

2020 Annual Report to The School Community



School Name: Kingsville Primary School (3988)



- 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 26 March 2021 at 12:32 PM by Kathleen Ginnane (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.

To be attested by 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

Kingsville Primary School is located in the Yarraville / Kingsville area west of Melbourne, 9km from the CBD and is part of the South Western Victoria Region of government schools. A vibrant school which has a long and rich history it is currently in the 102nd year of serving the local community.

The declaration of Covid-19 as a pandemic in March 2020 gave rise to circumstances which saw a school year eventuate unique in nature - like no other. Every student, family, staff member and all areas of school operations were impacted on by the ongoing challenges which arose quickly and continued throughout the year. Kingsville classed as a medium to large Victorian government school addressed the challenges and managed the fundamental and significant shifts necessary to existing procedure successfully in such a short period of time. This is noted and acknowledged publicly through this report.

Student enrolment in 2020 remained steady throughout the year with 638 students recorded at February Census and 629 in December. Numbers overall continued to be bolstered by current families with 40% of the 2020 Foundation (prep) cohort having a sibling/s at school. Policy and procedure relating to enrolment in line with DET expectations, ensured that places were available for all families who requested them i.e. from within the 2020 government designated neighbourhood school area.

The Student Family Occupation and Education index (SFOE) is a measure of context which "speaks about" the demographic of the school community and takes into account parent occupations and education. For 2020, the index for Kingsville was 0.3022 which, gave us a low SFOE band which equates to a high SES band for our socio-economic profile/status.

In 2020 students were grouped into 27 class groups and housed in a mixture of older and contemporary learning spaces and were supported in their learning by a dedicated team of professionals made up of 43.0 equivalent full time staff including, 2.0 Principal class members, 1.0 Acting Principal class member, 2.0 Leading teachers (Learning Specialists) and, 7.0 administrative / education support staff. The provision of specialist and intervention staff impacted positively on achievement, student engagement and learning growth.

Kingsville is an IB World School authorized by the International Baccalaureate Organization to deliver the Primary Years Program. This inquiry based learning framework provides for comprehensive delivery of the Victorian Curriculum and implementation ensures reliable, vigorous and rich provision supported by research and innovative practice. The school is clear in its resolve being, to build a purposeful community of active learners equipped to meet the challenges of a rapidly changing world and so develop to become responsible global citizens. In 2020 staff continued to work to build a culture of collaborative learning and were assisted in their work by a school community whose members continued to enhance the learning environment in a myriad of ways unique to 2020.

Kingsville's emphasis on continuous improvement and high levels of reliability saw in line with the 2020 AIP (Annual Implementation Plan) a focus on Literacy and Numeracy with explicit teaching at the core. In addition priority work regarding effective and purposeful integration of the inquiry process through trans-disciplinary teaching was ensured which in turn drove professional learning throughout the year.

Every year the school benefits from a clear sense of community evidenced by the existence of a strong home school partnership and pleasing levels of parent participation across a wide range of areas. Whilst 2020 was a year of significantly adjusted school experience for all parents, carers, staff and students community support remained high. Engagement across many areas moved on line however, support was evident in many creative ways and the presence of parents in both the periods of remote and, onsite schooling was constant and tangible throughout the year.

In the very different year of 2020 not all of the usual tools / surveys were able to be utilized however, the annual DET Parent Opinion Survey designed to assist schools in gaining an understanding of parent perception of school climate, engagement and relationships, was undertaken. In past years in line with DET expectations a random sample of approximately 200 families have been requested to complete this survey.

In 2020 in addition to the usual Domain Areas listed for response (some of which were less relevant in 2020 than in a normal year), the opportunity to consider the experience of Remote and Flexible Learning and parent level of satisfaction regarding the school response was provided. Access to the survey was given by DET to all 2020 parents being 450 in number and, the response saw 150 Kingsville parents / cares being 33.3% choosing to participate in the survey. Responses to the 61 statements provided saw 54 (85.5%) of parents stating satisfaction at a response level positive and at above the 50% level. Pleasingly responses of between 80 - 90% were recorded for Framework Factors

in 5 out of the 6 Domain Areas.

Responses with regard to Remote & Flexible Learning saw 82% of the 150 respondents stating they were clear about daily expectations, 89% indicating they could readily make contact with the teacher and, 80% stating that the delivery of aspects of Remote Learning improved over time.

Work will continue in 2021 to address levels of parent engagement, and expressed varying levels of satisfaction across all 6 Domains in 2020. Specific actions embodied in the 2021 AIP (Annual Implementation Plan) will work to support this.

In 2020 the parent community came together rose to the challenges that Covid -19 presented and, worked with staff to ensure the best learning circumstances for their children - our students. There were many successes and learnings from this period that are expected to have an impact on shaping components of future teaching, learning and engagement practices. Parent feedback regarding Remote & Flexible Learning was ongoing informally and was also gained through the DET survey, a "School Capturing The Voice of The Community" survey and regular "check in" / feedback opportunities.

I congratulate and acknowledge the school council for their governance and support during the 2020 year. The 2020 school council was formed in February however, only the February and March meetings were able to be held on site before Covid necessitated a move to online interaction. Whilst the meetings between May – November were held remotely all meetings continued in line with the planned sequence and council chose not to take up the option to reduce the number of council meetings that was provided by the government.

Framework for Improving Student Outcomes (FISO)

The 2020 Annual Implementation Plan: for improving student outcomes outlined the school focus regarding determined priorities and associated improvement initiatives for the year.

The specific priorities were then aligned with improvement strategies supported by initiatives, which contributed to 2020 achievement.

In 2020 the AIP focused on implementation of the Key Improvement Strategies (KIS) of -

- Building Practice Excellence
- Curriculum Planning & Assessment

Due to the challenges of the "Covid year" some adjustments, modifications and, change of focus was required. In consultation with DET (Regional level) additional work in the KIS of Evidenced Based High Impact Teaching Strategies was undertaken.

Throughout the reporting period progress and achievement in these areas contributed to a range of actions and undertakings which included -

In --- "Building Practice Excellence"

- building on and, refinement of the PLC process following the completed period of participation in the Victorian Professional Learning Communities (PLC) initiative
- development of school based effective and efficient Professional Learning Communities implementing the FISO (Framework for Improving Student Outcomes) Inquiry Cycle
- ensuring an evidenced based "sharp" meeting focus
- development of expected meeting norms and protocols to support the PLC inquiry model
- recording the interaction of collaborative teams evidencing skill in engaging actively and respectfully in purposeful challenging interactions - all with a focus on improving Student Outcomes
- re-appointment of the Numeracy & Literacy teacher lead roles
- the appointment of a second Learning Specialist - Numeracy
- utilization of both Literacy & Numeracy Learning Specialists to further grow both the coaching of staff and, the coaching capacity of staff
- participation in the PLC network and work with MAV (Maths Association Victoria) and the PLC instructor to support teaching staff resulting in a case study and an "action register" being documented

In --- "Curriculum Planning and Assessment"

- utilization of peer observations of practice schedule
- creating purposeful structures and opportunities for staff to challenge and provide feedback to colleagues regarding professional practice

In 2020 effective teamwork again contributed to overall success and, a range of learning communities including school improvement teams worked to regularly evaluate initiatives and assess their impact on student learning outcomes. These teams contributed to collaborative culture and ensured a focus on continued learning growth.

In --- "Evidence Based High Impact Teaching Strategies"

- the restructuring of the roles and responsibilities of the two Learning Specialists
- continued commitment to the school Maths Improvement Team (MAV) -two year improvement program
- modelling the best pedagogical practice in classrooms utilizing HITS (High Impact Teaching Strategies) as was possible in the short periods of on-site learning
- sourcing and supporting professional learning and development of staff via online learning platforms resulting in staff being effectively "skilled up" to take the challenges of remote learning provision and extensive on line collaboration

Achievement

Kingsville Primary School sets high expectations and is committed to the academic and personal growth of each student. The achievement data able to be provided by DET for the 2020 Annual Report due to Covid is the English & Mathematics teacher judgement against the Victorian Curriculum only. There was no Naplan testing conducted in 2020.

Teacher assessment is made every year through teacher judgement regarding student achievement based on classroom learning. In 2020 there were only 14 weeks on average (slight variance for F-2 and 3-6), for teachers to observe students in the classroom settings.

In term 4 when students returned on site teachers had a short period of time to ensure a wide range of assessments were carried out to inform their end of year teacher judgements of student growth. They took advantage of the significant resources provided by DET and engaged in considerable moderation as expected with colleagues.

English (Foundation - Year 6)

The percentage of students at or above expected standard was 93.5%.

The "similar schools" average was 93.7%

Kingsville's results were above states average which was 86.3%.

Mathematics (Foundation – Year 6)

The percentage of students at or above expected standard was 92.5%.

The "similar schools" average was 93.5%

Kingsville's results were above states average which was 85.2%.

Students supported through the Program for Students with Disability all showed progress of satisfactory or above in achieving their goals as identified in their Individual Learning Plans.

Engagement

Kingsville students continued in 2020 to demonstrate that they felt engaged and connected to their school and collectively as educators we are proud of the programs and provision across all levels which assisted in building resilience, persistence, engagement and social capacity.

During 2020 the challenges associated with the long periods of remote and flexible learning and, the shorter periods of onsite learning were addressed across every aspect of planning and provision. Regardless of major periods of offsite learning, components of programs such as School Leaders Step Up / Transition along with, grade buddy partnerships whilst modified continued. The work of the Junior School Council was outstanding. The JSC teacher coordinator, class teachers and parents supported these students who were involved in a range of interactions and "taking action" throughout the year.

With the average offsite time during the year for F- 6 students being 64% of the possible 41 weeks a range of

approaches and tools were utilized to support engagement overall. These included but were not limited to –

- a clear and purposeful staged approach to the move to Remote Learning (full provision)
- working to ensure that there was consistency in the approach to learning within this new environment
- ensuring that our beliefs and practices including the known transdisciplinary approach to learning was upheld and clearly visible in the programs developed and provided for students
- refinement of content and approaches to ensure differentiated elements were present in the programs to support students learning, engagement and wellbeing
- allowance for students to have agency and voice in selecting from a variety of tasks and resources to inform and support their learning e.g. digital library

The link between high rates of student attendance is vital in any year. In 2020 this became a key component and contributing factor to the engagement level of students. Knowing and accounting for students who were onsite and those engaging with the program provision through online class sessions was closely monitored. Absence and attendance data in 2020 was impacted on by a small number of families having left the neighbourhood area prior to lockdown and choosing not to participate in the remote learning program continuously. Attendance rates from Foundation – Year 6 were however all above 95% with the school average number of absent days being 7.2. This was below the similar schools average which was 9.4 days and the state average which was 13.8 days. Follow up with students and families was undertaken and is ongoing. Support group meetings for students supported through the Program for Students with Disabilities was a priority.

Other support and actions aimed at ensuring and maintaining engagement saw –

- parent collection of materials and resources including provision of additional materials in 2020
- loaned devices to families requiring support for their child /children’s engagement in remote learning
- providing hard copy print out of programs on a weekly basis for approximately 50/60 families
- art works and video to the local nursing home
- School House challenges on line
- weekly “me time” for students Matrix incorporated into provision
- the “Wall of Hope” project initiated by the Principal aimed to provide hope, joy, family support and collaboration
- * photos of activities undertaken remotely by students and families were requested, received and displayed (70% of families contributed to this visual engagement activity)
- * images were used for reflection throughout the year and in particular when students returned

Wellbeing

In any year our school facilitates a strong transition program which supports students in moving confidently between the various stages of schooling. Transition at Kingsville, continues to be viewed as not a point in time event but rather, an ongoing experience that, if begun well should continue to support students throughout their school life. In 2020 much of the standard practice and expected actions were still able to be carried out, some of course within a modified framework. Ongoing priorities included extensive and informed timely professional best practice information sharing about each child. This involved engaging effectively with a range of pre-school settings to ensure all appropriate information was available to Foundation teachers. School systems which provide a flow on of information to teachers regarding their new students in all levels ensure relevant and timely data and context to begin the school year. Staff and leadership at KPS again worked strategically to ensure students and their families felt welcomed and connected to the school. This was facilitated through effective pre-school contact, an orientation program for children and, strong family induction and support via a range of activities leading through from late 2019 to early 2020. All Foundation students were involved in the Buddy Program in their first year at school. The success of this initiative historically sees many of these friendships continued for a number of years throughout primary school life.

Our Year 5 and 6 students worked and were supported through their preparation for secondary school with a continuing focus on personal organization and time management involving online tutorials. In 2020 work to build resilience, agency was certainly a priority and activities to assist in the development of personal capacity with regard to the requirements and challenges related to transition to secondary school continued. The “Leaving Their Mark” initiative (part of the KPS journey) saw Year 6 students again organize a specific agreed action. In Term 4, the traditional school “Rights of Passage” experiences and the Year 6 PYP Exhibition online and Graduation Day onsite all

formally marked and acknowledged transition to Secondary school.

Financial performance and position

Kingsville Primary School maintained a very sound financial position throughout 2020. It is important to note that the above financial summary outlines cash only revenue and expenditure for the school year. The school's Strategic Plan 2018-2021 along with, the Annual Implementation Plans, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The 2020 budget clearly reflected Kingsville's provision priorities and all decisions made in developing and approving components of budget acknowledged strategic intent. The budgetary cycle processes were thorough and in line with government expected processes and timelines. They included decisions regarding appropriate levels of cash reserves to be maintained to meet any short or, longer term unplanned / urgent or, unexpected budgetary variations necessary. The financial position statement is expected to indicate an acceptable level of support for ongoing school development and, reserves to provide for planned expenditure and budget variations that may be required. Planned expenditure (less than 12 months) in areas of asset/ equipment replacement, capital /buildings and grounds and maintenance / buildings and grounds is expected to be \$360,000. Planned expenditure (more than 12 months) in areas of asset/ equipment replacement, capital /buildings and grounds and maintenance / buildings and grounds is expected to be at or above \$600,000. These figures were not prepopulated in the position statement for 2020 however, if considered and added to the \$ 94,716 would see financial commitment to be over \$1,000,000.

The overall strategic financial planning throughout 2020 ensured the school is in a very sound financial position for both current and future needs.

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 638 students were enrolled at this school in 2020, 321 female and 317 male.

12 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.

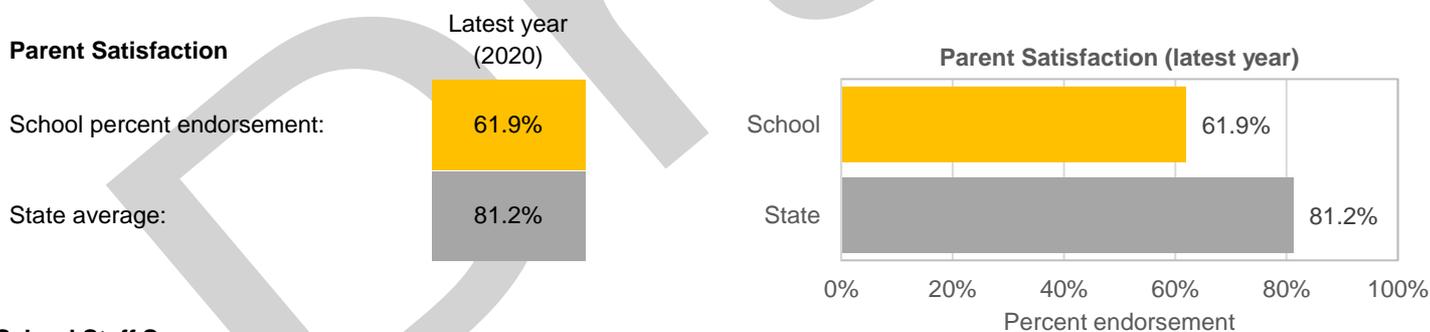
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

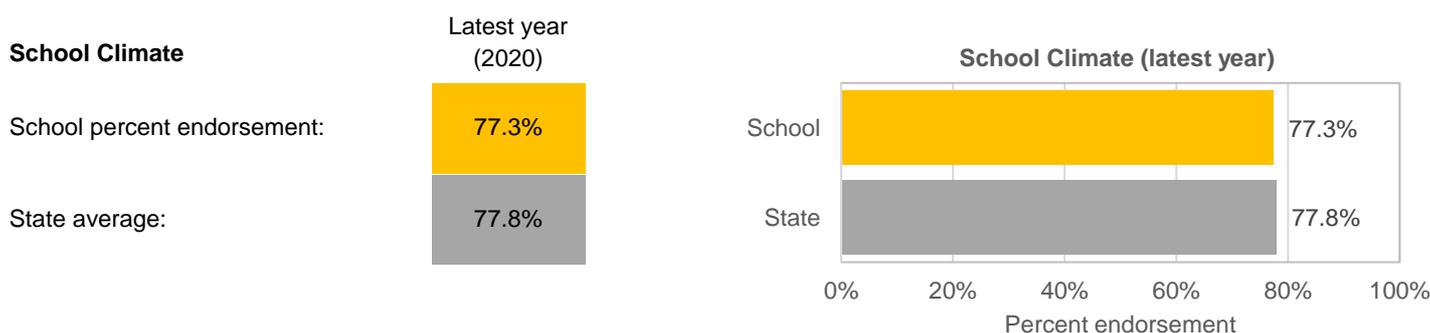


School Staff Survey

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:

93.5%

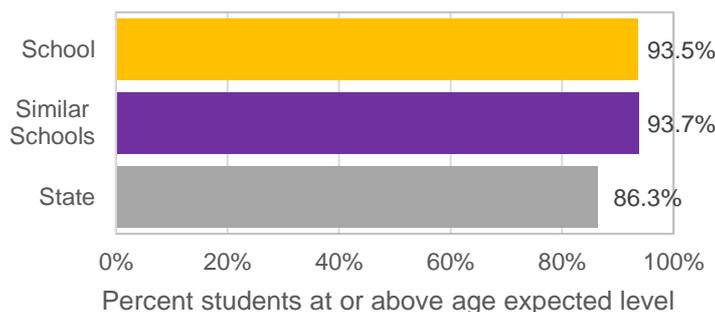
Similar Schools average:

93.7%

State average:

86.3%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

92.5%

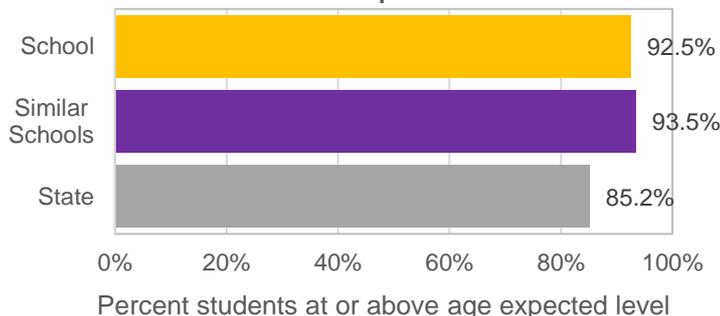
Similar Schools average:

93.5%

State average:

85.2%

Mathematics (latest year) Years Prep to 6



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

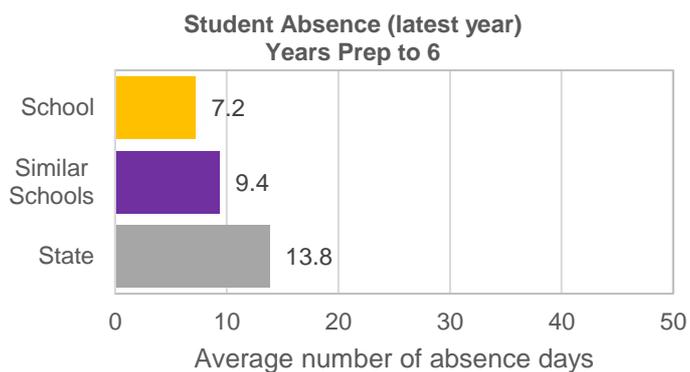
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	7.2	11.9
Similar Schools average:	9.4	12.8
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):	96%	96%	97%	96%	96%	96%	97%

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.

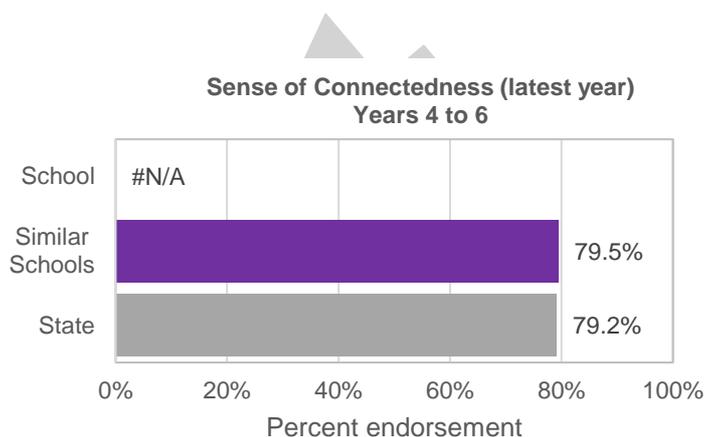
Student Attitudes to School – Sense of Connectedness

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	80.4%
Similar Schools average:	79.5%	80.4%
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.

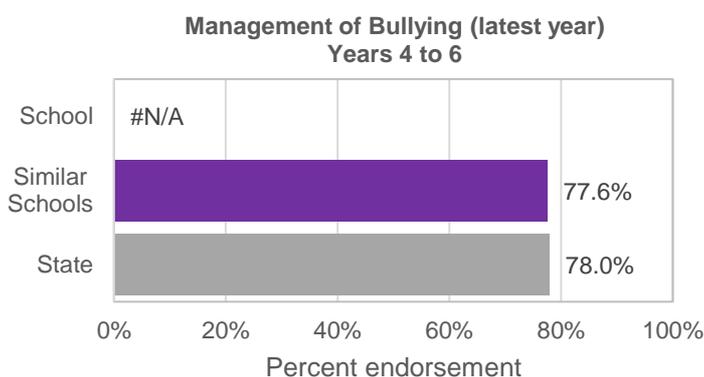
Student Attitudes to School – Management of Bullying

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	81.0%
Similar Schools average:	77.6%	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	\$5,820,608
Government Provided DET Grants	\$524,775
Government Grants Commonwealth	\$1,300
Government Grants State	\$3,050
Revenue Other	\$13,945
Locally Raised Funds	\$349,917
Capital Grants	NDA
Total Operating Revenue	\$6,713,595

Equity ¹	Actual
Equity (Social Disadvantage)	\$35,246
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$35,246

Expenditure	Actual
Student Resource Package ²	\$4,428,712
Adjustments	NDA
Books & Publications	\$4,431
Camps/Excursions/Activities	\$59,320
Communication Costs	\$7,655
Consumables	\$123,365
Miscellaneous Expense ³	\$48,831
Professional Development	\$11,076
Equipment/Maintenance/Hire	\$69,081
Property Services	\$116,561
Salaries & Allowances ⁴	NDA
Support Services	\$146,960
Trading & Fundraising	\$14,402
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$53,744
Total Operating Expenditure	\$5,084,138
Net Operating Surplus/-Deficit	\$1,629,458
Asset Acquisitions	\$75,592

- (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	\$1,431,416
Official Account	\$39,380
Other Accounts	NDA
Total Funds Available	\$1,470,796

Financial Commitments	Actual
Operating Reserve	\$91,863
Other Recurrent Expenditure	\$1,254
Provision Accounts	\$1,600
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$94,716

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.