

2020 Annual Report to The School Community



School Name: Hazel Glen College (5552)



- 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 16 March 2021 at 02:38 PM by Anthony Stockwell (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 24 March 2021 at 04:50 PM by Greg Davis (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Achievement

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

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Hazel Glen College is located in the City of Whittlesea, in the suburb of Doreen, which is one of the most northern suburbs of the municipality. The City of Whittlesea is a consistently growing community with many new housing estates being developed around the area.

Hazel Glen College is an important school community hub for the residents of Doreen and surrounding suburbs. Hazel Glen College was first opened in 2014 commencing with 143 students and 13 staff in Years Prep-6. Over the past 7 years, the College has rapidly grown to almost 3000 students and over 300 staff members as a P-12 College. Hazel Glen College has been one of the fastest and largest growing schools across Australia during this time. Our College opened with Prep to Year 6 students in 2014 and has grown by one year at a time from 2015. 2020 saw our first cohort of year 12 students, finalising us as a fully operational Prep to Year 12 College.

We are very proud to be the service provider of our Kindergarten. The facility has four kinder rooms providing modern state-of-the-art facilities for our community. The Kindergarten offers a 3-year-old kindergarten program, a 4-year-old kindergarten program, and an Extended Care program for over 250 children in our community. Our Kindergarten program runs out of our Child Family Centre, which also provides our community with maternal health services, playgroup options, intervention services, maternal health services, and various other community service groups which hire out the various spaces.

Hazel Glen College has built its educational model around the stages of learning comprising Kindergarten, Junior School - Years P-4, Middle School - Years 5-8, and Senior School - Years 9-12. Within this model of education, we are better able to meet the holistic needs of our students.

As a College, our students have a sequential educational and extracurricular program that builds through the years. Our educational program aims to build strong literacy and numeracy skills in their formative years and then be extended through their middle and senior years of schooling. We have a strong commitment to empowering students to have greater input and ownership into their learning through Student Agency.

We have a detailed Experiential Learning model running with our Year 9 cohort which has a strong focus on connectedness and engagement. Our senior years of schooling offers a great breadth of subject and pathway options (VCE, VCAL, and VET) aligning with student's passions and interests that lead to desired pathways beyond year 12.

Our first cohort of year 12 students recorded a mean study school of 26, as a College we were happy with this outcome and believe that we will continue to improve on this over the coming years.

The College motto, Learners today - Leaders tomorrow, leads the direction we see for all of our students. Hazel Glen recognises the importance of educating students holistically which includes their Physical, Social, Emotional and Cognitive development. This Holistic educational philosophy is embedded in the College structured educational model of the stages of learning. All curriculum planning and pedagogy are inclusive of students' capabilities in their stage of learning.

Hazel Glen College enjoys outstanding physical resources that will provide students with the best possible educational opportunities. The modern facilities and teaching and learning practices represent an exciting opportunity for all students where we will continue to build and embed the school's culture and values.

A total of 2850.2 students were enrolled at this school in 2020, 1368 females and 1482.2 males. 7.4% (212) students had English as an additional language and 1.6% (47) were Aboriginal or Torres Strait Islanders.

In 2020 the Student Family Occupation (SFO) index was 0.4354 and Student Family Occupation and Education (SFOE) 0.3820. We also had 88 funded English with Additional Language students, 478 equity funded students.

Framework for Improving Student Outcomes (FISO)

Hazel Glen College successfully provided a detailed educational program and social and emotional support program during 2020. Due to the educational changes that were required during the COVID-19 global health outbreak some of our targets were adjusted to meet the needs of our students, community and staff. These educational adjustments provided the successful foundations that students needed to continue to reach their personal best through remote learning.

Excellence in Teaching and Learning was a set priority in 2020 with a dimension focus on Building Practice Excellence: Unfortunately, our flow of professional learning from 2019, coaching, and peer observations were interrupted with our Data Wise improvement process focus. As a college, we slightly shifted our focus to improving pedagogy through Student Agency specifically targeted in learning. Staff completed extensive online professional learning masterclasses with an external expert guiding a theory of practice through microshifts of practice that strongly aligns with DET's High Improvement Teaching Strategies of, 1-Setting Goals, 2- Structuring Lessons, 3- Explicit Teaching, 5- Collaborative Learning, 6- Multiple Exposures, 7- Questioning, 8- Feedback, 9- Metacognition and 10- Differentiated Teaching.

A positive climate for learning was another priority with a dimension focus on Intellectual engagement and self-awareness. Our KIS was to improve the quality of our curriculum documentation catering to the different learning needs of students in the classroom that was creative and engaging. This was a significant challenge for teachers through remote learning but over time we become more creative with learning tasks, technology, and engagement after consistently seeking student and parent feedback to inform practice. Our teacher's ability to connect with the majority of our students through remote learning was a testament to their professionalism and dedication to making a difference in the lives of the students they taught through improved practice, trial, and adjustment. SWPBS was postponed during 2020.

Professional leadership priority with Instructional and shared leadership our dimension focus. Our KIS was to align all our CoP with our AIP targets and goals, establish mission statements, protocols, and meeting norms. This was not addressed to the depth we would have liked due to COVID.

Achievement

There were many areas across the College that we were extremely proud of during 2020. There was certainly more development in research, project and experiential learning options created by teachers for students. This also had a profound impact on students taking greater ownership of their learning. Students developed extensive knowledge and skills with time management, organisation, draft writing, questioning, and reading of tasks and requirements. There was greater input from students around success criteria both formative and summative rubric development. The College had a focus on improvement in Vocabulary and improve pedagogy assessed through the Data Wise Improvement process that was not completed due to COVID.

Staff continued to build their capacity of teaching and learning through remote learning with online resources, programs, apps, through the use of google classrooms and Webex.

As stated earlier we scored a mean study score of 26 from our first cohort of Y12 students during a very difficult year.

2021 will see a continued approach to the Data Wise Improvement process with teacher's improved instructional practice as the focus. We will continue to develop and document the SWPBS strategies with implementation by Term 2 2021 and continue our commitment to student voice and agency, we will continue to engage educationalist Lee Crockett to lead us in developing and documenting a curriculum that is shared with our students from prep to year 12.

All PSD students in 2020 had an ILP and termly SSG meetings were held. All students on an ILP had an integration aid assigned to them directly, this was above and beyond their class teacher, this offered daily support and guidance during remote learning. Many students who faced additional challenges at home attended school during the lockdown and were supported by both teachers and integration aids in rooms.

Engagement

Student engagement and connectedness are very important for many students to find and meet new friends in a safe environment. The College offers an extensive extra-curricular / clubs program during lunchtime to support student engagement. These activities provide students with the opportunity to deepen their connections with friends and teachers with similar interests, have fun and learn new skills. We continued to run a variety of these even during remote learning. We ran cooking classes, online chess, movie/book, and friendship catch-up sessions for students. The College has extensive student leadership positions ranging from Junior and Middle School captains, College captains, Sports captains, House captains, SRC, STEAM and Arts captains, sustainability and social justice positions, and SRC groups. The College has an excellent camps program that assists with the building of student/teacher relationships in the various outdoor environments. Students undertake many adventure activities ranging from, abseiling, rock climbing, rafting, ropes courses, archery, bushwalking, problem-solving activities and teamwork challenges all of which require effective communication between students and their peers and teachers. Unfortunately, many of the year level camps were postponed due to COVID but we aim to reinstate them in 2021 when restrictions permit.

The College had expanded its ability to use Compass more effectively by communicating more accurately and consistently with students and parents around key events and work tasks and expectations through Google classrooms and SeeSaw.

The College has high expectations in relation to the student code of conduct which is strongly implemented and supported across the college. Student's voice is highly regarded and forums are set up where students can ask questions and raise concerns directly with members of the college leadership team. This feedback is then documented and acted on by specific areas, year levels, and staff. Many of these were conducted during COVID across the college. Unfortunately, our interstate and international camps to Billiluna and Ringer Soak and the USA, China and India were all cancelled due to COVID. We are keen to offer these when the global pandemic is controlled and it is safe for all students and staff.

Wellbeing

The College philosophy is built on the holistic development of every child. This incorporates the physical, social, emotional and cognitive development of all students. Never before has this been more important. As a College during remote learning, all students were assigned key leadership staff to oversee specific year levels of students. Additionally, college wellbeing staff were assigned specific students and families that required further support with additional challenges faced during remote learning. Integration aids were assigned to specific students with daily contact for learning support being provided. We had significant numbers of vulnerable students attending onsite during remote learning where we were able to support them more holistically.

The College values of Respect, Resilience, Responsibility, and Relationships are the cornerstone in which we view our pedagogical practices resulting in how we connect and engage with our students.

We modelled our students returning to onsite learning around Barry Carpenter's "Recovery Curriculum" Barry Carpenter is a Professor of Mental Health in Education at Oxford Brookes University in the UK.

As a College, we placed the child's well-being at the centre of all our thinking. We acknowledge that the children will have had different experiences during the remote learning period. However, the common thread running through many students is what they have lost in routine, structure, friendship, opportunity and freedom. We targeted these 5 areas on students return to school to guide their success for the remainder of the year. Staff completed significant social and emotional PL to help support our students following the challenges of 2020.

Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

Financial performance and position

The effective use of the school's resources for 2020 was reflected in two main components; the use of allocated SRP funding and locally raised funds. With our first cohort of year 12 students, additional expenditure was required to ensure that classrooms and study spaces were adequately resourced. Acquisition of subject-specific learning materials, additional furniture and provision of technology infrastructure across the College was extensive. The College again grew by over 150 students and the employment of new staff was required.

Additional challenges we faced were staff being promoted in other schools and finding suitable replacements during the lockdown.

2020 continued to see very successful programs that were driven by the College, in particular, the 3 and 4-year-old Kindergarten and Extended Care Programs and OSHC Program. While separate program budgets are managed for these programs, the majority of staffing for these programs was against our SRP allocation.

The High Yield investment account holds funds that are to repay the 2019 & 2020 SRP deficit due to the employment of Kinder, OSHC and Canteen staff. Grants from the Commonwealth Government were provided for the provision of the 4yo Kinder program. Startup budgets were also established for new subject offerings in the senior school elective areas in Art, Technology, Physical Education, STEAM and Music.

For more detailed information regarding our school please visit our website at
<http://www.hgc.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 2972 students were enrolled at this school in 2020, 1451 female and 1521 male.

9 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

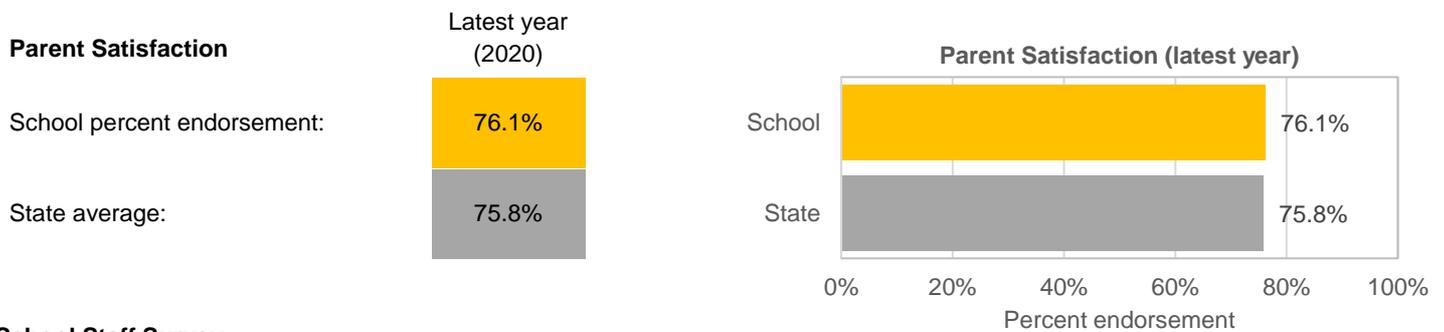
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

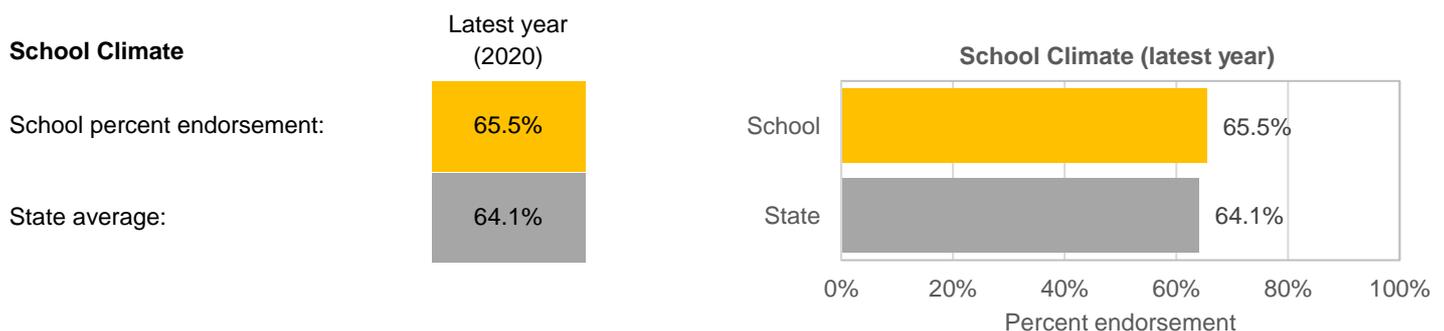


School Staff Survey

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

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

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



ACHIEVEMENT

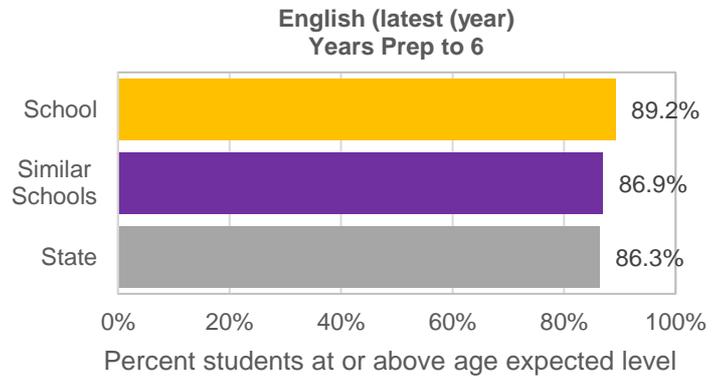
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

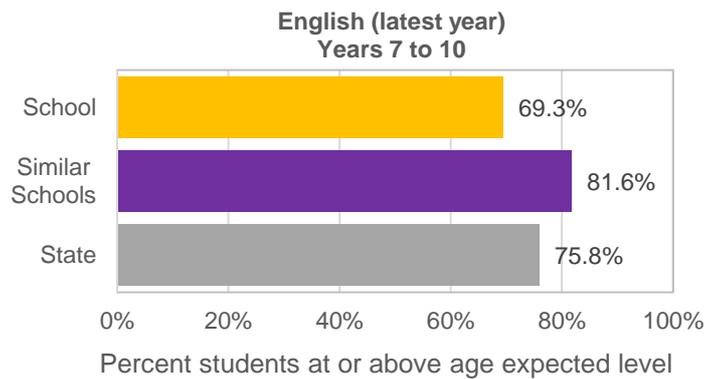
English Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	89.2%
Similar Schools average:	86.9%
State average:	86.3%



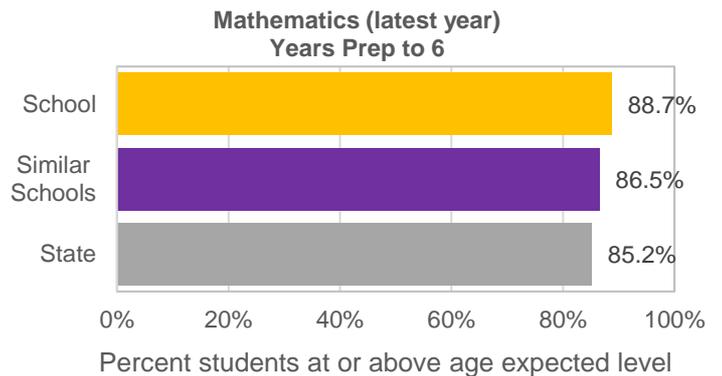
English Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	69.3%
Similar Schools average:	81.6%
State average:	75.8%



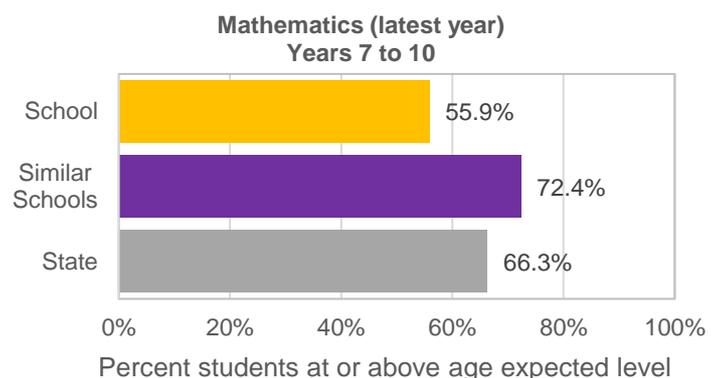
Mathematics Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	88.7%
Similar Schools average:	86.5%
State average:	85.2%



Mathematics Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	55.9%
Similar Schools average:	72.4%
State average:	66.3%



ACHIEVEMENT (continued)

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

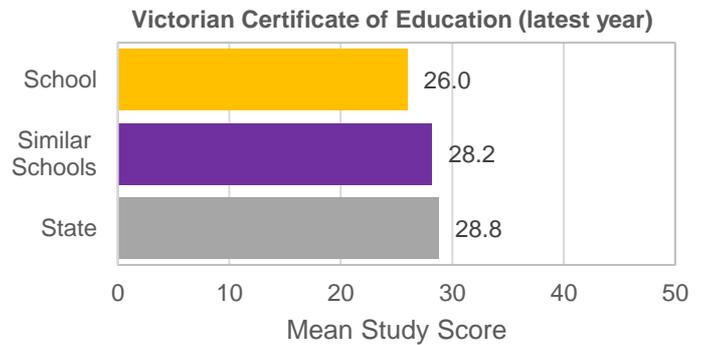
NAPLAN tests were not conducted in 2020.

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	26.0	26.2
Similar Schools average:	28.2	28.2
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:	100%
Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:	40%
VET units of competence satisfactorily completed in 2020:	81%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:	92%

ENGAGEMENT

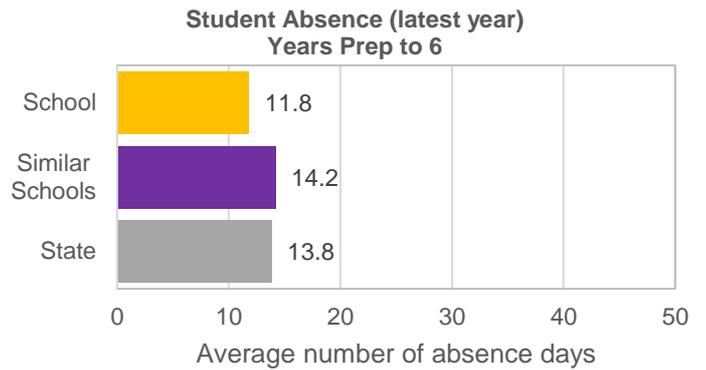
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

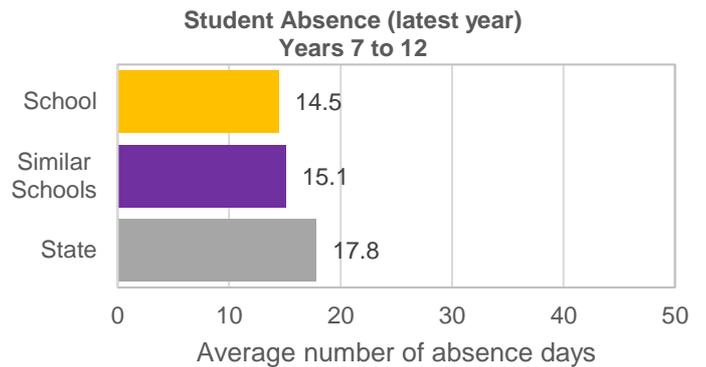
Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	11.8	15.0
Similar Schools average:	14.2	15.4
State average:	13.8	15.3



Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	14.5	20.7
Similar Schools average:	15.1	18.1
State average:	17.8	19.2



Attendance Rate (latest year)

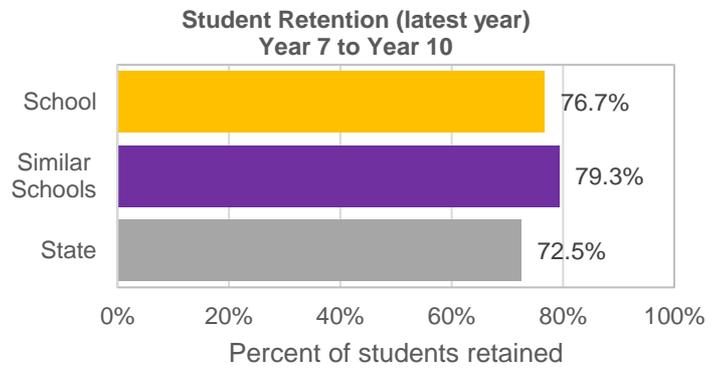
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	95%	93%	94%	95%	93%	93%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2020):	93%	92%	91%	93%	94%	94%	

ENGAGEMENT (continued)

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10	Latest year (2020)	4-year average
School percent of students retained:	76.7%	72.2%
Similar Schools average:	79.3%	78.9%
State average:	72.5%	72.9%

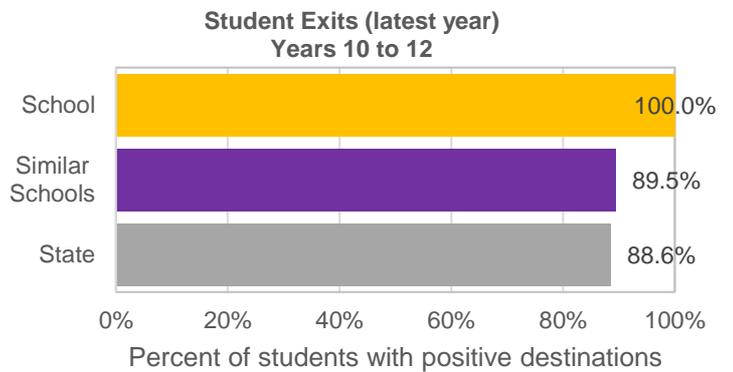


Students exiting to further studies or full-time employment

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:	100.0%	100.0%
Similar Schools average:	89.5%	89.3%
State average:	88.6%	89.1%



WELLBEING

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

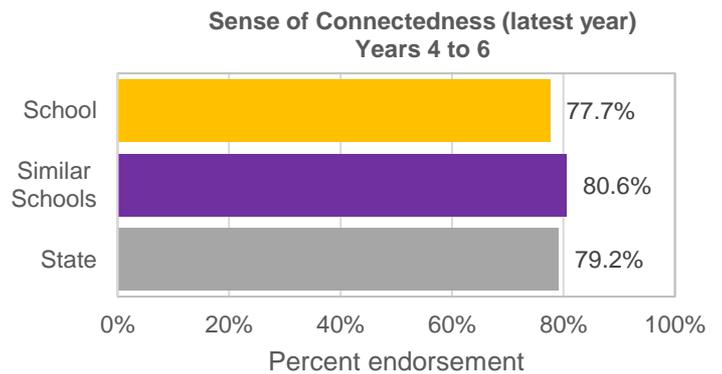
Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6

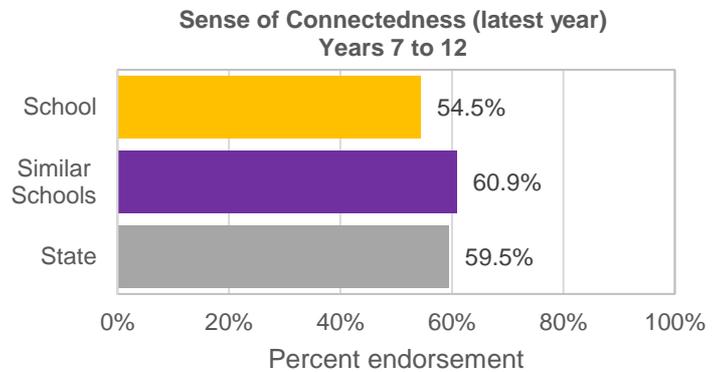
	Latest year (2020)	4-year average
School percent endorsement:	77.7%	77.6%
Similar Schools average:	80.6%	81.4%
State average:	79.2%	81.0%



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

Sense of Connectedness Years 7 to 12

	Latest year (2020)	4-year average
School percent endorsement:	54.5%	48.5%
Similar Schools average:	60.9%	55.1%
State average:	59.5%	55.3%



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

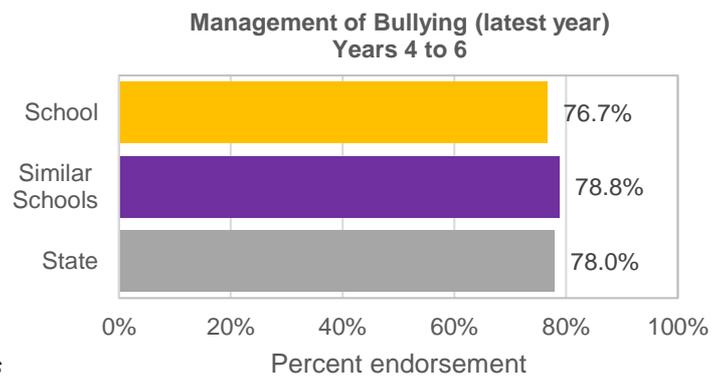
WELLBEING (continued)

Student Attitudes to School – Management of Bullying

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

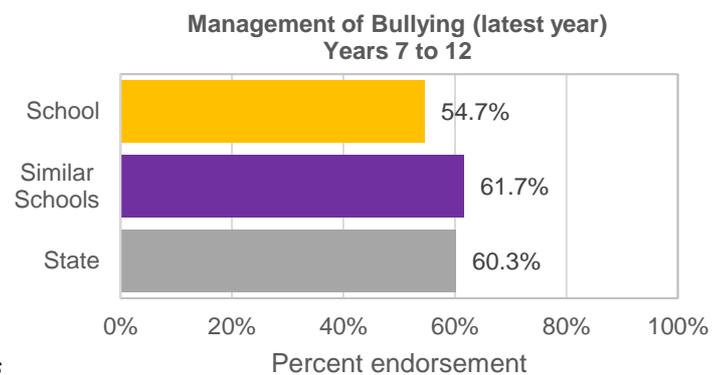
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	76.7%	81.1%
Similar Schools average:	78.8%	80.7%
State average:	78.0%	80.4%



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

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	54.7%	52.2%
Similar Schools average:	61.7%	58.9%
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	\$24,770,020
Government Provided DET Grants	\$3,518,901
Government Grants Commonwealth	\$1,154,193
Government Grants State	\$5,000
Revenue Other	\$67,589
Locally Raised Funds	\$2,122,313
Capital Grants	NDA
Total Operating Revenue	\$31,638,017

Equity ¹	Actual
Equity (Social Disadvantage)	\$376,200
Equity (Catch Up)	\$91,084
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$467,284

Expenditure	Actual
Student Resource Package ²	\$25,278,449
Adjustments	NDA
Books & Publications	\$658
Camps/Excursions/Activities	\$443,586
Communication Costs	\$36,314
Consumables	\$559,386
Miscellaneous Expense ³	\$499,468
Professional Development	\$86,492
Equipment/Maintenance/Hire	\$727,487
Property Services	\$224,163
Salaries & Allowances ⁴	\$318,183
Support Services	\$308,481
Trading & Fundraising	\$202,567
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$274,219
Total Operating Expenditure	\$28,959,452
Net Operating Surplus/-Deficit	\$2,678,565
Asset Acquisitions	\$282,855

- (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	\$4,269,117
Official Account	\$369,130
Other Accounts	NDA
Total Funds Available	\$4,638,247

Financial Commitments	Actual
Operating Reserve	\$593,859
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$1,268,322
School Based Programs	\$945,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$509,103
Asset/Equipment Replacement < 12 months	\$120,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$175,344
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$3,611,628

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.