digital learning environment. Students in the school have access to a range of online curriculum resources to support learning both in the classroom and at home.

The school has achieved a great deal over the past decade, however, as a school community, we all look to a bright future with great optimism and excitement and constantly strive to take the learning to higher levels. Laurimar PS has a strong focus on excellence in Primary Education for all students and will constantly strive for ongoing improvement with our students.

At Laurimar Primary School, the roles and responsibilities expected of employees at the various classification levels incorporates and reflects:

- Schedule 2 of the Victorian Government Schools Agreement 2017
<http://www.education.vic.gov.au/hrweb/Documents/VGSA-2013.pdf>
- Australian Professional Standards for Teachers <http://www.aitsl.edu.au>
- Victorian Institute of Teaching, Codes of Conduct and Ethics <http://www.vit.vic.edu.au>

Laurimar Primary School's learning, behaviour and attitude is based around the following values;

- Excellence
- Respect
- Belonging
- Integrity
- Curiosity

We ask that every student, staff member, parent and stakeholder display these values every day.

Our students also follow the 3 simple and powerful school rules;

- Respect our School
- Do Your Best
- Help others succeed

At LPS we believe students learn best when they feel safe, valued and happy. Our staff are committed to providing an environment that nurtures personal growth and self-esteem. All members of the school community have rights and responsibilities and these are best ensured when agreed procedures are accepted and followed. Primary school students are developing appropriate ways to interact with others. The school and its community share the responsibility to assist students in learning appropriate behaviours.

We believe that values education is an integral part of our school and as such needs to be clearly reflected in school policies, codes of conduct and school documentation. These core values are the cornerstone on which we build our

vision.

We look forward to 2021 with great optimism as we launch into the first year of our new 4 year strategic plan.

Framework for Improving Student Outcomes (FISO)

The Victorian community's experience of the COVID-19 pandemic, including remote and flexible learning, had a significant impact on normal school operations.

At Laurimar primary School, we were able to have a carefully contructed plan to revert to a strong remote and flexible learning platform. In the intial lockdown the success of our learning would rely on our ability to engage children daily, provide feedabck on the learning tasks, communicate with parents reagring the health and wellbeing of each child on a weekly basis and find out information where necessary regarding any changes in the family circumstances that may impact student learning or their social and emotional wellbeing.

This involved setting up a ZOOM platform to communicate between teachers, school and home and the requirement was twice daily(1 in the morning to set the scene for the day and the required learning tasks for students and 1 in the afternoon for feedback and reflection).

The success of the platform was based around ongoing feedback where we would recieve feedback from our surveys with staff, parent and students. This feedback and input was integral to help shape our remote learning platform number 2 when the time came for the much longer second lockdown.

Working diligently through these complex and delicate times, basing our success on high levels of engagement, connection, communication, motivation and feedback will be further built upon in 2021.

At Laurimar Primary School, we were incredibly proud of our achievements, successes, student learning and growth in what was a difficult and challenging year for all and above all continuing to focus on the health and safety for all within our community. This is something that we can all be very proud of and always look back on 2020 as being one of the most extraordinary years in our education history.

Achievement

Due to the impacts of the COVID 19 pandemic and subsequent lockdowns throughout 2020 combined with the effect of less student acheivment data, the overall assessment of student achievement for 2020 is a difficult one to evaluate. Laurimar Primary School students responded well to self-directed and project-based learning tasks during the remote learning period. Our dedicated staff were able to engage studens through daily ZOOM meetings online at home with each class, would be marked as present if online on ZOOM, submitted tasks and were given feedback on each task throughout the week.

Some of the highlights around student achievement in 2020 include;

- Positive Survey data from students, parents and staff

Engagement

Due to the 2020 Global pandemic, Engagement, along with the health and wellbeing for all students and the community became our number 1 priority. Before the first lockdown in March, 2020, we looked very closely at which platforms would engage our students in the most highly effective way possible. It was to set the foundation for continued learning, communication, connection and engagement. Our remote learning platform was constructed to enable high level of engagement, to develop motivation and to stay connected to their peers and class teacher at home.

Of particular note, a high proportion of students at Laurimar Primary School who previously experienced challenges in terms of their engagement connected strongly with the opportunities for student agency during the remote learning period and our engaging platform. In 2021 and beyond our Professional learning teams will focus on opportunities to continue building student voice and agency in our 44 classrooms. This has also been noted in our new 4 year strategic plan.

Some of the creative ways to maintain connection, engagement and learning experiences included the following;

- Virtual Camping experiences for grades 3-6 where families set up a camp in their homes or yards and would connect

via ZOOM around a camp fire, have marshmallows and story time around the fire. Programs at Laurimar Primary School to promote engagement include:

- 'The Principals' Pan' cooking show where the Principal members shared virtually the cooking prowess with the students and families. The objective was to have some fun and inspire students to have a positive experience with their families, and to connect with the members of the Laurimar Primary School Principal team.
- 'Breakfast With The Stars' where the Operation and Welfare Leaders organise breakfast for students that are at risk, providing positive experiences to begin the day and to socialise and celebrate the successes of the students.
- 'Clubs' program where students participate in extra curricular activities to positively enhance their experiences at school. Popular clubs include VIP, Gardening, Cooking, Chess, Lego, Pokemon, Walk & Talk, Crochet and Fitness. These clubs promote socialising, success and connectedness all in a relaxed and fun environment. All students are encouraged to participate, assisting students who may find the school yard overwhelming and those who may have some social concerns.
- The partnership with the aged care facility 'Whittlesea Lodge' provided a number of Grade 6 students an experience where they were able to connect with community members. Both parties shared remote experiences both positive and negative, while building strong connections, empathy and understanding and acceptance between generations.
- The Walk & Talk experience for students is aimed at supporting complex students that may have some challenges in the yard. The school has a therapy dog to engage with students during the walk and talk sessions as well as supporting students with social and emotional needs in their classrooms.
- The Strive program supports students with additional needs and collaborates with Concord to provide professional mentoring for staff. This supports both students and teachers
- Cultural Week is an important week on the school's calendar where - Students were provided with virtual activities during lock down such as class trivia competitions and dance parties/discos to name just a few.
- The Grade 6s attended a 3 day camp to Anglesea on the last week of Term 4 to celebrate their 7 years at Laurimar Primary School. This was important to celebrate the success of all Grade 6s before departing for their secondary school journey.
- Programs for Students with Disabilities - Laurimar PS continues to promote inclusiveness and acceptance of all stake holders. At the end of 2020, Laurimar Primary School had 16 students under this program. During remote & online learning, all students and their parents were extensively supported through, their classroom teacher, Operation & Welfare Leaders, Principal Class Team, SSSOs and parents. Every week contact was made with families to ensure their academic and well-being needs were being met through the school- The OSHC Demonstration program caters for students with disabilities for outside of school hours including vacation services on the holidays. Funding has been continued and a strong partnership with Concord School, Diamond Valley and Merriang SDS schools and Northern School for Autism continues.

Wellbeing

Our focus on student health and wellbeing went to unprecedented levels in 2020 due to the pandemic and Victorian Schools providing the most elongated remote learning platform of any jurisdiction in the world (7 Months). Laurimar Primary School takes great pride in how we were able to engage each and every staff member to play a role in monitoring and supporting the health and wellbeing needs of every student within our school whilst at the same time managing high levels of psychological distress for staff and the wider community.

Health and wellbeing supports such as constructing a dedicated ' Wellbeing' team of were prioritised for staff, students and their families at Laurimar Primary School. Through regular meetings and discussions in regards to each child's needs and change in family situation, we were able to provide appropriate support at the appropriate times through the year.

Due to our 'Health and Wellbeing rocket strategy' (4 Tiers) was an effective support for our students, Laurimar Primary School is planning to continue the implementation this initiative onsite in 2021.

In 2020, our large teams of professionals worked collaboratively to support student engagement. These included classroom teachers, Operation & Welfare Leaders, Education Support Staff, psychologists, speech therapists nurses and parents. Throughout the year staff were adapting and working hard on finding effective ways to support all students, in particular when much of the year was affected by lock downs. We ensure that all staff are well versed in the Department of Education and Training (DET), Child Safe Standards and strictly adhere to the Mandatory Reporting guidelines. All professionals on site regular and visiting are required to declare their understanding of the guidelines. Complex students at Laurimar Primary School participate in a range of appropriate, targeted, small group additional

assistance programs. These include the Language Support Program, Levelled Literacy Intervention, Mathematics support, while other students receive one to one academic support through the ES staff or targeted emotional and social support through the STRIVE (inclusion program).

The ongoing progress and achievements of these students are being monitored through;- Student Support Group Meetings- Behaviour Support Plans- Individual Learning Plans

Programs which focus on encouraging Student Voice and opportunities include;

- Year 6 Leadership Program
- Peer Medication Program
- Junior School Council
- Junior Environmental Council
- Breakfast With The Stars
- Whittlesea Lodge Aged Care Facility Partnership
- Lunch time clubs
- Buddies

During 2020, 16 students received funding through the Program for Students with Disabilities (PSD). They had access to one to one support as well as attending the STRIVE program for six hours per week. The support included regular Student Support Group meetings to discuss classroom assistance, playground supervision, the supply of appropriate resources and Individual Learning Plans.

This support is also extended to the Laurimar Primary School's Out of Home Care and Indigenous and Torres Strait Islander students and their families. When additional support is required, the school can access assistance for the families through a range of organisations including; The Koorie Engagement Support Officers, Child First, DHHS, The Orange Door, Berry Street and Kildonan.

Wellbeing is a constant agenda item for meetings to ensure that any concerns regarding the health and safety of all our students is being identified, monitored, supports required and addressed. Supporting Laurimar Primary School families is central to maintaining positive and trusting relationships with our school community and enables our students to be given the best opportunity to reach their maximum learning potential and achieve success.

Financial performance and position

During 2020 the Victorian community's experience of the COVID-19 pandemic, including remote and flexible learning, had a significant impact on normal school operations.

Laurimar Primary School maintained a sound financial position throughout 2020. The 2017-2020 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$87,151 along with also ensuring we fully repaid the 2019 reconciled SRP deficit of \$155,720.

Every year will see a deficit in our SRP as the school continues to employ our Out of School Hours Care staff (OSHC) and Canteen staff. While separate program budgets are managed for these programs, the majority of staffing for these programs was against the credit component of our SRP allocation.

Laurimar Primary School received a small amount of Equity Funding, which was utilised to support literacy and numeracy intervention programs and to employ specialist staff in learning and wellbeing.

The School Council will continue to focus on fundraising for beautification and improvements of our school grounds during 2021 and ensure that all funds from the Student Resource Package are used to support students and improve their learning outcomes. Maintenance of our buildings to ensure their safety, functionality and appearance and upgrading of our grounds continues to be a priority in the allocation of school resources. We still rely on locally raised funds to support our programs and maintenance of the school for the long terms benefits of our students.

For more detailed information regarding our school please visit our website at

<https://www.laurimarps.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 1006 students were enrolled at this school in 2020, 493 female and 513 male.

6 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

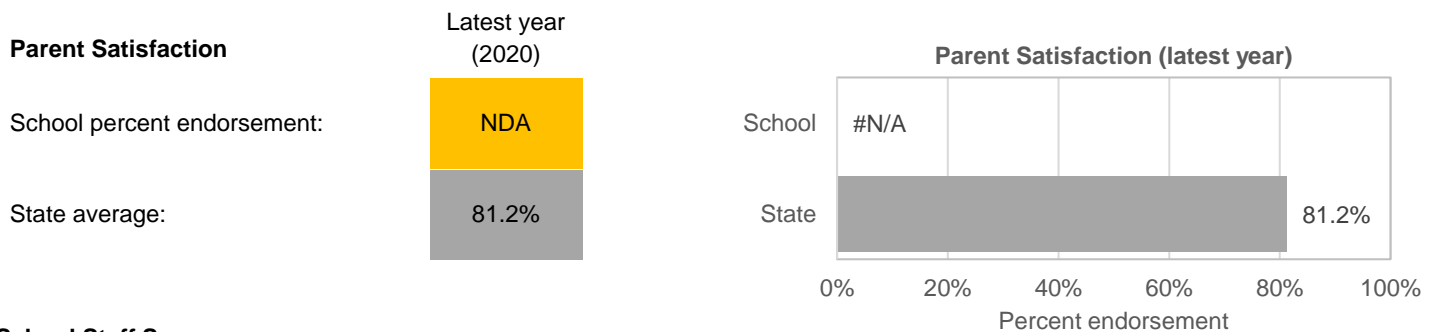
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

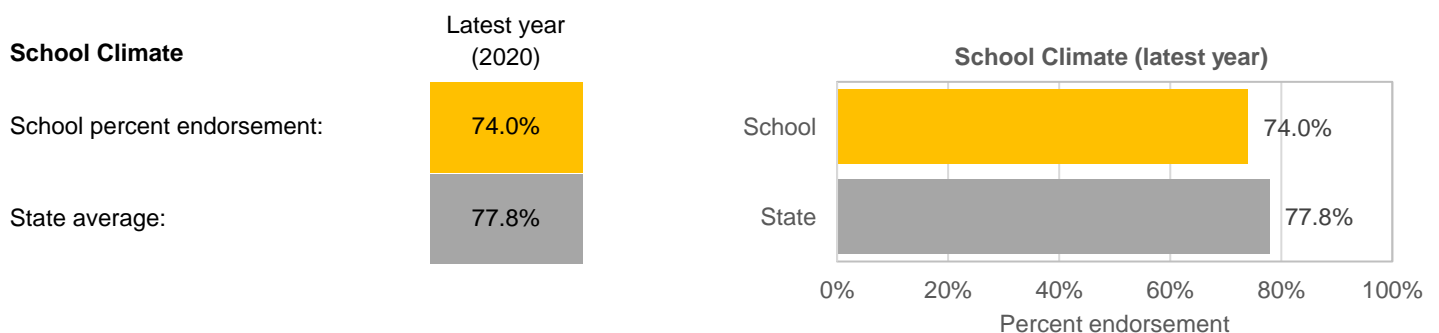


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

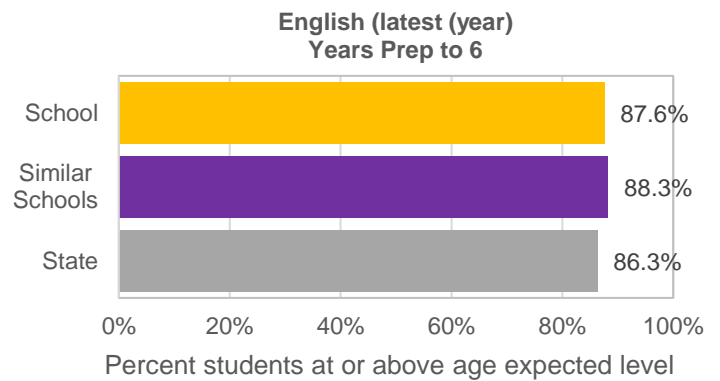
87.6%

Similar Schools average:

88.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

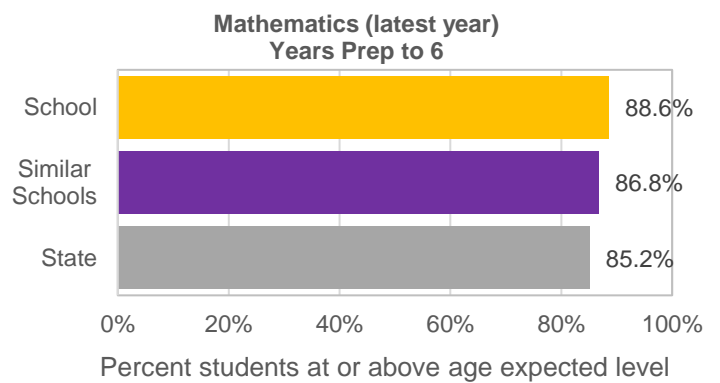
88.6%

Similar Schools average:

86.8%

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

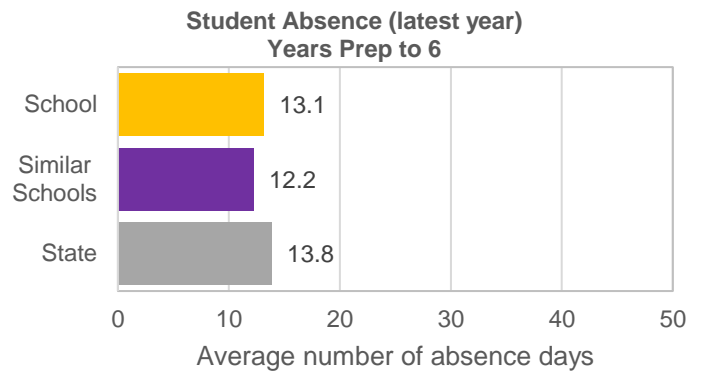
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.1	14.9
Similar Schools average:	12.2	14.5
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):	94%	91%	93%	94%	94%	94%	93%

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.

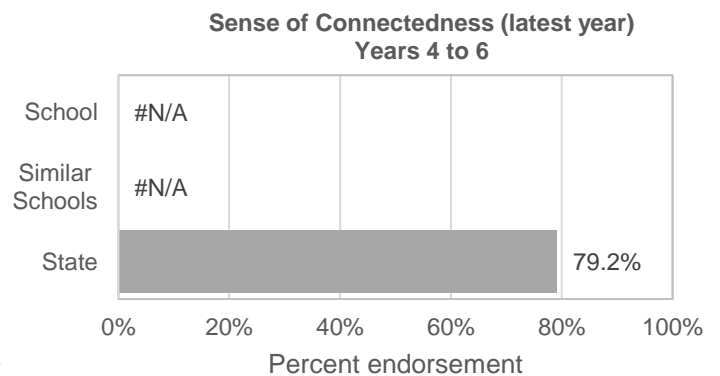
Student Attitudes to School – Sense of Connectedness

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	84.3%
Similar Schools average:	NDP	82.1%
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.

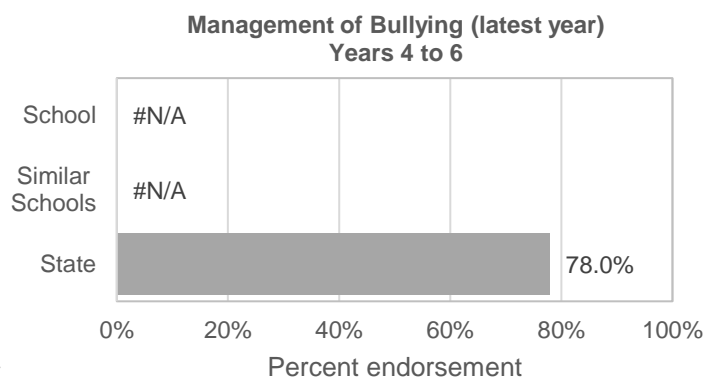
Student Attitudes to School – Management of Bullying

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	84.6%
Similar Schools average:	NDP	82.0%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,418,744
Government Provided DET Grants	\$1,121,312
Government Grants Commonwealth	\$422,333
Government Grants State	NDA
Revenue Other	\$49,946
Locally Raised Funds	\$539,694
Capital Grants	NDA
Total Operating Revenue	\$9,552,029

Equity ¹	Actual
Equity (Social Disadvantage)	\$82,876
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$82,876

Expenditure	Actual
Student Resource Package ²	\$7,467,834
Adjustments	NDA
Books & Publications	\$2,447
Camps/Excursions/Activities	\$72,426
Communication Costs	\$20,280
Consumables	\$232,577
Miscellaneous Expense ³	\$39,024
Professional Development	\$64,843
Equipment/Maintenance/Hire	\$219,605
Property Services	\$130,221
Salaries & Allowances ⁴	\$950,623
Support Services	\$92,655
Trading & Fundraising	\$113,618
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$58,725
Total Operating Expenditure	\$9,464,878
Net Operating Surplus/-Deficit	\$87,151
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$1,148,997
Official Account	\$20,695
Other Accounts	NDA
Total Funds Available	\$1,169,692

Financial Commitments	Actual
Operating Reserve	\$313,913
Other Recurrent Expenditure	\$19,153
Provision Accounts	NDA
Funds Received in Advance	\$157,323
School Based Programs	\$56,880
Beneficiary/Memorial Accounts	\$57,917
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$144,113
Repayable to the Department	\$49,091
Asset/Equipment Replacement < 12 months	\$70,572
Capital - Buildings/Grounds < 12 months	\$151,140
Maintenance - Buildings/Grounds < 12 months	\$149,589
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,169,692

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.