

2020 Annual Report to The School Community



School Name: Templestowe College (8823)



- 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 25 April 2021 at 04:37 PM by Peter Ellis (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 04:31 PM by Claire O'Sullivan (School Council President)

How to read the Annual Report

What's changed in 2020?

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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary 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

In 2020 Templestowe College, or TC as it is known, undertook the third year of its strategic plan for the period 2018-2021. The school vision for this strategic plan is “to co-create high quality learning experiences within an inclusive and supportive community”. This was the third year that the school was led by Principal Peter Ellis.

In 2020, our diverse, yet inclusive community, numbered just over 1220 students. We are a proudly diverse community including a reduced (due to COVID travel restrictions) yet active cohort of 39 International students. For the second year in a row there was a large increase in the number of students with disabilities, with 36 funded students with disabilities. The total school enrolment was an increase in size from 2019, and demand for places at the school continues to far exceed spaces available. For 2020, TC had 87 equivalent full time teaching staff and 35.5 equivalent full time educational support staff, of which 1 are Aboriginal or Torres Strait Islander. Of these staff, 24 were new in 2020.

TC is located 17 km east from the centre of Melbourne, on 6.5 ha of land. The site incorporates significant green space, including a well-developed permaculture garden. The majority of the buildings are 45 years old, but are generally in a good state of repair. Other facilities include a recently renovated Arts and Science wings, a recently built Performing Arts Centre and several sporting spaces (both indoors and outdoors). 2020 saw the introduction of the refurbished Community Executive Team spaces in S Wing as the years major building program. TC also used the opportunity of not having students present on site to carry out a major maintenance program, including the VSBA led program of all roofs being made watertight.

Over the past ten years, TC has introduced major educational innovations, such as the removal of Year levels, all students having their own Individualised Learning Plan (ILP), students having choice of over 150 electives and moving to an optional uniform. The school has a focus on supporting students to become self regulating learners who are able to follow their own pathway that is relevant to them as individuals. TC is able to support all students to follow their pathway, whether it be scored VCE, non scored VCE, VCAL or alternative tertiary entry. These innovations have led to a large amount of interest from educators, both within Australia and overseas, which have led to TC running its own staff professional development sessions for those external to the school.

Framework for Improving Student Outcomes (FISO)

In 2020, the three broad FISO goals for our school community; increasing collaborative learning, supporting students for their next stage of learning, and increasing opportunities for connectedness at a range of levels within and through the wider community ended up taking on a different look to our intended plans due to the pandemic.

During remote learning, learning area teams concentrated on collaborating to produce consistent and dynamic curriculum to engage our learners and the provided detailed lesson plans for students to access. Staff members worked together to develop skills in using a range of on-line platforms and resources to deliver the learning program. Student, staff and parent survey feedback was very positive about the school's remote learning program. Our school wide use of Microsoft Teams was well managed by both students and staff and our IT implementation and support was second to none. We had very few issues as there was almost a natural transition as MS Teams was common practice already at Templestowe College.

Using MS Teams and the use of One Note assisted us to meet the increased collaborative learning goal. Collaborative learning looked different in 2020. Greater use of the social aspect “chat” function and students and staff being able to post in real time presented live collaborative opportunities. This had some wonderful benefits and teacher – student and student – student collaboration increased. Our feedback showed that some of our students who would naturally shy away from engaging in class were now filled with a greater confidence to contribute. It was not without its challenges as this platform allowed for 24-7 interaction and “logging off” was hard to manage at times. This opportunity

in remote learning also had positive impacts for increasing opportunities for connectedness. One can never replace face to face, but we did work hard as a community to connect remotely with our students very regularly and in creative and fun ways. Our parent cohort genuinely partnered with us as a school and were highly engaged from home. They had greater buy in to their child's education than ever before. This was evidenced by increased student parent interviews being booked and increased communication during remote learning.

As we moved to more asynchronous learning in lockdowns, we were able to focus on the goal of supporting students for their next stage of learning. We asked regularly for feedback from students and individually focused on each of their needs and specifically targeted our support to each student. This was intentional on our part as a school as this also helped us manage student wellbeing and helped us provide the best targeted support we could in these unusual times we were living in.

Achievement

Despite the numerous challenges faced by staff and students over the course of 2020, student achievement in many areas across the school improved over previous years. Our students responded exceptionally well to the interruptions and adapted to remote learning drawing on the skills fostered by the school around independence and adaptability. Our staff were well prepared for remote learning and supported by the online learning platforms Teams and Onenote to continue to deliver high quality learning opportunities for students.

TC is a school that prides itself on every student having the opportunity to have advocacy over their own educational journey. Achievement is demonstrated in multiple ways and determined by individuals in relation to their own journey, with 100% of students above Entry level having an Individualised Learning Plan.

Teacher judgments determined through assessment against Victorian Curriculum levels, take place twice each year. PAT-R testing is a common format used to identify and support individual progress in Literacy and our Maths Pathways program data guides our Numeracy Program. In 2020 we worked with identified students on a spelling mastery program to develop key competencies.

With the adoption of the Maths Pathways program in our Entry and FLE maths courses the school made the decision to report student numeracy skills based on the mastery principle. This has resulted in the reported level of student achievement in mathematics being below expected levels and the state average. We believe that this is a far more accurate reflection of actual student knowledge and allows us to target our students individual pathways far more expertly.

Without NAPLAN running in 2020 students in the Entry and FLE demonstrated excellent growth using the PAT-R assessments as a benchmark. Each cohort of students demonstrating skills above the norm referenced data.

TC's parent community support the use of additional mechanisms used by the school for feedback, such as a Work and Study Habits Index (WASHI), including a measure for progress relative to self, that is completed twice each term.

TC offers multiple pathways for students in their learning, however the most common pathway is still the VCE. Another option is VCAL and in 2020 we saw continued high numbers of students being offered employment at the conclusion of their VCAL certification.

2020 saw our VCE results in respect of 40+ scores continue the upward trend of the past 4 years to to 6.4% and the VCE median score increased from 29 to 30.1, placing the school above the state average.

The school continues to support students to demonstrate growth attainment for those students engaged in achieving a Study Score and subsequent ATAR beyond the measure of a study score.

Given the focus upon self-regulation and student-led learning, virtually all graduates transition successfully into tertiary education or into employment and remain in first choice courses throughout. A very high number of students access post-Year 12 learning and employment-based opportunities.

Engagement

In 2020, as has been the case for several years, Templestowe College continued to be above both state and similar school level for school safety and connectedness. Reflecting success concerning many of our targets for goal 3 in the strategic plan: “Increase the opportunities for connectedness at a range of levels within the school and wider community.” Such achievement of targets results from fostering a community that feels safe together, active development of the well-being team, community teams, and activities to build connections to groups within the school being implemented.

Various well-being and mental health initiatives and opportunities for maintaining student connectedness, whether learning was taking place on-site or remotely, were explored throughout the year. Achieving pleasing results for building community spirit and continued connection with the school for our students.

The school continued its focus on connectedness. The establishment of Community Executive Teams enhanced this work and overall positive outcome. These teams were the next iteration in the schools wellbeing structure. These teams worked closely with the vertically arranged demographical groupings of students and assigned community staff to build a safe and inclusive environment for our students. Additionally, we maintained an active community events calendar (sometimes completed virtually) and the continuation and further iteration of our Connect program. Our 5-year percentage endorsement for all student safety was at its highest point over that period, of 86% positive and 4% negative.

2020 saw an increase in the staffing for our Community Executive Teams, with the employment of two additional full-time educational support staff, whose focus was on attendance follow-up and Community Team administration. We also added one additional educational support staff as a full-time Resource Centre Manager who also assisted with attendance follow-up and ran the Personal Learning Projects program. This group worked in tandem with Wellbeing and Community Teams and our broader staffing body to continue to shape and create an environment true to our vision: “..... a supportive and inclusive community”. Other pleasing results from the survey showed respect for diversity, maintaining traction at 90%.

Wellbeing

Active adherence to actioning and aligning all that we do as a College to our core philosophy, policies, and mode of interaction within the community continued to foster student, family, and community wellbeing. Examples include policies such as “Yes is the Default” answer to any request from students, parents, and staff, and the “One Person Policy”. As a community, we actively seek, promote, listen to, and incorporate student voice in our decision-making processes.

Student wellbeing was supported by our primary pastoral system of students being academically and pastorally connected to a Community that stays with them throughout their time at the College, building connections both with students and families. During a year heavily disrupted by COVID, we still maintained a robust virtual presence within these Communities and school more broadly through our use of various virtual community and engagement-based programs that developed. This included community aligned Connect groups who maintained a virtual connection throughout these times of remote learning and regular virtual community-based assemblies being held. Overarching and supporting all communities were our extensive administrative and support team and the Principal Group.

Student voice continued to be incorporated in all aspects of the life of the school. Each community had student voice and empowerment embedded via student Community leaders. A thorough review of the Wellbeing structure was carried out in 2019, led by students and collating feedback from students, parents/carers and staff. This was formative towards planning improvements for implementation in 2020. This included the hiring of an additional Educational Psychologist and the establishment of a Wellbeing Centre to meet the evolving needs of our students.

Subject selection was driven by student choice. Despite the added complexity of being completed entirely remotely in 2020, we saw increased numbers of participation by students and enhanced staff, students and parent training and involvement around the process. Providing our students with highly individualized subject options and a flexible timetable grid for students to select the course of their choice.

Financial performance and position

The major component of College Revenue for 2020 at \$11,618,217 was the Student Resource Package (DET Staff Funding). It represented 76.9% of Total Operating Revenue of \$15,117,219. Student Resource Package (SRP) expenditure at \$12,169,027 made up 79.6% of all College expenditure giving a salary deficit of \$548,001. An amount of \$310,000 (refer financial commitments) has been set aside by College Council to partially offset this deficit. These funds are to cover salaries of staff included as SRP expenditure but not SRP funded and include the International Student Program, Elite Sports Development Program – Basketball and additional IT Support.

The College received \$2,016,346 in Department Grants including \$1,275,491 in SRP Cash Funding and \$426,573 for Overseas Fee-Paying Students. Note the Term 4 Overseas Fee-Paying Student funds were delayed and not received from DET prior to 31 December 2020. Other Department Funding of \$99,415 was also received. This included \$56,000 for Mobile Phone Storage and Rolling Facility Evaluation PMP Funding of \$32,500. An amount of \$28,738 was also received from the Camp Sport Excursion Fund-CSEF to financially assist eligible students to attend/participate in various school activities.

Locally Raised Funds of \$1,559,167 down \$640,640 on 2019 largely due to COVID-19. Parent Payments for Essential Education and Optional Items totalled Items \$1,115,151 an increase of \$37,940 with 107 additional students in 2020, however Camps and Excursions at \$179,669 were down \$275,417, Hire of School Facilities at \$24,415 down \$133,162, Trading Operations (incl Canteen) at \$127,404 down \$164,278 on 2019. Charities/Collections at \$24,820 was also down \$77,108 on last year as were Other Locally Raised funds down \$13,860 to \$50,357.

Total Expenditure for 2020, excluding the SRP Expenditure noted above was \$3,127,338 down \$1,139,110 on 2019 due mainly to COVID-19. Salaries and Allowances expenditure at \$658,050 was a decrease of \$410,906 on last year. This expenditure included salary and salary related expenditure on School Local Payroll for Casual Relief Teachers, Specialist Teachers including Instrumental Music, Non-Teaching Support Staff for additional Administration, Information Technology Services, Integration Services, Sustainability, Canteen, Elite Sports Development Program (ESDP) and Student Tutors.

Camps and Excursions was expenditure at \$177,909 a decrease of \$314,760, Support Services expenditure at \$927,664 was down \$133,985 on 2019, Trading and Fundraising at \$83,854 down \$50,981, Utilities expenditure \$140,719 down \$52,130, Equipment/Leases/Hire \$316,007 down \$35,194, Motor Vehicle Expenses \$20,636 down \$45,901, Consumables \$383,460 down by \$82,081 on 2019 expenditure. Property Services costs \$189,104 was on down slightly by \$5,025 on last year.

College funds available at 31 December were \$1,116,899. After deducting Financial Commitments of \$1,037,171 the College had a Discretionary Reserve of \$79,728.

For more detailed information regarding our school please visit our website at

<https://www.tc.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 1242 students were enrolled at this school in 2020, 550 female and 692 male.

6 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.

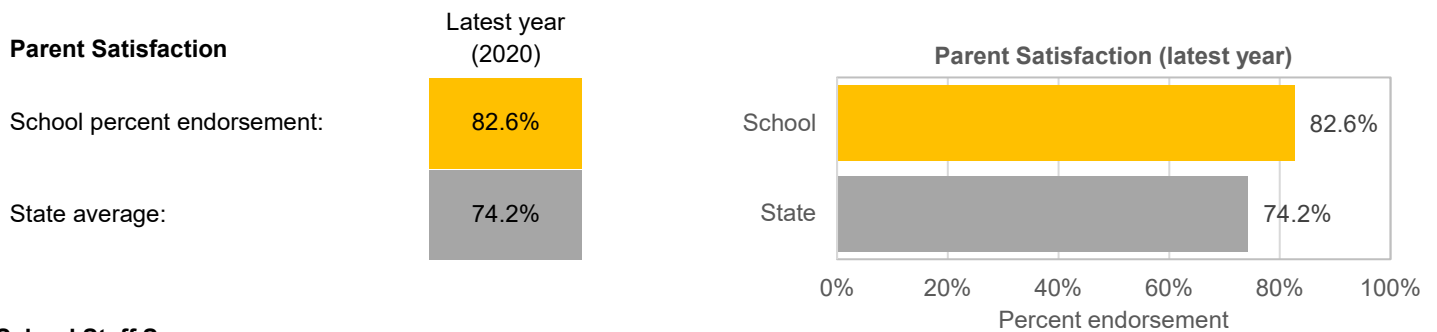
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

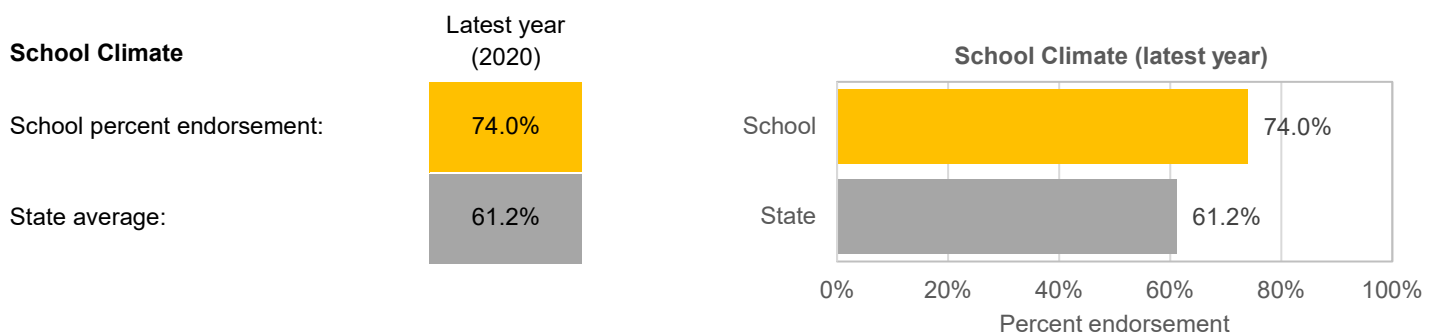


School Staff Survey

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 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

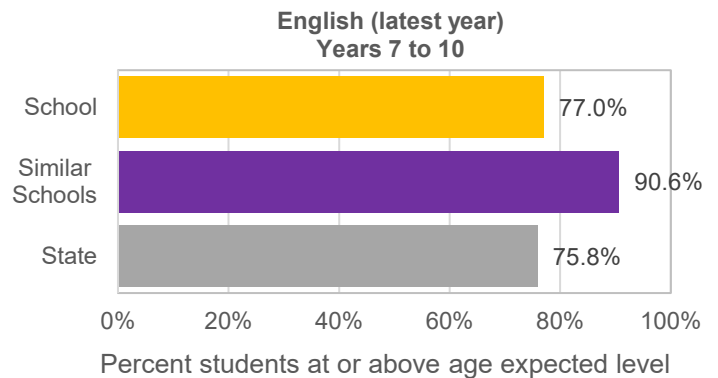
77.0%

Similar Schools average:

90.6%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

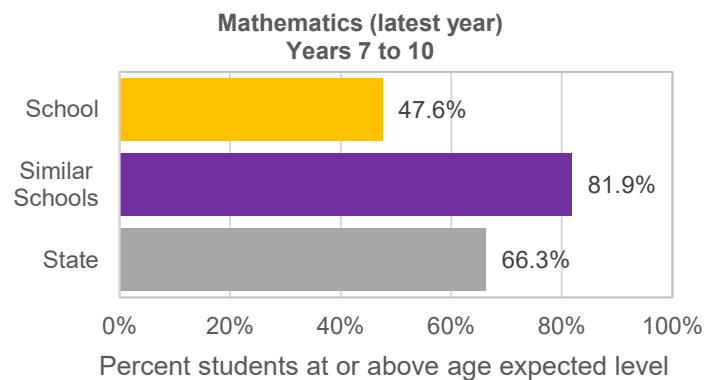
47.6%

Similar Schools average:

81.9%

State average:

66.3%



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.

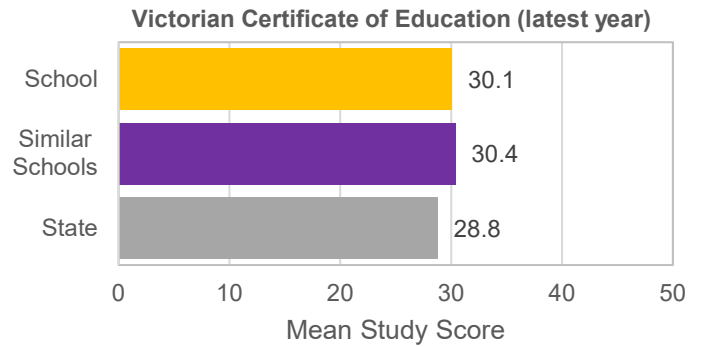
ACHIEVEMENT (continued)

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	30.1	28.9
Similar Schools average:	30.4	30.4
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

91%

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

24%

VET units of competence satisfactorily completed in 2020:

82%

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

88%

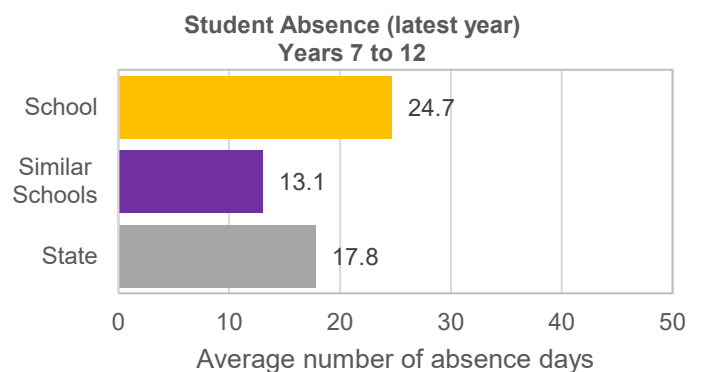
ENGAGEMENT

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 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	24.7	26.1
Similar Schools average:	13.1	15.3
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

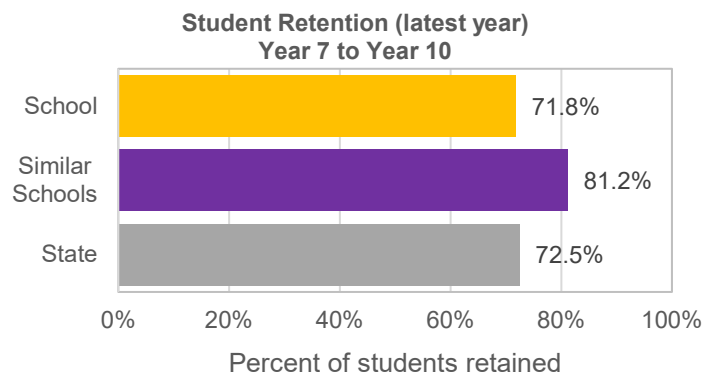
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	92%	88%	87%	83%	87%	85%

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:	71.8%	76.4%
Similar Schools average:	81.2%	80.7%
State average:	72.5%	72.9%



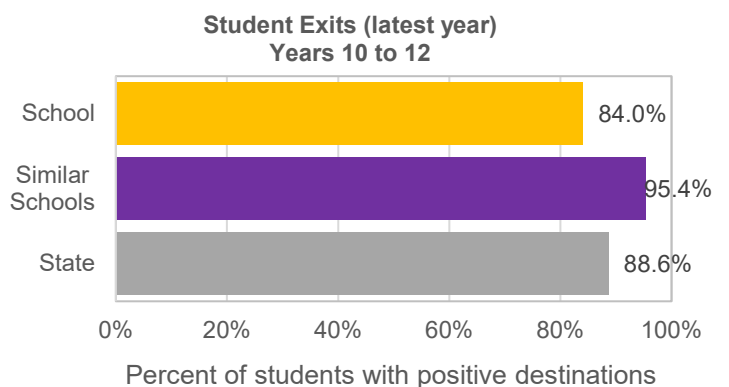
Students exiting to further studies or full-time employment

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:	84.0%	88.0%
Similar Schools average:	95.4%	95.8%
State average:	88.6%	89.1%



WELLBEING

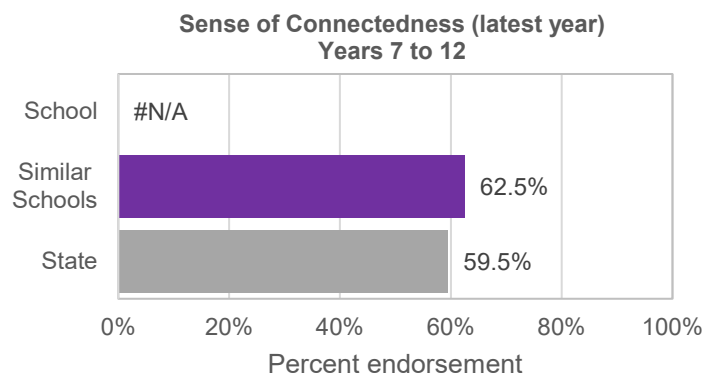
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	71.5%
Similar Schools average:	62.5%	57.5%
State average:	59.5%	55.3%



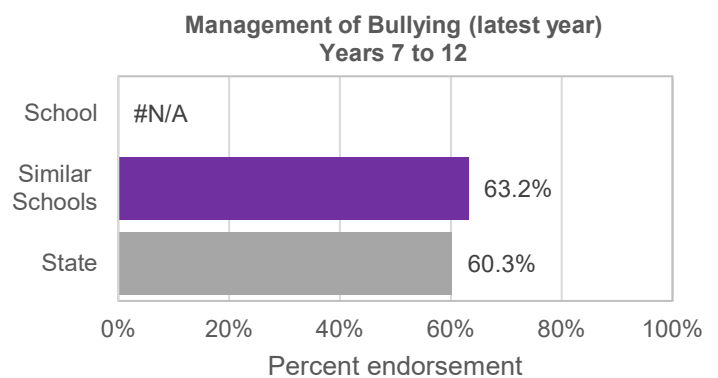
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	69.7%
Similar Schools average:	63.2%	59.6%
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	\$11,618,217
Government Provided DET Grants	\$1,830,216
Government Grants Commonwealth	\$27,500
Government Grants State	NDA
Revenue Other	\$82,119
Locally Raised Funds	\$1,559,167
Capital Grants	NDA
Total Operating Revenue	\$15,117,219

Equity ¹	Actual
Equity (Social Disadvantage)	\$36,877
Equity (Catch Up)	\$30,811
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$67,687

Expenditure	Actual
Student Resource Package ²	\$12,169,027
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$177,909
Communication Costs	\$48,763
Consumables	\$383,460
Miscellaneous Expense ³	\$116,186
Professional Development	\$63,594
Equipment/Maintenance/Hire	\$316,007
Property Services	\$189,106
Salaries & Allowances ⁴	\$658,050
Support Services	\$927,644
Trading & Fundraising	\$83,854
Motor Vehicle Expenses	\$20,636
Travel & Subsistence	\$1,409
Utilities	\$140,719
Total Operating Expenditure	\$15,296,365
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$56,109

- (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	\$953,516
Official Account	\$153,936
Other Accounts	\$9,447
Total Funds Available	\$1,116,899

Financial Commitments	Actual
Operating Reserve	\$501,128
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$354,189
School Based Programs	\$252,498
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$29,192
Repayable to the Department	\$310,000
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$91,292
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,538,299

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.