**2020 Annual Report to**

**The School Community  
  
School Name: Daylesford Secondary College (7115)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/" \t "_blank)). * 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 20 June 2021 at 04:45 PM by Stephen Macphail (Principal) |

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| 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 22 June 2021 at 10:06 AM by Stephanie Barron (School Council President) |

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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**

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| School context |
| We live in a community that values individuality, diversity and free thinking as much as we do. Daylesford College offers purpose-designed collaborative learning spaces; teachers and technologies that encourage inquisitive learning; a curriculum that emphasises critical and creative thinking; and a culture of inclusion and support. Our goal is to guide the students in our care to become confident, responsible, resilient individuals ready to make their mark in an ever-changing world.  Our school motto is 'Shape the future' ... the future is in our hands and we are here to shape it. The future starts now. And our values are:  • Community ... we look out for each other and support each other. We achieve great things by working together. • Individuality ... we value and respect diversity and difference in its many forms. We celebrate the individual. • Determination ... we achieve our goals through perseverance and hard work. Our determination makes the difference. • Resilience ... we learn from our mistakes and become better for it. We strive to thrive in an ever-changing world.  Our overall aim is, over the next four years, to raise the achievement of all students so that they achieve at least a year’s growth for twelve months input. We aim to equip our students with the essential twenty-first century skills and knowledge and develop the whole child. With this in mind, our priorities are:  • Raise the levels of student achievement across the college. • Improve the teaching and learning provided by all teachers in a safe, supportive cooperative learning culture. • Align our curriculum with the Victorian Curriculum to meet the needs and aspirations of our students. • Build the leadership capacity of our staff. • Provide a safe and inclusive learning environment that supports the social and emotional wellbeing of all students.  Daylesford College is a unique college of 500 students servicing a broad geographical area and encompassing diverse views and variable socio-economic structures. The challenges confronting the school include:  • Supporting an increasing diversity of student aspirations, attitudes, behaviour and engagement in formal education. • Arrest the decline in student achievement in the later years of schooling. • Ensure that students have a clear pathway from Year 7 to Year 12 whilst facilitating transition to work, apprenticeships and TAFE options. • Continuing to build the capacity of teachers. • Building a positive, proactive culture across the college. |
| Framework for Improving Student Outcomes (FISO) |
| Goal: Maximise the learning growth of every student. Key improvement strategies: - Develop and embed a documented whole school guaranteed and viable curriculum focused on differentiation for student point of need. - Embed rigorous assessment practices to inform teaching and learning. - Building staff capacity in instructional practices (consistent pedagogical approaches).  Goal: Improve student ownership and engagement of their learning. Key improvement strategies: - Activate and embed genuine student voice in student learning and school improvement. - Activate and embed genuine student leadership in student learning and school improvement. - Activate and embed genuine student agency in student learning and school improvement.  Goal: Improve partnerships between students, staff and families. Key improvement strategies: - Define and embed a distributive instructional leadership model focused to improve student outcomes. - Enable the whole school community through a clear understanding of the school’s vision, values and the school improvement agenda. |
| Achievement |
| We continued to develop our approaches to common assessment tasks (CATs) for all Year 7 to 9 classes. Our approach involved the design of instructional rubrics based on cognitive complexity that focuses on differentiating the learning and the assessment across the ability spectrum. Using rubrics, students better understand the next steps required in their learning. Auditing / quality checking of the instructional rubrics was not achieved in 2020 due to the impact of COVID and it will be implemented in 2021. At Year 10 to 12, we continued to refine our approaches to marking and the moderation of assessments. A particular focus was placed on using the VCE grade distributions to better reflect student’s actual attainment level. This in turn provided students with more reliable feedback that they can gauge against the goals they have set. COVID resulted in no NAPLAN testing of our year 7 and 9 students in 2020.Our end of semester exams for Year 10 and 11 ran and so did our Year 7 to 9 PAT exams (in English and Maths).  Our assessment data was used to identify students that had been negatively impacted by COVID and who needed ‘learning catch up’. The impacts were most greatly felt by the students who were already ‘below the standard’ and those ‘above the standard’. Several intervention programs were implemented or expanded in the wake of COVID: Year 7 to 10 literacy intervention (Fountass and Pinnell, F&P), Year 7 and 8 numeracy intervention (Getting Ready in Numeracy, GRIN), Year 9 English extension, Yr 9 Maths extension, and Year 10 English (in class) support. F&P saw approximately 100 students working once or twice a week in small group literacy sessions with a literacy intervention expert. GRIN saw approximately 24 students working in small groups with a Maths teacher. The Year 9 English and Maths extension saw one third of all Year 9s participate in small group sessions with an English / Maths teacher. Staffing was increased throughout the year with a new Leading Teacher Academic Interventions, Literacy Leader, Numeracy Leader plus numerous additional teaching staff employed.  In terms of teacher improvement, we moved to a more collaborative approach with the formation of teacher triads. Teachers worked in teams of three to plan curriculum and revise curriculum as units progressed. A strong focus was placed on being evidence based via the use of data. The planned role out of the Professional Learning Communities (PLCs) was delayed to 2021 due to COVID but the triads provided a scaled down basic version of the PLCs. Our ability to harness the power of data in our planning was improved by the setting up of a data warehouse that stores all our data and is easily accessed by staff (via XUNO-Accelerus). In parallel to this was the creation of the data room at school. This space was created as a planning space for staff to come together in teams to plan collaboratively. We also created a new Data Manager.  Given the year, our VCE results were in line with expectations (our expectation is that we keep improving). The College continues to improve its results year on year and the trend continues to be upwards. The 2020 achievement highlights were all VCE related (many yearly targets are based on NAPLAN which didn't run in 2020 due to COVID).  - The percentage of students achieving an ATAR of 80+ remained steady at 15% (15% in 2019, 13% in 2018, 10% in 2017). - Average ATAR score increased to 57.79 for the fourth year in a row (54.70 in 2019, 53.57 in 2018, 49.96 in 2017). - Average VCE study increased to 27.7 in 2020 and higher than 'like' schools (26.7 in 2019, 27.0 in 2018, 25.7 in 2017). - Average study score in VCE English increased to 26.9 for the fourth year in a row (26.7 in 2019, 26.1 in 2018, 25.8 in 2017). - Average study score in all VCE Maths subjects increased to 28.4 for third year in a row (26.9 in 2019, 25.0 in 2018, 25.7 in 2017).  Towards the end of the year a significant amount of work was done to develop Individual Learning Plans (ILPs) for more than just the funded students. ILP were literacy focussed and designed to be easily implementable by staff (a simple one pager). Over 100 students now have ILPs up from the handful we previously had.  It should be noted that COVID resulted in a significant departure from our Annual Implementation Plan (AIP) for 2020 and much of the year pivoted to teachers developing their online teaching skills. Areas from the 2020 AIP not undertaken in 2020 are being addressed in 2021. |
| Engagement |
| We continue to build our suite of individualised programs. Our VCAL program is providing more individualised pathways for students than ever before. VCAL completion rates are down in 2020 but we do not view this as a negative as many of those not completing VCAL left because they have secured employment (most often an apprenticeship). This is a successful outcome. We also offer more individualised pathways for VCE students via access to VET courses. 65% of our VCE students complete VCE with at least one VET subject compared to 43% of ‘similar’ schools. At the junior school, programs providing individualised pathways include the Hands on Learning program for Year 8 and 9 students. And the Cook, the Chef and Us. Both these programs see students working on a project-based model with strong links to the community for one day a week. The introduction of more variety and personalised pathways has seen a steady improvement in student engagement. In 2021 we are looking to expand both programs so that students from Year 7 onwards can access them.   In the classroom we have reduced the curriculum taught to allow more time for teachers and students to explore content. This work was done when designing the rubrics and the identification of key skills. This provides more time for consolidation and more time for enrichment and higher order thinking related to these key skills. An off shoot from COVID was that we improved student’s engagement via the use of online chat systems which even when back at school students and teachers continue to use.  As detailed in the Achievement section above, we also provided more students with point of need support (which is closely related to student engagement levels). The introduction of so many alternative support programs meant that more students engaged with them and their learning since it they became normalised due to the volume of students participating.   Given the year, our results were in line with expectations (our expectation is that we keep improving). The College continues to improve its results year on year and the trend continues to be upwards. The 2020 engagement highlights were all attendance related (many yearly targets are based on student opinion survey which didn't run in 2020 due to COVID).  - Average number of days absent decreased to 24.1 (26.9 in 2019, 28.7 in 2018, 28.1 in 2017) for the second year in a row. - Percentage of students absent for less than 10 days increased to 34% (24% in 2019, 26% in 2018, 25% in 2017). - Percentage of students absent for 20+ days decreased to 39% (42% in 2019, 46% in 2018, 50% in 2017). - Retention rates from Year 7 to 10 increased to 78.8% which is better than 'like' schools and better than the State.  We had planned a significant increase in our extra-curricular programs in 2020 but COVID put pay to that. These will now be rolled out in 2021. |
| Wellbeing |
| Our Wellbeing Team was expanded again to now include a Mental Health Practitioner. This role is very much needed off the back of COVID and the increase in students attending wellbeing. Our Wellbeing Team continue to provide an excellent support to students on an individual level but also to groups of students via groups like our Year 7 boys group and our pride group. Our Wellbeing Team is now made up of two Youth Counsellors, a Mental Health Practitioner, a GP, an Adolescent Health Nurse, an Alcohol and Other Drug Counsellor, a HeadSpace Clinician, and a Social Worker. Together they provide excellent supports to all students.  In 2020 we continued to implement Respectful Relationships curriculum and School Wide Positive Behaviours to promote and model respect, positive attitudes and behaviours. It teaches our students how to build healthy relationships, resilience and confidence. In 2021 our Mentor Program will be focused on the Resilience Project to further develop these skills and to help support students in the aftermath of COVID.  With regards to COVID, our approach to online / remote learning proved highly successful and this was due to the attention paid to student wellbeing from the outset. Predicting the impacts of remote / online learning and the anxieties likely caused by isolation and the stress of COVID, we developed our approaches with this front and centre. We ran a reduced timetable and incorporated a wellbeing day every Tuesday. This day saw several alternative activities running ranging from yoga to quizzes to meditation. Our timetable was also setup to keep students in a routine while at the same time catering to individuals with more flexibility built into the day. The feedback from the senior years was that they really enjoyed the greater flexibility. In 2021 we will be exploring the possibility of senior students having a blended approach to learning with some at school and some at home learning.  2020 saw us further rebuild our student voice with an expanded Student Leadership Team (SLT) and the resumption of the Student Representative Council (SRC). The leaders meeting regularly with the Principal and taking a far more active role in the school and in improving the school. All students participated in the PIVOT survey that provided specific feedback to their teachers on what is going well and what needs improving in their classes. The School Captains also sat on interview panels for teaching vacancies at the school and provided their thoughts and opinions. And DET added the School Captains onto all School Councils (we had been doing this for years so no change really).  The 2020 yearly targets are based on student opinion survey, parent opinion survey and staff opinions survey which did not run in 2020 due to COVID. |
| Financial performance and position |
| Daylesford College Council continued to manage the school funds responsibly in 2020. All of the total income of nearly six and a half million which came from the Student Resource Package was allocated to pay for staffing. The Equity funding that was received was used for staff wages to assist students in need in the areas of learning support and wellbeing. Property and equipment services continue to be high due to cleaning and maintenance costs especially in COVID times. The net operating surplus of four hundred and one thousand has been carried forward into 2021 and allocated to various curriculum, support programs and facility upgrades. The only note of concern related to the operation of the school canteen which suffered an unprecedented loss as DET schools were not eligible for JobKeeper during COVID, unlike regular hospitality businesses. The school canteen made a loss of just of $20,000. A review of the canteen will occur on 2021. |
| **For more detailed information regarding our school please visit our website at <http://www.daylesfordsc.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 482 students were enrolled at this school in 2020, 230 female and 252 male.

1 percent of students had English as an additional language and 2 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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | 61.7% |
| State average: | 74.2% |

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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 52.8% |
| State average: | 61.2% |

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.

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| **English**  **Years 7 to 10** | Latest year (2020) |
| School percent of students at or above age expected standards: | 73.5% |
| Similar Schools average: | 66.2% |
| State average: | 75.8% |

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| **Mathematics**  **Years 7 to 10** | Latest year (2020) |
| School percent of students at or above age expected standards: | 80.9% |
| Similar Schools average: | 56.2% |
| 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.

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| **Victorian Certificate of Education** | Latest year (2020) | 4-year average |
| School mean study score | 27.7 | 26.8 |
| Similar Schools average: | 26.9 | 26.7 |
| State average: | 28.8 | 28.8 |

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| 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: | 55% |
| VET units of competence satisfactorily completed in 2020: | 87% |
| Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020: | 78% |

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.

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| **Student Absence**  **Years 7 to 12** | Latest year (2020) | 4-year average |
| School average number of absence days: | 24.1 | 26.9 |
| Similar Schools average: | 26.2 | 24.4 |
| State average: | 17.8 | 19.2 |

ENGAGEMENT (continued)

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| **Attendance Rate (latest year)** |  |  |  |  |  |  |
|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| Attendance Rate by year level (2020): | 91% | 85% | 89% | 83% | 86% | 95% |

Student Retention

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

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| **Student Retention**  **Year 7 to Year 10** | Latest year (2020) | 4-year average |
| School percent of students retained: | 78.8% | 76.9% |
| Similar Schools average: | 77.6% | 76.6% |
| 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'.

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| **Student Exits**  **Years 10 to 12** | Latest year (2019) | 4-year average |
| School percent of students to further studies or full-time employment: | 81.7% | 91.4% |
| Similar Schools average: | 82.8% | 84.2% |
| 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.

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| **Sense of Connectedness**  **Years 7 to 12** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 41.9% |
| Similar Schools average: | NDP | 49.9% |
| 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.

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| **Management of Bullying**  **Years 7 to 12** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 45.9% |
| Similar Schools average: | NDP | 53.4% |
| 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 | $5,149,024 |
| Government Provided DET Grants | $1,135,852 |
| Government Grants Commonwealth | $1,746 |
| Government Grants State | $44,734 |
| Revenue Other | $32,731 |
| Locally Raised Funds | $266,733 |
| Capital Grants | NDA |
| Total Operating Revenue | **$6,630,820** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $129,306 |
| Equity (Catch Up) | $23,839 |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$153,145** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $5,148,641 |
| Adjustments | NDA |
| Books & Publications | $618 |
| Camps/Excursions/Activities | $41,055 |
| Communication Costs | $12,724 |
| Consumables | $119,586 |
| Miscellaneous Expense 3 | $52,960 |
| Professional Development | $10,879 |
| Equipment/Maintenance/Hire | $211,501 |
| Property Services | $247,041 |
| Salaries & Allowances 4 | $150,921 |
| Support Services | $87,049 |
| Trading & Fundraising | $49,451 |
| Motor Vehicle Expenses | $5,978 |
| Travel & Subsistence | NDA |
| Utilities | $91,101 |
| Total Operating Expenditure | **$6,229,505** |
| Net Operating Surplus/-Deficit | **$401,315** |
| Asset Acquisitions | **$142,370** |

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 | $946,324 |
| Official Account | $27,928 |
| Other Accounts | NDA |
| Total Funds Available | **$974,252** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $161,123 |
| Other Recurrent Expenditure | $5,189 |
| Provision Accounts | NDA |
| Funds Received in Advance | $73,045 |
| School Based Programs | $172,623 |
| Beneficiary/Memorial Accounts | $4,378 |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | NDA |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | $108,341 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$524,700** |

*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.*