2020 Annual Report to
The School Community

School Name: Newport Gardens Primary School (4665)

- 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 29 April 2021 at 09:34 AM by Blayne Wallis (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 29 April 2021 at 12:41 PM by Emma Watt (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

'Nurturing our Future' - We support our community to GROW as people, IMPROVE as learners and INCLUDE others in all opportunities.

Newport Gardens Primary School underwent significant change and challenge within the 2020 school year. Our staffing development included a new Principal, Assistant Principal, Wellbeing Coordinator and restructure of responsibilities and role expectations. In 2020 Newport Gardens Primary School had 45 staff comprised of 30.6 FTE teaching staff alongside 6.97 Education Support Staff.

We worked within 25 classrooms comprising of 12 Foundation to Year 2 classes and 13 Year 3 to Year 6 classes. In 2020 we had 10 children funded on the Program for Students with a Disability and 40 EAL enrolments. Our student population was also made up of 6 Aboriginal or Torres Strait Islander children. Our total enrolment in 2020 was 582 children and our SFOE 0.2415 which indicates a low SFOE band, however this has slightly increased from the previous year.
Changes to the representation of socio-economic context in 2020:
(The Student Family Occupation and Education is a measure of context' which speaks about the demographic of the school community. SFOE scores range between 0 and 1.0 and are converted to bands based on a quartile approach (low, low-medium, medium, high). A 'low' score represents high parent education level and high socio economic advantage, and a 'high' score represents low parent education level and low socio economic advantage.)

Framework for Improving Student Outcomes (FISO)

A staff self-assessment of our school community with the FISO Continua of School Improvement in January showed a strength and growing trajectory within a 'Positive Climate for Learning' and 'Community Engagement'. Staff reflected upon the inclusive implementation of 'School Wide Positive Behaviours' and the manner in which this elevated the safety and management of student engagement and behaviour. Through this self-reflection experience the need to focus upon 'Excellence in Teaching & Learning' became visible, across all domains: building practice excellence, curriculum planning & assessment, High Impact Teaching Strategies and Evaluating Impact of Learning.

Within Professional Leadership we also reflected as a staff on the need to establish a comprehensive School Improvement Team to lead professional learning and school improvement. The need to re-examine shared and instructional leadership approaches was paramount to ensure that the SIT team was responsible for leading whole-school improvement, focused upon the areas of need from student data and needs within strategic resource management. Examining elements within professional leadership also highlighted the need to have our leaders set goals for school improvement in partnership with staff and establish expectations for the attainment of these goals to improve teacher practice.

These noticings lead to the introduction or re-establishment of:
- a School Improvement Team (SIT) comprised of Principal class alongside Leading Teachers and Learning Specialists, representative of all teaching teams including our specialist staff.
- appointment of a substantive Assistant Principal/Curriculum Director
- appointment of a substantive Leading Teacher and Learning Specialist with the responsibility of leading Literacy across the school
- a school-wide curriculum map, including our specialist areas, to ensure that Victorian Curriculum was the centrepiece for our core areas of Literacy and Numeracy but also The Humanities, SWPBS foci and consistency in planning of the capabilities
- the establishment of the 'NGPS Instructional Model' which represents the High Impact Teaching Strategies as well as the Gradual Release of Responsibility model
- an understood process, expectations and whole-school understanding of Professional Learning Communities as a method of inquiry

- increasing data literacy of staff throughout the use of protocols and 'next steps'
- gathering of school-wide data and setting expectations for data capture and use of data as part of PLC experiences
- beginning unit planning with a school wide model: Understanding by Design (UbD) and development of 'Performance Based Assessments (PBA) with a teacher and student rubrics
- planning professional learning across year levels or 'Hot Topics' which complimented the school-wide PLC focus aligned to our Annual Implementation Plan
- refinement of our SWPBS action plan to ensure that other data sources are included in goals alongside feedback from children, staff and parents

Achievement

School Strategic Plan goal: To maximise the learning growth of every student in Literacy and Numeracy

Our school-wide achievement goals were centred around increasing the number of children who achieved at or above level growth in English and Mathematics in accordance with Victorian Curriculum. Periods of remote learning negatively impacted on our ability to work upon moderation and unit planning experiences with staff. We engaged in two successful PLC inquiry cycles centred upon Reading and Writing. The inclusion of moderation/assessment and planning focuses within these cycles did positively impact our achievement goals in 2020:

Percentage of students at or above expected growth: Semester 2 2019 - Semester 2 2020 - Reading (comparison to 2018 - 2019)
Year 1: 83% - less than 2018/2019 cycle
Year 2: 77% - less than 2018/2019 cycle
Year 3: 88% - same as 2018 - 2019 cycle
Year 4: 75% - less than 2018 - 2019 cycle
Year 5: 70% - less than 2018 - 2019 cycle
Year 6: 87% - above 2018 - 2019 cycle

Percentage of students at or above expected growth: Semester 2 2019 - Semester 2 2020 - Writing
Year 1: 75% - above 2018 - 2019 cycle
Year 2: 68% - above 2019 - 2019 cycle
Year 3: 80% - above 2018 - 2019 cycle
Year 4: 46% - below 2018 - 2019 cycle
Year 5: 62% - above 2018 - 2019 cycle
Year 6: 80% - above 2018 - 2019 cycle

Percentage of students at or above expected growth: Semester 2 2019 - Semester 2 2020 - Number and Algebra
Year 1: 91% - same as 2018- 2019 cycle
Year 2: 68% - above 2018 - 2019 cycle
Year 3: 83% - above 2018 - 2019 cycle
Year 4: 57% - above 2018 - 2019 cycle
Year 5: 80% - above 2018 - 2019 cycle
Year 6: 73% - below 2018 - 2019 cycle

This comparison shows the percentage of growth in key areas within the 2018-2019 school year in comparison to the 2019 - 2020 school year. While we are comparing different cohorts of children there is a notable spread of above, below and same comparative data in regards to teacher judgement. It must be noted that the greatest percentages of low growth were present within Reading & Writing - this became our beginning point for our PLC inquiry cycles, specifically focused upon Guided Reading, the mini-lesson and Writing planning. Our SIT coaching partnerships were aligned to each of these focuses in order to harness the effort within the PLC cycle and ensure consistent high expectations and collaborative practices.

Anecdotal observations have highlighted staff readiness for a consistent process to collaborate with clear processes and documentation for each teaching team to work in planning for student learning. Staff engagement with new practices within the PLC were whole-heartedly embraced and staff flourished within this new structure. Changes to

planning processes were equally embraced towards the end of 2020.

* Remote learning: the collective effort of staff to utilise new platforms in accomodating remote learning are to be celebrated. Through the tumultuous year of changing expectations, wellbeing/welfare concerns for families and the challenges of engaging with children through ICT, our staff were able to demonstrate an admirable attitude and caring attitude for all students. This focus extended to our Education Support Staff who were able to engage our students with additional needs and support families within the process.

The above data continues to highlight our need to consolidate our planning processes and more particularly the manner in which this planning is translated to every day experiences for learning with the application of our 'NGPS Instructional Model'. Refinement of our ability to formatively assess student learning as part of a unit of work will enhance the judgement being made by teachers in relation to reporting but will also strengthen the differentiation that must be part of daily learning experiences for all children, regardless of level or growth.

Our school review in Term 3 will be an imperative opportunity to realign our achievement goals to ensure that they are growth centred and the improvement strategies that we choose to harness, will ensure a greater level of consistent improvement over the life of a new 4-year Strategic Plan.

Engagement

By 2020, improve student positive endorsement in the domain of stimulated learning from 82% to 90%. - 78% not achieved
By 2020, improve student positive endorsement in the domain of sense of confidence from 83% to 90% - 75% not achieved

By 2020, improve staff positive endorsement in 'academic emphasis' from 80% to 96% - 75% not achieved
By 2020, improve staff positive endorsement in 'guaranteed & viable curriculum' from 83% to 95% - 76% not achieved
By 2020, improve staff positive endorsement in 'knowledge of HITS' from 75% to 99% - 90% not achieved

Many families and staff faced a variety of challenges as we engaged with remote learning and periods of lock-down. These challenges were difficult to navigate with our school goals in mind as our focus needed to extend to care and engagement through online platforms. Our key areas of focus across Teaching and Learning and Health and Wellbeing were paramount to support the transitions to remote learning:

-Implementation of DET expectations in regard to Remote Learning and the Operations Guide
-Evaluating the strengths and ways that members of SIT contribute to our 'NGPS Remote Learning' documentation
-Teachers evaluated remote learning and modified based upon feedback
-New Unit of Work planning took place as part of extended Curriculum Days
-Teachers participated in SOLS/DET professional learning
-SIT facilitated whole school PL on remote learning platforms
- Scheduled meetings continued with a needed focus on wellbeing
- Coaching partnerships were modified through the remote learning

Our leaders introduced a new approach to Individual Education Plans which redefined our approach to Student Support Group Meetings. This was supported by our Assistant Principal, Wellbeing Coordinator and SWPBS Leader.

Our engagement focus upon returning to onsite learning was centred around a positive transition for our students and reengagement in routines. Rebuilding peer relationships was also of the upmost priority.

Our future goals in this area must be centred around student voice, leadership and agency. We must be purposeful in the opportunities we provide for students to own their learning, making expectations visible and empowering our children to make informed choices as active participants.

Our staff will:
•	articulate what student agency in learning looks like both generally and within their specific subject areas
•	explicitly teach students to set and track progress against individual learning goals
•	work in subject teams to explicitly integrate opportunities for student agency within the whole-school curriculum plan, including seeking feedback from SRC

Our students will:
•	be able to identify specific examples of agency in learning within their classes
•	set and track progress against individual learning goals
•	formally contribute to curriculum planning through SRC

Attendance:
The collection of attendance data during periods of remote learning presented challenges. This year's attendance data is less reliable than previous years. The percentage of children who met or exceeded 20 or more days of absence is well below the state and similar schools in 2020 however over 25% of our student population were represented by 10 to 19 days of absence. The re-evaluation of our attendance policy, the continued work of our Wellbeing Coordinator alongside the allocation of parent contact by our ES2 to minimise unexplained absences, will be of priority in 2021. Parent communication tools will also be used to highlight the importance of consistent attendance for all children.

Wellbeing

The changed staffing arrangement of the Wellbeing Coordinator was an important change in 2020. This distinction and drafting of role expectations allowed these roles to be undertaken with clarity between student support and teaching and learning need.

Support of our students within wellbeing needed modification as 2020 progressed. This resulted in some planning changes to focus upon the Respectful Relationships curriculum while also highlighting SWPBS units and how these could be included in weekly planning to address need. Student transitions were also monitored by SIT and our Wellbeing Coordinator.

This wellbeing need, extended not only to our students but more broadly to families and staff. We engaged in professional learning related to self-care for adults in their workplace and made purposeful inclusions to meeting protocols in order to increase support and connection to and within teams.

Our future goals in this area will be to continue to refine our Individual Education Plans for children with additional needs. These plans must be reflective of authentic differentiation.

School-wide Positive Behaviour Support continues to be an important focus as we enter our 4th year of implementation. Our documentation related to SWPBS will need to continue to be representative of student voice and agency while ensuring that behavioural data is an embedded practice for leadership and staff. This will involve the appropriate channels to gather and unpack data to ensure that our school-wide focus is truly representative of the needs of NGPS children.

Financial performance and position

The careful financial management of the previous Acting Principal, was a considered measure to ensure that certain 2020 budgets could be developed to an appropriate size to support core school goals.
A healthy surplus of $375,952 was evident at the end of the 2020 school year. (Surplus of $161,852 from previous school year)

The following financial reports showed a comfortable fiscal position for Newport Gardens Primary School:
Core Student Learning Allocation: $321,574.18
School Infrastructure: $167,653.87

Equity Funding: $34,423.50
Surplus in December 2020: $412,159
Equity Funding: $34,423.50
Total Student Resource Package: $4,999,784.31

The establishment of senior leadership roles and the development of our School Improvement Team had important financial impacts. This included the employment of a new Assistant Principal/Curriculum Director alongside a new Wellbeing Coordinator ES-3. The 2020 school year also saw the substantive appointment of a Literacy Leading Teacher and Learning Specialist.

The VSBA held grant to build our new Inclusive Play-space has a financial implication for our school. In order to build this space with all of the included detail, we have committed $35,000 to see this project completed. The school contribution will be added to the $250,000 grant that we were successful in obtaining.

The tutoring initiative will see a contribution from our surplus to support this staffing arrangement of approximately: $36,206.00. This will contribute to the employment of tutors equivalent to 1.8 FTE.

Supported by our Business Manager, we were successful in having a Deductible Gift Receipt approved by the ATO for our school. This DGR enabled our parents to make donations in the final term of the school year. This will be a continued manner in which we can accrue funds and will be supported by the DGR Committee facilitated by our Literacy leaders and supported by parent members.

Our subprograms were all well within the expected spending in 2020. A total of $55,000 was spent on enhancing our collection of quality reading material for students. This continues to be a high priority for our school moving into 2021 also. The DGR fund will play an important role in ensuring that adequate funds are allocated in Literacy.

Parent Club were unable to generate optimal fundraising due to COVID-19. The total of funds from Parents Club in 2020 were $5899.00 minus expenses results in a profit of $3,029.00.

Our surplus will enable our School Council to consider a grounds project to prioritise after the completion of our Inclusive Playspace. This important decision will be made with our children and their needs in mind.

For more detailed information regarding our school please visit our website at
https://www.newportgardensps.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 589 students were enrolled at this school in 2020, 285 female and 304 male.

10 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.
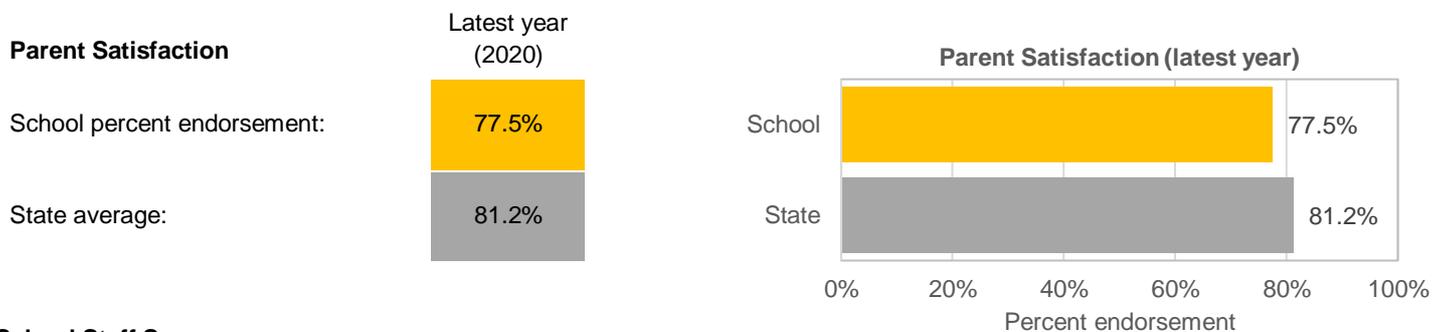
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.
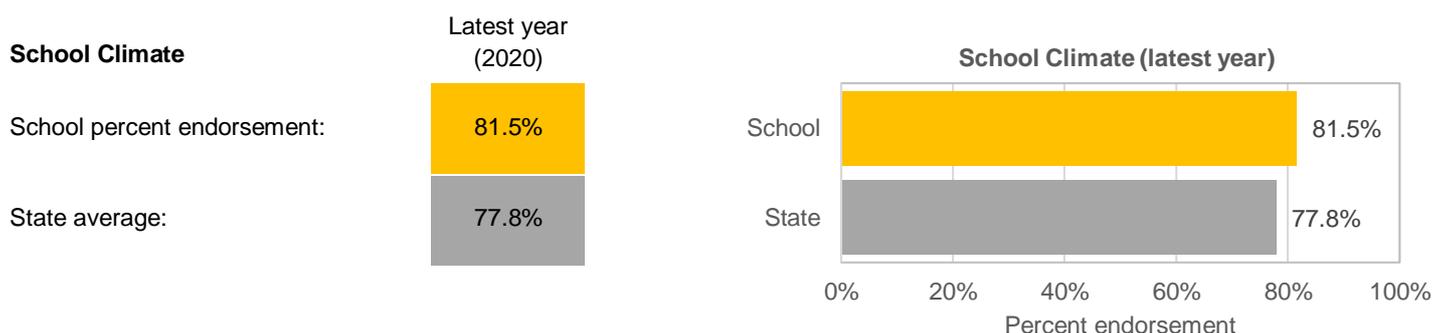
Parent Satisfaction	Latest year (2020)
School percent endorsement:	77.5%
State average:	81.2%

Parent Satisfaction (latest year)

School	77.5%
State	81.2%

Percent endorsement

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.

School Climate	Latest year (2020)
School percent endorsement:	81.5%
State average:	77.8%

School Climate (latest year)

School	81.5%
State	77.8%

Percent endorsement

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)

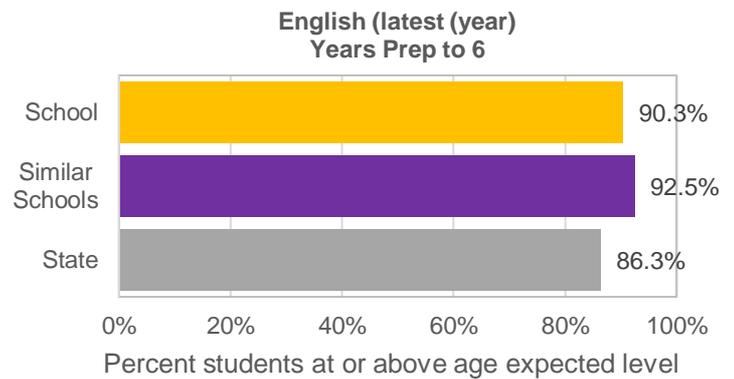School percent of students at or above age expected standards: 90.3%

Similar Schools average: 92.5%

State average: 86.3%

English (latest (year)
Years Prep to 6

School 90.3%

Similar Schools 92.5%

State 86.3%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards: 90.0%

Similar Schools average: 92.2%

State average: 85.2%

Mathematics (latest year)
Years Prep to 6

School 90.0%

Similar Schools 92.2%

State 85.2%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level
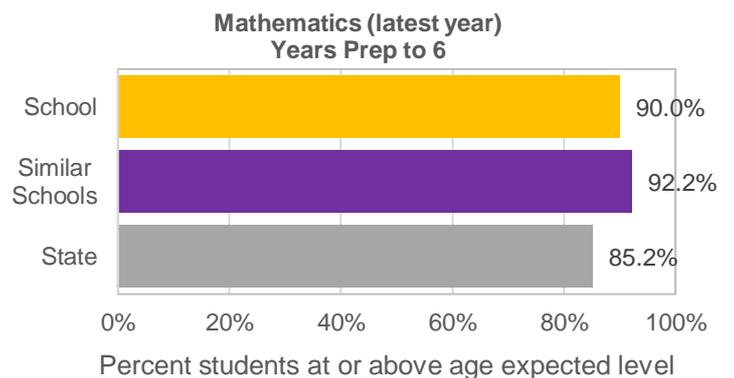
NAPLAN

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).
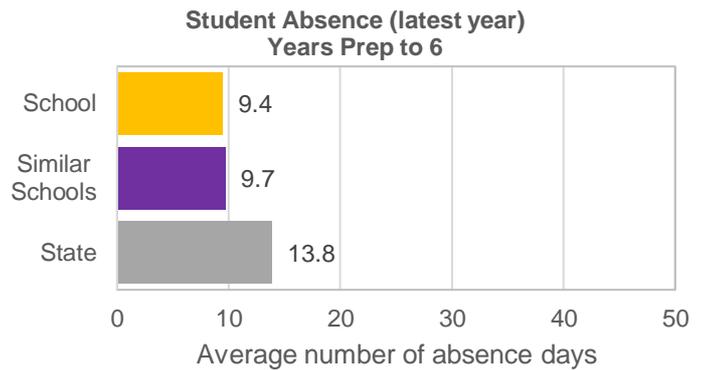
NAPLAN tests were not conducted in 2020.

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:	9.4	13.4
Similar Schools average:	9.7	12.9
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	9.4
Similar Schools	9.7
State	13.8

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	95%	94%	95%	95%	95%	96%

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:	80.9%	79.4%
Similar Schools average:	81.0%	81.4%
State average:	79.2%	81.0%
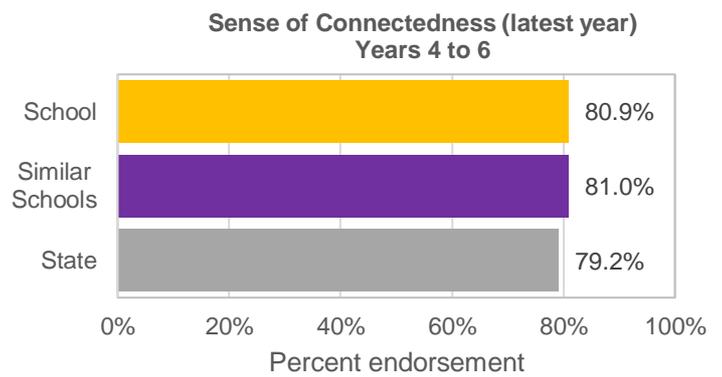
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School 80.9%
Similar Schools 81.0%
State 79.2%

Percent endorsement

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:	81.7%	80.8%
Similar Schools average:	79.3%	80.7%
State average:	78.0%	80.4%
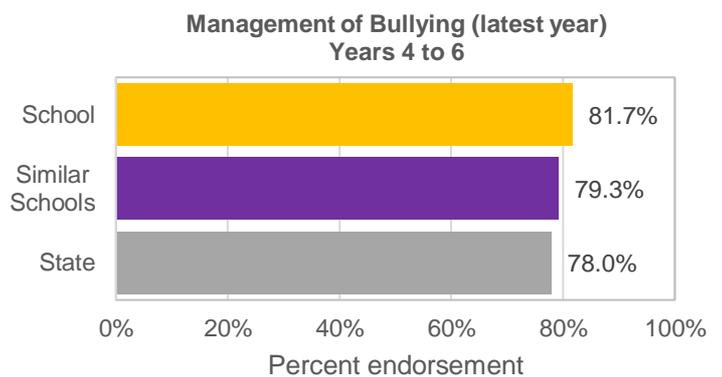
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School 81.7%
Similar Schools 79.3%
State 78.0%

Percent endorsement

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$4,593,702
Government Provided DET Grants	$490,480
Government Grants Commonwealth	$19,081
Government Grants State	NDA
Revenue Other	$5,301
Locally Raised Funds	$272,964
Capital Grants	NDA
Total Operating Revenue	**$5,381,528**

Equity [1]	Actual
Equity (Social Disadvantage)	$34,424
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$34,424**

Expenditure	Actual
Student Resource Package [2]	$4,217,699
Adjustments	NDA
Books & Publications	$33,528
Camps/Excursions/Activities	$35,082
Communication Costs	$9,386
Consumables	$141,213
Miscellaneous Expense [3]	$18,023
Professional Development	$12,948
Equipment/Maintenance/Hire	$156,040
Property Services	$86,549
Salaries & Allowances [4]	$158,276
Support Services	$25,439
Trading & Fundraising	$21,849
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$49,772
Total Operating Expenditure	**$4,965,804**
Net Operating Surplus/-Deficit	**$415,724**
Asset Acquisitions	**NDA**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	$481,902
Official Account	$69,118
Other Accounts	$12,820
Total Funds Available	**$563,840**

Financial Commitments	Actual
Operating Reserve	$113,157
Other Recurrent Expenditure	$32,590
Provision Accounts	NDA
Funds Received in Advance	$135,818
School Based Programs	$85,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$50,000
Capital - Buildings/Grounds < 12 months	$100,000
Maintenance - Buildings/Grounds < 12 months	$16,500
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	$40,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$573,065**

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.