2020 Annual Report to The School Community

School Name: Monash Special Developmental School (5151)

- 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 22 April 2021 at 05:29 PM by Lindy Abernethy (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 22 April 2021 at 07:49 PM by Teresa Leonard (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.

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. Absence 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.

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 Specialist schools

- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

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 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 *'Towards Foundation Level Victorian Curriculum'*?

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

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

'Levels A to D' 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

Whilst 2020 was disrupted by a number of challenges, we all moved forward and became creative, innovative and engaged in different teaching styles to continue to provide a high quality of educational opportunities for our students. Monash SDS is a specialist school which provides innovative, educational programs for students who present with a developmental delay and / or an intellectual disability aged between 2 years and 8 months and 18 years. Many of our students also have additional disabilities, predominately being that of autism spectrum disorder (over 70%), while some students have a physical or sensory disability.

The school is divided into 4 aged based sections. This includes an Early Education Program for our preschool students with special needs and a specialised program for our primary and secondary school age students. The school aged program, is based on the Victorian Curriculum, while the pre-school age students' learning is supported through the Victorian Early Learning & Development Framework.

The multidisciplinary team of around 78 staff includes 3 Principal class, 3 Leading teachers, 2 Learning specialists, 32 teachers, 45 support staff (therapists, teacher assistants, maintenance and gardening), who implement, evaluate and support the students' individual educational and therapy programs which are developed in conjunction with the parents & carers.

The school is a well-resourced facility which includes a hydrotherapy complex, purpose built indoor and outdoor learning areas, specialised sensory areas as well as a bike education area and an attractive outdoor environment. We are currently in the process of a facility upgrade as we undertake our Capital Works Program. This will hopefully include a permanent building comprising of a resource intensive area for students, staff, parents and the wider community to provide opportunities for professional development. This resource intensive area will include a food technology room, library, multimedia room and an industrial canteen. The building will also comprise 5 - 6 classrooms for our junior school with a new playground.

Due to Covid-19 in 2020 we did not undertake many additional projects although our previous capital works were finalised.

Our school community comprises of families from a broad socio economic spectrum with a range of ethnicities. The majority of our families reside within the City of Monash and many of our students use the school bus service to travel to school. We also have some families who reside outside the school transport zone and choose to make their own transport arrangements so that their children can access our programs. We are also accredited to accommodate international students and in the 2020 August census we had a total of 163 students enrolled in our school and EEPs program.

Monash SDS recognises the important contribution from our parent community, and their involvement is highly valued. Our Parent Group is now into its 4th year and continues to provide our families with opportunities to interact with other parents and carers as well as participating in school life. Although 2020 provided limited opportunities for our parent community to engage face to face, they learnt new skills and were still able to keep the connection going with digital technology.

The school has a strong belief that all students have access to an inclusive, challenging and individualised program that promotes engagement and stimulates learning. The school offers a highly flexible educational program which is underpinned by the Structured Teaching Model and includes a range of responsive, but also individualised teaching and learning opportunities and initiatives for our diverse student population. The school programs are also enhanced by the inclusion of the STAR & LINKS ABA programs, which have greatly increased the learning opportunities for all our students. Student wellbeing and development is supported by an interdisciplinary team of teachers, therapists, nurses and ES in a diverse range of programs across the school and our culture of School Wide Positive Behaviour Support is entrenched in all aspects of school life.

Throughout remote learning, we were still able to provide elements of our programs for families to utilise in the home environment. For example: we provided a behaviour matrix for the home and videos of how to set up a learning area for our children with a structured teaching theme.

Our school vision is that all students are empowered to learn and achieve, to experience high quality teaching practice in a positive learning environment, to equip them with the knowledge and skills to be as independent as possible every day and in every facet of their lives. Monash SDS recognises the importance of the partnership between schools and

parents to support student learning, engagement and wellbeing which became essential during remote learning. We share a commitment to, and a responsibility for, ensuring an inclusive and safe learning environment for our students. Our School Values are as follows:
• Do Your Best
• Help others succeed
• Respect Your Environment.

Framework for Improving Student Outcomes (FISO)

Monash SDS chose three FISO dimensions to work on during 2020 –
• Building practice excellence
  Develop teacher knowledge, skills and understandings of teaching and learning practices in Victorian Curriculum speaking and listening.
  Embed whole school consistent practice in positive behaviour support through professional learning and monitoring and support for students.
• Setting expectations and promoting inclusion
  Promote high expectations for student functional independence
• Curriculum Planning and assessment
  Embed a structured teaching framework to ensure personalised learning for every student

OUTCOME/ HOW WE DID THIS:

2020 was a year of significant change for schools in Victoria due to COVID-19. School life changed in March with students needing to be kept home and teachers developing skills to teach remotely.
Although it was a challenging year, we were able to make steady progress towards all three FISO dimensions although some of our actions were modified in approach and teaching strategies to take into account remote learning.

We continued to strive to develop a highly effective model of teaching to improve student engagement and ultimately student achievement, which was driven by student data, staff professional development, peer mentoring, and consistency of practice.
During the initial stages of remote learning the school evaluated student learning needs and used this to identify next steps for remote learning. This included designing suitable programs relating to our Key Improvement Strategies and targets for 2020. We took into account learning needs and abilities of our students, family's capacity to implement remote learning programs, availability of technology in the home and learning styles of our students.
As a leadership team we also evaluated what resources, professional development and support our staff required to deliver effective learning programs during remote learning.
The teaching and ES staff moved swiftly to develop online learning for each student and provided physical materials to meet the needs of our more concrete learners. Our collaborative planning and learning culture meant we were able to quickly implement flexible and remote learning to every student in a consistent yet responsive way.
As our school translated evidence-based teaching practice to online teaching, we discovered new and effective teaching methods. Teacher created videos proved to be a very effecting teaching method. Teachers used pre-recorded videos to provide direct instruction on various content topics (e.g. spelling, mathematics) and to create a sense of classroom community via story time and circle time. Students were supported to have a voice and maintain peer connections via Seesaw activities, using cleverly designed activities. Students developed personal and social capability as they were encouraged to participate in activities to understand themselves and others. All students made progress in this area of the curriculum as evident in their mid-year and end of year reports. These videos were a strong motivator for learning, utilising our students' strengths in visual processing and interest/motivation in ICT.
Mathseeds and Reading Eggs, online mathematics and reading programs, were used to progress the students literacy and numeracy skills. This digital learning platform supported engagement and learning through its automatic data collection systems. Instant progress reports gave teachers real time access to student engagement and progress.
The Seesaw app was used to facilitate home learning. Seesaw helped us work with families to provide students with meaningful learning experiences at home. Seesaw was successfully used to share learning activities and resources, capture students' learning and communicate about progress and needs. Students of essential workers who attended on site were supported to access their remote learning activities at school. As a result of the use of these digital technologies, we saw student progress in the digital technologies curriculum across the school.

A teacher survey conducted in September indicated 88% of our teaching staff found Seesaw to be an effective home learning platform. Nearly 90% of staff reported they coped "very well" or "quite well" translating their teaching practice online and coping with the new pedagogical changes. No member of teaching staff reported they coped "not well". Nearly 90% of teachers said they were happy with the level of support they received from leadership during the remote teaching period.

Achievement

KIS: BUILDING PRACTICE EXCELLENCE

Develop teacher knowledge, skills and understandings of teaching and learning practices in Victorian Curriculum speaking and listening.

GOAL: Improve student learning outcomes in speaking and listening.

OUTCOME / HOW WE DID THIS:

All students in 2020 had established ILP's with individual speaking and listening goals, clearly linked to the curriculum. The instructional strategies in the STAR/Links program support the acquisition of speaking and listening skills in the English curriculum. STAR/Links certified coaches provided support in high impact teaching strategies including discrete trial training, pivotal response training and functional routines instruction. Session feedback and next steps were provided to all teachers and some ES staff, as documented in feedback notes. Student reports indicated at least some progress in ILP goals.

During remote learning, staff continued with professional development via WebEx after staff meetings or on set days and we continued to deliver some on our AIP actions relating to speaking and listening, however we had to modify our approach and teaching strategies. As most of our students are visual learners, teachers were able to use videos and resources from Star/ Links curriculum to support or KIS.

The Speech therapists utilised the lock-down periods to provide visual resources to all families via a door to door contactless delivery service with the support of ES staff. This was a great way Monash SDS was able to support families and work on the school goal of improving speaking and listening.

They also spent time working from home to make group PODD communication books for classrooms. This period of working from home was utilised by the speech therapists to improve the communication resources for all students. The rollout of at least one group PODD communication book per class will continue in 2021.

The Literacy Learning Specialist aligned the goals of the Literacy team to support the achievement of this year's AIP speaking and listening goals focusing on the improvement of expressive and receptive language by utilising the literacy budget to purchase resources. The creation of "Speaking and Listening" resources included custom-made aided language displays (using PODD framework), differentiated visual instructions (in line with the structured teaching framework) and Pivotal Response Training play and language skills guides (STAR).

Engagement

KIS: SETTING EXPECTATIONS AND PROMOTING INCLUSION
         CURRICULUM PLANNING AND ASSESSMENT

Embed a structured teaching framework to ensure personalised learning for every student
Promote high expectations for student functional independence.

Goal: Empower all students as learners

OUTCOME / HOW WE DID THIS:

Our strong partnership with families who supported, acknowledged and praised the work done throughout the year by our dedicated staff was strengthened during the 2020 school year. This was evident in the overwhelmingly positive

responses from the parent survey. Both parents and teachers reported very high levels of communication during the remote teaching periods. Home Learning Packs provided levelled online resources/websites and ideas for setting up effective learning routines in the home.

Structured Teaching is a system of organising the classroom and making teaching processes and practices clear and concrete to our learners with intellectual disability and/or autism spectrum disorder. It is a system of structuring educational programs taking into account the individual skills, needs and interests of our students. Our student population are strong visual learners. Structured Teaching allows them to utilise these strengths by presenting information and instructions visually. The elements of Structured Teaching are individualised for each student with the aim of increasing independence and helping them learn calmly in the classroom.

Monash SDS has successfully embedded a Structured Teaching framework for every student. Our student population experience challenges in the areas of communication and social interaction, repetitive and restricted behaviours, activities and interests and problems with sensory processing. These challenges were highlighted during the two periods of learning from home. Structured Teaching has been particularly helpful when considering how best to deliver the Victorian Curriculum to facilitate access in a meaningful way through the use of visual structure and a focus on areas of strength in visual cognition and the use of special interests to engage and motivate students. Structured Teaching has provided each student with meaningful access to the curriculum.

Structured Teaching strategies were provided to families to support remote teaching during the two lockdown periods. Families were supported and encouraged to organise learning spaces and visually structure tasks and activities to facilitate learning in the home environment. Examples of individualised daily schedules were sent to every family to help sequence the day's activities. Teachers sent home work with guidance on how best to structure tasks/activities to promote engagement and learning with links to the curriculum. This structure was used to support the continuation of English and Mathematics lessons in the home environment. This framework then provided a smooth transition back to on-site learning as students returned to their classrooms.

When we returned to on-site teaching, there was a strong focus on re-establishing visual routines for every student, with a focus on the daily schedule and work system. Teachers were supported during this period with our mentoring program. Individualisation of work systems and schedules to increase independence in the classroom was assessed to the extent possible. Data showed an increase in independence of 4.46% in use of a daily schedule, which supports students understanding of the sequence of their daily activities and independent transitions between activities and locations. There was an increase in 3.89% in independence using a work system.

Wellbeing

KIS: BUILDING PRACTICE EXCELLENCE

Embed whole school consistent practice in positive behaviour support through professional   learning and monitoring and support of students.

GOAL: Strengthen the emotional and social wellbeing of every student.

OUTCOMES / HOW WE DID THIS.

With the arrival of COVID our overriding wellbeing focus was on supporting our students, staff and families through these challenging times. We prioritised the health and wellbeing supports for those experiencing difficulties over other school priorities, such as individual teaching strategies and mentoring for our STAR/LINKS programs. We modified the delivery of health and wellbeing supports to students and their families by increasing all forms of contact with our families and offering individual advice, recommendations and strategies to promote positive behaviour and engaged learning at home.

The AIP 12 month targets to reduce the number of unapproved absences and the reduction in the total number of minor behaviour incidents were no longer appropriate because of the introduction of lock down and resulting home learning. During this period staff development continued with the availability of SWPBS on line modules and student

wellbeing continued to be promoted via the home learning strategies and resources provided.

During remote learning the SWPBS team provided students and families with resources and learning material to help support behaviour at home and to help students transition back to school. A Remote Learning Expectation Matrix was created to show students how they can follow school expectations at home. The staff made a video to accompany this, with a different staff member reading or acting out each expectation. This helped our staff continue to foster positive relationships with families during remote learning and increased engagement. A music video covering our school wide expectations was also created using puppets and song. The lyrics are made up of our school expectations as they appear on our matrix. This video was shared with all families during remote learning, included in student lessons and was screened at the PBIS Film Festival, held by the Association for Positive Behaviour Support.

During the transition to remote learning, the initial focus was on supporting students identified as at risk or needing extra support. The Leadership team in consultation with key staff compiled a list of these students and regularly monitored their progress.

Our staff, including teachers and therapists implemented the following supports to continue to promote learning and support wellbeing;

- Daily contact via seesaw, weekly phone calls to all pastoral care students
- Daily greeting video of classroom teacher / Videos featuring classroom staff and school locations
- Familiar learning routines and resources and differentiated learning activities for all students
- Welfare calls from team leaders / nurses or social worker to monitor students or families at risk.

The other 12 month target under our student wellbeing AIP goal was improving the % of positive responses from the Parent Opinion Survey relating to School Connectedness and Positive Transitions. This target was able to be measured and was met, but in addition via a post lockdown survey relating to Home Learning provision, our parent response was also extremely positive. Strategies implemented to support wellbeing for families during home learning were as follows;

- All family requests were looked at individually
- Teacher / Parent phone logs enabled teachers to raise any health and wellbeing concerns with leadership. By doing this we were able to support all at risk families by either passing on this information to our social worker or adjusting resources required for home learning
- Direct phone contact with all families and in particular those at risk
- Meeting regularly with North Eastern Victorian Region (NEVR) Wellbeing

Financial performance and position

This year the school had a surplus of $1,389,723, which was a significantly higher result than that of our 2019 surplus. This is mostly due to the lack of expenditure in 2020 due to COVID. Our staffing replacement budget was also significantly reduced due to COVID and the expenses of running the school and pool reduced to minimal. We have many projects that we will be able to go ahead with in 2021 including the upgrade of the Primary playground, upgrade the classrooms and redesigning the front office/foyer.

Our teachers and therapists also continued to work very hard to present accurate and detailed evidence to support our PSD process to ensure that all our students have the resources they require to access their learning. Student enrolments remained fairly stable this year and we begun looking into increased engagement with local early childhood providers.

This year we have continued to enhance our IT provision to support our staff and students. This includes the purchase of new iPads/covers, interactive TVs a new server and TV trolleys ($44,000) and we continue to pay for our computer leasing arrangements ($2348 per quarter).We have also continued with our subscriptions of our evidence based literacy and numeracy online programs which became essential in remote learning in providing a motivating platform for our students to work on at home ($3500). In the senior playground we replaced the basketball fence that was full of holes and falling down at a cost of $25000. We also replaced some essential shade sails and padding in other playgrounds ($13000). To support our STAR/Links Program we purchased some tables to facilitate the delivery of these high impact teaching programs ($4000). With a focus on communication to the wider school community and

advertising we begun our upgrade of the school website. As we had no capacity to do school tours during COVID we engaged a virtual tour company to facilitate the creation of a school tour that is now available on our website. ($1800)

A grant of $9725 from the Advance Program was again used to support our Secondary students to build their independence and we received a donation from Mulgrave Country Club for $3000. Due to COVID we also received extra money ($14000) for enhanced cleaning throughout the school. As we achieved another year as a bronze accredited School Wide Positive Behaviour School (SW-PBS) we obtained $1000 to support this program.

In 2021 our major Capital Works Project ($10 million) will commence with completion date of June 2023. Building work is due to start in December 2021. Exciting times ahead for us!

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 134 students were enrolled at this school in 2020, 40 female and 94 male.

37 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.
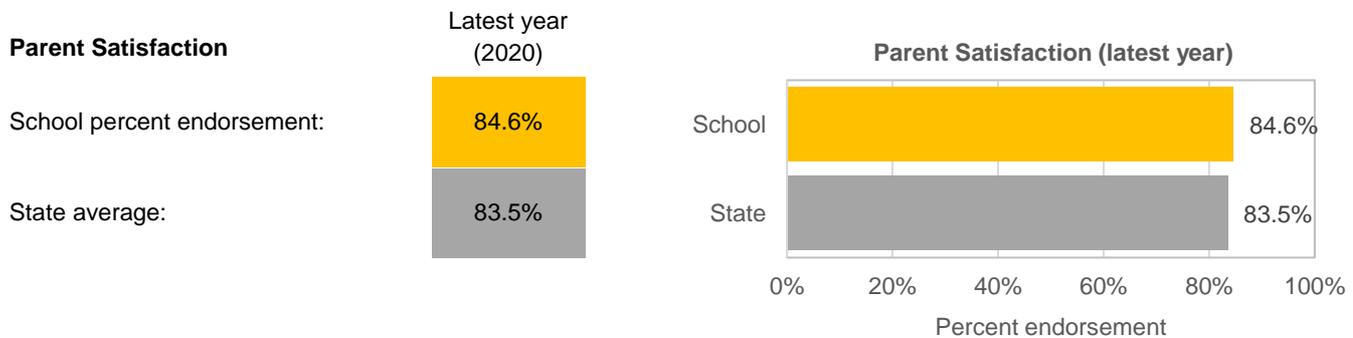
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

Parent Satisfaction	Latest year (2020)
School percent endorsement:	84.6%
State average:	83.5%

Parent Satisfaction (latest year)

School	84.6%
State	83.5%

Percent endorsement

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.

School Climate	Latest year (2020)
School percent endorsement:	78.4%
State average:	68.8%

School Climate (latest year)

School	78.4%
State	68.8%

Percent endorsement
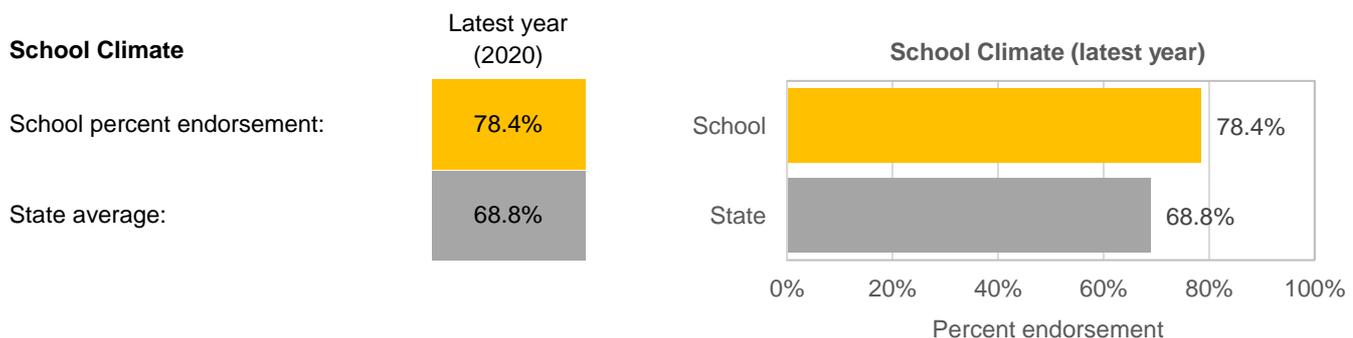
ACHIEVEMENT

Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

English

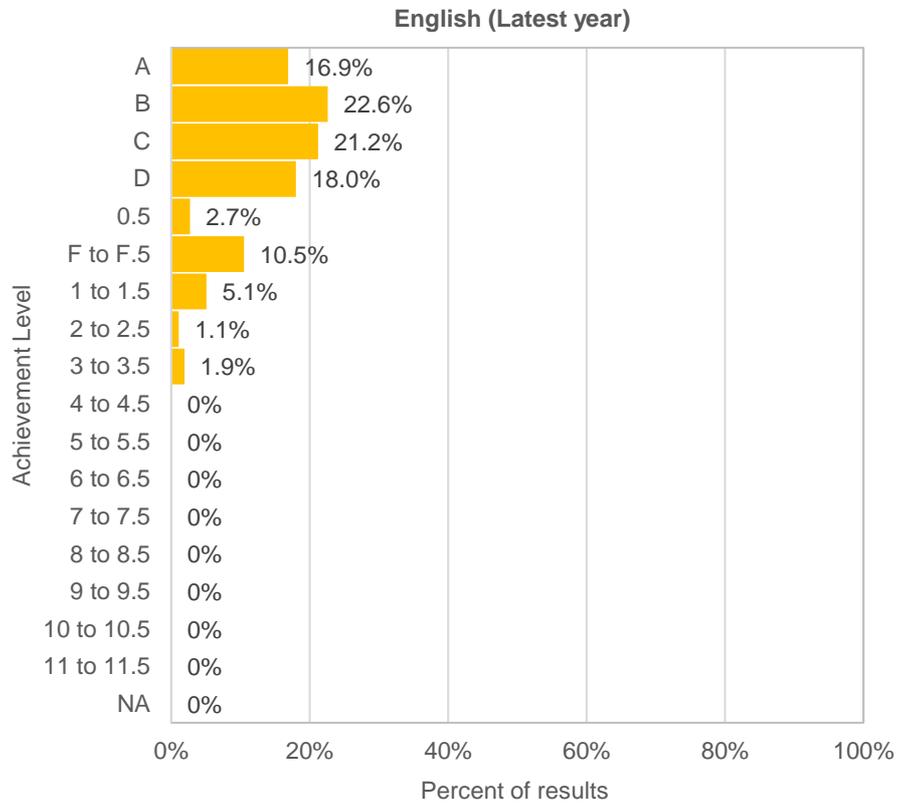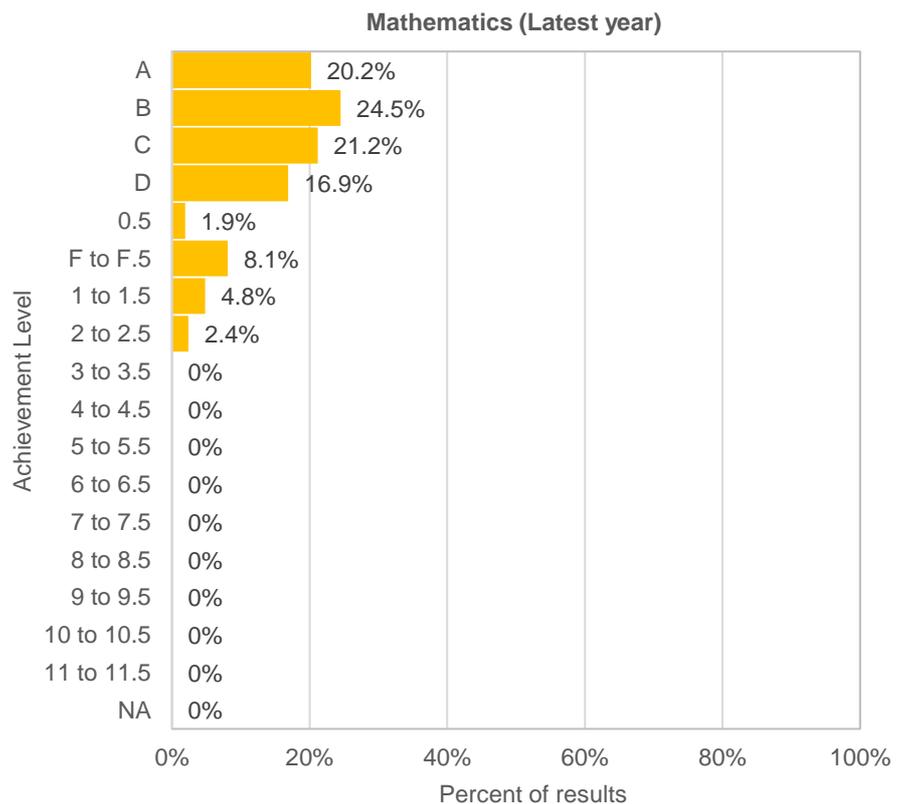| Achievement Level	Latest year (2020)
A	16.9%
B	22.6%
C	21.2%
D	18.0%
0.5	2.7%
F to F.5	10.5%
1 to 1.5	5.1%
2 to 2.5	1.1%
3 to 3.5	1.9%
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA

English (Latest year)

Achievement Level	Percent of results
A	16.9%
B	22.6%
C	21.2%
D	18.0%
0.5	2.7%
F to F.5	10.5%
1 to 1.5	5.1%
2 to 2.5	1.1%
3 to 3.5	1.9%
4 to 4.5	0%
5 to 5.5	0%
6 to 6.5	0%
7 to 7.5	0%
8 to 8.5	0%
9 to 9.5	0%
10 to 10.5	0%
11 to 11.5	0%
NA	0%

Mathematics

Achievement Level	Latest year (2020)
A	20.2%
B	24.5%
C	21.2%
D	16.9%
0.5	1.9%
F to F.5	8.1%
1 to 1.5	4.8%
2 to 2.5	2.4%
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA

Mathematics (Latest year)

Achievement Level	Percent of results
A	20.2%
B	24.5%
C	21.2%
D	16.9%
0.5	1.9%
F to F.5	8.1%
1 to 1.5	4.8%
2 to 2.5	2.4%
3 to 3.5	0%
4 to 4.5	0%
5 to 5.5	0%
6 to 6.5	0%
7 to 7.5	0%
8 to 8.5	0%
9 to 9.5	0%
10 to 10.5	0%
11 to 11.5	0%
NA	0%

ENGAGEMENT

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 data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	25.8	30.1	34.3	30.5	30.2

Students exiting to further studies or full-time employment

Percentage of students 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	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	100.0%	100.0%	NDP	100.0%	100.0%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$6,399,982
Government Provided DET Grants	$634,318
Government Grants Commonwealth	$3,570
Government Grants State	$9,725
Revenue Other	$63,694
Locally Raised Funds	$61,402
Capital Grants	NDA
Total Operating Revenue	**$7,172,690**

Equity [1]	Actual
Equity (Social Disadvantage)	$21,477
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$21,477**

Expenditure	Actual
Student Resource Package [2]	$5,320,790
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	$12,439
Communication Costs	$9,803
Consumables	$86,881
Miscellaneous Expense [3]	$12,423
Professional Development	$20,233
Equipment/Maintenance/Hire	$99,351
Property Services	$183,228
Salaries & Allowances [4]	$251,242
Support Services	$12,575
Trading & Fundraising	$7,143
Motor Vehicle Expenses	$7,899
Travel & Subsistence	$109
Utilities	$78,441
Total Operating Expenditure	**$6,102,559**
Net Operating Surplus/-Deficit	**$1,070,131**
Asset Acquisitions	**NDA**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 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	$242,087
Official Account	$11,296
Other Accounts	NDA
Total Funds Available	**$253,383**

Financial Commitments	Actual
Operating Reserve	$111,408
Other Recurrent Expenditure	$5,013
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$116,420**

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.