

2020 Annual Report to The School Community



School Name: Findon Primary School (5244)



learning for life

- 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 07 April 2021 at 02:19 PM by Paula Cosgrave (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 10 May 2021 at 03:17 PM by Kirsty Biddington (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

Findon's school motto: 'Learning for Life' empowers our students to become life long learners with positive feelings of self worth. As young adults, they must be confident, tolerant, adaptable and resilient. They will become effective team members who understand their rights and responsibilities, within a global community and atmosphere of inquiry. The school is located in the City of Whittlesea, 18 kilometres from the Melbourne Central Business District and was opened in 1986. A total of 364 students were enrolled at this school in 2020, 143 female and 221 male. 25 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander. 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. Our school's socio-economic band value is: Medium

The staffing profile of Findon Primary School includes principal, assistant principal, 22.8 teachers and 8.6 full time equivalent Education Support (ES) staff (4 integration). We ran 18 classes F-6, with 3 single prep classes and composite levels from year 1 to 6. The leadership structure of the School Improvement Team consisted of (SIL: Principal Class, 3 Learning Specialist & 5 Instructional Leaders)

Teachers work collaboratively, in PLC teams, with a focus on continuous improvement in instructional practice to improve student outcomes. The following values are pivotal to the life of our school and the school community - Respect, Responsibility, Honesty, Care and Compassion and Doing Your Best; along with the right to be safe, the right to learn and the right to be respected.

Our AIP goals in 2020 were to improve and extend students' skills in WRITING using the Writing Workshop Model, 6+1 Traits and developing strategies as a good writer. In Mathematics it was to have an agreed understanding of how we teach mathematics at Findon, then to be able to implement this non negotiable, consistent, instructional model across F-6. In 2021 we will work with the Writing criteria tool for moderation and aligned assessment. In 2020 we concentrated on developing a sound understanding of mathematics competency skills and open ended problem solving. Our School Strategic Plan 2021-2024 focuses on students acquiring effective Literacy and Numeracy skills and student voice, agency and leadership. Students are actively encouraged to take responsibility for their learning, through individual goal setting, in 1:1 reading and writing conferencing, as well as personal and communal rights and responsibilities in terms of their behaviour. We are a Respectful Relationships Education school and foster a consistent restorative practice approach to student behaviour and wellbeing school wide.

Framework for Improving Student Outcomes (FISO)

Findon Primary School delivered on our key improvement strategies to implement and embed our writing instructional model, using the workshop model, to continue to build teacher capacity and practice, through the PLC cycle of improvement; Numeracy, particularly improving growth and achievement and reduce the average number of days absences per student. However, some of the associated AIP actions and professional development plans were modified to suit remote and flexible learning, throughout term 2 and 3. Findon's response to delivering remote and flexible learning, in term one, saw us quickly investigate and engage with SEESAW online learning platform for the delivery our learning tasks P-6 and to try to effectively deliver on our school goals for 2020?

We invested in having all instructional leaders trained using a range of data sources to improve instruction and student outcomes. This gave a data focused approach to all meetings. The protocols for attending to the data empowered all teachers to have a voice in the most appropriate actions for improved student learning outcomes, especially during remote and flexible learning and evaluate the impact of their decisions on student learning through the collection and discussion of data. The school's data walls for writing and numeracy meant that every student's progress was monitored and discussed collaboratively. Students had both long term and short-term goals for their learning. Short term goals were linked to the Professional Learning Communities cycle, specific and achievable within 3- 5 week cycle of assessment. Seeking feedback from students through an online system allowed student voice and agency to inform teacher effectiveness. The Professional Learning Communities equipped instructional leaders to guide innovation through team identification of problems of practice and implementation of the cycle of inquiry processes, during remote learning. This has ensured a consistent and focused professional learning approach in planning and the collection and

analysis of evidence of impact at all levels of the school. The PLC cycle of inquiry is an embedded practice at the school, with dedicated time for PLC meetings each Monday. This process has resulted in the implementation of the instructional pedagogical model, cycle of inquiry and consistency of language used. Teaching teams investigate a problem of practice informed by data and make changes to instructional practice to improve student outcomes. A key school highlight, even during remote and flexible learning throughout 2020, has been the continued development of a team of instructional leaders, who lead teachers through an inquiry process to consistent, evidence-based best practice. Encouraging teacher voice and agency in the improvement journey has given teachers ownership of changes and a commitment to providing quality teaching to ensure students are equipped with the knowledge, skills and dispositions they need for lifelong learning. Teachers continued to have an accountability to students to employ best-practice strategies and employ a growth mindset, knowledge and skills relating to effective practice with a particular focus on using data. The alignment of departmental resources has enabled school improvement, even throughout 2020.

Achievement

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

In 2020 Achievement for teacher judgement against Victorian Curriculum in English prep - year 6 percentage of students AT or ABOVE expected level was 74.7% (similar schools was 79.7% and State average was 86.3%). In 2020 Achievement for teacher judgement against Victorian Curriculum in Mathematics prep- year 6 percentage of students AT or ABOVE expected level was 79.7% (similar schools was 77.9% and State average was 85.2%)

Over the initial period the school evaluated student learning needs and used this to identify next steps for remote learning. This included designing a suitable curriculum for online learning for each key learning area. After setting whole school norms and agreed protocols for students, parents and teachers, re: remote and flexible learning, students were set learning tasks that they were able to complete at their own pace. Some students thrived and were able to complete the work much more quickly than anticipated. Students also engaged strongly with a number of self-directed learning tasks.

As a school we continued with our meeting schedule using WebEx to collaborate across the school, and NWVR PL and PLC team meetings weekly, when onsite for timetabled supervision of vulnerable students. The school developed a professional learning program for our staff to opt into to build capability in the delivery of remote teaching and learning. We were able to continue to deliver on some of our AIP actions relating to writing and numeracy, however we had to modify our approach to delivering. As a school we needed to further build staff capability in the use technologies and delivery of remote learning, by quickly sourcing and implementing SEESAW, an online learning platform. At the same time, we will need to enhance a focus on the learning needs of our most vulnerable cohorts. Students were set tasks that they were able to complete at their own pace, some much more quickly than anticipated and also engaged strongly with a number of self-directed learning tasks.

Engagement

Findon is slowly progressing towards reducing the average number of student absence days prep to year 6 in 2020 to 16.8 (similar schools was 16.1 and state average was 13.8). Our 4 year average was 18.2 days. Our attendance rate in 2020 in Prep was 93%, Year 1 93%, Year 2 94%, Year 3 90%, Year 4 91%, Year 5 91%, Year 6 88%.

A small proportion of students at Findon Primary School who previously experienced challenges in terms of their engagement connected strongly with the opportunities for agency during the remote learning period. The initial focus was on supporting students already identified as at risk or needing extra support. The SIL Team in consultation with DET psychologist compiled a list of these students across prep to year 6, under the vulnerability category, who were contacted and requested to attend onsite daily, for learning and regularly monitored their progress during this period.

Findon established a number of strategies to address student non- attendance. A key strategy was our Student Welfare Officer, on top of every class teacher's daily check ins and calls home, to monitor attendance, engagement, school refusal and to work with parents. Teachers also conducted daily check ins via SEESAW platform, twice a day, during morning muster and morning message as well as afternoon check ins and student feedback, both written and

oral, on the learning tasks completed for the day. Students who did not engage on daily seesaw platform, were called by their teacher and contact was made and tracked to the parent. Highlights across the year were and other strategies included conducting student perception surveys, student forums with the Principal, establishment of a student voice action team, teachers implementing gradual release of responsibility approach, class attendance and on-time awards and celebration events, such as class dressup days, creating a Spoonville village, for Findon PS, camping days in the lounge room, virtual cooking classes and demonstrations, Virtual Findon TV for assemblies every week, run by student leaders. These strategies certainly contributed to improved attendance, during remote, online learning throughout 2020. In 2021 our PLCs will focus on opportunities to continue building student agency in the classroom, to support student engagement. We will also investigate the potential benefit of investigating individual student reward programs rather than whole class targets, to determine whether further work in student voice agency and leadership is needed as indicated in the review of the FISO continua of empowering students and building school pride.

The review panel found there was evidence of student voice and agency in the areas of student ownership of learning, choice in learning and leadership opportunities.

Parents in the focus group expressed the view that students were encouraged to take ownership of their learning from an early age. Students in the focus groups understood their learning goals and how they were changed after demonstrating proficiency a number of times. There was also evidence of students knowing that the goals were developed based on reading groups and they had some agency to collaborate on what the next goal would be. The panel heard that ES staff saw student participation in the SSG as an example of developing student voice.

Some student voice and agency was evident in the PE classes through student goal setting and targets, student input in development of assessment rubrics, choice of sport, in curriculum being taught. Students also chose a song from a number of options and created their own dance for graduation and this was seen as developing student voice.

Students appreciated being able to choose books for their book boxes, in independent reading, and setting their goals and targets for their learning in reading and writing, during 1:1 conferencing

Examples of student agency discussed in the parent forum were the opportunities such as Junior School Council and School Captains running of assemblies. Student forums also informed the panel that students had opportunities for voice and agency through the Green Team and the Junior School council.

Use of PIVOT Student Perception surveys in year 3-6 also provided student feedback for how and what teachers teach within the curriculum.

The panel heard that parents supported the school to increase student voice in informing the curriculum by seeking further feedback from students about what they wanted to learn and to then incorporate this. Students informed the panel that teachers gave them feedback so that they knew how well they were doing and what they would be learning next. Students were clear about their learning goals and what they were learning at all levels. Students articulated that the purpose of tests was for teachers to plan for learning. Sometimes students did surveys to give feedback to teachers. Parents expressed that that whenever they gave feedback to teachers it was acted on. There could be further opportunities for parent feedback on curriculum and programs.

In 2021 our PLCs will focus on opportunities to continue building student agency in the classroom, to support student engagement and promote school attendance.

Wellbeing

Summary of parent responses in Parent Opinion survey showed overall Parent Satisfaction with Findon PS in 2020 was 80.4% (against state average for primary schools which was 81.2%)

School staff survey responses in the area of School Climate was 69.7% (against state average for primary schools which was 77.8%)

Student responses to two areas in 2020 Attitudes to School Survey showed: Sense of connectedness year 4 -6 was 83.4% (with a Findon four year average of 79.6% and a state average of 79.2%)

Student responses to two areas in 2020 Attitudes to School Survey showed: Management of bullying year 4-6 was 77.9% (with a Findon four year average of 78.2% and a state average of 78.0%)

In 2020, Findon's key areas of focus across Teaching and Learning and Health and Wellbeing to support the transition to remote learning, included the initial focus on supporting students already identified as at risk or needing extra support. The SIL Team compiled a list of these students and regularly monitored their progress during this period. Some students who had been disengaged connected strongly with the learning in some classes. When asked, the

students said they liked being able to ask questions of the teacher without other students hearing. As a school we held weekly PLC meetings onsite, to obtain feedback from staff on students of concern, and established a wellbeing check for school staff. We met with staff who were rostered on for onsite supervision, to discuss and to identify students and concerns with daily connectedness and engagement and completion of learning tasks. We prioritised the health and wellbeing supports for our staff, students and their families experiencing difficulties over other priorities. We modified the delivery of learning tasks, acted on feedback from parents regarding the number of learning tasks set for completion each day, extended the time to complete them over the week, if required and adapted novel and different tasks such as cooking, learning whilst camping, cooking demonstration segment on virtual assembly each week. As we transition into Term 4, and back on site for learning, we will need to heavily prioritise re-establishing relationships with our students and their peers.

Students routinely use rubrics to assess their progress towards learning goals. They were able to articulate specific skills or knowledge they needed in order to reach the next level. Evidence: notes from teacher feedback and observations, completed rubrics, notes from conversations with students.

Teachers, delivering sequence of teaching and learning programs, term / semester / year, lesson plans, learning resources collaboratively developed, rubrics with students that identify skills and knowledge along a learning continuum. They explicitly provided feedback on student work to inform progress. Evidence: rubrics, anecdotal notes from learning tasks completed by students and lesson observations, written feedback provided to students, student perception surveys conducted, student conference notes, teacher student records, parent feedback

Leaders modeling and giving feedback to teachers, setting high expectations for the use of rubrics. Evidence: PLC meeting minutes, student assessment plans and schedules, assessment tools, diagnostic instruments, data walls, notes from coaching and feedback conversations with teachers, problem of practice and cycle of inquiry and students progress, video clips of teacher instructional practice on SEESAW, collaboration and communication, co-constructed resources, and common assessment tasks, weekly professional learning workshops NWVR and school based forums.

Financial performance and position

All funds received from the Department, or raised by Findon Primary 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. Determining our main areas of focus in 2020, writing, numeracy and student engagement and improved student attendance, has enabled us to align our resources, financial, human and physical to maximise our efforts. Findon's School Maintenance Plan, following our Rolling Facilities Evaluation, has revealed 285 priority 1 -5 scheduled works to be completed, here at Findon, over the course of three years, beginning with roof plumbing works. Additional state funds were received for the refurbishment of two portable classrooms (painting, new carpets and vinyl, roof leaks repaired) Equity Funding has continued to provide the school with the ability to fund extra teaching and learning programs, staff (3 learning specialists when the school only requires one learning specialist with a ratio of 1: 18 classes; also allowing PLC Mondays to continue, by sourcing 2X CRTs to release teams to meet, as a whole, every week) Additional Maintenance Blitz monies from VSBA of \$35,000 for roof repairs, was received in 2020.

For more detailed information regarding our school please visit our website at www.findonps.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 364 students were enrolled at this school in 2020, 143 female and 221 male.

25 percent of students had English as an additional language and 3 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.

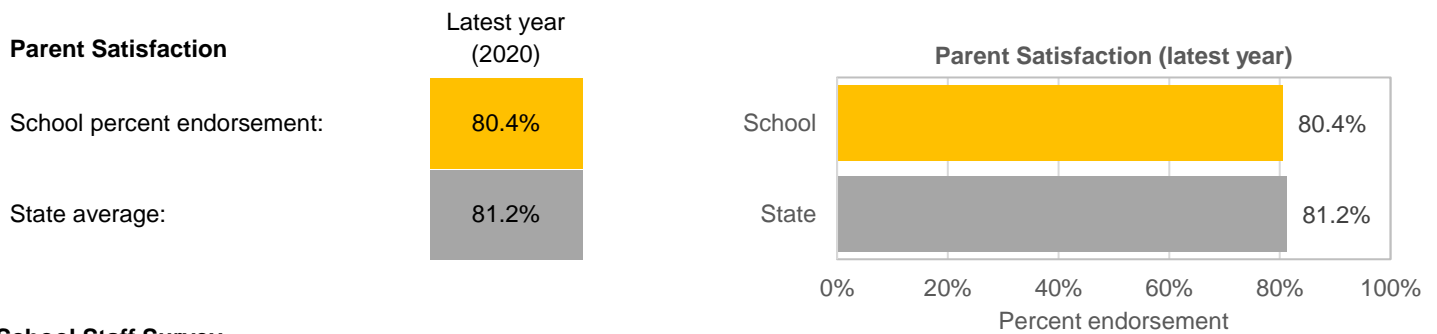
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

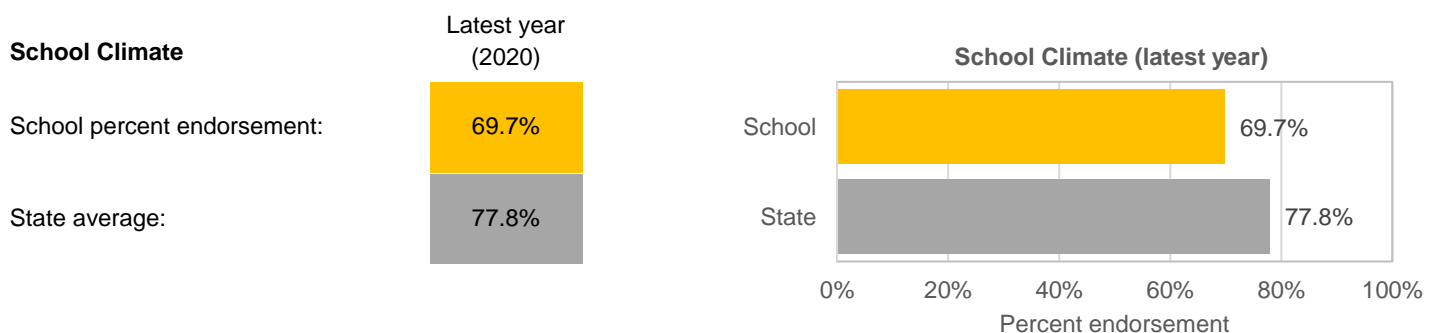


School Staff Survey

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:

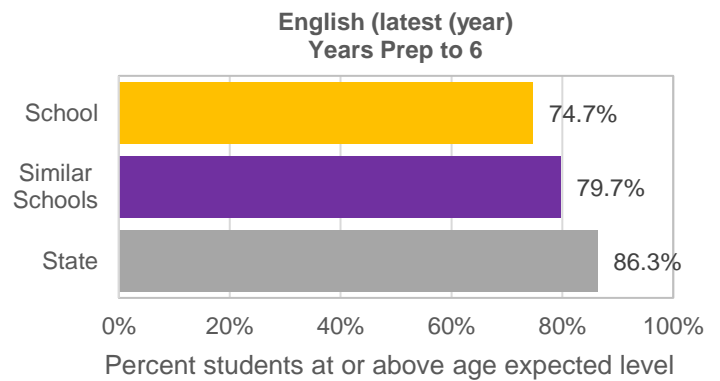
74.7%

Similar Schools average:

79.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

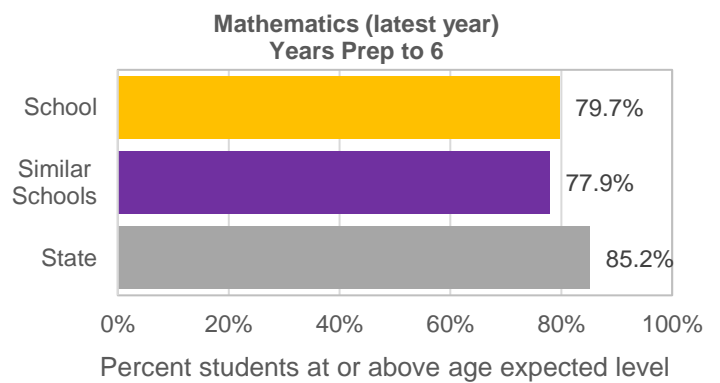
79.7%

Similar Schools average:

77.9%

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

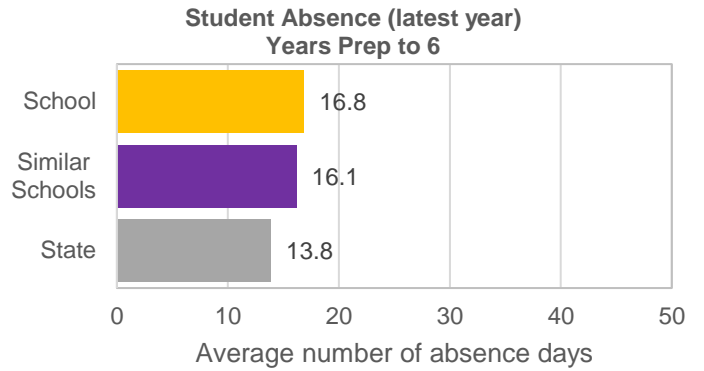
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.8	18.2
Similar Schools average:	16.1	16.7
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):	93%	93%	94%	90%	91%	91%	88%

WELLBEING

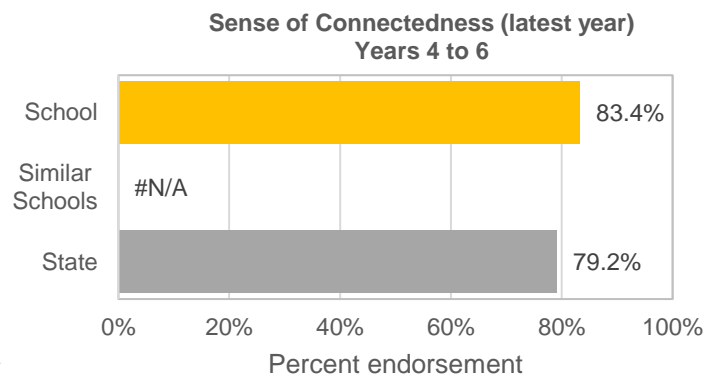
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	83.4%	79.6%
Similar Schools average:	NDP	79.2%
State average:	79.2%	81.0%



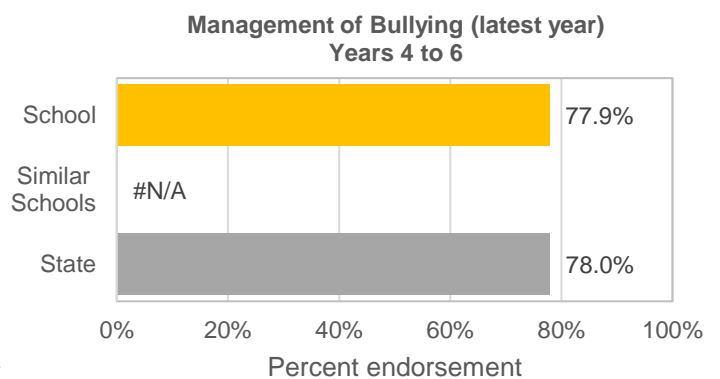
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	77.9%	78.2%
Similar Schools average:	NDP	78.7%
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.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,705,089
Government Provided DET Grants	\$523,944
Government Grants Commonwealth	\$2,750
Government Grants State	NDA
Revenue Other	\$22,442
Locally Raised Funds	\$160,592
Capital Grants	NDA
Total Operating Revenue	\$4,414,817

Equity ¹	Actual
Equity (Social Disadvantage)	\$315,595
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$315,595

Expenditure	Actual
Student Resource Package ²	\$3,260,718
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$37,879
Communication Costs	\$5,275
Consumables	\$48,011
Miscellaneous Expense ³	\$26,055
Professional Development	\$6,480
Equipment/Maintenance/Hire	\$120,041
Property Services	\$95,625
Salaries & Allowances ⁴	\$41,438
Support Services	\$82
Trading & Fundraising	\$11,163
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$2,782
Utilities	\$47,144
Total Operating Expenditure	\$3,702,694
Net Operating Surplus/-Deficit	\$712,123
Asset Acquisitions	\$26,680

- (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	\$2,379,710
Official Account	\$26,284
Other Accounts	NDA
Total Funds Available	\$2,405,993

Financial Commitments	Actual
Operating Reserve	\$57,924
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$105,400
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$46,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$691,810
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$901,135

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.