

2020 Annual Report to The School Community



School Name: Prahran High School (8231)



- 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 24 March 2021 at 02:45 PM by Nathan Chisholm (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.

To be attested by School Council President

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Our Purpose

The purpose of Prahran High School is for all students to learn and to develop the intellectual rigour and character required to make a positive impact in their world.

Furthered by Our Mission

Our mission is to foster curiosity, creativity and empathy in the students in our care in order to develop young leaders of character and purpose who can confidently embrace life's challenges and make a positive impact in their world.

Our Values

Creativity

The ability to think creatively and critically will be a defining trait of tomorrow's successful young adults. We encourage creative, independent and original thinking in all aspects of our school curriculum, fostering an environment of active collaboration and exploration.

Curiosity

Curiosity is the doorway to exploration, understanding and the acquisition of knowledge and wisdom. We encourage our students to be lifetime learners and are inspired by what Albert Einstein once said: "I have no special talent. I am only passionately curious."

Challenge

Today's students will learn to live, grow and work in the most challenging of times characterized by complexity, uncertainty and constant change. We will strive to strengthen resilience, resolve and intellectual rigor in our students so they will be up for the challenge.

Character

Character traits including empathy, compassion and self-awareness are essential to living a meaningful and purposeful life. At PHS, we emphasize the development of sound and strong character alongside the achievement of academic excellence.

Our Context

Nestled in the creative, urban heart of Prahran and Windsor, Prahran High School proudly reflects the diversity, aspiration and entrepreneurial spirit of this community. At heart, our school is a school for students, in every way. We strive to develop positive young leaders who will graduate from Prahran High School ready to make a positive contribution to our community - locally and globally. At all levels of our learning organisation, the concept of prioritizing, valuing and measuring 'impact' will help shape and guide our work.

In essence, it becomes a school motto, for students and staff – Prahran High School: Make an Impact!

Couched within this big idea of 'impact' is a core set of values that underpin all that we do together as a new school. The school values that we have developed are simple, but with scope for depth and complexity limited only by our imaginations. These values are integral, as we know that leading an effective school begins by setting a clear direction and painting a picture of what the future can be for us. At Prahran High School, we have a future full of opportunity.

As a young school, we are only about embark on our third year of operation. We have reflected on our journey to this point and we are clear about what we need to do next. This Strategic Plan period will be a time to lock down the cultural, learning and organisational foundations of our school so that they are rock solid. It is from this stability that we will continue to innovate, create and grow to ensure that we create a contemporary, unique school for our students now and into the future. PHS strives to be a model of what modern learning environments can be like for our students.

Our school is committed to working in harmony with our local community. We are a proud, diverse inner-city school and our students reflect the socio-economic and cultural diversity of this community. We see the diversity of our community as one of our great strengths and opportunities. While there is great diversity at Prahran High School, our overall socio-economic level is Low, meaning that the most of our students come from homes where parents are professionally employed and the level of social capital students bring with them to secondary school is also high.

In 2020, we had 215 students enrolled in our school, of whom 12 have English as an Additional Language and 2 are Indigenous. Further, in 2020, we had 11 students funded for support under the Program to Support Students with Disabilities. As well as these students, we are mindful that we also have many other students with complex learning, social and emotional needs and as we've progressed into 2021 we have expanded our Student Wellbeing and Learning Support teams considerably.

In 2020 we were well served by an outstanding workforce of 27.94 (EFT) employed staff. The staff were comprised of Principal and Assistant Principals (3.0), Leading Teacher/Learning Specialist (2.0), Teacher Level 2 (3.6), Teacher Level 1 (11.0) and Education Support Staff (8.24).

Framework for Improving Student Outcomes (FISO)

As a start-up school, in our second year, in 2020 we have consolidated and strengthened a strong learning culture that helps us work towards our foundation vision - for all students to learn and to develop the intellectual character and rigor required to make an impact on the world.

Even amongst the myriad challenges of 2020 and the pivot we planned and implemented to a bespoke Learning@Home model, we delivered on our strategies, plans and goals. We progressed and we are proud of all that we achieved in a most unusual year.

Throughout 2020, we learned even more about our wonderful school community. We collected more data about our student population and we provided opportunity for students, staff and families to provide feedback about how we can improve our school. This is all extremely useful and will guide us further as we move into 2021.

As we reflect on 2020, a most challenging year, our Annual Report affirms that Prahran High School is ready to take the next important steps forward in our new school adventure. Our culture is strong, the community are ever-more supportive, and the staff are deeply committed to the vision, values and future-focused intent of this school.

We are particularly proud of the positive culture of learning which we're nurturing. Students are learning, learning opportunities are deep and rich, student agency in their learning is improving all the time.

As we've worked to build the new Prahran High School, our work has been a significant community effort and the success of this effort was clear to the Review panel during our 2020 formal School Review process. The Reviewer was impressed with what he saw and heard at Prahran High School.

He noted that the developing level of agency students have in their school was at a level that he'd not seen before. He was particularly impressed with our approach to learning, our Model of Learning, our Learning Trackers and the collaborative way that we plan for effective, personalised learning for all students.

As a young school, we are evolving and growing. There is a way to go before our foundation students graduate in 2024 and importantly, we are definitely on track, due to another year of achievement in 2020. The foundations of our culture, our practice and our community are strong. We have clear, incremental improvement plans in place for 2021.

Achievement

At Prahran High School, students, staff and community members can clearly articulate our PHS Model of Learning. Staff and students are provided with scaffolds and resources to assist them to understand and embrace this Model of Learning with fidelity. Our unique Model is evidence-based, grounded in significant research and we believe it is

making a positive difference to student learning and achievement.

This is only the second year of learning data for Prahran High School, and given the disruptions caused by COVID, including the cancellation of NAPLAN testing, we are only able to comment on the limited achievement data available. However, even within this dataset, we have been able to notice and start to analyse some trends and patterns.

As measured by teacher judgements, a higher proportion of our students are working At or Above the Expected Level than Similar Schools (and the State average). This is the case in both English and Mathematics, with the gap more significant in Mathematics. It is worth noting that our data reflects only Year 7 and 8, and the comparison to Similar Schools is with 7-10, where there can be higher variation in student learning outcomes.

This highlights a very positive foundation position for the school in our key English and Mathematics areas. Our core teaching and learning practices are strongly reinforced by a standards-based assessment model and a curriculum that emphasises deep learning and application of understanding.

The available data also further evidences the challenge of the significant variation in student achievement levels at our school. In each year level and in each class at our school, the student achievement range can be five years difference, and greater. That is the story of our school and student population.

We have identified within each of our cohorts a small yet significant number of students who are achieving substantially below the expected level. Initiatives such as the Middle Years Literacy and Numeracy Strategy MYLNS (begun in 2020) and Tutor Learning Initiative (beginning in 2021) will help us to better serve the needs of these students to close the gap and improve their learning outcomes. We are now well resourced to do this work.

Similarly, we know that we have a significant number of students who are working above the expected level, and who require considerable enrichment and extension of learning. In 2020 we had our first group of students participate in the Victorian High-Ability Program in English and Mathematics. We also participated in enrichment programs relating to science and technology.

We lead enrichment Clubs in Maths, Writing and Book Club which students enjoy and find challenging and supportive. The annual Principal's Writing Competition again provided opportunity for some of our strongest writers to shine in. We are deeply committed to working with students at their starting point and then challenging them from there.

Engagement

Our core values – Creativity, Curiosity, Challenge and Character – provided us with assurance and support as we managed the challenges of the year. Whether at school on site or during Learning@Home, we embraced our values as a touchstone for engagement, connection and further planning.

Our values underpinned our Learning@Home approach, which was created by our leadership team specifically for our school. A bold decision was taken to reframe our approach to learning, engagement and wellbeing to better support our students and staff, at home. We reviewed throughout, we tweaked our approach and we listened to (and acted on) student and family feedback. The Learning@Home model we developed gained much interest and we were proud to share our approach with others, locally, state-wide and globally.

We consider attendance to be a helpful indicator of engagement and connection with school. In 2020, student attendance was strong and we know we can still improve further. Every day of learning at school matters. Our average of 13.3 days absent is a better result than Similar Schools (13.7 days) and much better than the State (17.8 days).

We have clearly established systems in place to monitor attendance, overseen by one of our Assistant Principals and Middle Years Relationship and Engagement Leader, supported by Mentor Teachers and the Receptionist/Student Administration roles in the school office. Our approach served us well, both in Learning@Home and at school.

In 2020, we developed the significant role of Mentor Teacher. The feedback from students, staff and families has been

positive and while we are still in the early stages of embedding these roles, we believe the work is making a positive difference to engagement, connection and wellbeing. The Mentor is a key person in students' lives who will also assist in ensuring our focus on high rates of attendance are maintained and strengthened in 2021.

We are currently further developing our House system, our approach to student leadership and our curriculum offerings, expanding the choice for students as they progress. These are all intentional steps to boost student engagement and connection.

We work with community partners, like Stonnington Youth Services to firmly establish our culture of connection and broader contribution. We have continued to build a rich and varied approach to Life@PHS Clubs, now offering enrichment opportunities each day of the week, before school, at lunch and after school. This is a vibrant and important part of school life.

Throughout 2020, students have had the opportunity to experience many and varied leadership opportunities from the development of Mentor Group Leaders and PHS Ambassadors, to contributing actively to staff selection panels and co-creating IMPACT9. Student leadership and contribution is a very real force in our school and is making a difference.

Wellbeing

We have made good progress in the area of wellbeing and we are well placed to take the next steps. our AToSS and Parent Opinion Survey data is very positive and shows broad, overall improvement, even from last year. This is most pleasing and reflects the positive culture and the excellent work of our staff.

Our AToSS data shows us that students have noted improved levels of student voice, agency and leadership from 2019 – 2020 which affirms the deep school commitment to building this into our culture and approach. It is a clear strategic priority for our school and this progression is encouraging.

Further, the ATOSS data shows an improvement in students' endorsement of the way the school manages any incidents of bullying, which at our school is thankfully uncommon. Students' perception of the management of bullying has improved by almost 5% and is now 10% higher than the State, which is pleasing indeed.

Whilst students were at home for a considerable time in 2020, the risk of cyber bullying was something we considered carefully and put structures and supports in place to mitigate this risk. Our emphasis during Wellbeing Wednesdays dealt with this, along with themes like being an 'upstander' and forgiveness, which we believe has positively influenced students' experience of this past unusual year.

Upon returning to school, we focused on teacher-student relationships and found opportunities to celebrate what we had achieved, rather than lament what we lost. The speedy resumption of aspects of school that students really enjoy also contributed to a strong sense of wellbeing and school connectedness when we returned to school in person.

As a result of intentional work and capacity building, our staff now also have a better understanding of how to effectively manage student behaviour, using our Positive Behaviour Guidelines and the rich detail of our overarching Positive Climate for Learning documentation. Further, the development of our unique PHS Connecting Us framework has begun to be implemented. This is a framework to help staff understand how to nurture effective relationships with students.

Financial performance and position

Prahran High School's 2020 annual financial result was a surplus of \$160k. The pandemic implications on funding sources was essentially offset by the reduction in expenditure due to learning at home for our students and teachers. More specifically, and as anticipated, our funding source of Facility Hire was significantly reduced. This was offset by a significant reduction in curriculum consumables, communication and CRT expenditure.

Welcomed surplus funding from the new school building project of \$160,000 was received which has been appropriated to assist in the further establishment of our building, our IMPACT 9 curriculum approach and Product Design and Technology programs, along with continued development of our Music, and Arts programs in 2021. This annual report also reflects the significant investment of prior year State Government establishment funding received for IT, technology and building equipment.

Although the Victorian economy still presents a high level of uncertainty, with the full impact of the pandemic possibly yet to be fully realised, we are in a strong financial position to see the continued delivery of our Strategic and Annual Implementation Plans in 2021 and future years.

For more detailed information regarding our school please visit our website at
www.prahranhighschool.vic.edu.au

Draft

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 215 students were enrolled at this school in 2020, 98 female and 117 male.

13 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.

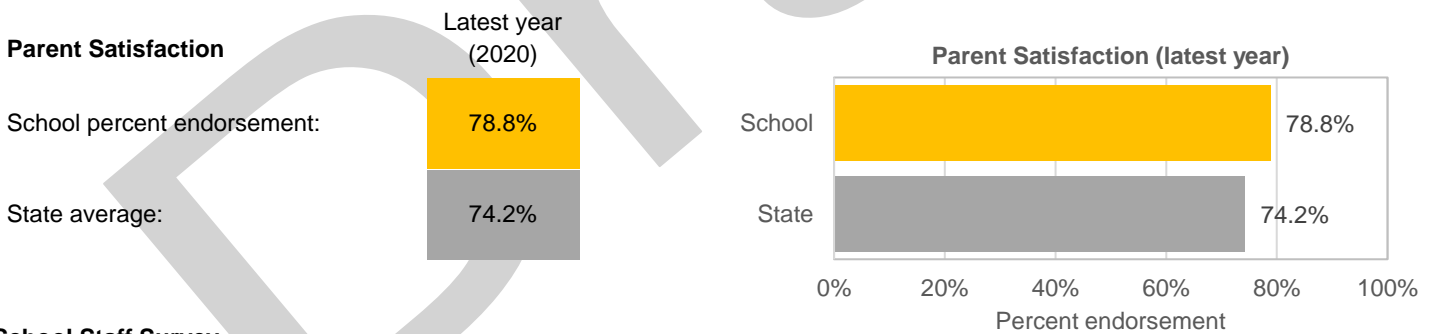
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

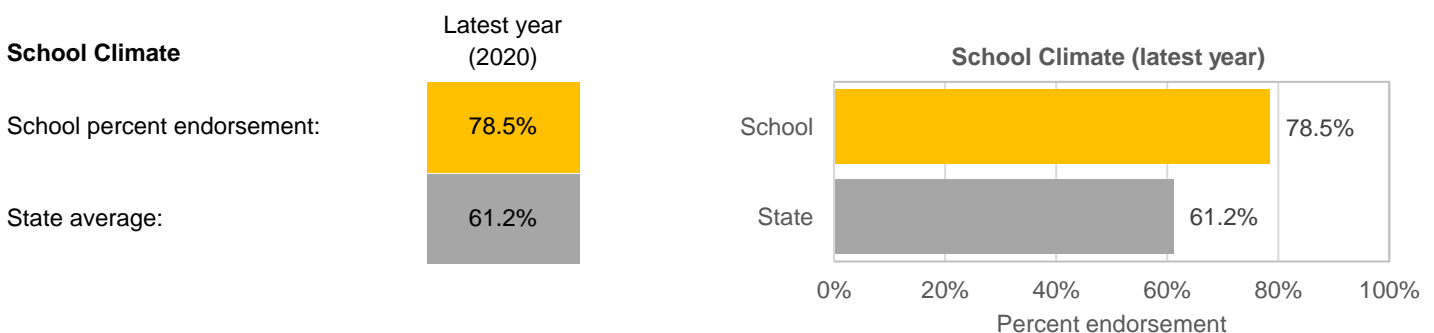


School Staff Survey

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:

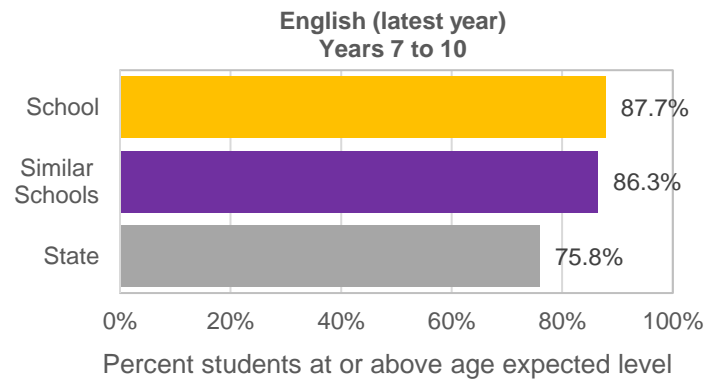
87.7%

Similar Schools average:

86.3%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

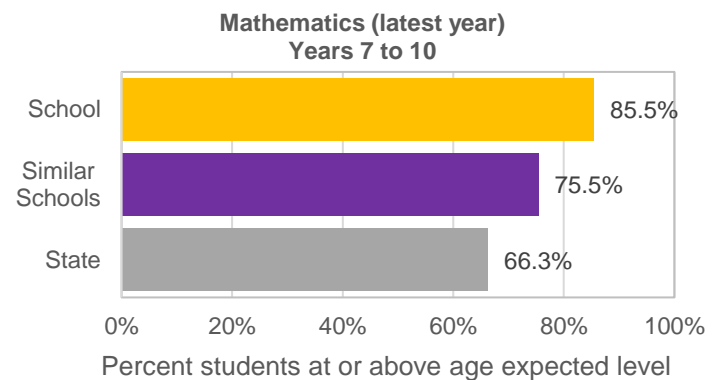
85.5%

Similar Schools average:

75.5%

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.

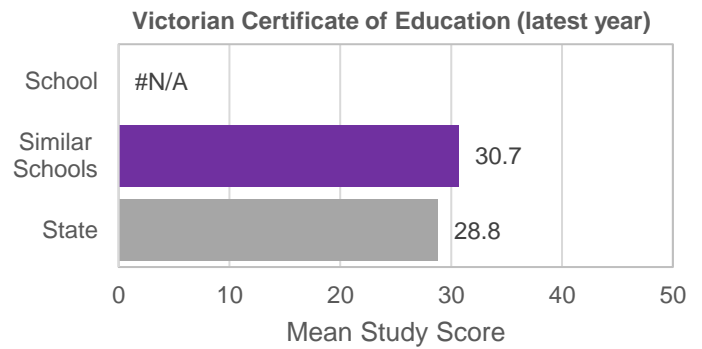
ACHIEVEMENT (continued)

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 | NDA | NDA |
| Similar Schools average: | 30.7 | 30.6 |
| 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

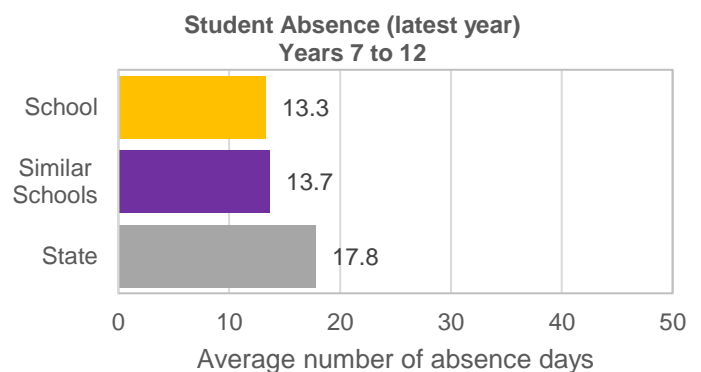
ENGAGEMENT

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 7 to 12 | Latest year (2020) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 13.3 | 14.4 |
| Similar Schools average: | 13.7 | 15.9 |
| State average: | 17.8 | 19.2 |



ENGAGEMENT (continued)

Attendance Rate (latest year)

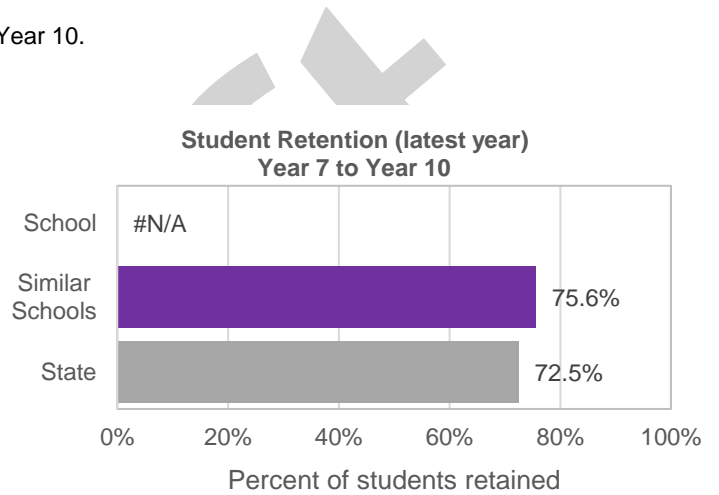
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2020): | 94% | 93% | NDA | NDA | NDA | NDA |

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: | 75.6% | 74.5% |
| State average: | 72.5% | 72.9% |



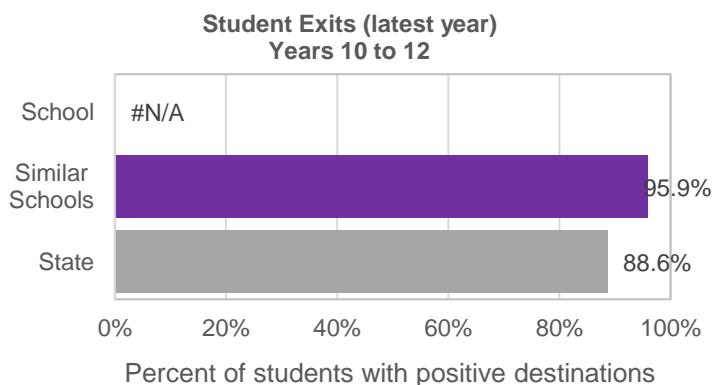
Students exiting to further studies or full-time employment

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% | 95.9% |
| State average: | 88.6% | 89.1% |



WELLBEING

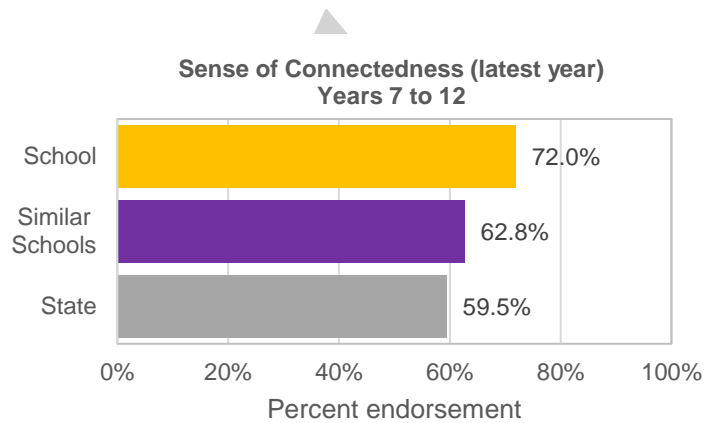
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 7 to 12 | Latest year (2020) | 4-year average |
|---|--------------------|----------------|
| School percent endorsement: | 72.0% | 70.3% |
| Similar Schools average: | 62.8% | 57.9% |
| State average: | 59.5% | 55.3% |



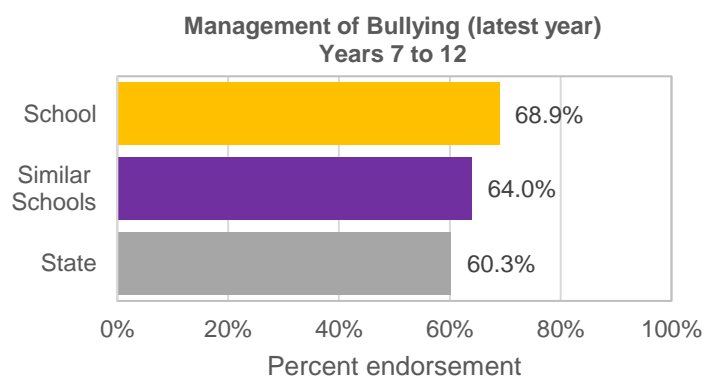
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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.

| Management of Bullying Years 7 to 12 | Latest year (2020) | 4-year average |
|---|--------------------|----------------|
| School percent endorsement: | 68.9% | 64.3% |
| Similar Schools average: | 64.0% | 59.9% |
| 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 | \$3,041,593 |
| Government Provided DET Grants | \$455,399 |
| Government Grants Commonwealth | \$750 |
| Government Grants State | \$160,000 |
| Revenue Other | \$44,043 |
| Locally Raised Funds | NDA |
| Capital Grants | NDA |
| Total Operating Revenue | \$3,671,815 |

| Equity ¹ | Actual |
|---|----------------|
| Equity (Social Disadvantage) | \$5,000 |
| Equity (Catch Up) | \$562 |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | \$3,315 |
| Equity Total | \$8,877 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,562,738 |
| Adjustments | NDA |
| Books & Publications | \$13,716 |
| Camps/Excursions/Activities | \$18,989 |
| Communication Costs | \$14,308 |
| Consumables | \$70,293 |
| Miscellaneous Expense ³ | \$41,188 |
| Professional Development | \$59,265 |
| Equipment/Maintenance/Hire | \$341,231 |
| Property Services | \$162,197 |
| Salaries & Allowances ⁴ | \$22,945 |
| Support Services | \$59,081 |
| Trading & Fundraising | \$2,049 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | \$83 |
| Utilities | \$142,963 |
| Total Operating Expenditure | \$3,511,044 |
| Net Operating Surplus/-Deficit | \$160,771 |
| Asset Acquisitions | \$19,998 |

- (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 | \$731,970 |
| Official Account | \$16,908 |
| Other Accounts | \$10,101 |
| Total Funds Available | \$758,979 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$141,655 |
| Other Recurrent Expenditure | \$75,358 |
| Provision Accounts | NDA |
| Funds Received in Advance | \$183,221 |
| School Based Programs | NDA |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | \$10,101 |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | \$65,000 |
| Capital - Buildings/Grounds < 12 months | \$90,000 |
| Maintenance - Buildings/Grounds < 12 months | NDA |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | \$185,000 |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | \$750,335 |

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.