

# 2020 Annual Report to The School Community



**School Name: South Oakleigh Secondary College (8801)**

**SOUTH OAKLEIGH  
COLLEGE**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 April 2021 at 09:42 AM by Helen Koziaris (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 29 April 2021 at 07:18 AM by Mitzi Sneesby (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

South Oakleigh College is a growing, single campus, co-educational school with a focus on providing excellent educational outcomes for all students with a comprehensive and challenging curriculum. We offer a vibrant co-curricular program, in a positive, caring and supportive environment, situated in the eastern suburbs of Melbourne.

The College workforce had the equivalent of 57.21 full-time staff – 79 staff members: 3 Principal class, 55 Teachers, Paraprofessionals and Instrumental Music staff and 21 Education Support staff.

In 2020, the College had a total of 597 students both local and international. 42% of the student population were of EAL background (English as an additional Language). We are proudly multicultural across more than 45 nationalities, with an international student program of over 29 students in 2020. We value the richness diversity of cultures brings and celebrate the diversity of our students encouraging them to develop social responsibility, empathy and compassion for others.

The unprecedented circumstance of 2020 severely challenged all members of our community. Despite the challenges and uncertainty of the year, our students and staff displayed both Resilience and a positive mindset to overcome the times. Our teachers and support staff were committed to ensuring the learning and wellbeing of students was not adversely affected by the disruptions that were faced and provided a positive, caring and supportive environment. Microsoft Teams was used as an online platform for lesson delivery and the achievement of learning outcomes during the extended lockdown period.

Activating Engaging student voice during remote learning allowed us to listen carefully to the needs of each student cohort and implement necessary interventions to help students stay connected with the school and their peers whilst working towards achieving learning goals. This enabled us to embrace our core values (High Expectations Respect Responsibility Resilience Teamwork) whilst continuing to develop our students as critical and creative thinkers who will graduate as resourceful members of the community actively contributing as leaders both locally and as global citizens.

### Framework for Improving Student Outcomes (FISO)

Continuing with the gains from previous years, in 2020 the College focused on four key domains of the Framework for Improving Student Outcomes to achieve the following goals:

1. Building Practice Excellence
  - Develop, monitor and evaluate consistent whole school curriculum documentation
  - Embed the whole school instructional model
  - Continue school focus on Literacy and embed Numeracy elements in the implementation of the Victorian Curriculum
2. Curriculum Planning and Assessment
  - Action Plan to accelerate improvement
3. Setting Expectations and Promoting Inclusion
  - Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community
4. Empowering students and building school pride
  - Increase meaningful opportunities for student voice, leadership and agency
  - Embed whole school house system to enhance student engagement
5. Health and Wellbeing
  - Strengthen the partnership between staff, students and parents for student wellbeing (including the inclusion and engagement of international students)

The College prioritised significant resources in each of the five domains. The appointment of a Pedagogical Practice Learning Specialist and a STEM Learning Specialist provided staff with opportunities for targeted professional learning in key areas seen to help accelerate key knowledge and skills in teaching and learning to support student outcomes.

Further appointments were made of two Directors of students (Middle School 7-9 and Senior School 10-12) increasing the student management team to six. This provided increased opportunities for student voice and agency as well as building the next level of student engagement across the College.

PIVOT surveys completed by students remained a tool for teaching staff to receive targeted feedback on their teaching during remote learning. This allowed teachers to reflect on how students were engaging with their lessons in a digital setting and empowered them to implement strategies to support teaching and learning in their new environment.

### Achievement

At South Oakleigh College we continue to strive to improve in all areas of student engagement, working towards a providing our students with improved academic and personal growth achievements.

It was pleasing to note that despite the challenges of extended periods of remote and flexible learning throughout the year, our VCE results recorded a mean study score equal to that of the State. In addition to this, the proportion of students achieving ATAR results above 50 increased significantly, as the number of students completing a scored VCE indicated an increased level of learning confidence and resilience. While the percentage of raw Study Scores above 40 did not meet the same result as 2019, it was still a relative increase from the 2017 and 2018 numbers. The proportion of students receiving study scores above 25 in 2020 reached 55%. This has been a consistent has been consistently increasing over the last 3 years demonstrating the focus on improving student outcomes across the College. all students to improve.

Student progress in NAPLAN testing benchmarks were not applicable in 2020, as the testing regime was not undertaken due to COVID lockdowns. The school did carry out a set of standardised testing utilising Australian Council of Education Research’s (ACER) Progressive Achievement Tests (PAT) for Reading, Mathematics and Science skills. The in-house testing analysis of the last three years demonstrated that students from year 7 to year 9 continued to demonstrate the usual yearly growth of students relative to their peers on average (in a normal year) with only one exception. The one exception was the reading growth for the middle 50% of students (breaking up students into quartiles for starting points). In response to this, the school has made reading skills a focus in our AIP with Professional Learning Community groups targeting this concern. This is a very positive result and demonstrates a successful transition into remote and flexible learning in 2020.

The College continues to identify all students who are performing above and below expected levels. This data is communicated to all teachers and specific teaching strategies are explored to most effectively meet the learning needs of all students. This work has and will continue to be developed further through our school focus on Literacy and embed Numeracy.

The College’s PSD students are well supported and continuing to make steady progress, achieving all identified personal learning goals. Despite these results, our College continues to look for ways to achieve further improvement in student outcomes.

### Engagement

Attendance is a key indicator of students’ engagement with the school and with their learning. Compared to secondary schools with similar characteristics the average number of absent days by students at South Oakleigh College continues the positive trend set in 2020 with fewer absences than similar schools and the state mean.

This is attributed to our High Expectations of student attendance, which is clearly articulated to students and parents and the follow-up of the Student Services Team, which includes an ES member and the Wellbeing Team who

undertook targeted intervention for any student who was identified as being 'at risk' because of absences from school with a tiered approach. Although a more difficult task in 2020, this tier of support was critical in responding to individual student needs. Where necessary, students are referred to other programs such as Switch, or other external services to address their issues. Flexible attendance options are provided for students with significant health problems.

Covid-19 restrictions inhibited the actions of our Community Engagement and Transition Coordinators to provide enhancement activities and events to support our transition program with local primary schools, particularly the schools involved in the Oakleigh Education Plan. However, the school capitalised on technology expertise by coordinating a series of online meetings with primary school teachers to discuss transition needs of students attending South Oakleigh College in Year 7 and then using this information to tailor transition workshops for these students via online conferences to help prepare for Year 7 2021. The online meetings with the Grade 6 students and their teachers helped prepare them for their Orientation Day where they were able to participate in a full program designed to familiarise themselves with our College environment, meet their peer support leaders and potential teachers for 2021 as well as begin connecting with their new class mates to begin laying the foundations for friendship.

Through the Oakleigh Education Plan our links with local primary schools continue to strengthen. Our priority continues to be on building on Transition and STEM linking the OEP schools.

In 2020, we continued to explore pathways and strategies to enable teachers to enhance student connections and build relationships. Due to the extreme circumstances that presented in 2020, this became a central focus. Our Student Representatives played a key role in providing opportunities for students to engage in a range of activities during the remote learning period to maintain the connection they craved with their peers. This stemmed from collating results collected from a student led survey regarding the impact remote learning was having on the students. Staff continued to meet online with their teams and also weekly as a staff. A weekly update was published by the Principal to enhance connectedness with our community throughout lockdown. This provided an opportunity to keep in touch with all members of our community, share our experiences and celebrate our successes.

Student retention rates for Years 7-10 is lower than both similar schools and the state median. This could be attributed to student families leaving the area and the region. Student exit data is well above State and similar schools with an 95.8% of students continuing in further studies or fulltime employment. This reflects a growing desire for students to continue their learning as they become more aspirant and have greater reparation for tertiary education.

**Wellbeing**

At South Oakleigh College we are committed to providing a safe, supportive and inclusive learning environment. This commitment was amplified in 2020 as we moved to this being a key priority during periods of remote and flexible learning throughout the year and then upon the return of students to onsite learning.

Our school values guide our behaviours and teacher response to behavioural concerns. We continue work with a Positive Education model within a school – providing strategies to enable students to take greater responsibility in the classroom, becoming involved in how curriculum is addressed and how student voice is valued and shaped.

The health, safety and wellbeing of our students is essential to their learning experience, particularly with remote learning heightening the need for support for our young people. As such, a decision was made to expand the College Student Wellbeing team to comprise of the Director of Student Services/Wellbeing, Assistant Student Wellbeing Coordinator, Nurse and Special Needs team- key people in promoting and supporting the Wellbeing needs of our students. The team continued to work closely with DET professionals and external agencies to refer families and students to relevant groups as required.

A number of wellbeing programs were facilitated across the year targeting different groups of students according to identified needs. These will continue to be reviewed and similar programs and others to meet the needs of our students in 2021 from a cohort and personal level.

Our College embraces both social and cultural diversity and inclusion and we are proud of the recognition we received in this sphere by continuing in our role as 'lead school' in the state-wide 'Respectful Relationships' program.

The College's House system supports a tiered approach in supporting student wellbeing. Student's first support for wellbeing concerns is their Mentor teacher. This teacher acts as an advocate and consistent support for students and can escalate wellbeing concerns to the Heads of House and/or Wellbeing team. Student surveys conducted through the Student Representative Council and other leaders reported that students felt/were supported by their teachers, wellbeing staff and their peers.

A key strategy informing the school's interventions is the Student Leadership Team as well as the College and House Captains who are regularly consulted regarding current processes and new ideas to promote increased levels of engagement while delivering improvements that work.

In 2021 we have the opportunity to focus on student connectedness through programs across the year levels and the embedding of Positive Education and Student Voice and Agency. This opportunity to see growth will improve as we see the further development of managing pathways and targeted programs to enhance connection and engagement.

A key focus for 2021 will be to equip staff with the knowledge and skills to recognise, respond and report on individual student needs and themes that impact on year level cohorts or at the whole school level, particularly after the prolonged Remote Learning Period. e.g. training all Year 10 students and all staff in Mental Health First Aid and continuing to embrace both social and cultural diversity and inclusion through the 'Respectful Relationships' program.

### **Financial performance and position**

South Oakleigh College continued to record a net operating surplus for the year, thus ensuring the efficient allocation of resources to optimise the achievement, engagement and wellbeing of all students. This was achieved through increased enrolments and was further supported by our International Program, Advance funding and other local grants.

The College's priority throughout 2020 was to efficiently allocate resources to support students throughout the lockdown, this included investment in additional IT support and technology and ES staff to support students and teachers at this time. Teachers were also provided with additional professional learning directly linked to College Key Priorities and targets and development of skills in the use of online platforms. Equity Funding was used to support student during this period and beyond, including the provision of ICT devices, physical resources for students and the position of MYLNS and Pedagogical Learning Specialist to continue the learning. We focused our priority upon improvement in the teaching and learning through on line teaching programs.

Through sound financial management the College continued to be placed in a sound financial position - providing us with the resources to continue to plan and execute further physical improvements and learning programs in the College – including additional teaching staff, additional tutors and extended breadth of curriculum in 2020 and 2021, to support students' engagement and achievement.

**For more detailed information regarding our school please visit our website at [www.sosc.vic.edu.au](http://www.sosc.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 597 students were enrolled at this school in 2020, 261 female and 336 male.

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

### Overall Socio-Economic Profile

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

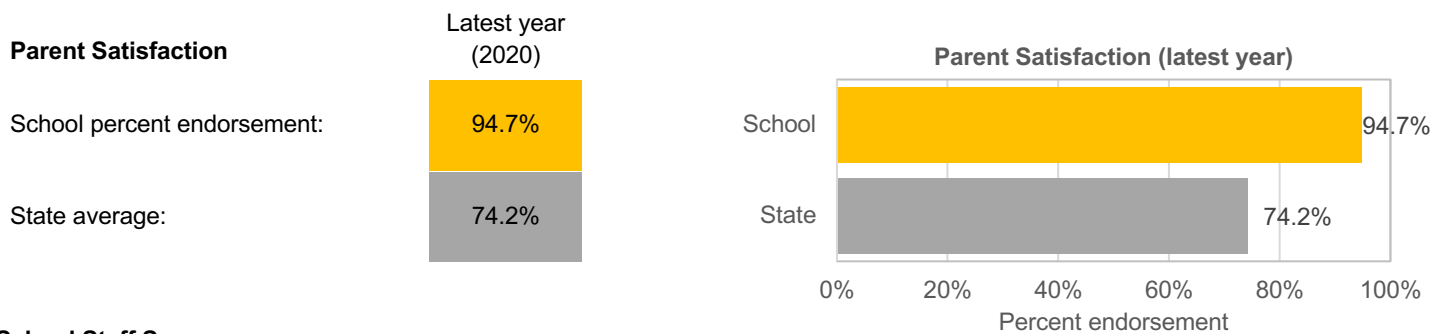
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

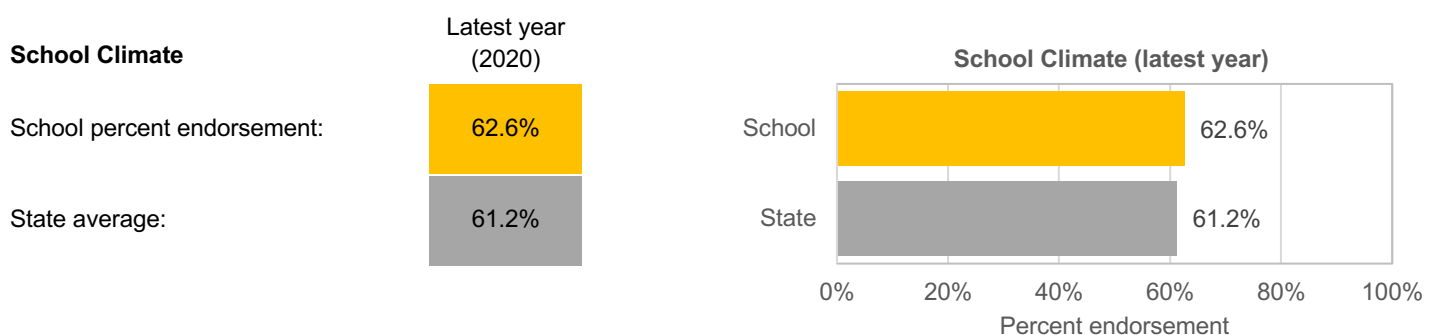


### School Staff Survey

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 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

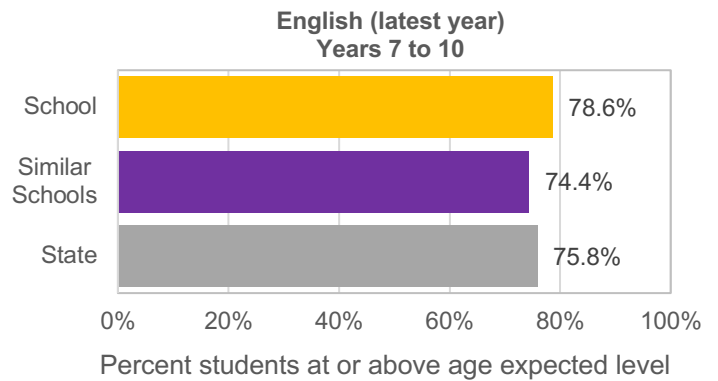
78.6%

Similar Schools average:

74.4%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

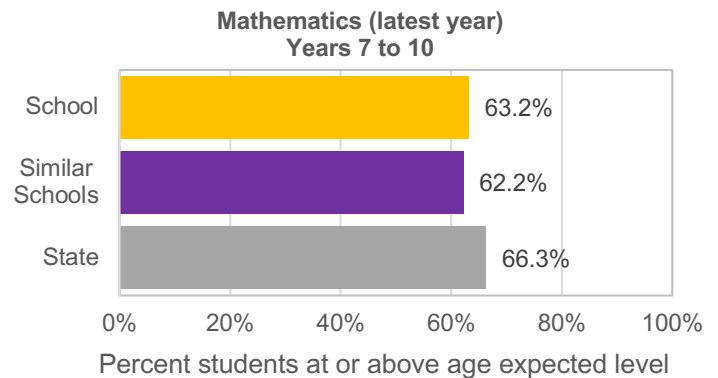
63.2%

Similar Schools average:

62.2%

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.

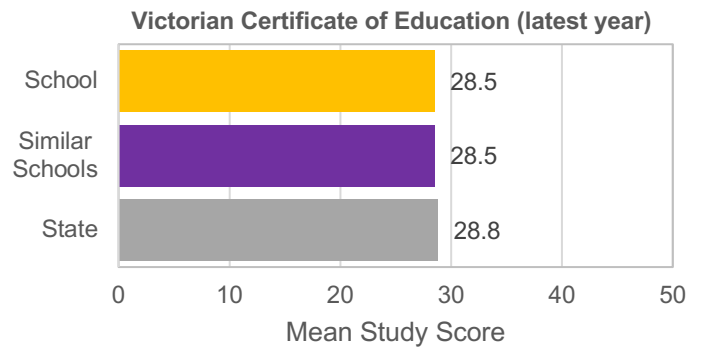
## ACHIEVEMENT (continued)

### 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.

| Victorian Certificate of Education | Latest year (2020) | 4-year average |
|------------------------------------|--------------------|----------------|
| School mean study score            | 28.5               | 28.7           |
| Similar Schools average:           | 28.5               | 28.6           |
| State average:                     | 28.8               | 28.8           |



Students in 2020 who satisfactorily completed their VCE:

96%

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:

60%

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

NDA

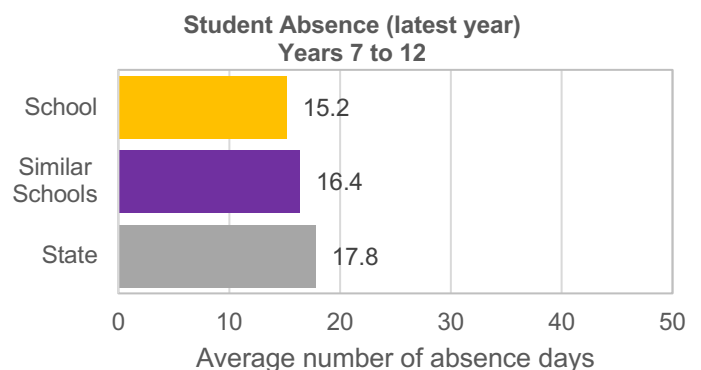
## ENGAGEMENT

**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 7 to 12          | Latest year (2020) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 15.2               | 18.4           |
| Similar Schools average:               | 16.4               | 18.0           |
| State average:                         | 17.8               | 19.2           |



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

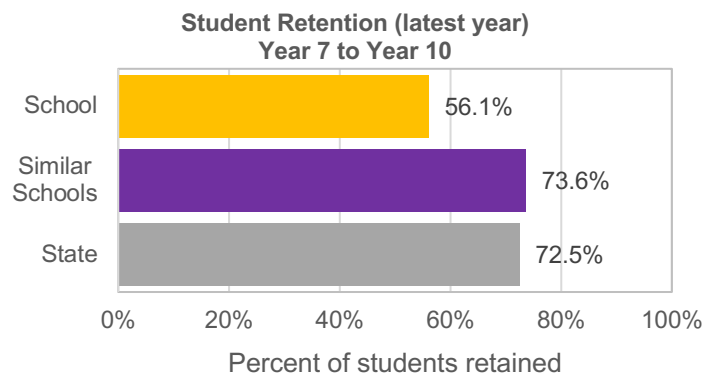
|                                       | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2020): | 93%    | 92%    | 91%    | 93%     | 91%     | 94%     |

**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: | 56.1%              | 60.4%          |
| Similar Schools average:             | 73.6%              | 72.7%          |
| State average:                       | 72.5%              | 72.9%          |



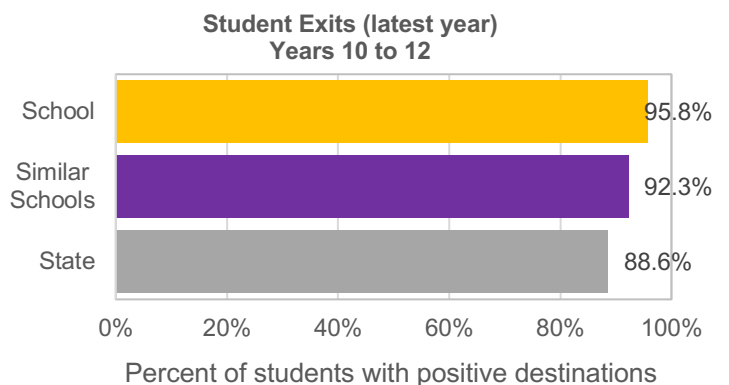
**Students exiting to further studies or full-time employment**

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: | 95.8%              | 95.6%          |
| Similar Schools average:   | 92.3%              | 92.5%          |
| State average:   | 88.6%              | 89.1%          |



## WELLBEING

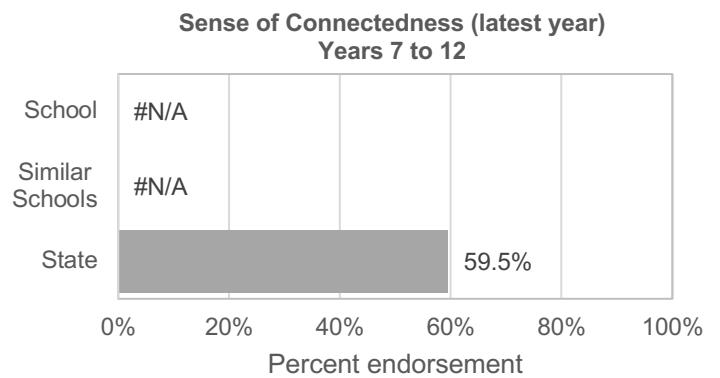
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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<br>Years 7 to 12 | Latest year<br>(2020) | 4-year<br>average |
|---|-----------------------|-------------------|
| School percent endorsement:             | NDA                   | 51.8%             |
| Similar Schools average:                | NDP                   | 55.3%             |
| State average:                          | 59.5%                 | 55.3%             |



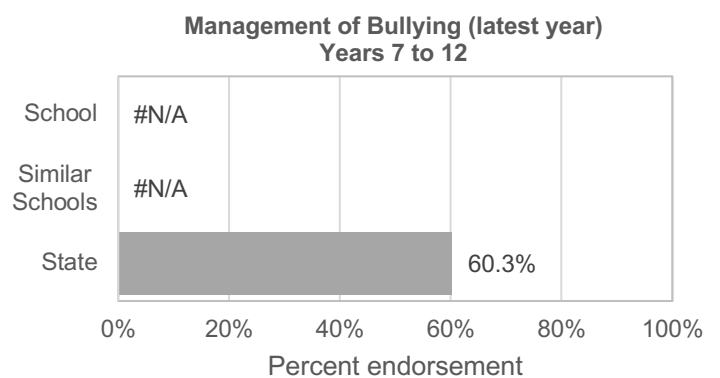
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

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

| Management of Bullying<br>Years 7 to 12 | Latest year<br>(2020) | 4-year<br>average |
|---|-----------------------|-------------------|
| School percent endorsement:             | NDA                   | 55.9%             |
| Similar Schools average:                | NDP                   | 57.7%             |
| 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

| <b>Revenue</b>                 | <b>Actual</b>      |
|--------------------------------|--------------------|
| Student Resource Package       | \$5,944,458        |
| Government Provided DET Grants | \$1,040,430        |
| Government Grants Commonwealth | \$20,000           |
| Government Grants State        | \$18,970           |
| Revenue Other                  | \$148,600          |
| Locally Raised Funds           | \$589,427          |
| Capital Grants                 | NDA                |
| <b>Total Operating Revenue</b> | <b>\$7,761,885</b> |

| <b>Equity <sup>1</sup></b>                          | <b>Actual</b>    |
|---|------------------|
| Equity (Social Disadvantage)                        | \$85,986         |
| Equity (Catch Up)                                   | \$23,614         |
| Transition Funding                                  | NDA              |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA              |
| <b>Equity Total</b>                                 | <b>\$109,600</b> |

| <b>Expenditure</b>                    | <b>Actual</b>      |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$5,974,066        |
| Adjustments                           | NDA                |
| Books & Publications                  | NDA                |
| Camps/Excursions/Activities           | \$23,741           |
| Communication Costs                   | \$11,259           |
| Consumables                           | \$130,417          |
| Miscellaneous Expense <sup>3</sup>    | \$71,083           |
| Professional Development              | \$33,965           |
| Equipment/Maintenance/Hire            | \$310,160          |
| Property Services                     | \$235,054          |
| Salaries & Allowances <sup>4</sup>    | \$257,492          |
| Support Services                      | \$165,978          |
| Trading & Fundraising                 | \$20,067           |
| Motor Vehicle Expenses                | \$1,715            |
| Travel & Subsistence                  | \$2,147            |
| Utilities                             | \$109,089          |
| <b>Total Operating Expenditure</b>    | <b>\$7,346,233</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$415,652</b>   |
| <b>Asset Acquisitions</b>             | <b>\$105,918</b>   |

- (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**

| <b>Funds available</b>        | <b>Actual</b>      |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,213,984        |
| Official Account              | \$89,178           |
| Other Accounts                | \$24,978           |
| <b>Total Funds Available</b>  | <b>\$1,328,140</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---|------------------|
| Operating Reserve                           | \$197,607        |
| Other Recurrent Expenditure                 | NDA              |
| Provision Accounts                          | NDA              |
| Funds Received in Advance                   | \$297,048        |
| School Based Programs                       | \$128,625        |
| Beneficiary/Memorial Accounts               | NDA              |
| Cooperative Bank Account                    | NDA              |
| Funds for Committees/Shared Arrangements    | \$3,749          |
| Repayable to the Department                 | NDA              |
| Asset/Equipment Replacement < 12 months     | NDA              |
| Capital - Buildings/Grounds < 12 months     | NDA              |
| Maintenance - Buildings/Grounds < 12 months | NDA              |
| Asset/Equipment Replacement > 12 months     | NDA              |
| Capital - Buildings/Grounds > 12 months     | NDA              |
| Maintenance - Buildings/Grounds > 12 months | \$275,000        |
| <b>Total Financial Commitments</b>          | <b>\$902,029</b> |

*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.*