

# 2020 Annual Report to The School Community



**School Name: Somerville Primary School (2656)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 22 March 2021 at 12:33 PM by David Tapp (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 22 March 2021 at 02:38 PM by Erica Brady (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

Somerville Primary School is a Victorian Government primary school located 55 kilometres southeast of Melbourne on the Mornington Peninsula. There are currently 305 students enrolled at our school. We have 19.7 full time equivalent teachers, 4.1 full time equivalent Education Support Staff and 2 full time equivalent Principal Class members. The teaching staff includes a mix of staff from Graduates through to many very experienced top of the range teachers. The Programs for Students with Disabilities currently has 9 students that receive additional funding. The School has grown from 254 students in 2018 to 305 in 2020, growth is expected to continue. The school has not been over 300 students since 2003.

The school has attractive and spacious grounds that include two park like ovals, a sensory/quiet space Garden, a vegetable garden, two basketball courts, three playgrounds and a large sand pit. Indoor spaces include a Staff/Administration building with classrooms and library, double portable classrooms, an Art Room and ICT Lab, Community shared use kitchen, a gym/hall and a BER building which comprises the middle and senior year level across 5 classes. There are 13 classes, up from 11 in 2019.

Our mission at Somerville Primary School is “Inspiring Excellence in Education ... Every Student Every Time”. Our vision of the school is that ‘Somerville Primary School works collaboratively to ensure every student achieves success by engaging them in the curriculum at their point of need.’

At Somerville Primary School, we firmly believe that building meaningful relationships with our students and families is of utmost importance. We have a strong student wellbeing program that supports this approach. Our school values of Courage, Honesty, Respect, Responsibility and Trust are taught as part of our Social and Emotional Learning sessions. Parents are encouraged to be involved in the school and share in a close school/home partnership with a focus on developing positive educational outcomes for their children.

Somerville Primary School is a thriving Professional Learning Community (PLC) and our dedicated staff work together closely in highly effective teams with a strong focus on student learning, results and collaboration. Teachers plan collaboratively and continually collect and share data on each of our students. This approach ensures that we are able to cater for the needs of each of our students during every lesson. This is reflected in our mission statement ‘Inspiring Excellence in Education...Every Student Every Time’.

The school is focused on its central purpose - improving the learning and wellbeing of every child, every day, in a safe, caring and happy environment. Every child is unique and capable of learning at their zone of proximal development. Every child is encouraged to build on their strengths, take on challenges, and extend their creativity. The school is committed to high expectations for all; building consistent, high quality evidence based instructional practice across the school; and implementing a pedagogy based on student responsibility, empowerment, engagement and ownership of learning. The school focus is on providing at least twelve months academic growth for every student. There is an emphasis on the academic program with rigorous, evidence based literacy and numeracy programs. The Inquiry learning program incorporates big understandings about our world, a range of learning experiences that build on each other and a range of important skills.

At Somerville Primary School we use a school wide Curriculum Framework document based on the Victorian Curriculum. In the area of Literacy, our students are taught to develop lifelong habits of reading, writing and working independently. In Term 4 2020 Somerville Primary began using Little Learners Love Literacy and Fountas and Pinnell Literacy Continuum for the teaching of Reading. All students have a Guided Reading session each week. Spelling is explicitly taught using the Sound Waves Spelling program. In the area of Numeracy, students are taught all aspects of Numeracy during our daily lessons where we follow the Early Years Model with a Whole/Small/Whole lesson structure. Students who require more time and/or support are provided with this during our intervention sessions. Students regularly set goals across all areas of the curriculum and share their progress during our annual Student Led Conferences.

We also offer a comprehensive specialist program that includes Performing Arts, Visual Arts, Physical Education and Japanese which was introduced at the beginning of 2018. As a school we have access to a number of specialist support services including a Psychologist, Visiting Teacher, Speech Therapist and a School Chaplain who are all able to provide more support to our students and families who are most at risk. These specialists also liaise with our classroom teachers and Educational Support staff to ensure that our students are provided with the support that they require. Early intervention is a key focus of the school and small group literacy support programs are provided for students who find literacy challenging. Other programs provided to meet the needs of students, include transition programs - K to Prep and 6 to 7, Swimming, Camps (Grade 3&4 and 5&6) and Excursions, The Resilience Project, Life Education Van, Interschool Sport, Developmental Learning and Out of School Hours Care.

As a school we encourage, and actively look for ways for our parents and other community members can be actively involved in our school. We encourage parent participation in a variety of ways, including but not limited to involvement in School Council and the various Subcommittees, our parent group Friends of Somerville Primary School (FoSP) and working as a parent helper. We also offer workshops for parents so that they are more connected with how we teach our students.

### **Framework for Improving Student Outcomes (FISO)**

After undergoing a comprehensive review as part of the school review process in 2016, 2020 was the final year of our school's current Strategic Plan. This strategic plan was implemented in 2017 and will continue to drive whole school improvement at Somerville Primary School over the four years from 2017 – 2020. The focus at Somerville Primary School for 2020 was as follows:

- 1) To enhance student learning outcomes across the school in all strands of Literacy and Numeracy. (Building Practice Excellence and Curriculum Planning and Assessment)
- 2) To empower, encourage and enable students to manage and monitor their own learning. (Empowering Students and Building School Pride)

Somerville Primary School was due for Review in Term 3 2020, but due to COVID this has been pushed back to Term 2 2021.

These overarching goals for our school followed on from the strategies that were implemented in 2019. Our 2020 Key Improvement Strategies were:

To continue to implement an agreed approach to the teaching of Literacy, in particular Reading, Writing and Spelling, and Numeracy across the school, which includes evidence-based, high impact strategies.

Continue to implement the three big ideas of a Professional Learning Community, Focus on Learning, Collaboration and Results.

Develop teacher capacity to support students to take greater ownership of their own learning and to set learning goals.

We conducted our staff PPD days within the curriculum teams – the Literacy Team focused on Guided Reading and Reading Conferences; Synthetic Phonics and Decodable Readers was also investigated by our Junior level teachers as we look further into a Research and Evidenced Based Reading Program to support our students. As a SIT Team it was discussed that we needed to have a greater focus on Reading, Writing and Numeracy with increased Explicit teaching and assessment of learning; which would also then inform practice and planning.

In 2020 we continued to focus on improving students' results in the areas of Literacy and Numeracy. Due to Remote Learning some of our actions were modified and PDPs also almost all were moved to Statement of Expectation. The majority of our staff professional learning and action was centered on improving the teaching and learning that took place in the area of Literacy and Numeracy whilst in the Remote Learning Environment. In 2020 we continued the introduction of PAT Reading and PAT Numeracy from Foundation through to Year Six to allow us to track students using a standardised measurement. This will continue to be used moving forward to track student performance from year to year. This data will also allow us to identify trends and in turn provide more support for teachers and students where required. A great deal of work was undertaken by staff in relation to hands on Mathematics Learning and refining the PLC Process.

Due to Remote Learning we refined our approach to Flexible Learning to include more online video conference sessions, greater small group video sessions and more specific and individualised programs for all students. There was a significant shift in the increase for explicit teaching across Literacy and Numeracy. Across the whole school we developed our focus on ensuring consistency for each class and year level. – This was done through SIT meetings and PLC meetings held weekly.

All classes started the day with a Google Meet, roll call and wellbeing catch-up, followed up by whole class instructional teaching of Reading. All classes ran daily Reading Groups via Google Meets. All classes ran writing sessions – these were both via pre-recorded videos of modelling and then video conferences for feedback. All classes ran online Maths lessons and mini maths workshops based on students point of need and also the Victorian Curriculum. There was greater emphasis placed on student’s growth for both Literacy and Numeracy; this was clearly evident in the number of online group and individual sessions teachers ran to cater for their students needs.

Based on the Parent Opinion Survey which 90.6% of parents are satisfied with Somerville Primary School 9% above State. This is similar to Staff Opinion Survey which had a 87.8% positive endorsement on School Climate; 10% above State.

**Achievement**

2020 led to multiple changes in how students are assessed at Somerville Primary School. Term 3 saw a shift in the Remote Learning Practice and Assessment strategies. Due to the continuation of Remote Learning – the feedback we received and the data from our parent and student surveys demonstrated a need to change our pedagogy. This meant that we adopted more online video conference sessions, greater small group video sessions and more specific and individualised programs for all students. There was a significant shift in the increase for explicit teaching cross Literacy and Numeracy. This led to more observation and small group assessments being carried out. Student growth was highlighted throughout 2020 as difficult to track due to a lack of end of 2019 and beginning of 2020 data. This led multiple discussions with the SIT Team and also with curriculum teams to review our assessment. The Assessment Schedule was revised with a greater focus on standardised assessments.

We are looking to incorporate decodable readers into literacy, synthetic phonics will also be embedded from the beginning of the year for our junior classes.

Teachers are also researching and looking to implement a greater Play Based Curriculum in Foundation and 1-2 classes. Staff are more open to reflecting on practice and being observed as this occurred multiple times remotely; both peer and leadership observations. Whilst these were not formal, in many instances a debrief and feedback following the observation was completed. We intend on formalizing the observation process for 2021.

At Somerville in 2020 there was a greater focus on triangulation of data; staff used the Fountas and Pinnell BAS along side, PAT-R and Essential Assessment Literacy to review teacher judgments. This led to Somerville having 84.1% of students making expected growth in Reading even with Remote Learning. Numeracy has continued to be slightly lower than Reading with 83.7% of students making 12 months growth in 2020. For both Literacy and Numeracy we were just above similar schools, but below State in both.

**Engagement**

Student Attendance at Somerville Primary School is now indicating that we are above similar schools with the average number of days absent per student at 18.8 days a year (where below is the desired result). This number has increased from 2019 15.9 days absent per student. Our school is well above the state average which was 13.8 days absent per student. This data can be attributed to the increase number of days taken off school by a small percentage of our students during Remote Learning. As a school we have communicated the importance of not missing days of school with our parent community. We have also had meetings to discuss attendance with families where necessary. The year levels with greater absence rates were in the higher year levels, with many in Grades 4-6. We created small group checkin sessions for students who didn't want to use Google Meets with their peers and also used phone calls to talk to students who were reluctant to access technology.

Our school places a strong emphasis on student engagement. This is achieved by developing a culture where positive relationships with all stakeholders are seen as an integral component of our school. From forming meaningful

relationships with our students, parents and wider community, to allocating time at the beginning of each school year where students participate in two weeks of planned activities that are designed to allow students to get to know each other, setting clear expectations for the year and much more, this builds students' connectedness to their school, their classroom, their teachers and their peers. As a school we work to ensure that Somerville Primary School is a place where students want to come to each day. We used 'Fun Friday's as part of our transition back to On-site Learning, this gave students something to look forward too, either bringing a toy to share, theme days and dress up days.

**Wellbeing**

2020 was a complex year for Somerville Primary School. Due to COVID a particular focus was ensuring that all students were able to remain engaged with the school during Remote Learning, Health, Wellbeing and Engagement have continued to be a core focus for Somerville Primary School. We utilised technology to be able to include our school Chaplain in the wellbeing team. Teachers would run check in sessions with their class each day. Any students who did not attend for 2-3 days were followed up by Principal Class. We continued the Fun Fridays and also the staff Coffee/Cake/Chat catchups each Friday. We celebrated student achievement and success via the newsletter and also with the wider community via our school Facebook page. In specific cases where either the teacher or school had identified need or additional support we facilitated onsite attendance to run the online program and also ensure child had the opportunity to thrive rather than disengage. The Senior Teachers continued to survey children and modify their program as needed. We also developed our whole school online assembly to keep everyone together. This was enjoyed by most families based on the feedback we received. We had our specialists develop short movies celebrating the students work that was submitted. We also created short videos of the staff to send to the wider school community while we are working from home or remotely. There was a high level of feedback about the short videos, many parents, staff and students enjoying them and sharing them with extended family.

**Moving towards 2021**

The wellbeing team have a new leader and their main goal is to begin the process to develop a consistent Yard based Behaviour Management System.

We have moved to use the Resilience Project Online for 2021 rather than the 'student books', We are planning on developing a set of whole school rules that apply both inside, online and outside in the yard. We are looking to formalise documentation of incidents and track student behaviour in a more succinct way. This would also be communicated to parents.

**Financial performance and position**

Somerville Primary School is in a financially sound position at the end of the 2020 school year. Somerville Primary School ended 2020 with a Net Operating Surplus of \$158,492.00. This included \$32,500.00 that was surplus brought forward from 2019. Due to Remote Learning and the requirement to utilize local payroll staff we had a significant expenditure of \$92,256.00 for Salaries and Allowances. In previous years this has been significantly less. The surplus was a result of increased enrolments from 2019 (275) to 2020 (305) and having staff on long term sick leave. The plan for locally raised funds needed to be changed due to COVID, this represented a \$30,000 dollar decrease in revenue. School funds were also used to ensure that we were able to provide a comprehensive specialist program which included Music, Visual Arts, PE and also Japanese. We also continued to receive funding as part of the National School Chaplaincy Program which allows us to provide the services of a School Chaplain for four days each fortnight. Our equity funding was used to increase the hours of our Educational Support Officers. This allowed us to provide more support to those who needed it along with providing invention for students. Future funding will need to be allocated to maintaining our grounds and in particular addressing the large number of gum trees that are to be trimmed or removed and replaced with trees more suitable to a school setting. School fundraising will be saved to and allocated to upgrading our grounds and more books for our library and classroom libraries.

# 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 305 students were enrolled at this school in 2020, 154 female and 151 male.

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

### Overall Socio-Economic Profile

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

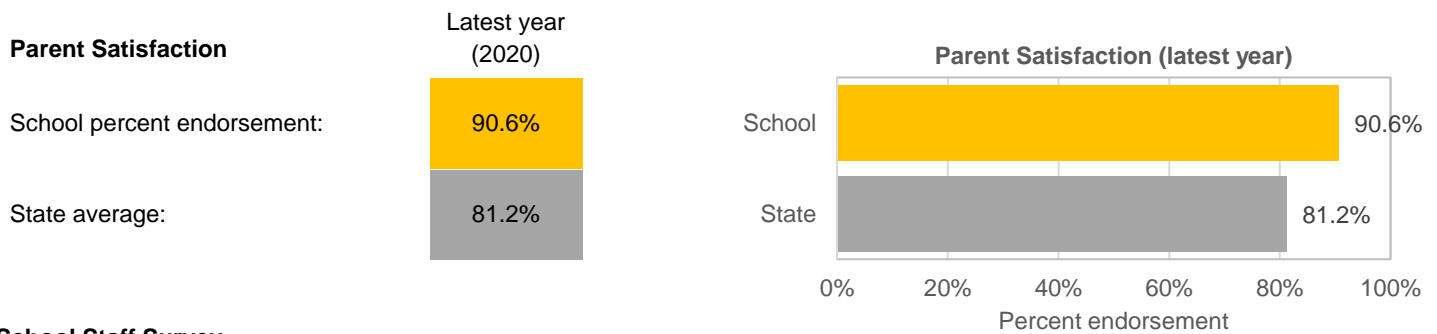
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

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

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

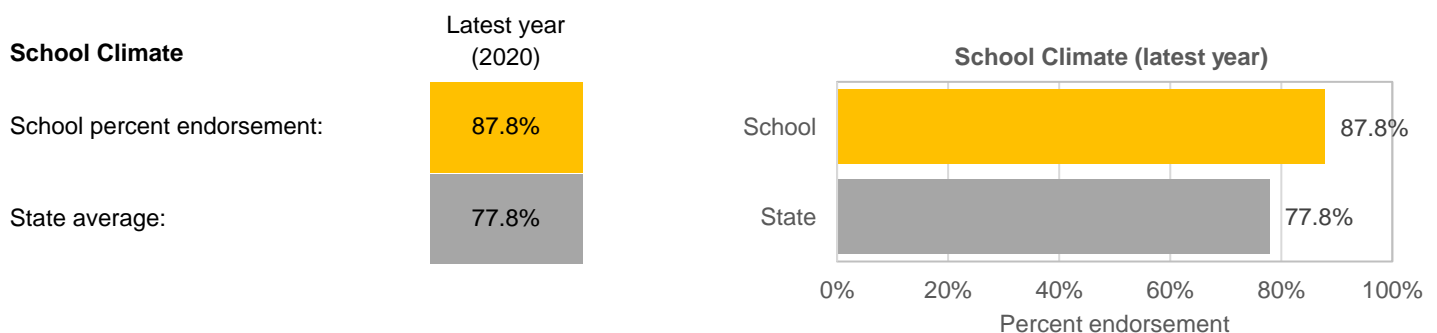


### School Staff Survey

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

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

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





## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

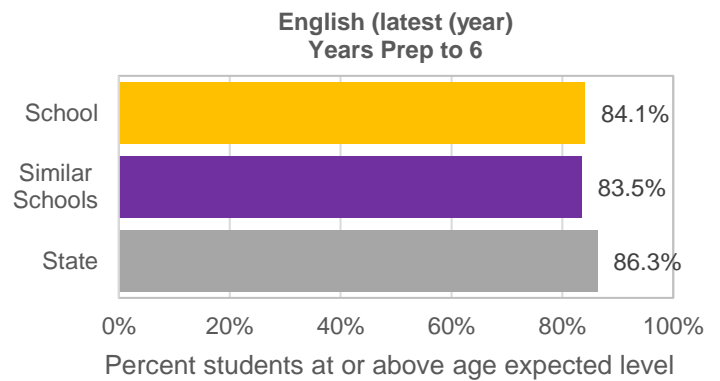
84.1%

Similar Schools average:

83.5%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

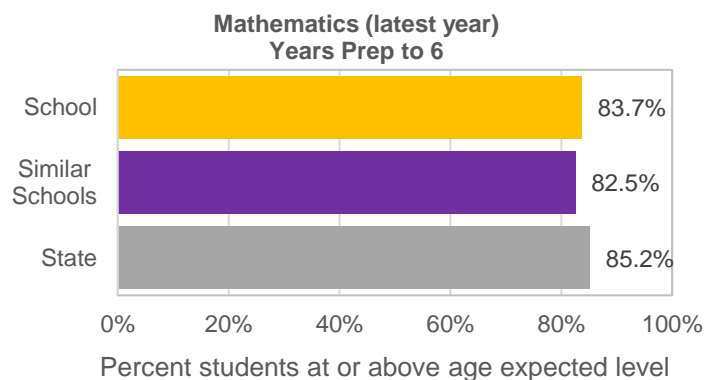
83.7%

Similar Schools average:

82.5%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

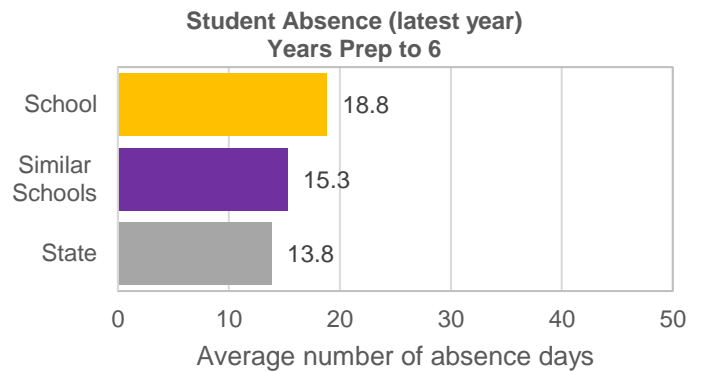
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	18.8	16.3
Similar Schools average:	15.3	15.8
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):	91%	91%	91%	90%	88%	91%	89%

## WELLBEING

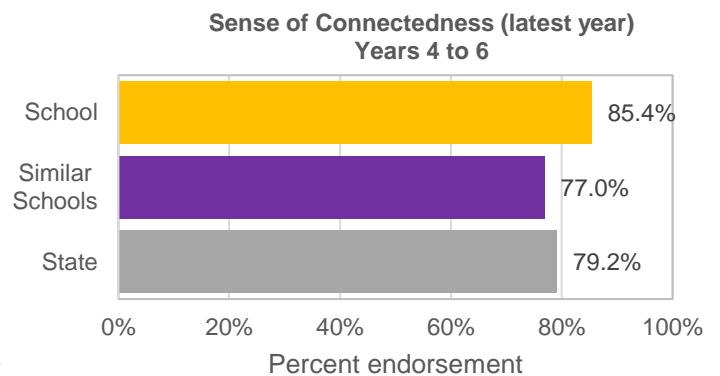
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	85.4%	76.1%
Similar Schools average:	77.0%	79.1%
State average:	79.2%	81.0%



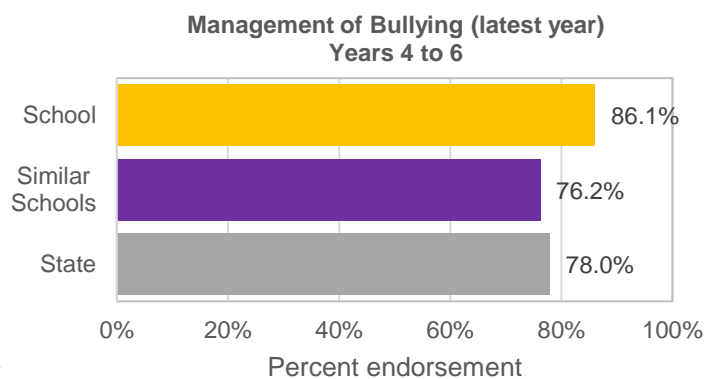
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	86.1%	74.3%
Similar Schools average:	76.2%	79.5%
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	\$2,548,977
Government Provided DET Grants	\$372,650
Government Grants Commonwealth	\$2,400
Government Grants State	NDA
Revenue Other	\$19,314
Locally Raised Funds	\$126,854
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,070,196</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$104,090
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$104,090</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,450,523
Adjustments	NDA
Books & Publications	\$920
Camps/Excursions/Activities	\$13,616
Communication Costs	\$8,743
Consumables	\$80,611
Miscellaneous Expense <sup>3</sup>	\$5,819
Professional Development	\$10,187
Equipment/Maintenance/Hire	\$72,657
Property Services	\$97,636
Salaries & Allowances <sup>4</sup>	\$92,256
Support Services	\$39,954
Trading & Fundraising	\$14,964
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$23,817
<b>Total Operating Expenditure</b>	<b>\$2,911,703</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$158,492</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$115,058
Official Account	\$24,980
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$140,038</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$66,267
Other Recurrent Expenditure	\$5,613
Provision Accounts	NDA
Funds Received in Advance	\$19,719
School Based Programs	\$4,037
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$31,413
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$132,049</b>

*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.*