

2020 Annual Report to The School Community



School Name: Point Cook Prep - Year 9 College (4159)



- 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 26 May 2021 at 08:53 AM by Mandy OMara (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 02 June 2021 at 02:30 PM by Monia Choudhary (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 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

Our vision of 'creating tomorrow today' is at the core of everything we do and this vision is underpinned by the following guiding principles: Creativity and Innovation, Partnerships, Engagement, Sustainability, Individuality and Leadership. Point Cook Primary School was established in 1923 and is unique in that it was situated on Commonwealth land within an active RAAF base. The school was initially developed to provide education for the children of RAAF families living on the base but also accepted enrolments from local Werribee South residents. Point Cook College opened in January 2010 as the re-location of Point Cook Primary school. Built under the Private Public Partnership model the college has many unique features including and state of the art teaching and learning spaces designed in collaboration with Dr Julia Atkin. Our state of the art facility provides the very best in contemporary educational design and promote active student-centred learning through the creation of adaptable, functional spaces. Our buildings consist of General Learning and Teaching areas, a Learning Resource Centre/Library, full size indoor gymnasium/basketball court, performing arts/music room, spaces for food technology, design, arts, STEM/Technology centre, its very own wetlands, an Environmental Science room, a Stephanie Alexander Kitchen Garden and a community space managed by the YMCA. The College is in partnership with the YMCA for the provision of childcare facilities.

The College now operates under the Public Private Partnership Project. Under the model, the college has been financed, designed and constructed by the private sector to high contractual standards over 25 years, allowing Principals and teachers to focus on student learning, rather than asset management.

The College is located at Ponsford Drive, Point Cook in the City of Wyndham. Programs cater for students in Prep to Year 9. The College Specialist programs include: Visual Arts, Performing Arts, Science, Environmental Science, LOTE Indonesian, Food Technology, Stephanie Alexander Kitchen Garden, Health and Physical Education, interschool sport carnivals, ICT and Year 9 pathways. The College also has an ongoing commitment to Environmental Sustainability Education and Studies of Asia.

Point Cook P-9 College is proud to offer a learning environment that is reflective of 21st Century design and is committed to providing our students with innovative teaching approaches. Our staff are caring passionate people who are committed to providing the best education for all our students. Our aim is to ensure we cater for not only the students academic success but also their wellbeing.

Teams of educators work together to plan and teach a comprehensive curriculum and to provide rich learning environments for all students. Our programs are supported by contemporary resources and the latest research on teaching and learning. Our College provides access to an education that is seamless from Foundation right through to Year 9.

The curriculum and teaching strategies encourage our students to have high expectations of themselves. The curriculum at our College is developed using an inquiry approach, where students are encouraged to take an active role in investigating and responding to areas of personal interest. The Victorian Curriculum forms a basis for teacher planning and curriculum implementation. A range of extra-curricular opportunities are offered to students, from music tuition, languages and sporting activities. Please enquire at the office for a description of programs and activities. The Student Leadership system at Point Cook College provides students from all year levels with leadership training and skill developments, and there are many opportunities to experience positions of responsibility. Our students relish the opportunity to make decisions, take on responsibility and have an input into the direction of the College. The wellbeing of our students and staff is of the utmost importance to us. The high calibre Student Wellbeing team, consists of speech therapists, social workers, counsellors, ESO- Integration aides and DET SSSO staff provide support and guidance for our students, staff and families. The college has been designed as a community hub and encourages community use and additional community facilities and programs through a partnership with the YMCA. The relationships between the staff, students, parents and the community is a fundamental strength of our College. Parent involvement and participation in a variety of college activities is a significant feature of our college life and is actively encouraged and greatly valued.

The College has well established local and international networks and partnerships with other schools, early childhood and further education settings, community organisations, business and industry to support student outcomes and

strengthen student pathways.

In 2020, the Victorian community's experience of the COVID-19 pandemic, resulting in remote and flexible learning, this had a significant impact on normal school operations. Despite every effort to ensure all students were able to access online learning some students/families were reluctant to engage in online learning. Hard copy packs were provided for these students but the connectedness to school and attendance of these students was impacted. We experienced the obvious challenges, but we also experienced many successes. Whilst we were not physically connected staff utilised Webex and phones to stay in touch. we kept a focus on building and maintaining relationships. Staff continued to work collaboratively. The parent community acknowledged and celebrated the hard work of staff. Vulnerable students were well catered for during this period. Many of our vulnerable students attended face to face learning.

The staff at Point Cook College adapted seamlessly to Remote Learning. Staff reacted quickly and embraced a steep learning curve. Remote Learning 2;0 saw additional creativity and improvement. Staff briefings were run via webex as was school council. These initiatives will continue in 2021 when necessary. The use of Google classroom 3-9 and Seasaw P-2 was embraced by all and will certainly be utilised moving forward to disseminate teaching tasks and share information with families. Finally the remote Parent Teacher interviews and SSGs was so successful and easy for parents to access that we will continue to offer this option moving forward.

Framework for Improving Student Outcomes (FISO)

In 2020, we had a clear focus on Excellence in teaching and learning, in particular on Building Practice Excellence. Our school wide commitment was to ensure consistencies of literacy and numeracy practices. Fortunately we were able to continue the commitment even during remote learning as staff were supported to plan collaboratively.

We also had a strong focus on Positive Climate for learning: Intellectual engagement and self awareness. School climate impacts a wide range of health and wellbeing outcomes as well as students' motivation to learn and achieve. We engaged teachers in high quality professional development, including SWPBS. However, some of the associated AIP actions and professional development plans were modified to suit remote learning. We did this by engaging a consultant who delivered PL remotely.

Our third focus was on developing a high performing professional learning culture with an unrelenting focus on growth for all with all staff to participate in a minimum 2 GROWTH coaching cycles across the year and all staff to participate in a minimum of 3 formal Peer Observation sessions across the year. This form of professional development was modified to suit remote learning. We did this by reducing the amount of cycles and observations offered.

Achievement

At Point Cook College all staff work in Multi-Age Groupings (MAGS) to maximise the opportunities for each student and to ensure that a guaranteed and viable curriculum is embedded. The College continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

Students in Years 7 through to 9 continue to improve in both literacy and numeracy although the progress has been somewhat slower than expected. Teacher assessment of Victorian Curriculum indicates that our Primary students are performing at a slightly lower level than the median of all Victorian government primary students in the area of English and Mathematics. Teacher assessment of Victorian Curriculum indicates that our Year 7 students are performing at a slightly lower level than the median of all Victorian government students in the area of English and Mathematics.

We have a significant number of students who speak English as an additional language (40%). Our Aboriginal and Torres Islander students equate to 1%.

Our enrolments have began to stabilize, however we have a significant number of students exiting at the end of years 4, 6 and 8. Our Year 7 cohort is made up of mostly existing Year 6 students. This current enrolment/exit data combined with other school-based knowledge provides us with valuable information that will be used to inform

planning for future development and ongoing improvement of student learning programs and outcomes across the school. Point Cook College has a strategic approach to the delivery of quality, needs-based learning for all students including students on the Program for Students with Disability (PSD). All PSD students showed progress at satisfactory or above in achieving their individual goals.

Engagement

This year the College focused on creating a contemporary stimulating learning environment where students are intellectually engaged, motivated and have agency in their learning. The work in this area is ongoing, intentional and, in 2020 included programs such as Leaders Programs along with Step Up / Transition Program. 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.

Point Cook College continued to work with families to ensure students were at school and learning during onsite instruction. The college continued to send SMS messages to parents, requesting them to notify the school of any absences, sent out monthly reports to parents with unexplained absences and made phone calls after extended periods of absences. The college works closely with the re-engagement officer to support chronic absences and return to school processes. Our attendance during remote learning was similar to the attendance while onsite.

We promoted "Every Day Counts" and rewarded exemplary attendance. At PCC student attendance was similar to that of students at like schools. All attendance data is above 90%.

The appointment of an attendance officer provided the college with a greater ability to monitor and follow up on attendance issues

The Key Improvement Strategies to achieve these targets have included:

Maximise learning opportunities that promote the Digital Technologies curriculum and proficient, safe and ethical use of ICT.

Increase student connections beyond the school to allow for the development of a broader social conscience and intercultural capabilities.

Maximise student leadership opportunities across the whole College, so that student voice is an integral part of College planning.

Develop strong relationships, authentic engagement practices and high and consistent expectations across the College.

Ensure all students are supported effectively to achieve academic, physical, social and emotional growth.

Wellbeing

The College has continued to prioritise students' health, safety and wellbeing as they are essential to learning and development. The College provides a safe, inclusive and orderly environment and provides a positive learning experience.

In 2020 the College achieved the following milestones:

- * School Wide Positive Behaviour Framework imbedded across the College and supported by a SWPBS team led by an Assistant Principal and Leading Teacher
- * Increased whole school understanding of practice and common language consistent with the SWPBS framework.
- * Ongoing Professional learning to support the SWPBS framework
- * School based referral process for students with academic and social challenges has been embedded.
- * Documented induction program for new staff and students explicitly for SWPBS framework and Berry Street Education Model

- * Increased awareness of cyber safety by staff, students and parents
- * Documented review of services and programs offered by Wellbeing team
- * Prompt identification of vulnerable students during remote learning
- * On-site support and learning for all vulnerable students during remote learning.

The College has continued to have a significant number of students who have a range of special needs. Furthermore we have continued to have an increase in EAL students. Specific and targeted programs have been in place to support the academic, physical, social and emotional needs of all students across the College. The students indicated they felt engaged and happy about school. The Attitudes to School Survey was not conducted during 2020.

We continued to implement the principles of School Wide Positive Behaviours Support. Our positive and consistent approach to Student Management and the explicit teaching of the school expectations ensured a safe and supportive environment for all. SWPBS continues to guide student management and teacher response to behavioural concerns. The Student Wellbeing team, including an Assistant Principal for positive climate and engagement, a full time Student Wellbeing Coordinator, Leading teacher and social worker. Education Department psychologist, and community services, ensures all students have ongoing access to the physical, social and emotional support they require. Student engagement and wellbeing is continued to be supported by:

- A well-structured wellbeing program embedded into the curriculum at Years P to 9.
- A highly valued, wide array of student co-curricular and leadership opportunities.
- A commitment to Resilience, Rights and Respectful Relationships, has helped us to promote and model respect and equality and to teach our students how to build healthy relationships, resilience and confidence.

Point Cook College has developed close links with local Senior Secondary Schools and ensure a smooth transition for our Year 9 students.

We provided a very supportive transition program for Prep Students. We developed an intensive orientation program that provides many opportunities for visits prior to the commencement of the school year. We have established strong links with local Kindergartens, including the onsite YMCA Early Learning centre. Information sessions for prospective students and their families were offered remotely in 2020 to ensure a smooth transition for all. Transition for students as they move through the college ensures students feel supported and safe. Transition for students as they enter the school ensures students feel supported as they entered the College.

The use IT across the whole College has required us to provide the appropriate teaching of Cyber Safety strategies.

Financial performance and position

Financial performance and position

Throughout 2020, Point Cook College managed both the Student Resource Package Funding and Other Locally Raised funds in a fiscally responsible manner ensuring that all DET policy guidelines relating to the recording and reporting of revenue and expenditure were observed. Resources were allocated to program budgets in line with the DET and FISO – Framework for Improving Student Learning Outcomes. The resultant operating credit surplus of \$343,357 and a cash surplus of \$1,095,794.57 as at 31st December 2020 will be carried forward to 2021 to further support the provision of quality programs at PCC.

2020 Grants include:

- DET Quarterly Cash Grant - SRP Cash Component
 - Overseas Fee Paying Students (International Students)
 - Advanced Grant – Student Leadership
 - CSEF

In summation, all funds received from the Department, or raised by the college, 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, College Council approvals and the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at pcc.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 1543 students were enrolled at this school in 2020, 712 female and 831 male.

42 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

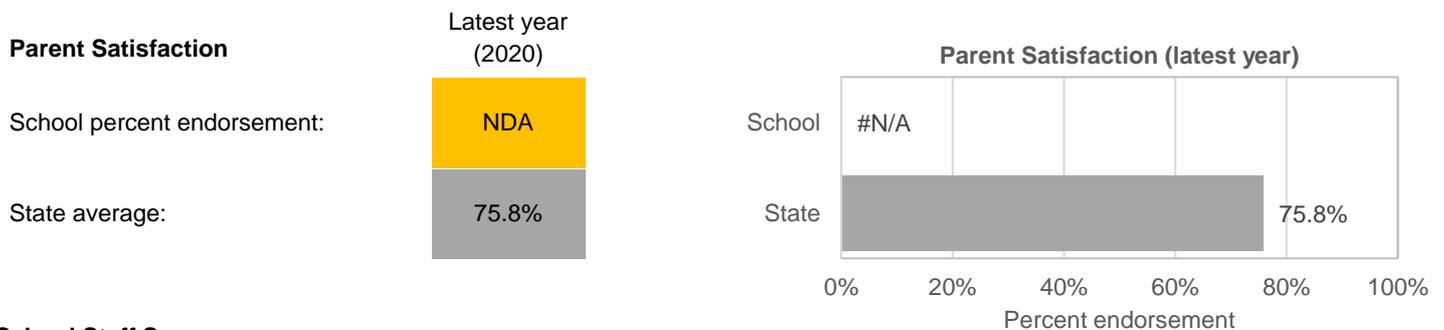
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

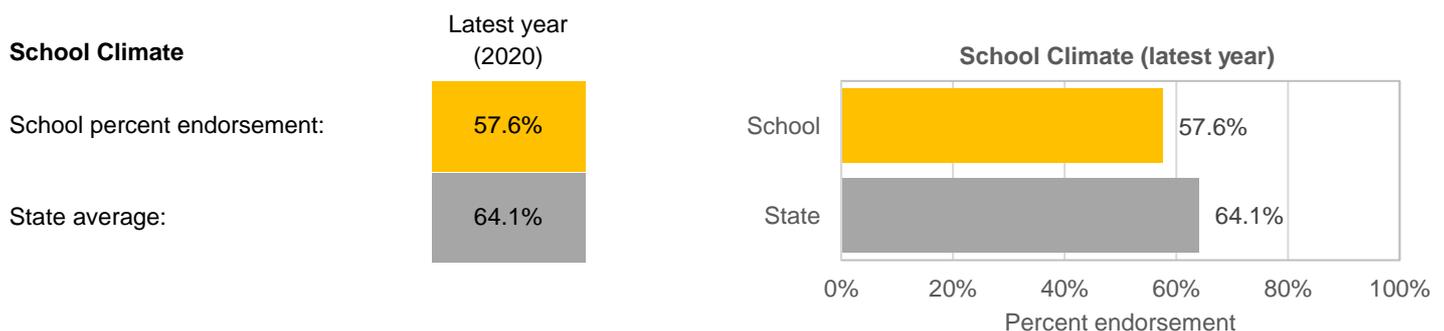


School Staff Survey

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

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

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



ACHIEVEMENT

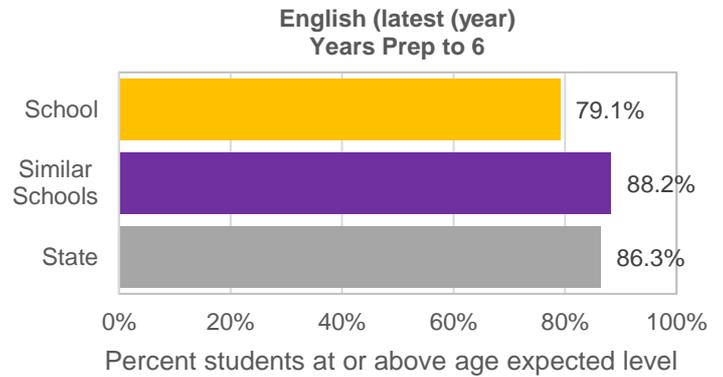
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

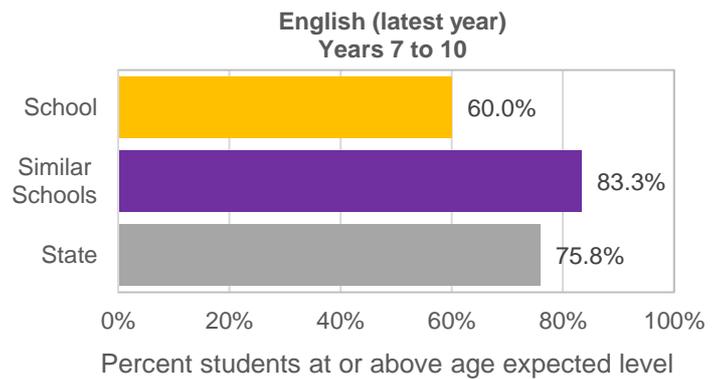
English Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	79.1%
Similar Schools average:	88.2%
State average:	86.3%



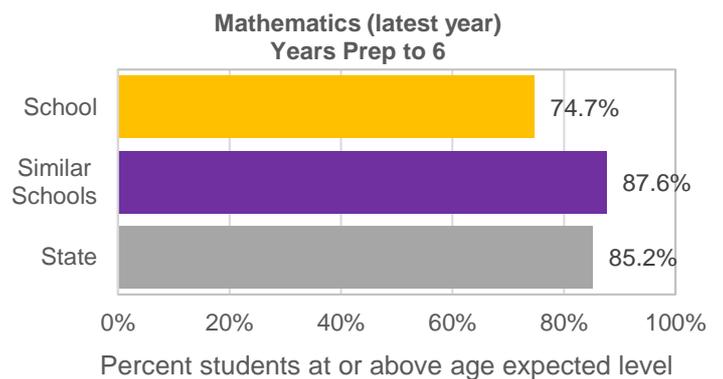
English Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	60.0%
Similar Schools average:	83.3%
State average:	75.8%



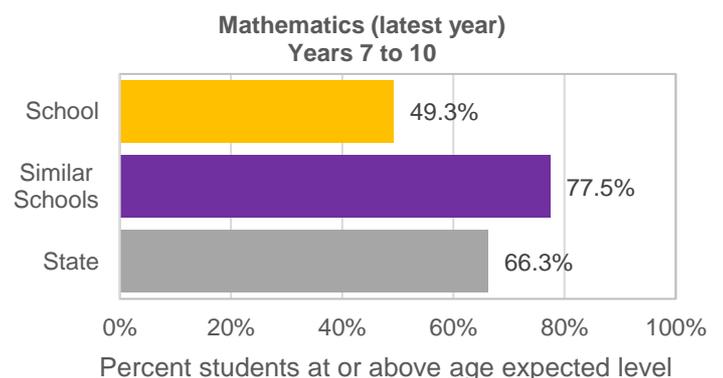
Mathematics Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	74.7%
Similar Schools average:	87.6%
State average:	85.2%



Mathematics Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	49.3%
Similar Schools average:	77.5%
State average:	66.3%



ACHIEVEMENT (continued)

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).

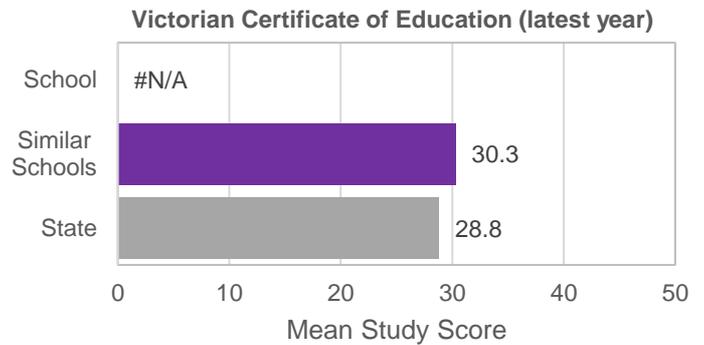
NAPLAN tests were not conducted in 2020.

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	NDA	NDA
Similar Schools average:	30.3	30.2
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

NDA

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

NDA

VET units of competence satisfactorily completed in 2020:

NDA

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

NDA

ENGAGEMENT

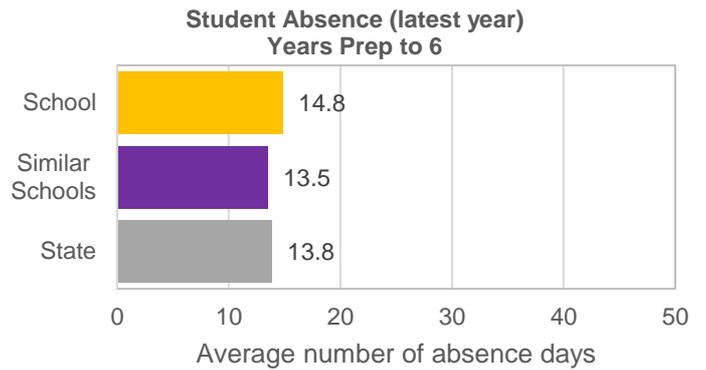
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

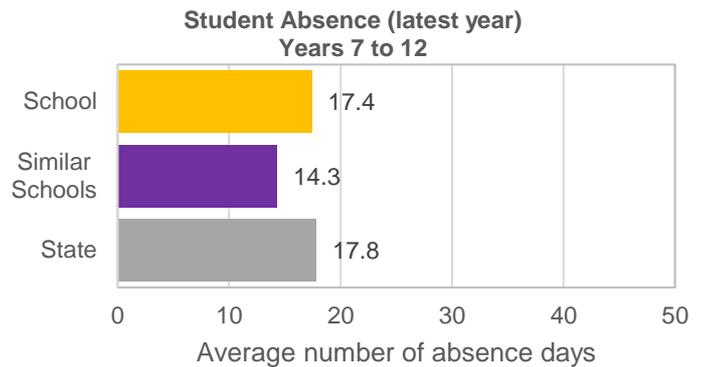
Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	14.8	16.7
Similar Schools average:	13.5	15.3
State average:	13.8	15.3



Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	17.4	21.8
Similar Schools average:	14.3	16.0
State average:	17.8	19.2



Attendance Rate (latest year)

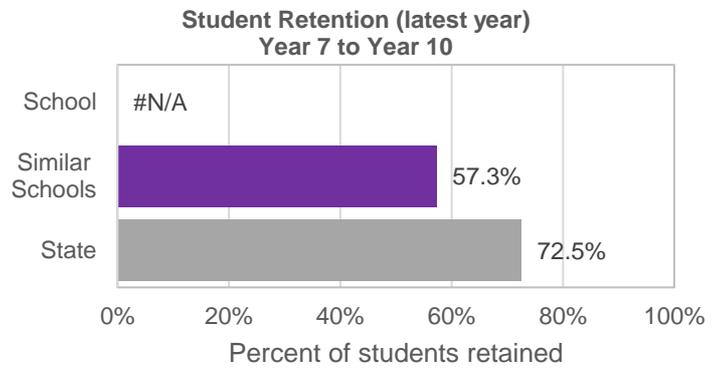
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	92%	91%	93%	92%	94%	93%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2020):	93%	91%	90%	NDA	NDA	NDA	

ENGAGEMENT (continued)

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:	NDA	NDA
Similar Schools average:	57.3%	57.8%
State average:	72.5%	72.9%

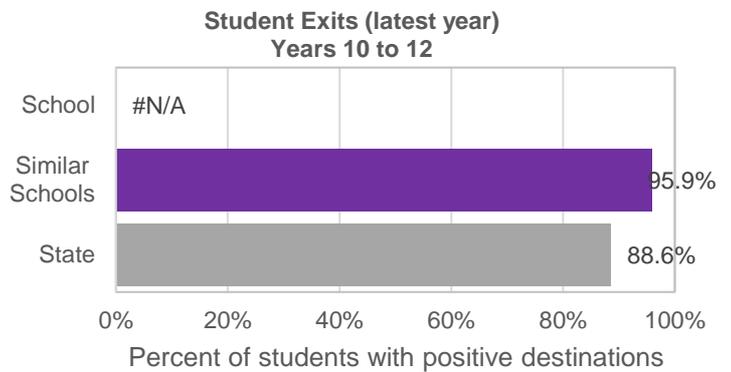


Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	NDA	NDA
Similar Schools average:	95.9%	96.6%
State average:	88.6%	89.1%



WELLBEING

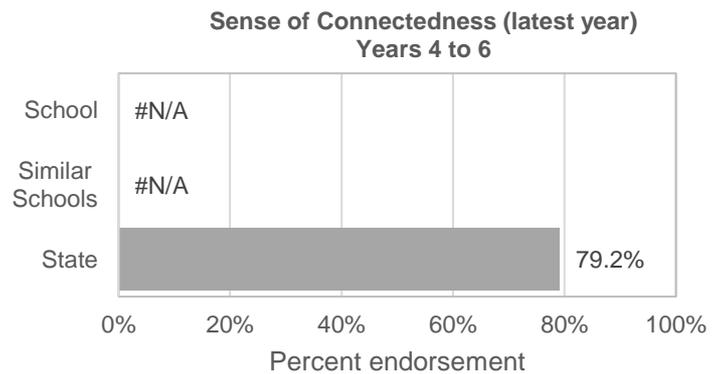
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

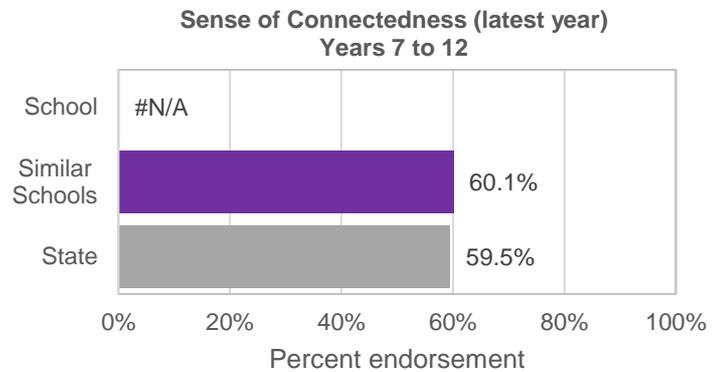
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	76.8%
Similar Schools average:	NDP	80.6%
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.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	55.6%
Similar Schools average:	60.1%	56.2%
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.

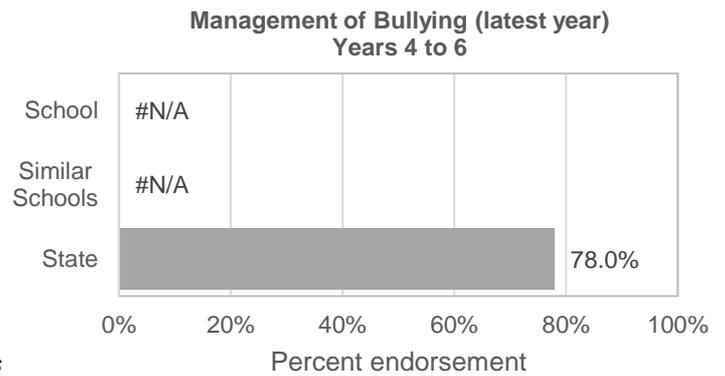
WELLBEING (continued)

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).

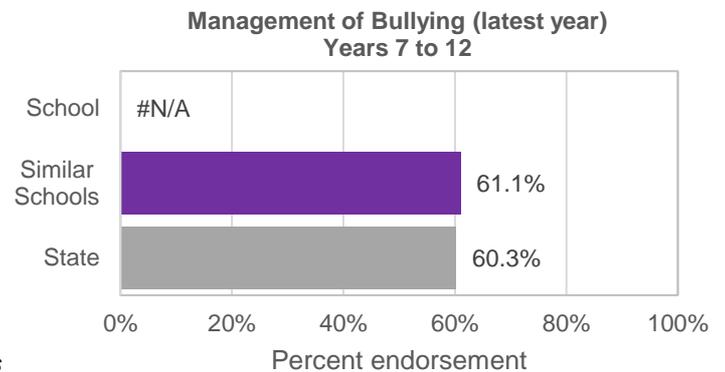
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	75.0%
Similar Schools average:	NDP	78.4%
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.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	56.0%
Similar Schools average:	61.1%	58.4%
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	\$13,792,008
Government Provided DET Grants	\$1,007,507
Government Grants Commonwealth	\$10,804
Government Grants State	\$9,725
Revenue Other	\$74,997
Locally Raised Funds	\$295,706
Capital Grants	NDA
Total Operating Revenue	\$15,190,746

Equity ¹	Actual
Equity (Social Disadvantage)	\$116,004
Equity (Catch Up)	\$34,634
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$150,638

Expenditure	Actual
Student Resource Package ²	\$13,392,488
Adjustments	NDA
Books & Publications	\$17,950
Camps/Excursions/Activities	\$14,952
Communication Costs	\$37,940
Consumables	\$235,373
Miscellaneous Expense ³	\$50,110
Professional Development	\$149,392
Equipment/Maintenance/Hire	\$262,389
Property Services	\$17,852
Salaries & Allowances ⁴	\$133,293
Support Services	\$360,832
Trading & Fundraising	\$15,914
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$119,915
Total Operating Expenditure	\$14,808,400
Net Operating Surplus/-Deficit	\$382,346
Asset Acquisitions	\$45,788

- (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	\$1,095,795
Official Account	\$61,763
Other Accounts	NDA
Total Funds Available	\$1,157,558

Financial Commitments	Actual
Operating Reserve	\$233,766
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$354,931
School Based Programs	\$144,784
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$137,114
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$600,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,470,596

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.