

2020 Annual Report to The School Community



School Name: Brookside P-9 College (8908)



- 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 27 April 2021 at 04:28 PM by Violeta Dellidis (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 27 April 2021 at 05:02 PM by Melanie Kelty (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Brookside P-9 College lies within Caroline Springs which is a continually growing suburban community located twenty kilometres west of Melbourne, Victoria. Founded as part of the multi-campus Caroline Springs College in 2000, Brookside P-9 College became a separate entity in 2012.

Brookside P-9 College is a government college providing for students through primary and secondary education, spanning 10 years of learning from Prep to Year 9. In 2020, the College had an enrolment of 1192 students from Prep to Year 9 and a staff of 126. The Student Family Occupation and Education (SFOE) in 2020 was 0.3907.

Our Vision:

“Brookside College empowers every learner to fulfil their potential and positively shape the future.”

Mission:

“At Brookside College we design high quality learning experiences that build on learner strengths and needs to help them develop their talents, passion and purpose.”

Values:

Rights, Respect, Resilience and Relationships

The College strives to offer high-class educational practices and the adoption of contemporary pedagogy that guides students through integrated phases of learning. The fundamental aim of the school is to foster and balance the intellectual, physical, cultural and social development of its students within 21st Century skills framework.

Our programs place Literacy, Numeracy, Wellbeing and Engagement at the core of our practice. Our curriculum structure is aligned with our Vision and Mission and has a focus on 21st Century Learning Skills underpinned by the Victorian Curriculum Capabilities and student agency. Teaching and learning programs at Brookside College are planned around professional learning communities at each level of the curriculum, with student needs identified and planned for in various ways. Our teachers appreciate that individual students learn differently, so they provide a variety of learning experiences and use a wide range of teaching methods and assessment strategies.

Literacy is delivered through explicit direct instruction including a phonics program in the early years. Reading is a feature of every classroom, supported by classroom libraries. Numeracy is delivered through a balanced pedagogy that combines explicit direct instruction and problem-based learning. Learning in all other disciplines features explicit direct instruction, problem-based learning and project-based work. Student achievement is celebrated through Parent, Teacher and Student Conferences, Reporting, Awards and public exhibitions.

Our Digital Technology learning program brings real world learning to students and provides opportunities for students to demonstrate their creativity and problem solving skills. Students are further able to develop their talents and passions through our Performing Arts (Prep-2) and Music (Years 3-9) programs, whilst student health and resilience is developed through the Stephanie Alexander Garden Program (Years 3-4), the Food Technology Program (Years 5-9) and the Health Program (Prep-9). Our Year 9 ‘Futures’ and Electives Programs further aim to equip our students with many of the skills and competencies they need to shape the future.

Student leadership, voice and agency is central to our work. Students have multiple opportunities to make decisions about their own learning and the direction of the College more generally. Student Action Teams drive improvement in the areas of Community, Teaching and Learning, Environment and Student Engagement and Wellbeing.

The College is committed to developing happy, healthy and resilient children and we have invested significantly in a range of specialist programs underpinned by the Berry Street Education Model, Resilience and Respectful Relationships and School Wide Positive Behaviour Support (SWPBS) practices. Our work with students is framed by

the Response to Intervention model, where student needs are identified and specifically targeted. Additional supports provided by the college include a Hands on Learning Program that has been nationally recognised as a model of excellence, a dedicated Student Wellbeing space called “The Zone” and our Inclusive Education Centre, “The Hub”.

Our College is a friendly place where the needs of the students come first. The College and its families work closely together to help each child achieve his or her unique potential, and our community celebrates all kinds of student success and appreciates that adults, too, are learners.

Framework for Improving Student Outcomes (FISO)

In 2020, the College’s Annual Implementation Plan (AIP) focused on the implementation of Key Improvement Strategies (KIS) related to the Framework for Improving Student Outcomes (FISO) dimensions of Building Practice Excellence and Evidence Based High Impact Teaching Strategies. We aimed to deliver on our KIS to 'establish across all professional learning teams clear and consistent practices that strengthen teaching and learning' and also to continue to deliver on our KIS to 'explore and implement Positive Psychology and the development of a Growth Mindset approaches'. However, some of the associated AIP actions and professional development plans were modified, paused and/or rolled out later than originally intended to suit remote learning. In 2020 we progressed by:

- * Beginning the development of a scaffolded P-9 Reading Instructional Model, through the reintroduction of the Fountas & Pinnell Reading Benchmarking System and the establishment of a Reading Working Party.
- * Implementing InitialLit whole-class initial instruction in literacy, in Years Prep-2.
- * Refining the Brookside College P-9 Mathematics Instructional Model, with particular focus on developing engaging and differentiated Learning Centres.
- * Ensuring that Professional Learning Communities (PLCs) continued to plan and collaborate, with leadership support.
- * Beginning work on the Assessment Schedule, Brookside Instructional Model and the Brookside Instructional Handbook.
- * Implementing the Middle Years Literacy and Numeracy Support (MYLNS) initiative by engaging prioritised students in structured intervention.
- * Developing a whole-school understanding of the SWPBS framework.
- * Developing Inclusive Practices throughout the school, including providing workshops to support staff understanding of Student Support Group (SSG) meetings, Individual Education Plans (IEPs) and Student Snapshot practices and providing professional learning for classroom Education Support (ES) staff on All Play Learn, Dyslexia, etc.

To support the implementation of these KIS Leading Teachers and Learning Specialists worked alongside the Executive team and Differentiated Support for School Improvement (DSSI) Leadership partners. Positive gains in the School Staff Survey showed clear evidence of their impact, with additional evidence gathered through observation.

Achievement

In 2020 the College continued work on its strategic plan goal to 'accelerate the learning growth of every student in English, Mathematics and Science'. Students in Years Prep through to 9 continued to improve in all areas, although the progress was somewhat slowed due to remote learning. In 2021 students identified as being in need of support will access the Learning Support/ Tutor program to catch up, which will further enhance student literacy and numeracy outcomes.

Students responded well to self-directed, differentiated learning tasks during the remote learning period. A small number of students were also identified as suitable for acceleration of their learning and were provided with access to higher level learning in selected subjects. In 2021, we plan to continue to develop and improve the level of differentiated learning provided within our curriculum.

Students supported through the Program for Students with a Disability (PSD) all showed satisfactory progress in achieving their individual goals as identified in their IEPs. These students were supported throughout remote learning by modified timetables and learning programs, as well as 1:1 ES online meetings in addition to their online class sessions.

The College has identified the need to continue to build practice excellence, and in 2021 we will do this by:

- * Continuing to develop the way in which PLCs function, working alongside DSSI partners to implement the FISO Inquiry Cycle.
- * Continuing work on Scope & Sequences, the Assessment Schedule, our Brookside Instructional Model and the Brookside Instructional Handbook.
- * Reintroducing the Professional Learning Suite, inclusive of structured coaching and learning walks.

Engagement

Students at Brookside College who experienced challenges in terms of their engagement during remote learning were provided with alternative timetables and learning programs. Staff regularly met with students and classes online throughout this time, and also kept in regular contact via email, teams and Compass. To support student engagement during the transition back to onsite learning, the College ran a 'Start Up' program during which students were given opportunities to rebuild social connections and engage in team building activities.

Engagement measured by attendance shows that Brookside College students have a similar number of absences in both the Primary and Secondary levels in comparison to students in like schools. To address attendance concerns across the college during remote learning we introduced structured absence and attendance procedures and protocols including Remote Learning Engagement Trackers, which encouraged more accountability by staff, students and parents alike. We also worked closely with families to ensure students were at school and learning during onsite instruction. During this time the college continued to send SMS messages to parents requesting them to notify the school of any absences, sent notifications to parents of students with a large number of absences and made regular phone calls after periods of absence. The College also worked closely with attendance officers from within the Department of Education (DET) to support chronic absences and return to school processes.

In 2020 students were also engaged as stakeholders in the school review process via various forums, and in 2021 the work in the area of student voice will continue through the reinvigoration of the Student Voice (Leaders) Program and the continual introduction of SWPBS.

Wellbeing

Health and wellbeing supports, such as case conferencing and regular contact from wellbeing officers, were prioritised for staff, students and their families at Brookside College in 2020. This contributed to the College continuing to make progress in student wellbeing, parent satisfaction and staff satisfaction, and was reflected in the various surveys conducted throughout the year:

- * Results in most areas of measured by the Attitudes to School Survey (AToSS) moved higher into each quartile, with some moving into the next quartile.
- * Whilst students across the College reported that they felt less connected to school in general, as measured by the AToSS in comparison to students from similar schools, there was a significant increase in school connectedness in students from Years 7-9 from 44% in 2019 to 54% in 2020.
- * In the area of Managing Bullying, secondary students responded more positively than primary students. In order to address this concern in 2021 we have introduced Year Level Leaders in Years Prep-6, which aligns with the structures in place in Years 7-9.
- * Parent satisfaction, according to the Parent Opinion Survey (POS), improved. To continue to build upon parent involvement in 2021 we will once again run our Parent Volunteers Program as well as run school community events.
- * According to the School Staff Survey, staff satisfaction improved from 57% in 2019 to 66% in 2020.

Engagement and Wellbeing continues to be a focus, and in 2021 the College will:

- * Continue to develop a SWPBS approach, during which student and parent voice will be invited and encouraged.
- * Develop a school wide acknowledgement system.
- * Implement student management protocols with more fidelity, refining the Behaviour Response Continuum and paying particular attention to the majors and minors.
- * Upskill newly appointed Year Level Leaders to be able to respond appropriately to student behaviours.
- * Continue to implement the Berry Street Education Model and the Rights, Resilience and Respectful Relationships agenda.
- * Continue to develop staff understanding of Behaviour Support Plans (BSPs) and IEPs.

Financial performance and position

Brookside College maintained a very sound financial position throughout 2020 and continued to spend its funding on student programs, staffing, furniture and equipment. Specific areas in which funds were spent include:

- * Purchasing equipment for the provision of the new Brookside Music program.
- * Installing a new playground for the students in Years 3-6, replacing the playground that had been previously removed.
- * Purchasing new technology, including approximately 100 iPads to be situated in Years Prep-6 classes throughout the school.
- * Purchasing replacement tables, chairs and lockers for students in Years 7-9.
- * Installing safety features throughout the school to ensure a child safe environment,
- * Investing in allied health expertise and a range of specialist intervention programs underpinned by the Berry Street Education Model, Rights, Resilience and Respectful Relationships and SWPBS practices.

The College maintains a surplus which will continue to provide further opportunities for our students in 2021.

For more detailed information regarding our school please visit our website at
<https://www.brooksidecollege.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 1192 students were enrolled at this school in 2020, 582 female and 610 male.

29 percent of students had English as an additional language and 1 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.

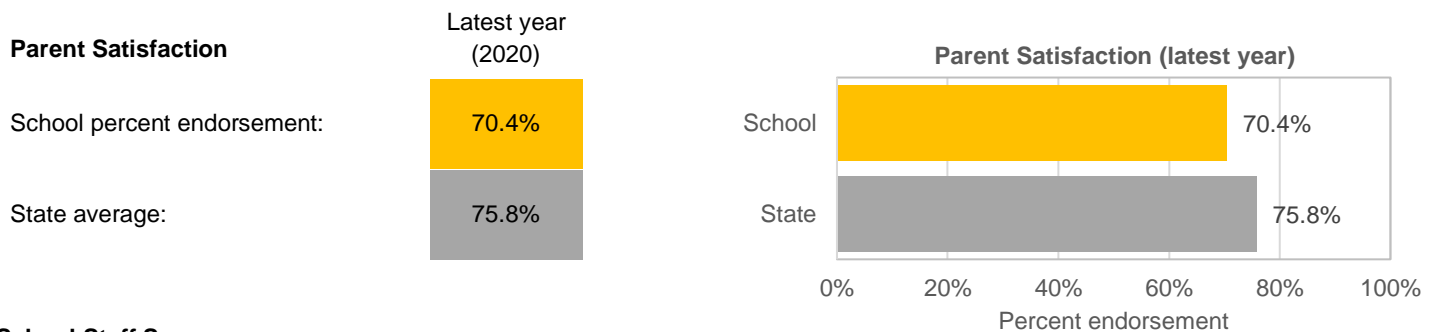
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

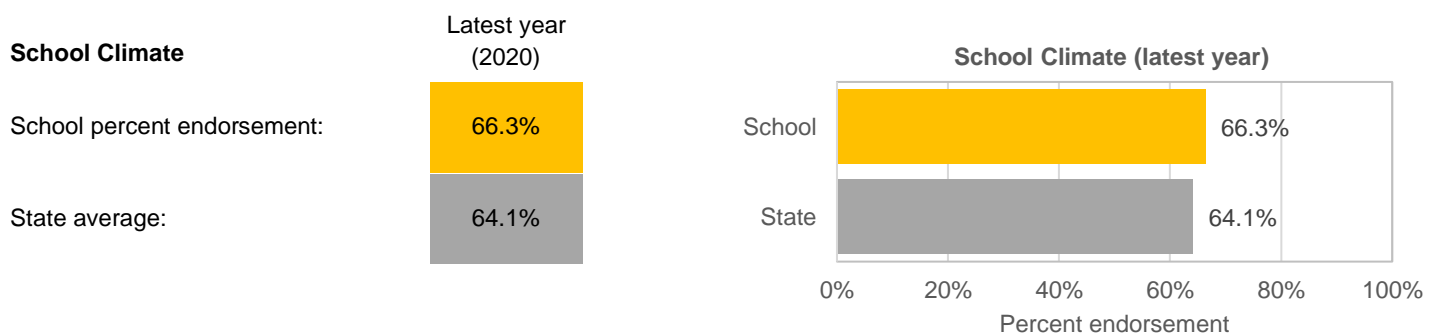


School Staff Survey

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

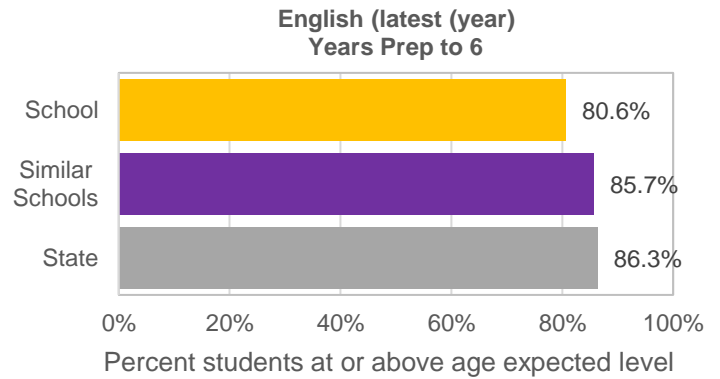
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

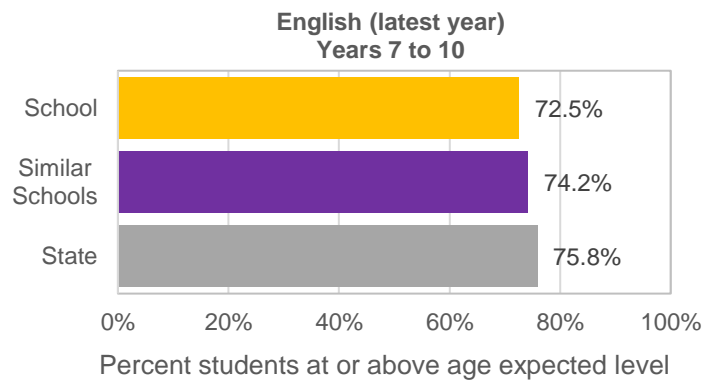
English Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	80.6%
Similar Schools average:	85.7%
State average:	86.3%



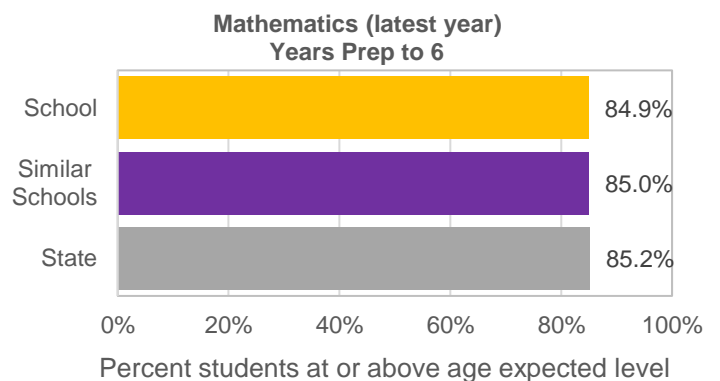
English Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	72.5%
Similar Schools average:	74.2%
State average:	75.8%



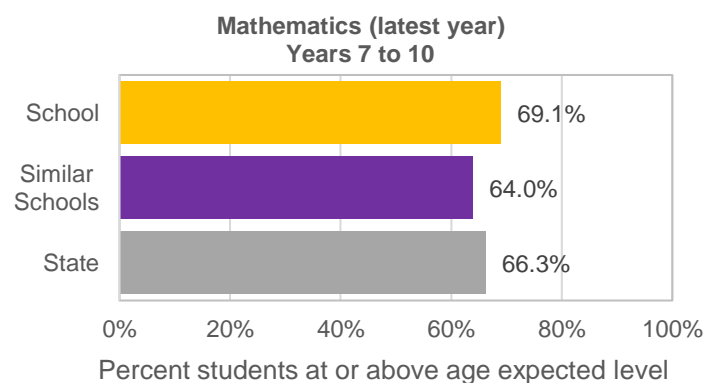
Mathematics Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	84.9%
Similar Schools average:	85.0%
State average:	85.2%



Mathematics Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	69.1%
Similar Schools average:	64.0%
State average:	66.3%



ACHIEVEMENT (continued)

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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

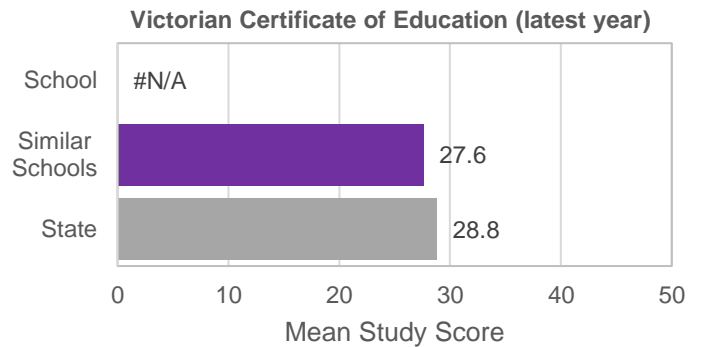
NAPLAN tests were not conducted in 2020.

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	NDA	NDA
Similar Schools average:	27.6	27.8
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

NDA

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

NDA

VET units of competence satisfactorily completed in 2020:

NDA

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

NDA

ENGAGEMENT

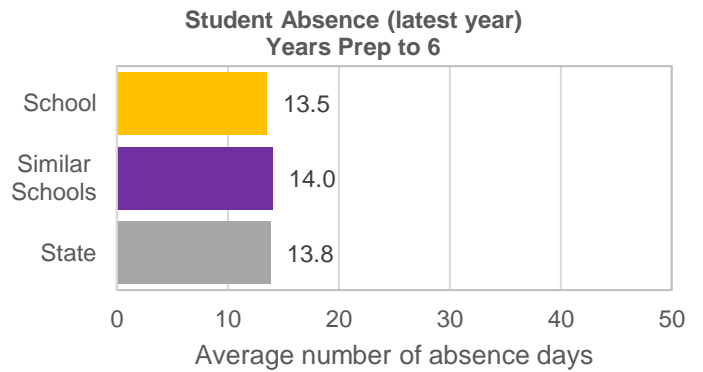
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

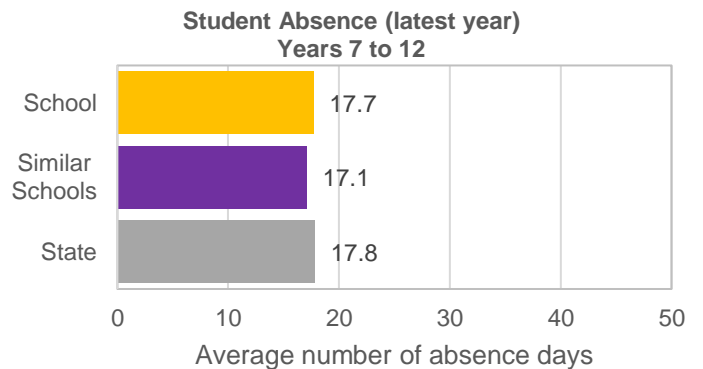
Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.5	15.3
Similar Schools average:	14.0	15.7
State average:	13.8	15.3



Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	17.7	18.4
Similar Schools average:	17.1	19.3
State average:	17.8	19.2



Attendance Rate (latest year)

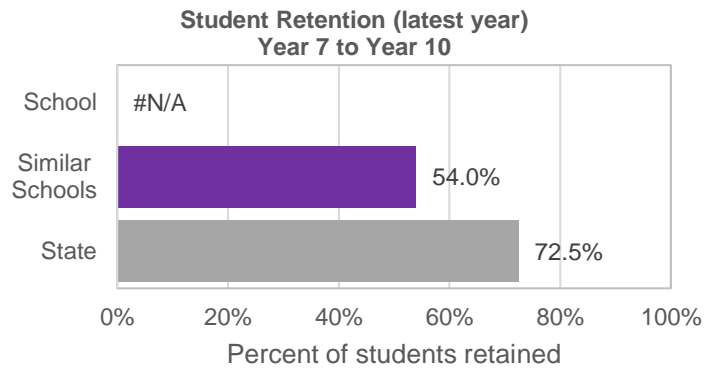
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	93%	93%	93%	94%	92%	93%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2020):	94%	90%	89%	NDA	NDA	NDA	

ENGAGEMENT (continued)

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2020)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	54.0%	56.3%
State average:	72.5%	72.9%

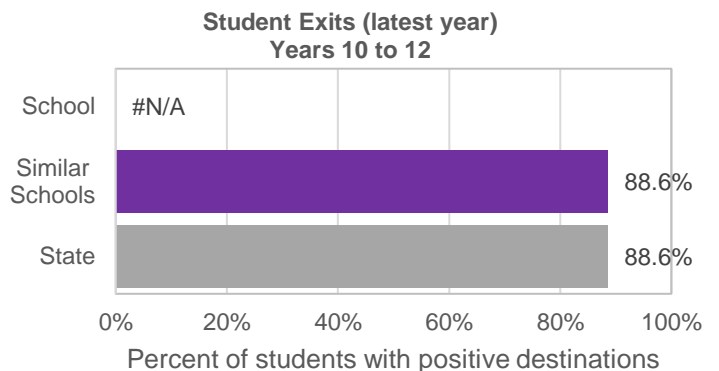


Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	NDA	NDA
Similar Schools average:	88.6%	89.5%
State average:	88.6%	89.1%



WELLBEING

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

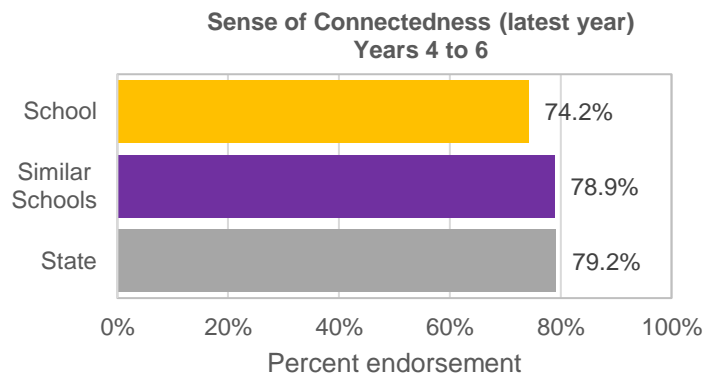
Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6

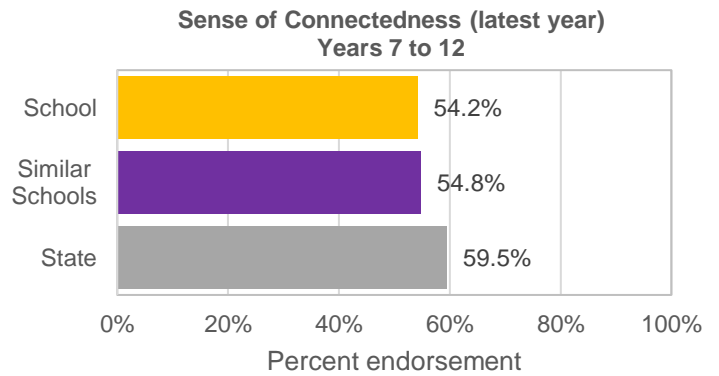
	Latest year (2020)	4-year average
School percent endorsement:	74.2%	75.2%
Similar Schools average:	78.9%	79.1%
State average:	79.2%	81.0%



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

Sense of Connectedness Years 7 to 12

	Latest year (2020)	4-year average
School percent endorsement:	54.2%	51.5%
Similar Schools average:	54.8%	52.5%
State average:	59.5%	55.3%



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

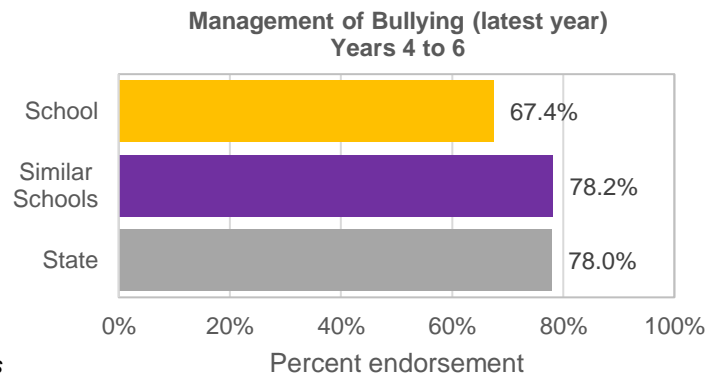
WELLBEING (continued)

Student Attitudes to School – Management of Bullying

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

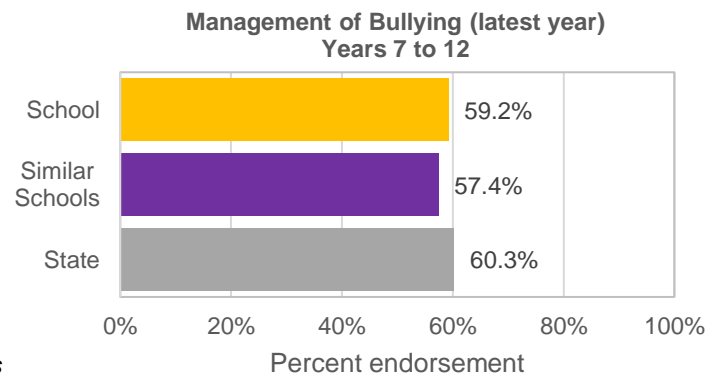
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	67.4%	72.9%
Similar Schools average:	78.2%	78.6%
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.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	59.2%	60.7%
Similar Schools average:	57.4%	56.8%
State average:	60.3%	57.9%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$11,685,942
Government Provided DET Grants	\$1,205,547
Government Grants Commonwealth	\$21,292
Government Grants State	\$11,140
Revenue Other	\$25,589
Locally Raised Funds	\$182,093
Capital Grants	NDA
Total Operating Revenue	\$13,131,602

Equity ¹	Actual
Equity (Social Disadvantage)	\$266,015
Equity (Catch Up)	\$23,615
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$289,630

Expenditure	Actual
Student Resource Package ²	\$10,717,692
Adjustments	\$2,776
Books & Publications	\$15,838
Camps/Excursions/Activities	\$72,977
Communication Costs	\$14,680
Consumables	\$184,608
Miscellaneous Expense ³	\$30,383
Professional Development	\$23,301
Equipment/Maintenance/Hire	\$262,146
Property Services	\$403,273
Salaries & Allowances ⁴	\$435,901
Support Services	\$245,024
Trading & Fundraising	\$11,162
Motor Vehicle Expenses	\$115
Travel & Subsistence	NDA
Utilities	\$101,233
Total Operating Expenditure	\$12,521,108
Net Operating Surplus/-Deficit	\$610,494
Asset Acquisitions	\$107,953

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$1,629,859
Official Account	\$69,526
Other Accounts	NDA
Total Funds Available	\$1,699,385

Financial Commitments	Actual
Operating Reserve	\$247,724
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$157,814
School Based Programs	\$201,500
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$140,000
Maintenance - Buildings/Grounds < 12 months	\$855,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$340,000
Total Financial Commitments	\$1,942,038

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.