

2020 Annual Report to The School Community



School Name: Albert Park Primary School (1181)



- 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 May 2021 at 12:18 PM by Katrina Mildner (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 07 May 2021 at 12:24 PM by Amy Guy (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

Albert Park Primary School is a sought after, popular inner city-bayside school located in the City of Port Phillip with an enrolment of 611 students. We see ourselves as a unique village community, becoming life-long learners with high expectations. The school sits on a footprint of 0.9 hectare of land and has two heritage listed main school buildings built in 1873 and 1889. The school sits in the heart of the village. The City of Port Phillip and DET have worked together to close part of a local street and create a small community park which the school uses exclusively during school times to provide more playing space for students. Neighbouring schools include Middle Park Primary School, Port Melbourne Primary School and St Kilda Park Primary School. On leaving Albert Park Primary School, 15% of students move to private schools and a large majority attend the well respected and popular Albert Park College.

School Vision

At APPS, we believe in developing the whole child, providing a wide range of learning experiences across the curriculum including social and emotional wellbeing. Students are proud of the work they do. Learning dispositions are explicitly taught and developed; these include persisting, reflecting, collaborating, creating and self-regulating. A growth mindset is celebrated and is becoming increasingly understood and embedded in the school culture. Critical and creative thinking capabilities have been developed throughout this year through our development of engaging and challenging inquiry units of work - the children enjoy discovering new ways of thinking, problem solving and working collaboratively. All skills necessary for a 21st Century learner.

School Values

The Albert Park Way is a way of life. It is embedded in the school's culture and children are guided by and proud of their school values: Be kind and fair; Act safely; Respect everyone's rights; One voice at a time and Keep trying. Our children feel safe and happy in our school with wellbeing and a high academic achievement focus central to developing our children from P-6. Partnerships in learning with our parent community are strongly supported and are an integral part of our close community.

School Intent

- to optimise and accelerate the learning growth of every student in English, Mathematics and Science.
- to make learning visible in every classroom and the use of consistent planning and data collection processes.
- to have the school's agreed teaching and learning model embedded in every classroom so that consistently high quality teaching will occur and every student will demonstrate the targeted learning progress.

How we will achieve this:

- Continue to refine and embed the Albert Park pedagogical model, with particular emphasis on Critical and Creative Thinking and STEM.
- Continue to improve Professional Learning Community (PLC) processes to build staff capacity to improve student outcomes.
- Continue to build School Improvement Team (SIT) leadership capacity in the school.
- Continue current wellbeing initiatives such as Respectful Relationships and working with parents.

The school is well-resourced with a Music, Art, PE and French specialist. In any given year, students are given the opportunity to participate in a wide-range of sporting and cultural activities making the most of access to some of Melbourne's best sporting venues, museums and art galleries. Children have opportunities to take part in events with local schools ranging from sporting gala days to Port Phillip Mayor Cupcake leadership program. A local music provider offers a wide range of instrumental lessons for children to learn. However, in 2020 these opportunities were restricted due to COVID-19 but the school worked hard to identify virtual experiences and opportunities for students during remote learning and as restrictions eased, the school was able to offer more opportunities albeit limited. For example, Grade 6 had a graduation ceremony live-streamed home and were able to participate in a grade celebration activity at a water park. This was challenging for the school to respond to as circumstances changed quickly but the focus was always on the wellbeing and engagement of the students.

Student voice and agency is an important part of the APPS way and we are increasingly seeing students strong and confident in their skills of reflecting and taking ownership of their learning. Students lead by example with our Grade 6 student leaders providing excellent role models for our younger students through our leadership program. The students are encouraged to do their best at all times. We are a happy, friendly and welcoming school community with students who want to come to school to learn each day. Our parent community are highly engaged and supportive of the children and their learning. It is expected that as a community we show respect and great kindness towards each other.

Our staff is made up of a 27 equivalent classroom teachers, 4 specialists, 2 part time learning support teachers, 2 principal Class Officers, 4 educational support staff (including a School Counsellor) and 6 administrative staff (inclusive of school nurse/ library technician). Of the teaching staff we have 2 Learning Specialist to support the development of teaching & learning across the school. The teaching staff currently have a good balance of experienced and newly qualified teachers.

Framework for Improving Student Outcomes (FISO)

Instructional models in Reading, Writing and Maths had been developed and implemented in every classroom in 2019. In term 1 2020, staff continued to focus on embedding consistent practice across the school. We also focused on improving the number fluency element of the Maths instructional model. The models supported the shift to remote and flexible learning with a consistent framework implemented across the school.

During extended periods of remote and flexible learning in 2020, teachers modified their teaching via digital platforms to have clear and focused learning intentions and success criteria. Teachers undertook evaluation of content, skills and strategies that would be most appropriate at home and then followed up at school. High Impact Teaching Strategies continued to drive teaching pedagogy with a particular focus on differentiating learning goals and content to meet the learning needs of each student. This was reliant on the accurate assessment of learning achievement of each individual and this proved to be quite a challenge during remote learning. Teachers planned and delivered key learning concepts succinctly and developed feedback and formative assessment opportunities within the lesson to enable differentiation of learning according to needs. This refined and deepened all teachers understanding of the instructional models with the ongoing impact of more targeted planning, interventions and assessment on return to on-site programs.

Inquiry units of work are planned and implemented according to the APPS Inquiry scope and sequence. Whilst the Department of Education priority areas of literacy and numeracy were maintained, grade levels across the school continued to work on inquiries during remote learning as well as during face to face teaching. Inquiry units were developed that were relevant to the home context during remote learning, such as the grade 1 investigation of living things. Inquiry learning increased the engagement of some students and provided everyone with more choice and flexibility in learning.

Assessment practices continued to develop across the school. The school's focus on developing data literacy has been supported by the Bayside Network Education Improvement Leader working with staff to develop deeper knowledge of analysis of whole school data. An additional assessment program introduced at the beginning of 2020 proved to be a useful tool in supporting assessment of learning using pre and post assessments. Accurate assessment of independent student learning and growth during remote learning was challenging. Staff were creative in developing assessment tasks for home learning to inform their planning for students needs and upon return to onsite learning work incredibly hard to identify growth and potential gaps in learning. This information was gathered and shared with 2021 class teachers. Students who showed low growth or disengaged with remote learning were targeted in T4 and were identified for targeted support in 2021.

Achievement

Despite 2020 becoming an unprecedented year in Victorian schools, learning growth, supported by strong wellbeing, remained a key focus of daily life at APPS. Staff adapted quickly to teaching remotely and worked collaboratively to build their knowledge and expertise to deliver learning using digital platforms of Webex Meetings, Google Classroom (grades 3-6) and SeeSaw app (Prep to 2).

Teachers planned collaboratively in teams to deliver daily explicit teaching and tasks in literacy and numeracy. Each lesson had a specific learning intention and success criteria, and teachers became increasingly skilled at honing content to deliver key learning. Staff reviewed curriculum covered both onsite and remotely in semester 1 and then identified Victorian Curriculum outcomes for each year group best suited to remote learning to be covered in T3 – sometimes adjusting previous units of work to make learning accessible at home. Key maths concepts for each year group were identified from curriculum suitability to be taught at home.

As each week of flexible and remote learning rolled through, students became increasingly effective users of the platforms and became more engaged in digital meetings.

During term 3 every student was able to participate in:

- at least one session of explicit instruction daily via Webex.
- at least one focus literacy and numeracy focus group each week via Webex.
- weekly live specialist classes in Art, music, French and PE via Webex.

Teachers continuously refined their ability to monitor and assess individual learning and differentiate learning accordingly.

On return to face-to-face learning, the school mapped the content in literacy and numeracy that needed to be taught and/or revised. The curriculum was streamlined to ensure that student wellbeing, physical activity, connection, literacy and numeracy were prioritised and the key focus of every day. Staff identified students who had not engaged fully during remote learning and developed targeted interventions to address identified gaps and issues. Teachers planned and executed interventions in classrooms and across cohorts. The school employed extra staff to further support student learning growth with targeted intervention sessions at every grade level.

Student achievement data was carefully monitored and Australian Council for Educational Research (ACER) Progressive Achievement Tests were conducted in November as per the annual school assessment schedule. Reading and Maths PAT data indicated that the school had supported continued strong learning growth in literacy and numeracy for most students. The Cohort Reading and Maths Median at every grade level was above the ACER normed median for that level. Every cohort data median score was higher, in many cases significantly, higher than the cohort Reading and Maths score for 2019.

A variety of assessment tools were used to inform teacher judgements including Essential Assessment for Reading and Maths; Fountas & Pinell reading assessment and writing moderation against Victorian Curriculum standards.

The 2020 class teachers analysed the PAT data along side the December teacher judgements against the Victorian Curriculum, and identified those students who had low growth across the 2019-2020 school year for inclusion in the Department of Education funded Tutor Learning Initiative for 2021. Low-growth students identified were from all achievement levels.

Engagement

Both throughout remote learning and return to onsite, the school was critically aware of how best to engage with students and support families to support students with their learning. Evidence based strategies were investigated and as they developed across the world, were applied to remote learning. Upon return to face to face learning we recognized of the importance of reconnecting and social emotional curriculum.

The 2020 Annual Implementation Plan had identified a focus on challenging students to have an active role and enabling them continue to stretch their learning. We started work to develop student agency prior to remote learning: conducted learning walks; focused on learning intentions and success criteria with children increasing their confidence

and ability in self-assessing their work using self-assessment rubrics. We continued this focus during remote learning with many students commenting on enjoying the opportunity to manage their own learning. As a result of this response, Grade 5 continued with a self-driven learning day one day a week on the return to school from remote learning. Most other grade levels continued to use 'slides' to transition students back to face to face learning and to continue to offer learning flexibility and student voice.

During remote learning, teachers and students became increasingly effective users of the digital platforms and became more engaged in digital meetings and regular small group focused teaching sessions. Teachers held a full class meeting every morning to allow students to connect with each other and to outline the learning for the day. Over the course of home learning, teachers scheduled at least one small group teaching session for each student per week and the senior classes explored some interesting ways to allow students to collaborate on learning task independently of the teachers. Teachers contacted parents on a regular basis and spoke with some parents more often to monitor and follow-up irregular student attendance and engagement in learning.

Overall, attendance remained high throughout the year. Any child who was not attending daily WebEx sessions or disengaging with learning, were contacted by teachers and or leadership. The school provided support with additional WebEx sessions or phone calls to those children struggling. Specialist teachers and Education Support staff provided extra individual and/or small group learning support several times a week to more than ten percent of the school population during these periods.

Inquiry units of work were adjusted and modified for remote learning. Some units worked very well at home and engaged the students, other units were delayed until return to onsite learning recommenced. The inquiry units were instrumental in engaging students interest across a range of subjects as well as providing meaningful opportunities for students to have opportunities to communicate, co-operate and collaborate together following remote learning. Staff shared the celebration days with parents online.

Wellbeing

The Albert Park Way drives all of the interactions and language across the school. APPS is a Respectful Relationships partner school and the program is explicit taught in every classroom according to the scope and sequence.

During periods of remote learning, wellbeing was clearly at the centre of all that we did for students, staff and families. Staff and parents were offered a variety of webinars and links to information. Staff made regular phone calls to families and the School Counsellor was made freely available to speak to parents and students via a dedicated phone number.

School staff and school council organised a number of events to keep connected as a community, these included an on-line school disco, a colour and display school logo sheet, collaborative mural etc

Leadership, teachers, education support staff and school counsellor reached out to all families and worked tirelessly in supporting families. Vulnerable students were offered a range of supports from extra learning support, counselling and advice. APPS provided regular support to more than seventy students during periods of working off-site.

After feedback from teachers, parents and students we introduced Wellbeing Wednesdays. As part of their leadership roles, the grade 6 students designed a range of creative and fun activities that enabled students in all grade levels to participate each Wednesday. Feedback was very positive on this flexible approach to Wednesday and teachers took the opportunity to support students individually or in small groups on these days too.

On return to school, staff were extremely conscious of the need to re-engage students and re-connect them to their class. They planned and implemented explicit social and emotional learning skill building sessions across the day and they were also asked to identify and complete a wellbeing screening checklist which was used to track and monitor student wellbeing in term 4. Staff will continue to monitor and support students into 2021.

Financial performance and position

Albert Park Primary School operated within the designated expenditure budget for the 2020 year, fully funding all curriculum programs as planned as well as the purchasing of a range of high-cost ICT equipment.

Once again the school budget has also funded a significant number of school facilities maintenance and improvement projects including developing small group learning space in the main building and upgrading interactive whiteboards to digital display screens. Our surplus along with fundraising initiatives will allow us to complete our target for 2021 of various school council initiatives, including a significant initial contribution to the hall refurbishment project of \$119,096.40 that will be completed in 2021. This is thanks to the DET funding approved in 2019-2020 and the work of the School Council Finance Committee over the previous two years as the project moved from planning to construction.

During remote learning, the school ensured that funds were allocated to ensure both connectivity and access to devices for all students across the school with multiple devices made available for many families. Recently purchased iPads were also made available for our P-1 students to be able to access a variety of online learning experiences throughout remote learning.

With a continued focus on Reading, the school purchased a new online reading program for the younger children to facilitate access to a range of readers. As a result, these students continued to learn to read throughout remote learning.

In term 1, the school was fortunate to be able run the annual school fete where a substantial amount of fundraising \$56,000. A further \$11,500 was raised creatively throughout the year during the COVID response. These fundraising activities had the dual purpose of keeping our community connected. This enabled the installation of rubberised matting underneath all the remaining playground equipment.

Our students had access to up-to-date devices and is due to the generosity of the parent community through Parent payment Voluntary Contributions in 2019/2020 and fundraising in previous years.

The Library Funds continued to support the purchase of new books annually to further enrich the range of quality books for our class libraries and the school library.

The Fundraising and other locally raised funds continue to be an invaluable source of income every year, with gratitude to the School Council and the Albert Park Primary School community.

The school reviewed its parent payment fee schedule for 2021, offering a discount on Essential Items as a recognition of just under two terms of learning at home in 2020.

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 618 students were enrolled at this school in 2020, 305 female and 313 male.

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

Overall Socio-Economic Profile

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

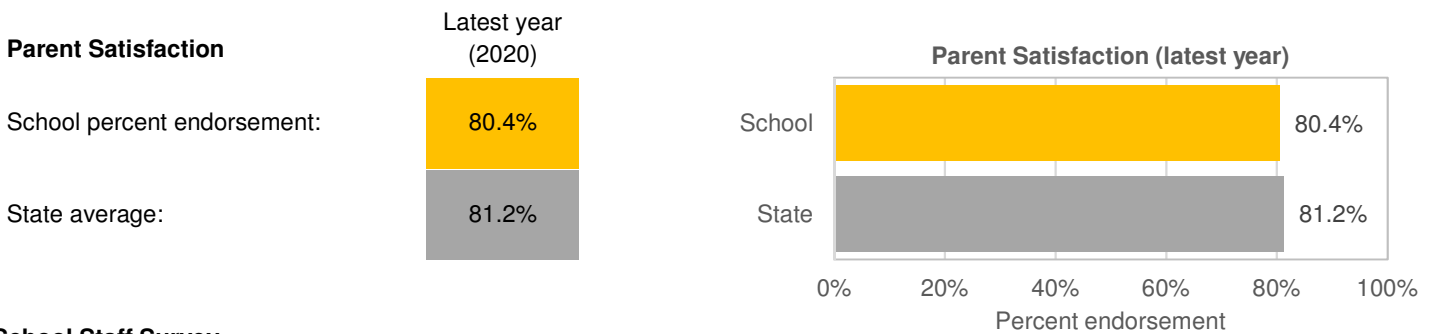
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

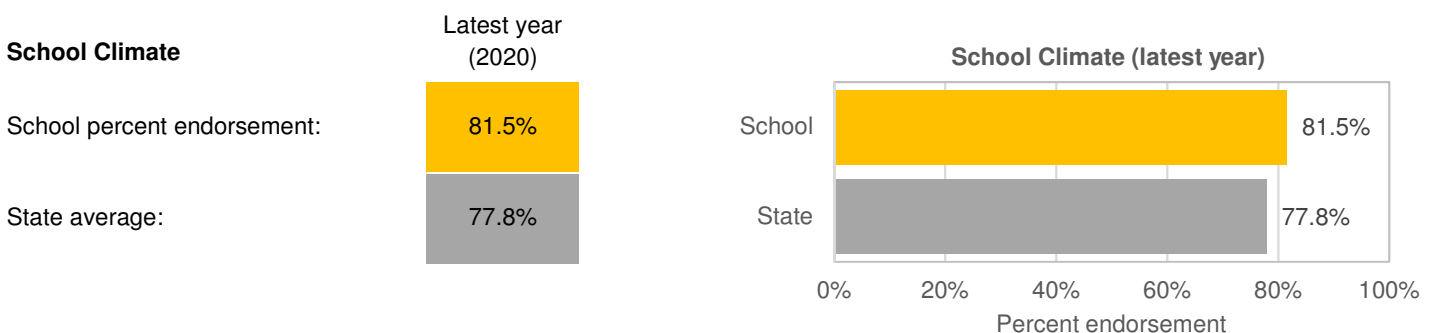


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

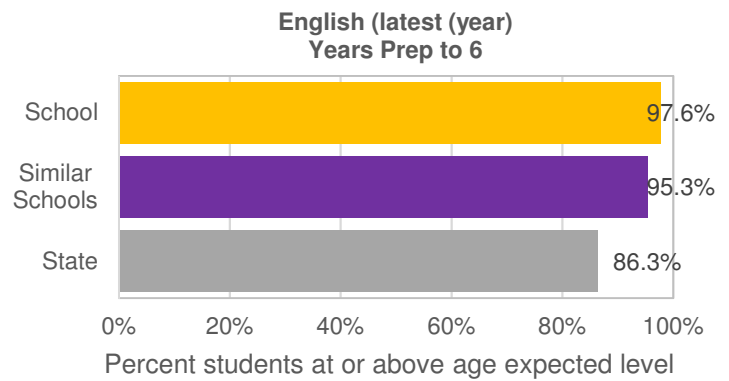
97.6%

Similar Schools average:

95.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

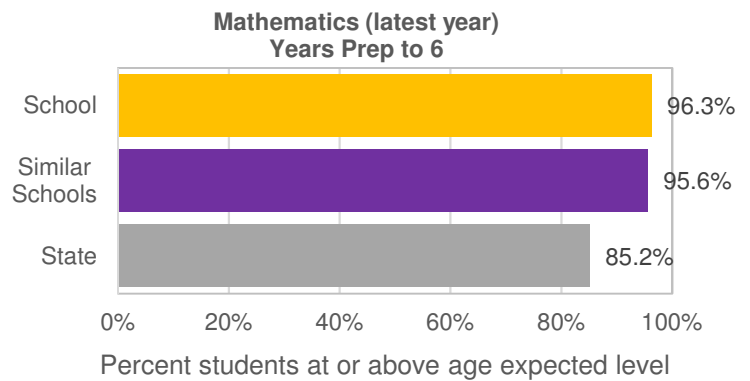
96.3%

Similar Schools average:

95.6%

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

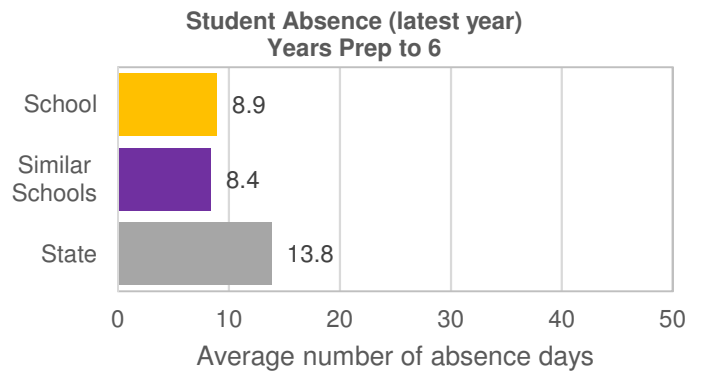
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	8.9	11.4
Similar Schools average:	8.4	12.4
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	95%	96%	95%	95%	95%	95%

WELLBEING

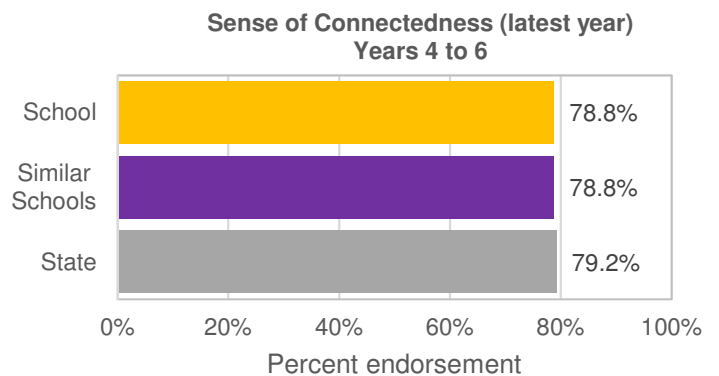
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	78.8%	80.4%
Similar Schools average:	78.8%	79.7%
State average:	79.2%	81.0%



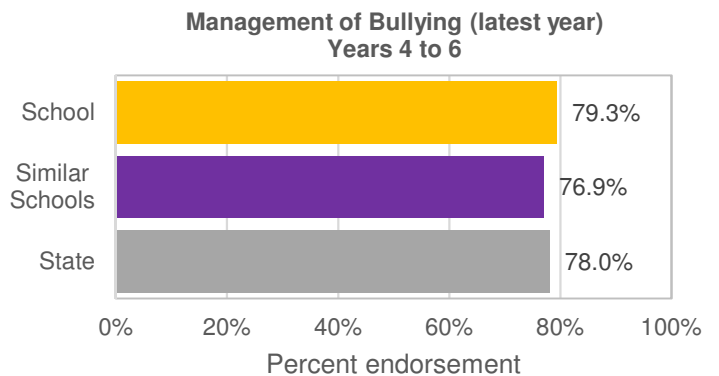
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	79.3%	81.5%
Similar Schools average:	76.9%	79.6%
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	\$4,688,536
Government Provided DET Grants	\$524,191
Government Grants Commonwealth	\$11,432
Government Grants State	NDA
Revenue Other	\$20,624
Locally Raised Funds	\$598,676
Capital Grants	NDA
Total Operating Revenue	\$5,843,458

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,419
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$14,419

Expenditure	Actual
Student Resource Package ²	\$4,467,883
Adjustments	NDA
Books & Publications	\$4,369
Camps/Excursions/Activities	\$126,049
Communication Costs	\$11,682
Consumables	\$126,177
Miscellaneous Expense ³	\$33,452
Professional Development	\$11,873
Equipment/Maintenance/Hire	\$75,982
Property Services	\$188,127
Salaries & Allowances ⁴	\$140,256
Support Services	\$90,402
Trading & Fundraising	\$61,544
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$37,114
Total Operating Expenditure	\$5,374,911
Net Operating Surplus/-Deficit	\$468,547
Asset Acquisitions	\$97,946

- (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	\$663,297
Official Account	\$58,041
Other Accounts	\$54,640
Total Funds Available	\$775,978

Financial Commitments	Actual
Operating Reserve	\$131,355
Other Recurrent Expenditure	\$8,168
Provision Accounts	NDA
Funds Received in Advance	\$62,177
School Based Programs	\$30,375
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$14,545
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$195,000
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$541,620

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.