

# 2020 Annual Report to The School Community



School Name: Geelong East Primary School (0541)



- 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 05 April 2021 at 02:33 PM by Karen Chaston (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 22 April 2021 at 05:35 PM by Kristy McCallum (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

Geelong East Primary School's (PS) vision is to be an outstanding school where care, innovation and progressive practices develop safe, respectful, inclusive, resilient and connected students who thrive in an ever changing world. Our core values are Resilience, Respect and Inclusion. The school was established in the City of Greater Geelong in 1857 and has a long tradition of commitment to the total education and wellbeing of students in its care. In 2019, the February census was 229 students in 11 class groups. The school workforce comprises of 37 staff including 2 Principal class members, 1 Learning Specialist, 21 teachers and 13 education support staff.

The whole school works as a Professional Learning Community (PLC) that strives for school improvement at every level. Staff work together in a purposeful and professional manner to plan and implement a curriculum which is based on inquiry learning models. The school continues to build teacher capacity in numeracy, literacy and wellbeing through a school-based consultant/coaching approach, through the strategic use of Equity monies. This strengthens and enhances each student's potential for their academic, social and personal growth. The PLC process allows multiple opportunities to support the collaborative work of teachers to improve all students' learning outcomes across the school.

Geelong East PS is proud of its commitment to providing a wide variety of programs and activities to enhance its strong core curriculum. Particular strengths are; the values ethos, student leadership development programs, commitment to the environment, intervention and enrichment programs. These programs cater to our many individual student needs. Geelong East PS utilises a 1:1 iPad program in years 3-6 as well as Laptops, netbooks and iPads in P/1/2. The school has a variety of support programs to develop student academic and social needs. The Levelled Literacy program assists children from years 1-6 who require reading support. The provision of an oral language program to support our student needs is also supported through Equity monies. Numeracy is also a priority with the school investing in resources and programs to support students. Our 'Healthy Living Victoria' accreditation is a celebration of the whole school program aimed at the total child which includes the Wellbeing and Physical Health of our children. As part of this our canteen is fully accredited by Nutrition Australia. We are also an accredited eSmart school which celebrates a curriculum that consistently supports online safety.

Our strong culture of care is extended through our Wellbeing program and strong community partnerships. As part of the Alannah and Madeline 'Better Buddies' program our children have a student buddy to help and assist them in the yard. An extension of this is the Peer support program where students meet in cross-age groups once a week to develop our school values and work collaboratively to support our culture of learning in a supportive environment. Geelong East PS continues to support a safe environment through the Positive School Wide Behaviour Program. Student leadership includes opportunities for School Captains, Sport Leaders, Junior School Council members, Environment Club, Chess Club and Activities Leaders. Our grade 6 students are also invited to be involved in the Junior Rotary Award program. Geelong East PS is a lead school in the implementation of the Resilience, Rights and Respectful Relationships (RRRR) program.

We have strong parent representation on School Council and its subsequent sub-committees. Our Parent and Friends group support our students in many ways. We are proud of the accomplishments of everyone in our community and hold an assembly every Friday afternoon to celebrate the children's successes. During COVID we continued celebrations in alternative formats. When we were able to we celebrated the children's learning with the whole community. During 2020 our digital connectivity to the parents was enhanced by our many platforms including Compass, Seesaw, Facebook, our school Website, Skoolbag and our new digital signage.

We also maintain communication through a bi-weekly whole school newsletter posted on the SeeSaw 'app' and our website. Our different Levels of the school publish a newsletter at the beginning and end of each week posted onto SeeSaw. We share and celebrate students' learning directly to family members' devices. It is a powerful learning loop between students, teachers, and families which we are proud to continue in 2021 to support parent engagement in their children's learning.

**Framework for Improving Student Outcomes (FISO)**

Geelong East Primary School selected the following initiatives for 2020:

\* Excellence in teaching and Learning- Curriculum planning and assessment

During 2020 the school continued the structure of Professional Learning Communities (PLC) online on Webex, to support teachers' collaboration. Due to NAPLAN being cancelled the assessment schedule was reviewed and realigned to enhance the data moderation cycle using school-based data. Pat and On Demand continued with Common Assessment tasks (CATs) linked to the Data Moderation Cycle. Equity funds were utilised to support teams to continue data informed planning. The Learning Specialist role supported a focus on ALL students achieving growth across the school with a continued focus on supporting teachers' understanding of student data. PLC's continued to support teachers online with a major focus on Literacy and Numeracy. This new way of working modified several of our AIP actions and Professional Learning to suit remote learning. The Staff survey reflected the challenges of supporting staff during 2020.

\* Professional Leadership- Building Leadership Teams

In 2020 a new Statement of Expectations was adopted to allow a focus on remote learning. The new Learning Specialist was invaluable throughout the year leading opportunities to support teachers during 2020. Leading learning online with students developed a whole new skill set for all staff as they developed an online curriculum through SeeSaw. Level Leaders continued to meet and build their skills together throughout the year.

\* Positive climate for learning- Empowering students and building school pride

Student learning goals remained a high priority. Teachers worked with small groups to support student learning online. Many of our vulnerable children attended school each morning where they were supported by teachers and Educational Support Staff. All the staff at Geelong East Primary School worked both on and off site throughout the remote periods. Our 2020 SAS (self-evaluation of SWPB) was positive with the majority of staff believing their knowledge and understanding was supported by the Professional Learning day focused on the Berry Street Model. Online safety and cyberbullying took on a new focus throughout remote learning as we developed our protocols to suit the new practices. Students returned to school with a positive attitude, appreciating 'face to face' teaching and the connection with others.

**Achievement**

Geelong East PS Professional Learning Community focused on achieving the best possible outcomes for all students through a collaborative approach to planning, implementation and assessment against student learning needs. The active partnership of the community- students, staff and parents is an expectation elaborated in our 2016-20 Strategic Plan and subsequent Annual Implementation Plans. The strong partnership was evident during remote learning where parents and teachers worked together to support students during 2020. Staff utilised online resources for content delivery and assessment and consequently developed new ways of differentiating for students. 2021 will see the staff utilise their learning from 2020 to incorporate these new ways into the classroom.

On the Parent Opinion survey there was 100% agreement that our teachers were enthusiastic and positive about teaching and 100% agreement on "My child feels motivated by his/her teachers to learn". Both positive endorsements indicative of the strong parent opinion of the staff at Geelong East Primary School.

NAPLAN was not held in 2020 however our teacher judgements in Numeracy were above similar schools but below the State average. In English our school was slightly below our similar schools and well below state. The school has utilized the expertise of a writing coach and will continue to do so in 2021 to build teacher capacity in this area.

To support students who are coming to school with lower oral language capabilities the school has in place an oral language and a levelled literacy program. These interventions support students and will continue in 2021. The school is investigating the use of ABLES for students unable to access the F-10 curriculum. All the supports are aimed at engaging students in literacy and numeracy tasks and accessing higher order thinking. Students whose results showed small growth in 2020 have been identified and will benefit by increased small group instruction in 2021.

We have continued to focus in PLCs on literacy and numeracy delivery, informed by data focused on student growth.

This will continue to be an area of priority. A review of the Instructional model to align teacher and student expectations within lessons will be a priority in 2021. This will be supported by a focus on the High Impact Teaching Strategies to develop teacher capacity during each stage of the instructional model.

Many of the students on the program for Students with Disabilities attended school during remote learning. Some of these students showed no growth in 2020 and are eligible for the Tutor learning initiative in 2021.

**Engagement**

During 2020 SeeSaw and Webex were vital in supporting all aspects of remote learning. The students and parent community had access to live and relevant student learning for their child/ren. Seesaw has proven to be a vital tool in parent and student engagement and will continue to be built upon in 2021.

The school provided on site learning for a large number of children whose parents continued to work, for families who had difficulties accessing the curriculum remotely or for vulnerable families. All teaching staff volunteered to work on a rotational basis at school (as well as at home) so that students were provided with quality supervision during this time. Relief teachers were also utilised when available. Education support staff worked with students at school to support the children with additional needs. These students provided a useful feedback loop on the tasks being provided for all students and teachers were able to modify or elaborate where necessary.

Specialist staff provided tasks for students however these were later modified to non-essential tasks due to feedback from parents and students.

The school provided iPads and utilised State School Relief and DET provided dongles to ensure internet access at home for those who needed it. The school supplied concrete learning materials (stationary etc), educational games and books to support learning in 2020.

Each PLC group met regularly throughout 2020, with planning focused on individual student goal setting to ensure engagement of all students. Teachers met with students in small groups on Webex to provide opportunities for reflection and support. Teachers used a number of different surveys to support their decisions throughout the year including PIVOT, Attitudes to School Survey and small school set surveys. These assisted in providing the school with insights into student engagement. 100% of our staff agree that student engagement is a key component of learning.

The Parent Opinion Survey indicated 100% endorsement of several areas including "I feel well supported by my child's school and teachers to help my child learn from home" and "My child enjoys the learning they do."

Webex was utilised to engage in morning circle time for each grade and mark the morning roll. Online submissions of completed learning from students through SeeSaw was used to mark students present in the afternoon. Absences were constantly monitored to ensure connectivity or equipment was not the cause. Phone calls to parents and offers of assistance were made by staff on an ongoing basis. In 2020 the school's absence rate rose from a four year average of 15.5 to 17.4. This is above both similar and state average attendance. Prep recorded the highest absence with 89% with all other areas being in the low 90%. As we returned to school it was not uncommon for families to take family holidays that they were unable to do earlier in the year. The school will monitor this in 2021.

**Wellbeing**

Geelong East PS welcomed 3 new staff members in 2020, including a new Learning Specialist. All staff were inducted into the strong ethos of positive support for children in all areas of student health and wellbeing and this continued throughout the challenging year of 2020. We continued to build teacher capacity by revisiting professional learning of Real Schools with a focus on Respectful Relationships. We prioritised health and wellbeing supports for both students and families. Each week whole staff PLC meetings were devoted to staff check-ins and building connectivity and resilience. Leaders of the school participated in professional learning to support their leadership of others during challenging times.

Our whole school approach to the teaching and learning of the RRRR curriculum was supported through a curriculum

day in term 1 devoted to the implementation of the Berry Street Education Model. Together, the curriculum and strategies combine to guide and inform our Positive School Wide Behaviour (PSWB) Framework. Transition back into school was a highlight of the year for students, staff and families. School wide, each level focused on reconnecting students and families with the 'Starting Strong' program, explicitly focusing on the needs of the students as they returned to the classroom. School Council supported connecting the community by inscribing a brick for each family that was at the school during 2020. In 2021 the school will lay the bricks and commemorate all our efforts of the 2020 year.

PIVOT and Attitudes to School Surveys were completed by students each term which enabled analysis of data to focus on specific concerns of students. On the Parent Opinion survey there was 100% agreement that our teachers were enthusiastic and positive about teaching and 100% agreement on "My child feels motivated by his/her teachers to learn". Both positive endorsements indicative of the strong parent opinion of the staff at Geelong East Primary School.

In the area of management of bullying, parent opinion survey data indicated 100% endorsement of "My child feels safe at school" and "This school treats my child with respect" and "Teachers at this school model positive behaviours." My child feels confident about the skills and strategies he/she has learnt at school to address bullying behaviours" was endorsed by 90% of those who completed the survey, indicating strong support for our current curriculum and supports for students.

45% of our students indicated they had experienced cyberbullying during the 2020 year indicating that while cyberbullying occurred last year, only 12% indicated it was by another student at the school. This is an area the school will support through the eSmart curriculum in 2021.

The DET resource Amplify will be utilised to increase Student Voice and Agency across the school in 2021. The Peer Support Program will continue to provide a platform for student voice to enable students to create expectations for learning, wellbeing and the school environment.

### **Financial performance and position**

The 2020 year saw the school finish with a surplus that comprises of funds received in advance, asset equipment replacement (incomplete in 2020) and planned maintenance (buildings and grounds) planned for the next 12 months. This will include significant repairs of playground equipment.

2020 saw the school receive \$467,894 in equity monies expended on identified needs in our Strategic Plan. This included (but was not limited to) internal and external coaches, providing opportunities for collaborative planning through the Professional Learning Communities (PLC) process to build teacher capacity and provide extra staff for interventions such as Levelled Literacy and the oral language program. Many of these programs continued throughout remote learning.

A large proportion of funds were utilised for support services which included the hire of Casual Relief Teachers (CRTs). Whilst staff volunteered to work during remote learning, CRT staff were utilised to balance the load of teachers during this time (as per the certified agreement).

In 2020 Geelong East PS utilised the Sporting Schools grant to purchase sporting equipment for student use during breaks. \$48,871 was raised locally, a significant amount given the challenging year. These funds were used to improve the school grounds through the continued employment of a maintenance officer for 2 days a week. School Council recognises the need for this as continued repair and maintenance is required due to the age of the buildings.

Property maintenance monies were utilised during remote learning to paint all internal walls of the south wing so that students returned to a fresh new environment. The staffroom and art room cupboards were also replaced, to improve functionality.

Strategic use of funds were committed to support and maintain our focus on Instructional Leaders and the Professional Learning Communities process. These enabled the building of teacher capacity through external and internal

professional learning and coaching. This is essential as the school builds its new staff. Geelong East PS is financially secure to provide the programs planned for in 2021. The new Strategic Plan ensures the building of teacher capacity, to support student learning, a priority for the next 4 years.

School Council continues to honor its contract with Camp Australia for Outside of School Hours Care. This contract will expire in 2021. During 2020 the hire of the hall and grounds were suspended.

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.

**For more detailed information regarding our school please visit our website at**  
<https://www.geeastps.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 229 students were enrolled at this school in 2020, 109 female and 120 male.

5 percent of students had English as an additional language and 8 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.

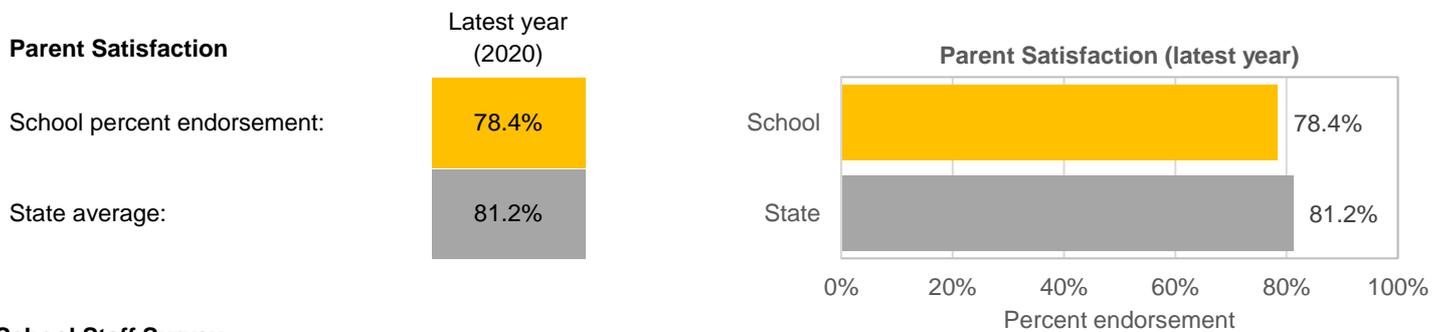
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

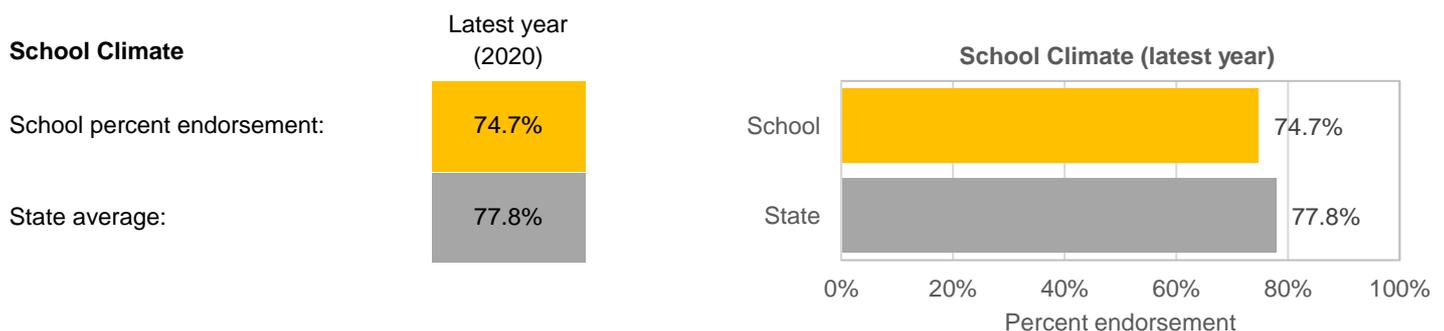


### School Staff Survey

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:

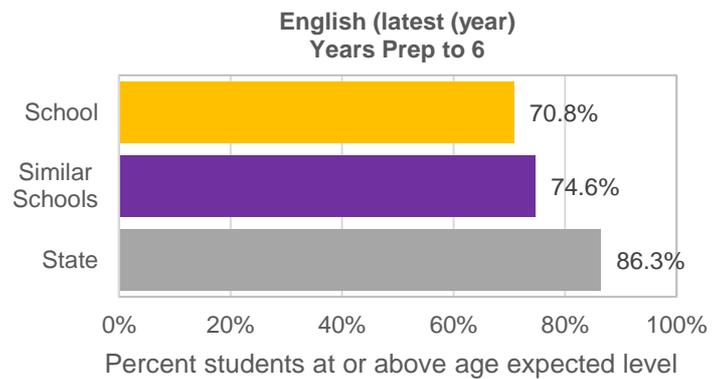
70.8%

Similar Schools average:

74.6%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

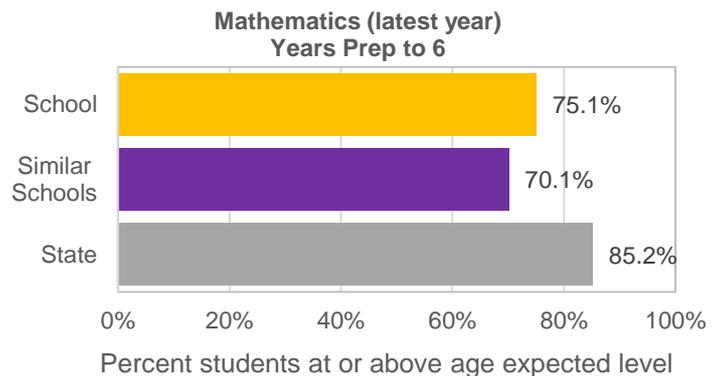
75.1%

Similar Schools average:

70.1%

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

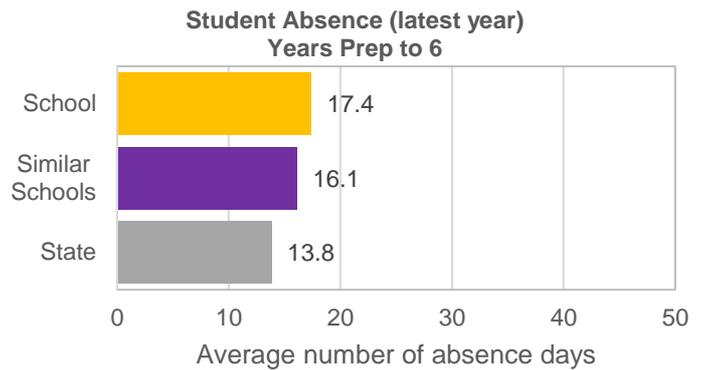
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	17.4	15.5
Similar Schools average:	16.1	17.0
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%	91%	91%	90%	93%	91%	92%

**WELLBEING**

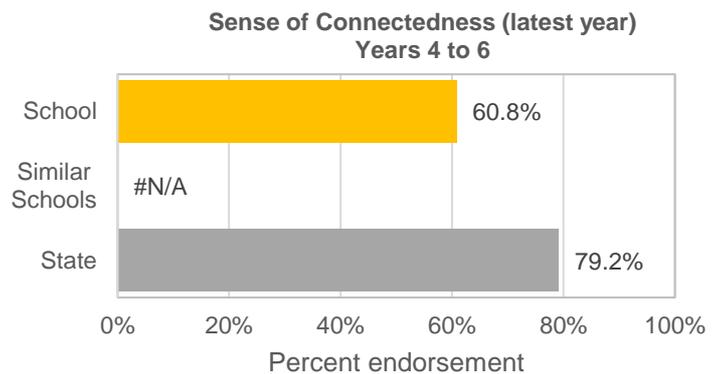
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	60.8%	69.4%
Similar Schools average:	NDP	78.7%
State average:	79.2%	81.0%



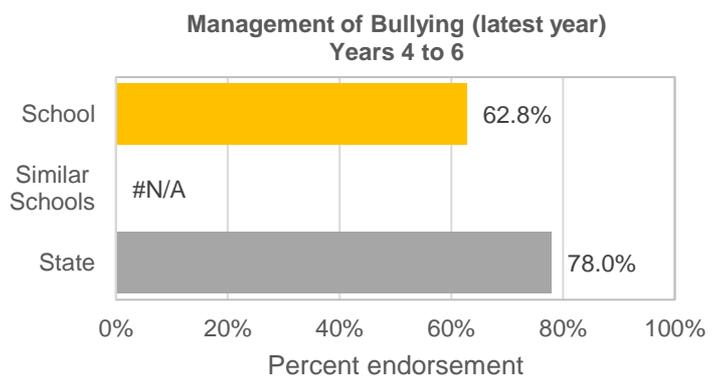
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	62.8%	73.0%
Similar Schools average:	NDP	78.9%
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	\$2,403,129
Government Provided DET Grants	\$450,505
Government Grants Commonwealth	\$4,767
Government Grants State	NDA
Revenue Other	\$106,591
Locally Raised Funds	\$48,871
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,013,864</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$467,894
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$467,894</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,371,315
Adjustments	NDA
Books & Publications	\$574
Camps/Excursions/Activities	\$5,541
Communication Costs	\$8,345
Consumables	\$48,738
Miscellaneous Expense <sup>3</sup>	\$41,001
Professional Development	\$6,585
Equipment/Maintenance/Hire	\$41,525
Property Services	\$124,303
Salaries & Allowances <sup>4</sup>	\$24,403
Support Services	\$120,428
Trading & Fundraising	\$9,283
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$34,027
<b>Total Operating Expenditure</b>	<b>\$2,836,068</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$177,796</b>
<b>Asset Acquisitions</b>	<b>\$130,044</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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$250,262
Official Account	\$13,634
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$263,896</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$72,100
Other Recurrent Expenditure	\$5,677
Provision Accounts	NDA
Funds Received in Advance	\$32,984
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$19,030
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$54,443
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$234,234</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.*