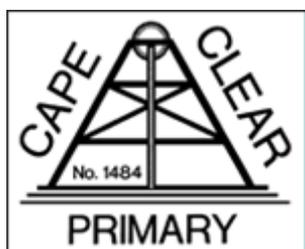


2020 Annual Report to The School Community



School Name: Cape Clear Primary School (1484)



- 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 04 May 2021 at 03:41 PM by Lachlan Day (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 06 May 2021 at 02:10 PM by Patty Sandwith (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

Cape Clear Primary School is a small rural primary school located in the town of Cape Clear, approximately 40km south west of Ballarat. In recent years the enrolment numbers have fluctuated between 12 and 34 students. In 2015 the school had an enrolment of 6 students. At the beginning of 2021 the school had an enrolment of 26

The school engages with local Community Health Groups to assist families and students access resources and provide social and emotional well-being programs.

At Cape Clear Primary School we aim to provide the best possible education for every single one of our students by providing opportunities for our students including:

- Core skills in Literacy and Numeracy skills (our core focus)
- Developing strong '21st Century Skills' – Creativity, Collaboration, Communication and Critical thinking skills
- Expertise in the use of ICT (integrated in all curriculum areas)
- Providing a vibrant specialists Curriculum including Design Technology, Food Technology, LOTE (Japanese) Visual Art, Performing Art, Science and Physical Education.
- A strong focus on social and emotional intelligences defined in the delivery of the Respectful Relationships Program.

Underpinning these subject areas is our commitment to delivering a personalised, point of need curriculum for all students. We acknowledge that all students have different abilities regardless of age and background, and that we can cater best for all students if we have a deep understanding of their needs and abilities and design teaching and learning experiences accordingly. We want students to have a deep understanding of the content they are being taught and thus provide many varying opportunities for students to create, reason, apply and articulate their learning. We promote our core values of Respect, Commitment, Responsibility and Confidence with students daily and strive as a community to live by these values in our everyday lives.

Framework for Improving Student Outcomes (FISO)

Cape Clear Primary School progression on the FISO dimensions and KIS for 2020:

Goal: Improve individual student learning outcomes in literacy and numeracy

KIS: Develop an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are met

Completed Actions:

- On completion of the BASTOW Leading Literacy Course - Consistent implementation of the Cape Clear Instructional Model
- Increased rate of Peer Observations within the Literacy Block
- Differentiating the learning in the literacy block (Remote and Flexible Learning) across the school utilising the HITS (High Impact Teaching Strategies)
- Learning Intentions and Success Criteria for all literacy lessons
- Continued participation in the Oral Literacy Network COP (Remote and Regional Schools)

KIS: Develop whole school scope and sequence documents that promote high quality planning and teaching and learning

Completed Actions:

- Developed a whole school Numeracy Scope and Sequence
- Developed a whole school Speaking and Listening Sequence
- Guaranteed and viable curriculum Numeracy and Speaking and Listening - continued work in 2021 required to complete this action

KIS: Build teacher capability to use a range of assessment strategies and to analyse the data to inform teaching and learning

Completed actions:

- Review current Whole School Assessment Schedule- completed
- Create an agreed Whole School Assessment Schedule from F-6 - completed
- Collaboratively work with other rural schools in best practice around assessment FOR, AS and OF Learning
- Create a whole school visual data wall - created in preparation for 2021 (Differentiated and targeted learning groups and individual goals)

Goal:Foster a learning community which supports and nurtures the development of the whole child

KIS: Use an inquiry learning approach to promote student voice and involve students in decision making

Actions completed only during Term 4 following COVID-19 Remote Learning. These will continue to be a focus in 2021 and going forward:

- All students to have an Individual Learning Plan in the areas of Writing, Reading, Speaking and Listening, Number, Personal and Interpersonal Learning - completed Semester 2, 2020
- Students and teachers to have regular learning conferences to discuss goal and negotiated learning outcomes (achievement and setting of goals) - continue in 2021

- Continual reflection and PD around HITS (High Impact Teaching Strategies) - Collaboration, Setting Goals, Questioning, Feedback, Differentiated Teaching, Metacognitive Strategies - ongoing work

KIS: Develop a learning community that builds positive relationships which strengthen connections and develops the character of the child

Limited Actions in 2020 due to Remote Learning:

- Continued to expand the school community relationships beyond Cape Clear - Ballarat Community Health, Occupational Therapists, DET Specialists, DUET Music Program, Sporting Schools Australia
- Members of the whole school community feeling comfortable to be involved in student learning activities and events - continuing following Remote and Flexible Learning in 2020
- Students and staff broadening their skills and learning from other professionals - continued work in 2020
- All Staff Trained in Respectful Relationships - continued work in 2020. Chaplain trained in the delivery of the Respectful Relationships Program.

As a whole school staff we opted into the DET Performance and Development program for 2020. We have provided a huge range of evidence of the development made across the school to strengthen and embed remote learning practices, communication and collaboration with students, parents and the broader school community. Please refer to our documentation included in our review of 2020 and PDP Program as a whole school.

Goal: Improve student engagement in learning by increasing community participation in implementing the school's vision

KIS: Actively engage the parent community as positive partners in learning

Completed actions: (again limited in 2020 due to Remote Learning)

- Sustained parent representation on School Council
- Parent engagement in Parent Opinion Survey
- Parent involvement in 'Remote Learning'
- Parent conferences Term 4

Achievement

Cape Clear Primary Schools evidence of progression towards achieving learning goals and outcomes in 2020 during the period of remote and flexible learning include: (snapshot only of what was achieved!)

At a school level:

Teaching staff participated in conversations about how flexible and remote learning could be best delivered online, with Seesaw being selected

Privacy Impact Assessment were carried out on several websites and applications to ensure that there are no privacy or security risks

Student's completed a 'daily check in' sheet via Seesaw which asked them to record their mood, what's on their mind and what they're grateful for

'Students at Risk Planning Tool' completed to identify students known to be at risk
Eligible students continued onsite learning, with weekly onsite attendance forms being recorded
Staff were placed on a rotating roster to support eligible students who were continuing onsite learning
Upgraded paid subscriptions to Mathletics, RAZ reading, and Seesaw
Organised and delivered regular Professional Development sessions to learn about Seesaw, COMPASS, CISCO WebEx Meetings, and other platforms being utilised so that the school could continue to deliver high quality teaching and learning
Purchased Wi-Fi dongles to be sent home to families without internet access
Equipment Loan Agreement detailing the type of device, model and serial number were updated and signed by the parent/guardian prior to iPad and other devices being leased out
Acceptable Use Agreement for the loan of devices was provided and signed by the student and parent/guardian prior to iPad and other devices being leased out
Hard copy of learning packs printed and collated for students without internet access at home, or who preferred to do paper-based work
Art, science, and sport resources were ordered and sent home to families so that students could continue these curriculum areas
Parents/guardians and students received regular phone calls from the Principal and school staff (including Chaplain) to discuss what was working well and what barriers their child/ren may be facing with their schoolwork
Staff meetings conducted at least twice a week (either via Skype for Business or CISCO WebEx) and included all staff members to discuss student performance and engagement
Developed and conducted parent survey to evaluate: students' flexible and remote learning habits; barriers and successes experienced; satisfaction with the quantity and types of learning tasks being set; the level of communication from the school; and student wellbeing
DET operational guide for the safe return to face-to-face learning was distributed to staff to discuss and implement
School council meetings were held remotely via Zoom

At a staff level:

Teaching staff participated in conversations about how flexible and remote learning could be best delivered online, with Seesaw being selected
Staff engaged in regular Professional Development to learn about Seesaw, COMPASS, CISCO WebEx Meetings and other platforms being utilised so that they could continue to deliver high quality teaching and learning to their students
Posters were developed which detailed a range of free educational websites to complement remote and flexible learning
Loaded daily learning tasks that were multi-disciplinary and hands-on onto Seesaw for all students to complete, differentiated the work to cater for each students' needs
Students were set many project based activities and learning tasks throughout remote learning, that we will continue to implement and develop further in 2021
Staff participated in discussions around how to deliver moderating tasks to students online
Provided students with feedback that followed the sandwich model of feedback
Staff were placed on a rotating roster to support eligible students who were continuing onsite learning
Teachers and Education Support Officers (including school Chaplain) made regular phone calls to students and their parents/guardians to discuss what was working well and what barriers their child/ren may be facing with their schoolwork
Staff were provided with the results of the parent survey so that their teaching could be modified, and new practices implemented (such as conducting regular live teaching sessions over CISCO WebEx), to meet the needs of the community
Staff participated in discussions around classroom set up and measures for a safe return in line with Return to Schools Operational Guide
Staff participated in discussions around end of semester reports and what this may look like for flexible and remote learning (including ELP for all students)
e-Learning modules, such as OH&S Ergonomics and Mandatory Reporting and Other Obligations, were updated to ensure that school staff were not at risk of injury and could continue to deliver their teaching, and to ensure that students are in a safe and supported environment
OH&S documents (including a Workstation Risk Assessment) were frequently shared as part of ongoing professional learning to ensure that school staff could maintain their health whilst teaching/supporting students remotely

Staff meetings were conducted at least twice a week (either via Skype for Business or CISCO WebEx) and included all staff members to discuss student performance and engagement
 School Chaplain was made available remotely to all staff and students

At a student level:

Acceptable Use Agreement for the loan of devices was provided and signed by the student and parent/guardian prior to iPad and other devices being leased out
 iPads were provided to students without access to technology
 Wi-Fi dongles were provided to students without internet access
 Eligible students continued onsite learning, with weekly onsite attendance forms being recorded
 Completed their daily assigned learning tasks, reviewing feedback given by their classroom teacher
 Art, science, and sport resources were ordered and sent home to families so that students could continue these curriculum areas
 Participated in regular CISCO WebEx meetings with their teacher and classmates to discuss their learning and ask any questions they may have
 Students received regular phone calls from the Principal and school staff (including Chaplain) to 'check in' and ensure students were able to complete their assigned schoolwork

At a Parent/Community Level

Equipment Loan Agreement detailing the type of device, model and serial number were updated and signed by the parent/guardian prior to iPad and other devices being leased out
 Acceptable Use Agreement for the loan of devices was provided and signed by the student and parent/guardian prior to iPad and other devices being leased out
 Information sheets were provided that detailed social distancing measures, correct handwashing, how long coronavirus lives on different surfaces, managing anxiety were provided via print and social media
 e-Books written by authors to assist children and families explain COVID-19 were shared via social media
 School office open from 9-11am to provide daily support to families should they need it
 Eligible students continued onsite learning, with weekly onsite attendance forms being recorded
 Parents/guardians received regular phone calls from the Principal and school staff (including Chaplain) to 'check in' and troubleshoot any barriers they may be facing with getting their child/ren to complete their schoolwork
 School Chaplain was made available remotely to all staff and students
 Parents/Guardians were provided with regular learning opportunities to support their child/dren's learning from home
 Parents/guardians completed the parent survey which evaluated: students' flexible and remote learning habits; barriers and successes experienced; satisfaction with the quantity and types of learning tasks being set; the level of communication from the school; and student wellbeing
 School council meetings were held remotely via Zoom

Engagement

Goal: Improve student engagement in learning by increasing community participation in implementing the school's vision
 KIS: Actively engage the parent community as positive partners in learning
 Completed actions: (again limited in 2020 due to Remote Learning)
 - Sustained parent representation on School Council
 - Parent engagement in Parent Opinion Survey
 - Parent involvement in 'Remote Learning'
 - Parent conferences Term 4
 In 2021 we will once again have the students complete the Attitudes to School Survey not completed in 2020.
 We will continue to develop student voice (not achieved to the level we hoped in 2020) and agency in 2021.
 Staff will complete professional development using the Amplify Document in staff meetings and curriculum days.
 We will participate in the ASSIST CoP - focusing on engagement/progression in student writing

Wellbeing

Goal:Foster a learning community which supports and nurtures the development of the whole child
 KIS: Use an inquiry learning approach to promote student voice and involve students in decision making
 Actions completed only during Term 4 following COVID-19 Remote Learning. These will continue to be a focus in 2021 and going forward:
 - All students to have an Individual Learning Plan in the areas of Writing, Reading, Speaking and Listening, Number, Personal and Interpersonal Learning
 - Students and teachers having regular learning conferences to discuss goal and negotiated learning outcomes (achievement and setting of goals)
 - Continual reflection and PD around HITS (High Impact Teaching Strategies) - Collaboration, Setting Goals, Questioning, Feedback, Differentiated Teaching, Metacognitive Strategies.
 KIS: Develop a learning community that builds positive relationships which strengthen connections and develops the character of the child
 Limited Actions in 2020 due to Remote Learning:
 - Expanding the school community relationships beyond Cape Clear - continue in 2021
 - Members of the whole school community feeling comfortable to be involved in student learning activities and events - continue in 2021
 - Students and staff broadening their skills and learning from other professionals - continued in 2021

Financial performance and position

In 2021 Cape Clear Primary School had a net operating surplus of \$169, 600.
 Some contributing factors for this surplus in 2021 are:
 - COVID-19 Pandemic. Students participating in remote and flexible learning from home. Utilities costs, photocopying, excursions/incursions, onsite learning programs, student learning resources etc were all significantly lower than previous years.
 - The school received a significant boost in COVID-19 cleaning throughout Terms 2-4.
 - The school had a higher than expected student enrolment at the beginning of 2021, with new enrolments taken at the beginning of the school year
 - Receiving Sporting Schools funding of \$5500.00
 - Casual Relief Teacher Budget was not exhausted due to remote and flexible learning
 - Professional Development and Professional Practice Days in 2020 due to remote and flexible learning looked significantly different with online learning opportunities and collaboration
 - We received \$8000 to carry out tree works - this was a funded project through the VSBA
 - Administration costs were significantly less due to remote and flexible learning
 - We successfully applied for PSD funding for two students (Level 3) and we also had a new enrolment of a Level 2 funded student for 6 months in 2020. We did not need to increase our ES staffing profile to meet the needs of all six funded students who attended the school in 2020

In 2020 the school had announced Government Funding for \$828 000 for Capital Building Works and also \$78 000 for Minor Works (School Fencing).
 At the beginning of 2021 we had a completed Inclusive School Funding Project (VSBA Led) Sensory/Inclusive Playground completed

For more detailed information regarding our school please visit our website at <http://capeclearps.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 34 students were enrolled at this school in 2020, 15 female and 19 male.

0 percent of students had English as an additional language and 0 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.

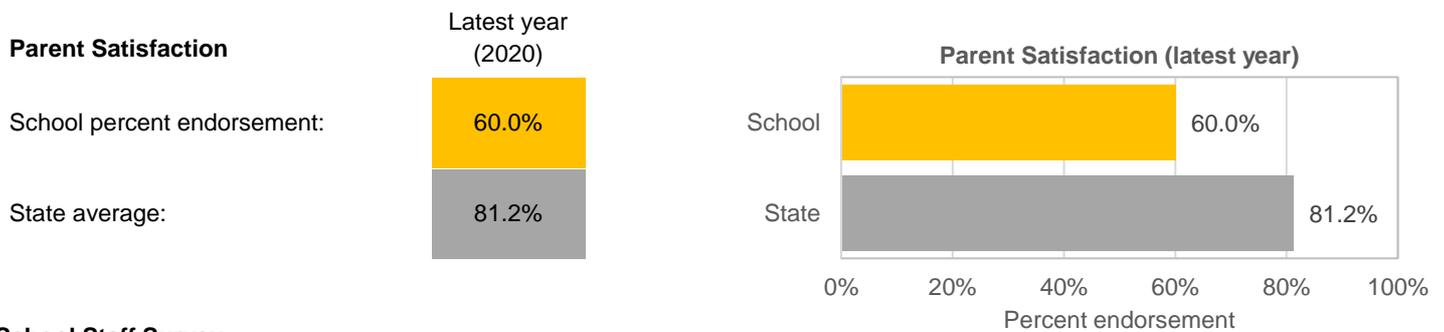
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

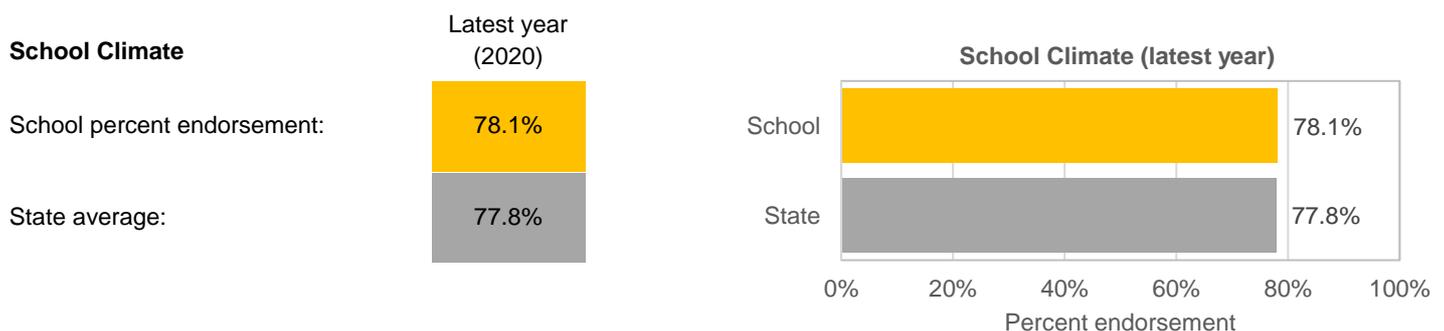


School Staff Survey

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:

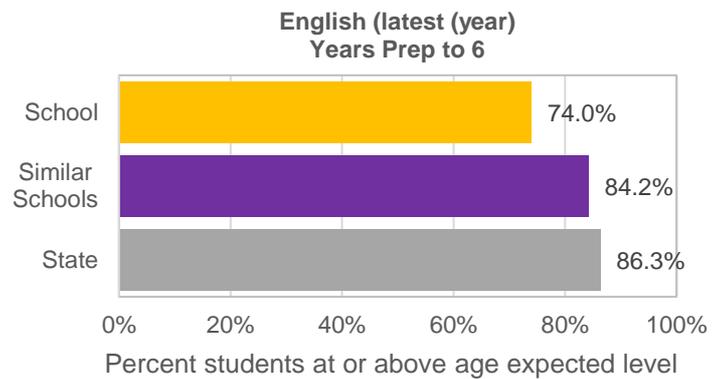
74.0%

Similar Schools average:

84.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

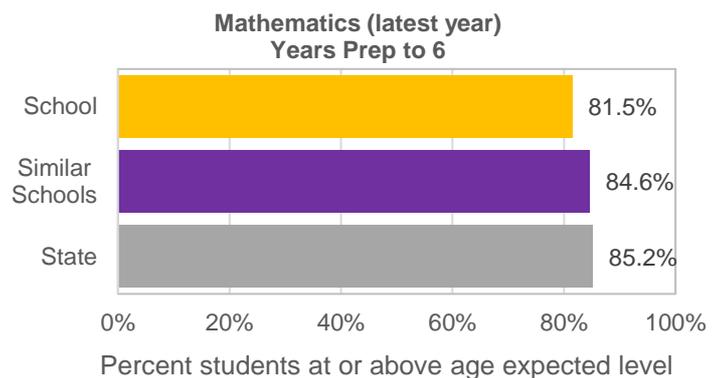
81.5%

Similar Schools average:

84.6%

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

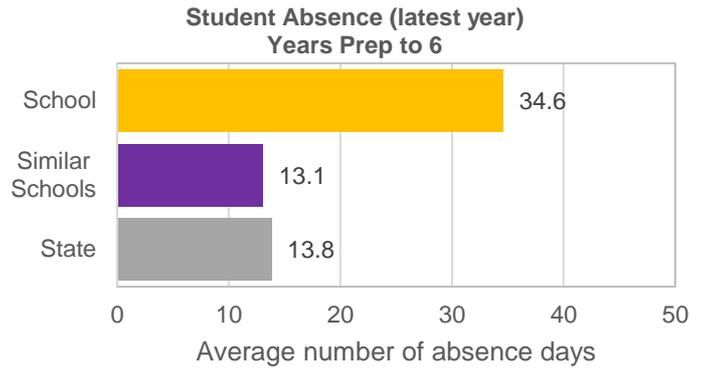
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	34.6	26.8
Similar Schools average:	13.1	14.8
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%	NDP	89%	84%	NDP	74%	NDP

WELLBEING

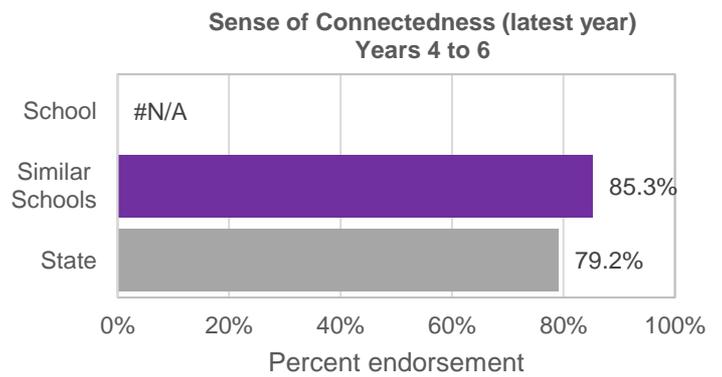
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	83.6%
Similar Schools average:	85.3%	82.6%
State average:	79.2%	81.0%



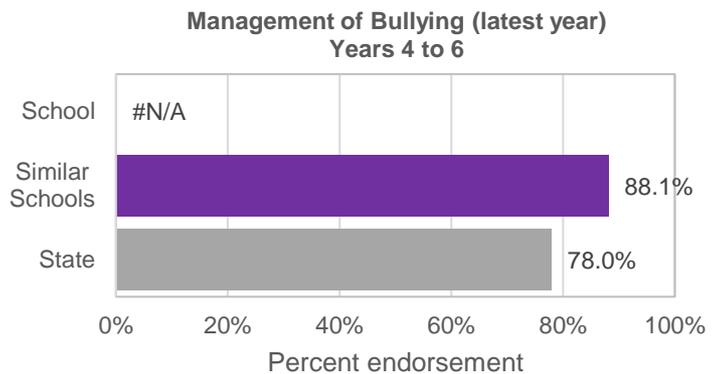
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	87.9%
Similar Schools average:	88.1%	84.9%
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	\$634,584
Government Provided DET Grants	\$157,115
Government Grants Commonwealth	\$6,150
Government Grants State	NDA
Revenue Other	\$1,110
Locally Raised Funds	\$4,350
Capital Grants	NDA
Total Operating Revenue	\$803,309

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,947
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$14,947

Expenditure	Actual
Student Resource Package ²	\$496,653
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$6,939
Communication Costs	\$1,785
Consumables	\$11,308
Miscellaneous Expense ³	\$13,517
Professional Development	\$907
Equipment/Maintenance/Hire	\$14,309
Property Services	\$42,599
Salaries & Allowances ⁴	\$3,139
Support Services	\$23,125
Trading & Fundraising	\$3,351
Motor Vehicle Expenses	\$10,185
Travel & Subsistence	NDA
Utilities	\$5,891
Total Operating Expenditure	\$633,708
Net Operating Surplus/-Deficit	\$169,600
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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	\$63,569
Official Account	\$4,560
Other Accounts	NDA
Total Funds Available	\$68,129

Financial Commitments	Actual
Operating Reserve	\$19,093
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$4,683
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$2,504
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$19,156
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$45,437

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.