

# 2020 Annual Report to The School Community



School Name: East Bentleigh Primary School (4837)



East Bentleigh  
Primary School

- 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 31 March 2021 at 11:42 AM by Maria Shearn (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 09:37 AM by Lisa Vance (School Council President)

# How to read the Annual Report

## What has changed for the 2020 Annual Report?

### Improved appearance

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

### School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Engagement

Student attendance at school

### 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

#### School Vision:

East Bentleigh Primary School provides a rich, inviting, child-focused environment ensuring that all students feel safe and stimulated. Our students are able to achieve their full academic, creative and social potential, equipped for the challenges of lifelong

learning. Students develop into healthy and confident individuals, actively contributing to the world in which they live.

#### School Values:

Respect – for ourselves, for each other and for our environment

Empathy – the ability to understand and share the feelings of others

Optimism – Hopefulness and confidence about the future, or the success of something

Confidence – A feeling of trust and firm belief in yourself or others, in order to pursue goals and face situations with an open mind

Perseverance – The ability to stick at something despite difficulty or delay in achieving success

Teamwork – Getting things done as a group and at the same time maintaining good relations within the group

#### Purpose:

East Bentleigh Primary School is located in the South Eastern Region. The school was built in 1960 and is situated in an attractive natural environment near the Yarra Yarra Golf Course. Over the years the buildings and grounds have been continuously well-maintained and developed by proactive staff and parents. The addition of the BER building in 2011 and the building of a new Performing Arts Centre and classrooms (completed in June, 2020) are testimony to the steady growth in the school.

In 2020, the enrolment of 434 students at census day in February, included 26 students receiving support from the Program for Students with Disabilities, with the level of funding for these students ranging from Level 1 to Level 4. Although most children are from English speaking backgrounds, the mix of cultural backgrounds of students is quite diverse.

The school has a varied staffing profile in terms of experience with 25.4 Equivalent Full Time (EFT) staff, two Principal Class, 23.4 teachers and 12.4 Education Support (ES) staff, as well as a number of specialist staff such as instrumental, craft, dance and eurythmy teachers. In addition to the staffing numbers are the numerous people who work on a voluntary basis assisting children with literacy and numeracy, in the Stephanie Alexander Kitchen Garden Program, and in a multitude of other roles.

The school is passionate about developing the whole child and as such offers a rich range of co-curricular programs including the Stephanie Alexander Garden program, sport and physical education programs, Languages Other Than English (LOTE) – French, performing arts, music/drama, art, camps, excursions, showcase dinners, festivals and celebrations including the Midwinter Festival, all of which we severely curtailed in 2020 due to the effects of the COVID pandemic.

Two different curriculum streams, Mainstream and Steiner, operate at East Bentleigh Primary School. Students are organised into single year levels where possible. Classes currently consist of thirteen Steiner classes and seven Mainstream classes. Additionally, the school offers a range of specialist and support programs to promote learning of all students. Both the Mainstream and Steiner stream programs are underpinned by the Victorian Curriculum. The two curriculum streams operate in parallel within the school and parents select which stream they would like their child to attend. Our caring school community has shown that individuals with diverse philosophies can work together harmoniously.

Having a unique situation in place at our school as a result of the two different curriculum streams, it is necessary to provide some understanding of the differences between the Mainstream curriculum and the Steiner Stream curriculum. The methodology of our Mainstream classes is similar to other government primary schools. We have some single year level classes and some multi-aged classes that cater for diverse student needs. Our Inquiry based curriculum focuses on the individual student – their needs and goals for future learning. The programs that we offer develop life skills. Our students participate in the Stephanie Alexander Kitchen Garden Program from Class 3 -6, where they are immersed in practical, hands-on activities involved in gardening and cooking. Digital technologies are embedded through all of the mainstream year levels with a range of devices, such as iPads and interactive screens, to support the development of

students' capabilities.

In the Steiner stream the Victorian Curriculum is taught through a creative, artistic and hands on approach which is focused on the development of the whole child. The Foundation child's school days are filled with creative, imaginative play where children are exposed to literacy and numeracy learning through hands-on, practical and play-based experiences. In the second semester students are supported in their transition to year 1 by the introduction of formally organized instruction. Through Prep and Year 1 letters and sounds are introduced imaginatively through stories and pictures. In the older grades much of the teaching in all subjects is done through stories told by the teacher. Recalling and discussing the stories in a natural spontaneous manner is an essential component of Steiner education. The oral approach is used all through Steiner education, and mastering oral communication is seen as integral to all learning. Singing, recorder playing (from class one onwards), movement and rhythmic work undertaken each day sharpen the powers of concentrated listening. Although both streams provide a balanced curriculum which is enhanced by a wide range of experiences for the children, it is necessary to consider the different academic paths when looking at the school's student achievement data. On average, the children in the Steiner stream have reached indicative levels in Literacy and Numeracy by class three.

Our whole school approach to student wellbeing is based on restorative justice and positive education principles. Positive Education practices are embedded in all classroom and specialist programs. When moving around the school, a positive tone permeates the school environment, with a sense of harmony, community and wellbeing reflected in the behaviour and demeanour of students. All students participate in the Respectful Relationships Program.

### Framework for Improving Student Outcomes (FISO)

Building practice excellence

1. To enable all teachers to consistently implement a whole school East Bentleigh PS instructional model (agreed teaching and learning framework)
2. To further build individual teacher and teams of teachers' knowledge of what constitutes high quality literacy and numeracy programs and their capacity to differentiate curriculum, and teaching and learning practices to ensure challenge and progress for every student.
3. To implement and further develop whole school consistent approaches to assessment, moderation, tracking and management of data and how these data inform shared planning.

Empowering students and building school pride

1. Create opportunities for students to develop a 'growth' mindset, practice 'good learning behaviours' and be actively involved in their learning.
2. Continue to enhance transition processes into, through and out of the school to ensure students are well prepared for the next stage of learning.
3. Review and strengthen the attendance policy and processes to reduce student absence.

### Achievement

To develop teachers' capability to meet students' learning at their point of need.

Literacy:

The 6 + 1 Traits of Writing texts were purchased for all teaching staff and in February staff attended a Curriculum Day with Fiona Jackson focused on the 6 + 1 Traits of Writing and mentor texts. There was discussion about each trait and a focus on how they could be introduced in classes. The 5-6 week writing cycle was revisited and introduced to new staff as well as the termly and weekly literacy planners.

The planned update to the Literacy @ East Bentleigh document is on hold until changes to writing cycle and inclusion of 6 traits of writing are put into practice for 2020-21.

The literacy team shared teaching suggestions from the 6 traits and the Literacy toolkit. Much of the PD planned for term 3 will now be implemented in term 4 and term 1 and 2, 2021 focussing on a practical approach to teaching the 6 traits as well as ongoing PD on existing school programs and assessment (SWST, SMART Spelling, THRASS) Some research has been done on existing phonemic awareness programs and value of implementing such programs at EBPS. The Literacy Toolkit phonics scope for Foundation-Level 2 has been summarised and provided to all F-2 teachers. It provides a sequence for teaching phonics across reading, writing and speaking and listening with links to lesson plans and video lessons.

Numeracy:

The staff were orientated through all the resources for Numeracy, including MOI kits made for all P-2 staff and a

refresher on the use of Essential Assessment for 3-6 grades at the beginning of the school year.

Through targeted Numeracy meetings throughout Semester 1 (either here at school or remotely) the Numeracy SIT ensured that challenging and extension activities in numeracy were being introduced through the use of assessment for learning, differentiation and open ended low floor high ceiling tasks. This improved staff knowledge of differentiation and different ways this can be accomplished. This was reinforced through the provision of professional development provided by the Mathematical Association of Victoria and presenter Judy Gregg. There was an emphasis on developing student feedback from teachers beyond ticks and 'well done, good job'. Many of the planned Professional Learning on more regular analysis of teacher data across the school and in year levels was hampered by remote learning. Data was collected, though there was a concern about how much adult/older sibling help was provided during assessment activities during remote learning.

Future Goals - 2021

Literacy

Embed 5-6 writing genre cycle in planning.

- Feedback on implementation of writing cycle.
- Embed whole school literacy programs and assessment through Professional development. (SMART Spelling, 6 Traits + 1, THRASS)
- Raise staff awareness of Literacy Toolkit for planning/PD
- Orientation of Literacy resources for all staff.
- Develop/source phonemic awareness teaching resource for F-2 classes.

Numeracy

- Embedding challenging and rich tasks in practice to challenge students of all ability levels.
- Continue to develop capacity to meet students at their point of need
- Continue to support staff data analysis
- Support staff to identify concrete resources to support teaching

Tutoring:

In preparation for 2021 Tutoring Program the Literacy and Numeracy teams looked at the growth students made in both Literacy and Numeracy from Semester 2, 2019 to Semester 2, 2020. All students who had made less than .5 growth were highlighted and then discussed with Curriculum Syndicates to establish the students who would be eligible for the extra support through the Tutoring initiative in 2021.

Students supported through the Program for Students with a Disability (PSD) all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. Student Support Group (SSG) meetings are held each term to update these Educational Plans and to inform parents/guardians of their child's progress. Our PSD students were supported during remote learning period by having an Educational Support staff allocated to individual students on the program who would contact them each day and work through the activities set by the classroom teacher and to offer wellbeing support. It was interesting to note that whilst some families found the period of home learning difficult, a higher number of our PSD students found learning from home a positive.

Our future work will be in catering for the return of these students in a sensitive and supportive manner.

## Engagement

Student Engagement varied throughout 2020. We surveyed families during each phase of remote learning and modified our remote learning program from comments and suggestions made by parents and carers. 94% of families who participated in the survey were satisfied with what East Bentleigh P.S. was offering during remote learning. The families that were struggling at home were offered onsite supervision in Term 3 - mainly our PSD students. Teaching staff were rostered on certain days and rotated the supervision here at school. Our ES staff were allocated PSD students to contact each day and work with them on their modified tasks set by the class teacher, either on See-saw or Google Classroom. We noticed an increase in disconnection during Term 3 remote learning as families neared the end of the term. Teachers were commenting that few students were online each day and this was monitored by the classroom teacher to support through either a phone call or an email to the families.

Many planned Professional Learning around Student Voice and Agency did not occur due to the disruptive year, although all staff attended the PD 'Student Agency in Learning' facilitated by Dr Adrian Bartolini. The resultant follow up action was for teachers to place their students on the 'Self Regulated Learning Continuum' in 2021. We did additionally note that many teachers took advantage of varied online professional learning offering from Bastow and other providers.



In order to support our families and to increase engagement, we instigated a whole school wellbeing and science topic during remote learning in Term 2 and 3 that allowed students a voice in what activities they would do related to 'Inspiring People' that incorporated our school values, as well as a science topic - 'Deep Blue'. This was well received as it had siblings working together on shared activities at home. At all times the wellbeing of our students and their families were the foremost thought in our minds as we planned our programs.

Since our return to school from lockdown in Term 4, all teachers from foundation to year 6 have maintained a focus on wellbeing and engagement. Activities that explore positive feelings and how to sustain them, including relaxation, gratitude, savouring and personal strengths have been part of the wellbeing program, as well as corresponding modules from Respectful Relationships. Positive relationships have been in the foreground of classroom practises and children have reviewed friendship skills, help seeking and teamwork within their classroom settings.

## Wellbeing

Due to the interrupted year with the on-set of remote learning over Term 2 and 3, many planned Professional Learning around Student Voice and Agency did not occur. We did instigate a whole school wellbeing and science topic during remote learning in Term 2 and 3 that allowed students a voice in what activities they would do related to Inspiring People that incorporated our school values and the science topic - Deep Blue. This was well received as it had siblings working together on shared activities at home.

Other areas of Wellbeing were achieved as follows:

Due to the impact of Covid and remote learning, many of the goals were not completed due to being dependent on being on-site e.g. goals around addressing bullying, creating a master notification process on google drive, up-dating hard copy folders (which people still seem to want)

Since our return to school from lockdown, all teachers from Foundation to year 6 have maintained a focus on wellbeing. Activities that explore positive feelings and how to sustain them, including relaxation, gratitude, savouring and personal strengths have been part of the wellbeing program, as well as corresponding modules from Respectful Relationships. Positive relationships have been in the foreground of classroom practises and children have reviewed friendship skills, help seeking and teamwork within their classroom settings.

During remote learning period, staff PD went ahead with a PD on Creating a Positive and Inclusive Classroom.

Although the program included a lot of reading, many staff reported finding it useful. For other staff it was revision.

Shared resources on google drive were updated and folders based on Positive Education topics (PERMAH) have been created.

Teachers included at least one wellbeing activity each week in remote learning planners and were able to copy and paste from ideas in the folders on google drive

Respectful relationships is also on google drive and been useful for teachers during on-site learning.

Some new resources based on Respectful Relationships, in particular topics 7 and 8, were purchased early in the year.

Buddies classes were begun in term 1 but interrupted by Covid

Peer mediation training and program was implemented in term one but interrupted by Covid

Wellbeing team attended a PD on student voice and agency and will share with staff, followed by a syndicate meeting to formulate an action plan.

Future Planning:

Address the results from the 2019 Student Attitudes to School Survey- 50% of students in 4, 5 and 6 reported being bullied.

For example:

Explicitly teaching what bullying is and what bullying isn't- in addition to explicit class teaching engage year six leaders to make videos, address classroom groups, teacher group

No Blame Conferences to address possible issues- model/video

Parent nights to address managing bullying/resilience. Also speak and discuss with parents during information nights

To ensure all staff follow our reporting and investigating processes by:

Regular reminders at briefing

Master recording format to record that a bullying report has been lodged

Short cut to editable bullying report/investigation forms on Google drive

Transition from KidsMatter to Be You-

Staff PD on Wellbeing frameworks that inform our wellbeing teaching and learning at East Bentleigh and resource purchasing (particularly induction of new staff)

- Be You (old KidsMatter)
- Respectful Relationships
- Positive Education

Re-engage with Be You and see what they have to offer in terms of personnel and resources

Continue to embed Respectful Relations, particularly topics 7 and 8

Determine actions for implementing student voice and agency in classrooms from F-6, including student/teacher survey regarding student's learning

Use data from student/teacher survey data to determine steps towards improving student voice and agency in individual classrooms

Create support documents for helping children impacted by trauma

Up-date hard copy folders and place all wellbeing docs on google drive

Continue to promote school values to whole school so become part of school identity e.g. weekly activities, focus in newsletter, professional signage

### **Financial performance and position**

The allocation of resources in the form of program budgets and staffing is based on the needs of students. The school's purpose is to provide a challenging yet caring learning environment that will equip our students with the necessary skills and knowledge to become valued contributors to the community in which they live. Our aim is to provide a broad curriculum for all children. Program budgets are carefully targeted to support curriculum areas, which in turn support the improvement of student learning outcomes. Adequate funding is an ongoing issue and concern for schools; therefore, the management of resources must reflect the needs of the school, which in turn leads to provide the best possible learning environment and learning opportunities for all students. During 2020, the pressure on budgets was eased in some areas, such as CRT, utility bills etc.. The Bentleigh Farmers' Market on the back of a very hard work of many parents and staff continued to add to the school's finances allowing the valuable programs such as the SAKGP to be staffed and resourced. Our financial processes continue to be efficient and well managed by our Business Manager, Jane Keen and assisted by our Office Manager, Ann Tsiaves.

Due to the lockdown year the extra demands on our business manager Jane Keen must be acknowledged as she worked her way through the refund process for all the 'extra' programs that were not able to be run throughout the year. Our families certainly appreciated this.

The major focus for expenditure in the future will continue to be in ensuring our students have access to the latest, most evidence based resources to support their learning, as well as maintaining the efficient operation of the Kitchen/Garden program for students in Year 3-6, as well as upgrading and maintaining our ageing facilities and providing the diverse range of engaging programs throughout the school.

**For more detailed information regarding our school please visit our website at**  
<http://www.eastbentleighps.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 434 students were enrolled at this school in 2020, 208 female and 226 male.

21 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.

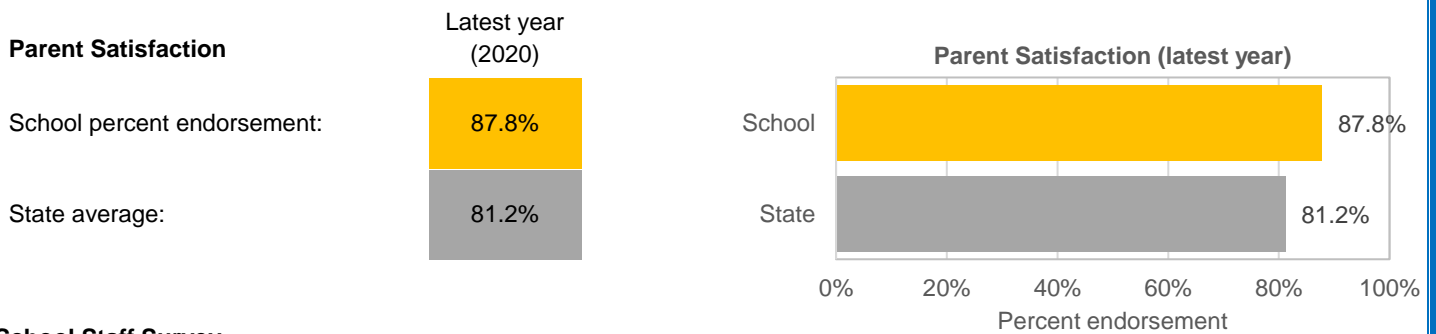
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

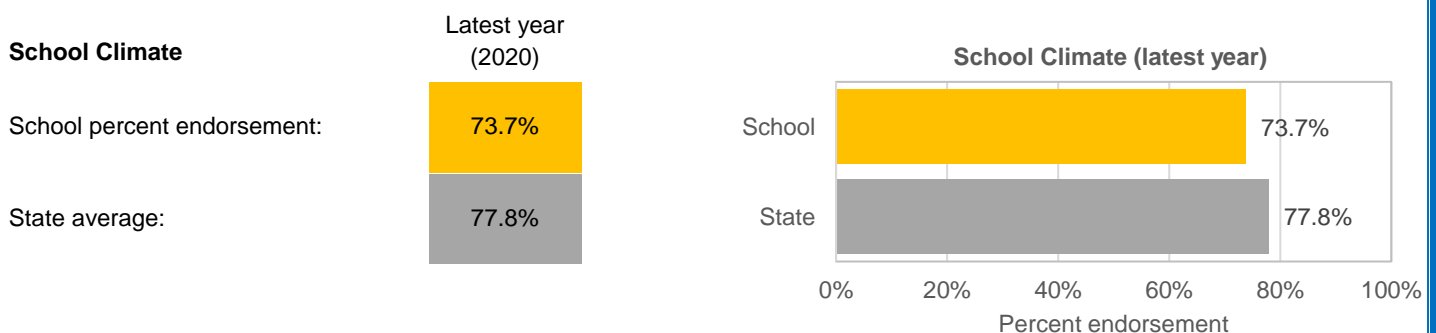


### School Staff Survey

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 Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

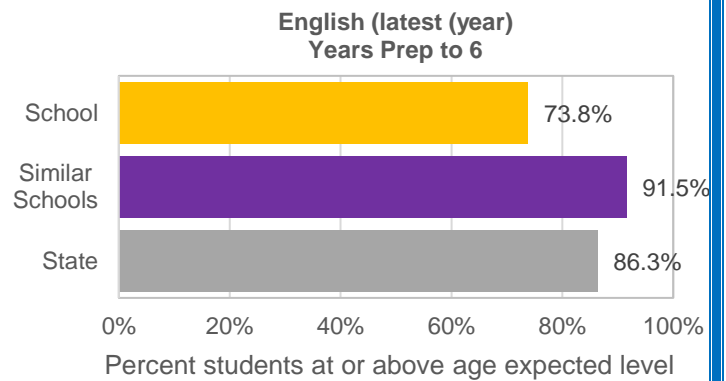
73.8%

Similar Schools average:

91.5%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

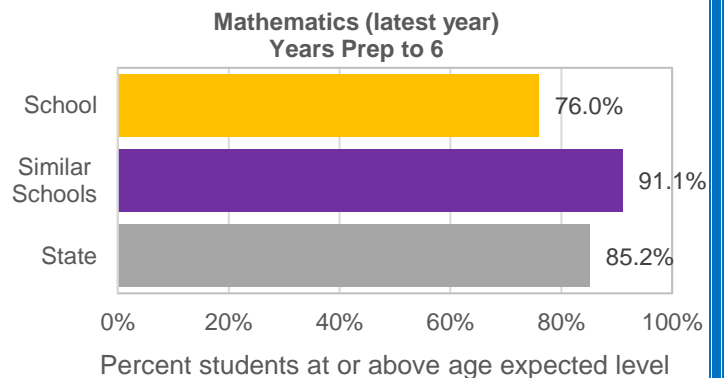
76.0%

Similar Schools average:

91.1%

State average:

85.2%



### 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.

## ENGAGEMENT

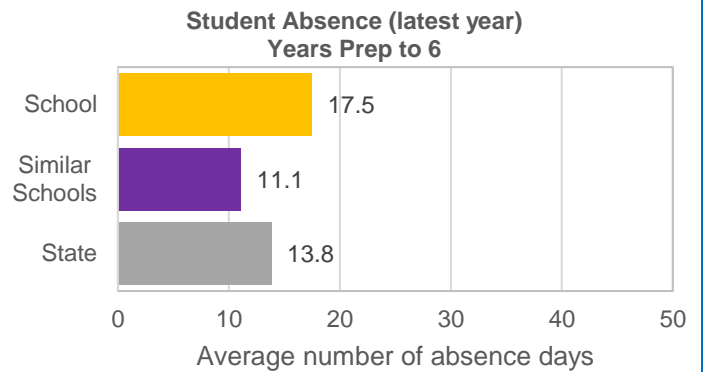
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	17.5	17.5
Similar Schools average:	11.1	13.4
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	89%	93%	91%	88%	93%	91%	93%

## WELLBEING

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

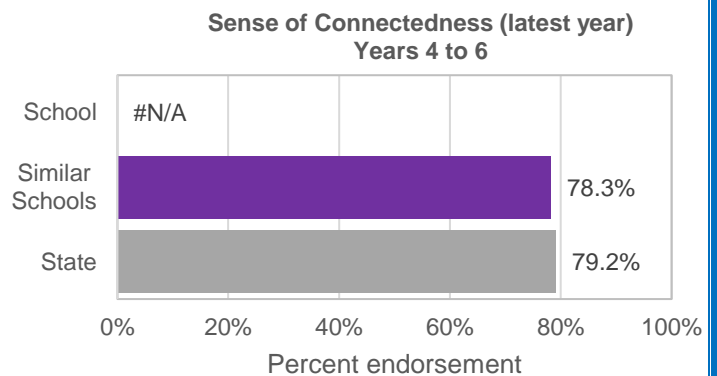
### Student Attitudes to School – Sense of Connectedness

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

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	83.6%
Similar Schools average:	78.3%	80.0%
State average:	79.2%	81.0%



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

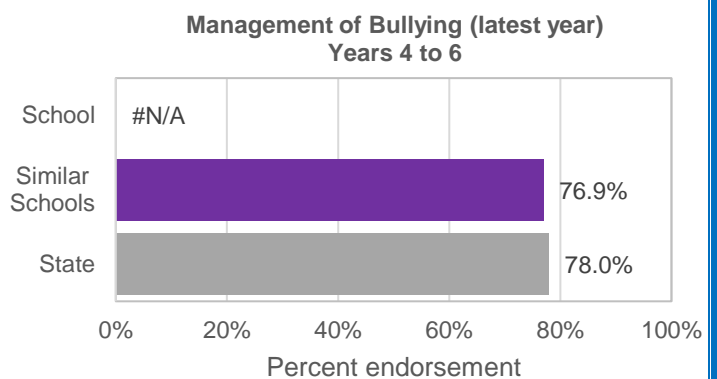
### Student Attitudes to School – Management of Bullying

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

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

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.9%
Similar Schools average:	76.9%	79.2%
State average:	78.0%	80.4%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,871,530
Government Provided DET Grants	\$521,442
Government Grants Commonwealth	\$3,400
Government Grants State	\$650
Revenue Other	\$23,257
Locally Raised Funds	\$553,160
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,973,439</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$15,458
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$15,458</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,747,538
Adjustments	NDA
Books & Publications	\$4,332
Camps/Excursions/Activities	\$68,564
Communication Costs	\$3,941
Consumables	\$98,365
Miscellaneous Expense <sup>3</sup>	\$201,717
Professional Development	\$6,854
Equipment/Maintenance/Hire	\$71,174
Property Services	\$29,139
Salaries & Allowances <sup>4</sup>	\$340,368
Support Services	\$8,790
Trading & Fundraising	\$42,858
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$32,337
<b>Total Operating Expenditure</b>	<b>\$4,655,978</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$317,461</b>
<b>Asset Acquisitions</b>	<b>\$161,355</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 01 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	\$472,828
Official Account	\$964
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$473,791</b>

Financial Commitments	Actual
Operating Reserve	\$148,420
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$12,200
School Based Programs	\$88,171
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$125,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$473,791</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.*