

# 2020 Annual Report to The School Community



**School Name: Murtoa College (1549)**



- 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 16 March 2021 at 03:54 PM by Tony Goodwin (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 April 2021 at 10:04 AM by David Goodin (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

### Achievement

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

### Engagement

Student attendance and engagement at school, including:

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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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

Murtoa College's mission is inspiring young minds to grow into lifelong learners.

Our vision for learning is for students to develop skills that enable them to succeed in everyday life and pursue their aspirations and passions. We aim to nurture students to become respectful, compassionate and tolerant citizens, ready to contribute to their community.

Through collaboration and consultation the Murtoa College community have committed to the values of: Respect, Enthusiasm, Honest, Responsibility, Cooperation, Courtesy, Caring, Friendliness, Excellence and Commitment. These values are at the core of the positive culture at our school.

The Murtoa College purpose is to enable all students to show academic growth of ideally 1 year in every calendar year. To assist this purpose we will continue our focus on maintaining teacher quality using the Murtoa College Instructional Model. There is and will be a focus on explicit teaching of literacy and numeracy across all domains. Murtoa College has developed a Professional Learning Community (PLC) process to drive, plan and implement the Victorian Curriculum, including VCE, VCAL and VET. We strategically use student data to inform teaching practices, share best practice pedagogy, observe and reflect on the learning and teaching practices, design assessment protocols, coach and mentor each other and ensure professional development is targeted to the needs of the individual, team and the whole college.

The college has 26.6 EFT teaching staff plus 11.7 EFT education support staff. Within this figure, there are a large number of part timers. There are no Aboriginal and Torres Strait Islander staff.

Murtoa College is a Foundation to Year 12 School of currently 278 students situated 300 kilometres north-west of Melbourne, and approximately 30 kilometres east of Horsham. As well as drawing students from the local area, Murtoa also has 60 students who pay to travel by bus each day from Horsham. The school services a wide area that ranges east to west from Horsham to Rupanyup (45 kilometres) and north to south from Minyip to Glenorchy (about 50 kilometres).

The enrolment numbers have been stable, varying between 260 and 280 students in last 15 years. Our feeder schools are Minyip Primary School, Rupanyup Primary School and Our Lady Help of Christians School. Students from Horsham come from all the primary schools in Horsham. The college has 86 students in years F-6 and 192 students in years 7-12. About 85% of students travel to school by bus from the surrounding farming areas and towns, including Horsham.

The college has no students with a language background other than English (EAL). There are two families that have parents born in a non-English speaking country.

Murtoa serves a generally low socio-economic status community. Our SFOE is 0.5203 and we experience around 50 families qualifying for government benefits. A large percentage of our students live within a two parent family unit. Currently there are four combined classes in years F-6 area with a total of 92 students. There are two classes at each year level in years 7-12 with 179 students. Classes at year 11 and 12 (VCE) have small numbers in all subject areas. As already stated, Murtoa College is using a Professional Learning Community (PLC) along with the High Impact Teaching Strategies (HITS) to provide a consistent teaching and learning program for students. Our school goals incorporate student learning growth for all and students who are motivated and connected. Students know how they are going, where to next and how they are going to get there. A feature of the curriculum is the strong emphasis placed on the school values. The values are not a mere 'add on' to the curriculum but an integral part of all aspects of the school culture. In the 7-12 area, the college offers a diverse program and a comprehensive year 11 and 12 program including VCE, VCAL and VET. The year 9 and 10 area, or middle school see the year levels combined and students must do English, Maths and Science but they are also choosing from a comprehensive elective program that follows the Victorian curriculum. The year 7 and 8, follow a comprehensive program that is mainly core subjects with some electives in the Arts area. Instrumental music lessons are available. Science, Art, German and Physical Education are specialist subjects in F-6 area of the college with all other domains covered by class teachers. There is a variety of extra support programs across the college. These include the Tutor program, Quick Smart, CAFÉ reading, Hand's on Learning, Peer Support and Early Years literacy Intervention. Enrichment programs such as sport, camps, and educational excursions are a feature of the comprehensive learning program.

Murtoa College has no International students and therefore offers no programs in this area.

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

Murtoa College has developed a process to ensure consistency in our approach to teaching and learning across the whole college. We have continued to provide appropriate resources to develop our teaching and learning programs. Professional development, meeting times and the development of our scope and sequences are properly resourced. We have invested in a student management tool (SMT) called XUNO and the mark book component allows staff to have an ongoing assessment and reporting system to cater for all ability levels. The college staff have focused their improvement directly on their capacity to teach all F-12 students and be able to implement the curriculum at the point of learning needs for all students, across all domains. To assist this process ongoing development and documentation of a high-quality F-12 curriculum has and continues to be their priority. To reinforce this work the staff have worked hard to ensure consistency in assessment and reporting approaches across and within year levels in all domains. The reporting and assessment is ongoing and online through our SMT, XUNO.

The other major priority has been the focus of Literacy and Numeracy in all Learning Areas (LAs). Our college mission, vision, collective commitment and goals is the outline that gives us a clear direction. We have also provided appropriate resources to develop our PLC teams and our LA teams. In developing the LA team’s capacity of all teachers F-12 we have implemented a consistent approach to student learning.

2020 was a year where student leaning was heavily impacted. With the assistance of a DET initiative, we have embraced and implemented a tutoring program across our literacy and numeracy domains. This program will target somewhere between 40-50% of the Murtoa College student cohort throughout 2021. It is hoped that this program will assist these targeted student to develop and refine skills to help them 'catch-up' academically.

**Achievement**

The student performance across the board at Murtoa College was again similar to other Victorian schools. The 2020 performance includes both teacher judgements and the use data. The 2020 VCE results were good again and maintained our consistent high average. The median study score was 27.4.

We have continued our focus on improving student achievements in literacy and numeracy as per our Strategic Plan. We are continuing to develop the capacity of the staff and we are providing extra support to students with lower levels of achievement through a variety of pathways. This has been achieved via programs such as CAFÉ reading, Quick Smart, Hands on Learning, peer support and early years literacy intervention. During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students.

Our relative growth results were strong in all domains and on par with the state averages. We will evaluate and diagnose our practices in order to strengthen areas that need to be focused on and improved. The overall picture of relative growth is quite good.

In 2021 we will continue to focus on literacy and numeracy and use data to help us identify the individual learning needs of all students. In the past year we have continued to trial a range of assessment and diagnostic tools to help us to accurately diagnose each student’s point of learning. Staff have been working on a consistent assessment and reporting package as well as curriculum documentation and the implementation of the Victorian curriculum in all Learning Areas (LA). They will continue work in this area with the focus of improving the delivery of teaching and learning.

To enhance this Murtoa College will introduce the DET 'tutor' initiative and help a large proportion of our student cohort to 'catch-up' on their academic requirements.

**Engagement**

The student engagement and well-being of all F-12 students is clearly indicating that we continue to do well in this area, considering the student background characteristics. Student attendance levels from F-12 years are generally consistently and at or above the state average. Unfortunately, in 2020 they were drastically effected by remote learning in every year level and especially in the year 7 to 12 area . Throughout 2021, Murtoa College will put strategies and processes in place to enable the student attendance data to improve. The area of attendance will continue to be a focus. There will be daily follow up of students who are absent by the well-being coordinator. Then if required, there is further intervention from the leading teacher of student support, the year level coordinators and education support staff. Re-engaging students who are struggling with school will be a focus of the college moving forward.

We will work hard to re-engage those students who have attendance issues. The intervention programs continue to develop and provide support for students at risk of disengagement or with lower attendance rates. The intervention programs such as Tutoring, CAFÉ reading, Quick Smart and early years literacy intervention are helping those students who are struggling academically to improve their achievement levels. Hands on Learning is providing that 'hook' to help re-engage those students who do not enjoy school.

The Attitudes to School survey generally indicates our students are connected to school but remote learning in 2020 had an impact on this, especially in the F-6 area. The college will focus on improving the 'connectedness' by implementing various intervention programs already mentioned and making sure that school is a safe place for students to come to.

Our whole school aim of respectful relationships in every situation continues to make each student and staff member aware that each person has the right to be treated respectfully and feel safe when they come to school.

We continue to ensure that our school values underpin everything we do in order to create a safe learning environment. Students who demonstrate our school values continue to receive recognition on a regular basis at school assemblies. Student agency through their leadership and their voice is important to the college. The SRC plays an important part in ensuring student needs are heard and addressed. Students continue to contribute through collaboration on many aspects of their learning.

### Wellbeing

The socio-economic profile has again remained in the low to mid area with our SFOE at 0.5203. The destinations of students as they complete their schooling continues to change and 2020 saw a mixture of students exit to further studies or full-time employment. For all the students who completed year 12 their pathways saw 100% of them leave and go to either further education or employment which continues to be our focus at the college.

Our student retention is at similar levels to other Victorian schools, considering student background characteristics.

Senior students continue to be well prepared for transition to work or further study through the work experience programs, careers visits and guest speakers from a variety of areas.

We maintain excellent links with our feeder kindergarten and continue to have an extensive transition process for foundation students. New students enter the year 7-12 area, especially at year 7 from a wide range of feeder primary schools. These students and those at other year levels have a positive transition process to follow. We continue to have a large number of students attending the college from the Horsham area. We have between 50 and 60 students bus out from Horsham every day.

### Financial performance and position

The net operating reserve was in surplus again. It was a healthy amount considering both the SRP and cash side of our budget was able to balance out to provide a surplus. It will allow the college to continue to develop and grow. The college continues to be in a sound financial position, which has enabled us to staff the college with small class sizes to help with student learning outcomes.

We will continue to use our resources for maintenance of buildings and grounds in 2021. The community have worked together to develop a Landscape Master Plan (LMP) and are now working together to deliver on the LMP. The college wide maintenance program is structured, has respective budget lines and a timetabled schedule of ongoing maintenance. The design of areas outside the classroom allow students to break out in calm and controlled areas. Our students need to feel safe in all outside areas of the college.

We have invested in a 60 kilowatt solar system which will enable our school to basically be run by solar. This development of being self-sufficient will be ongoing.

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

**<http://www.murtoasc.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 269 students were enrolled at this school in 2020, 120 female and 149 male.

1 percent of students had English as an additional language and 3 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.

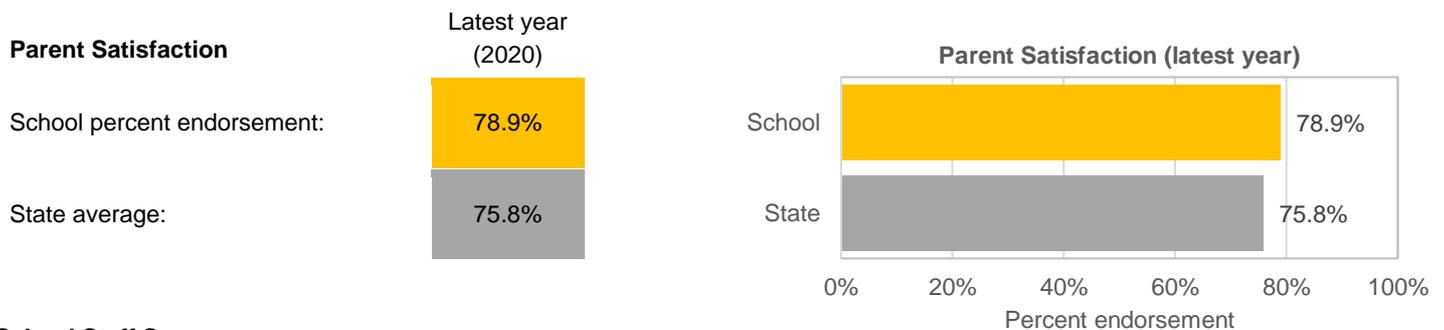
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

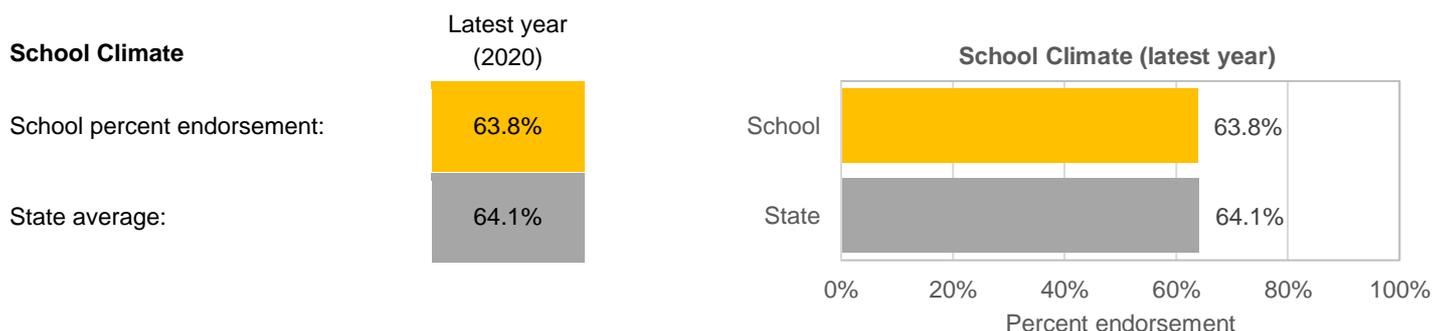


### School Staff Survey

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

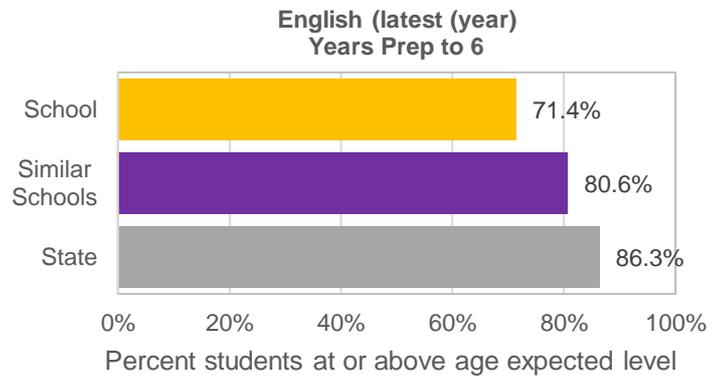
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

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

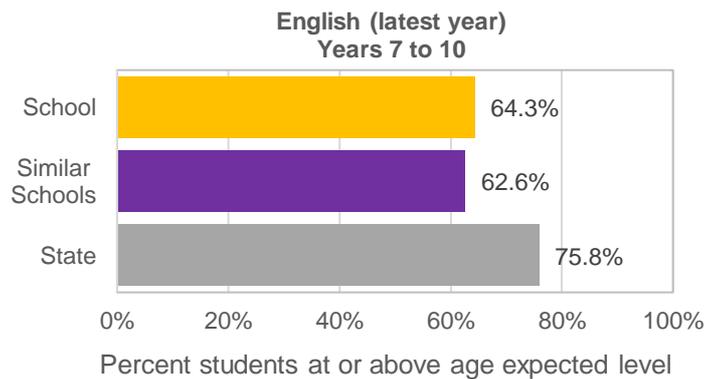
#### English Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	71.4%
Similar Schools average:	80.6%
State average:	86.3%



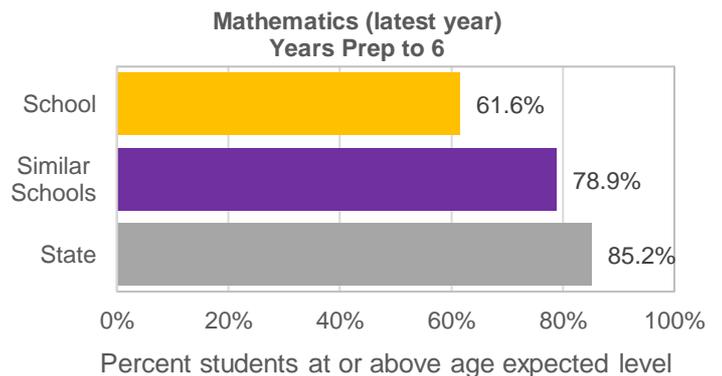
#### English Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	64.3%
Similar Schools average:	62.6%
State average:	75.8%



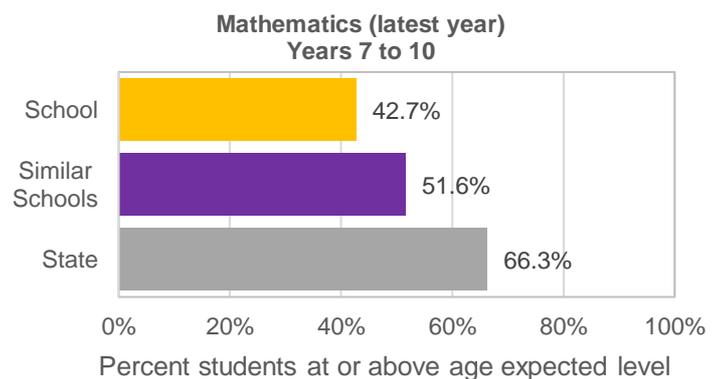
#### Mathematics Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	61.6%
Similar Schools average:	78.9%
State average:	85.2%



#### Mathematics Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	42.7%
Similar Schools average:	51.6%
State average:	66.3%



## ACHIEVEMENT (continued)

### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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

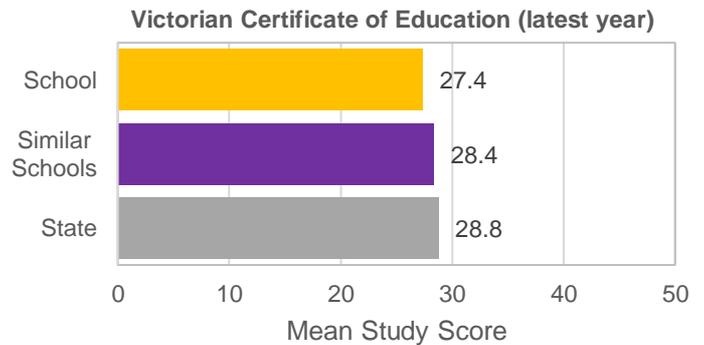
NAPLAN tests were not conducted in 2020.

### Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	27.4	28.0
Similar Schools average:	28.4	27.7
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

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

36%

VET units of competence satisfactorily completed in 2020:

92%

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

64%

## ENGAGEMENT

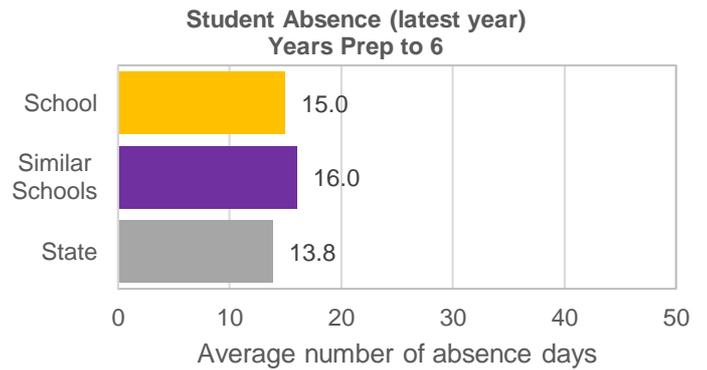
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

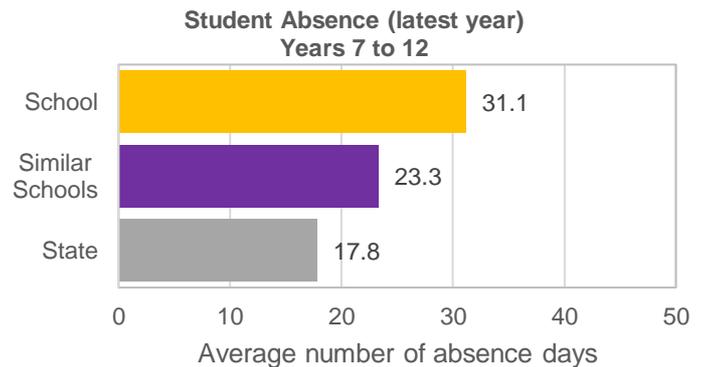
#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.0	18.2
Similar Schools average:	16.0	16.7
State average:	13.8	15.3



#### Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	31.1	26.3
Similar Schools average:	23.3	22.7
State average:	17.8	19.2



### Attendance Rate (latest year)

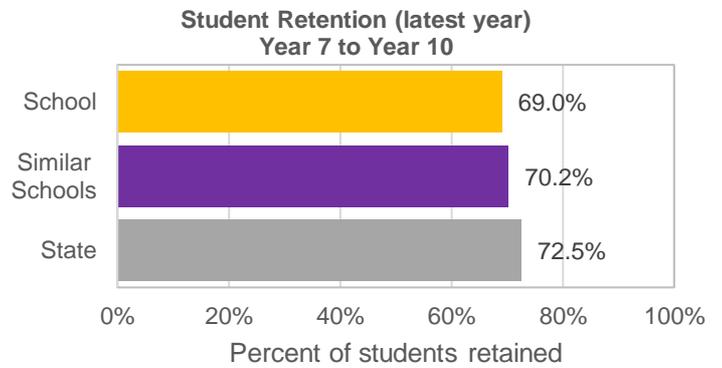
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	89%	93%	94%	93%	94%	92%	92%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2020):	86%	86%	78%	86%	85%	88%	

## ENGAGEMENT (continued)

### Student Retention

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

<b>Student Retention Year 7 to Year 10</b>	Latest year (2020)	4-year average
School percent of students retained:	69.0%	72.5%
Similar Schools average:	70.2%	71.8%
State average:	72.5%	72.9%

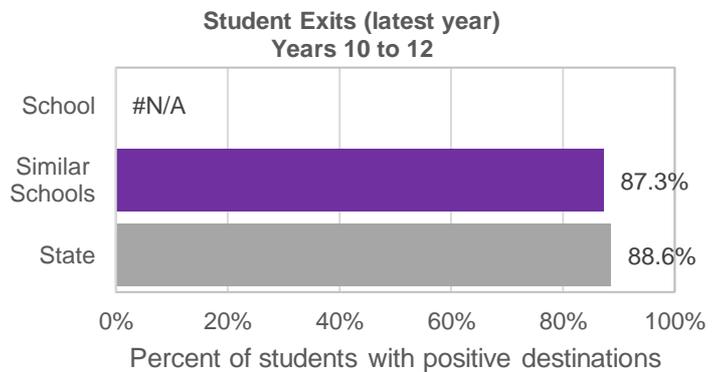


### Students exiting to further studies or full-time employment

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'.

<b>Student Exits Years 10 to 12</b>	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	NDP	92.8%
Similar Schools average:	87.3%	85.8%
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.

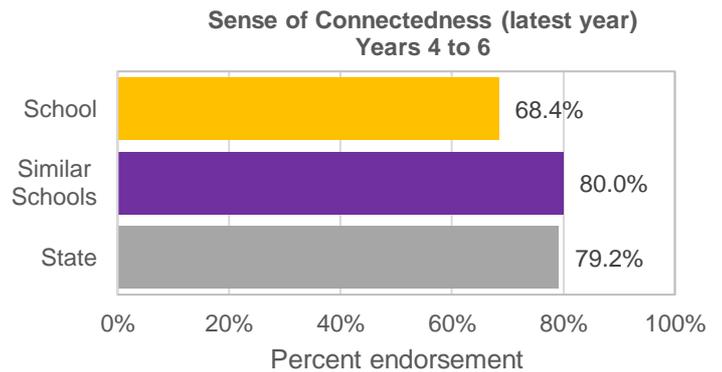
### Student Attitudes to School – Sense of Connectedness

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 4 to 6

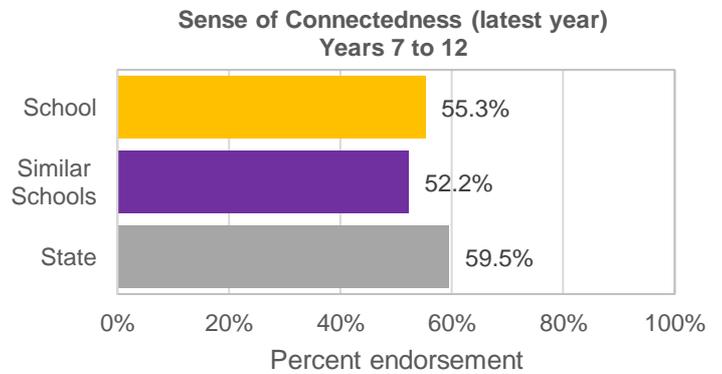
	Latest year (2020)	4-year average
School percent endorsement:	68.4%	80.3%
Similar Schools average:	80.0%	81.0%
State average:	79.2%	81.0%



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

#### Sense of Connectedness Years 7 to 12

	Latest year (2020)	4-year average
School percent endorsement:	55.3%	66.4%
Similar Schools average:	52.2%	52.9%
State average:	59.5%	55.3%



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

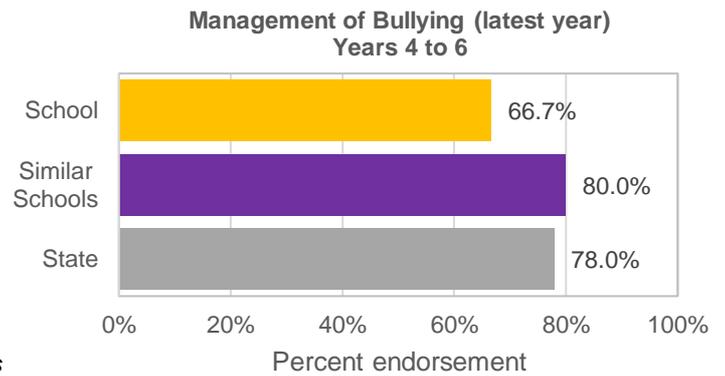
**WELLBEING (continued)**

**Student Attitudes to School – Management of Bullying**

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

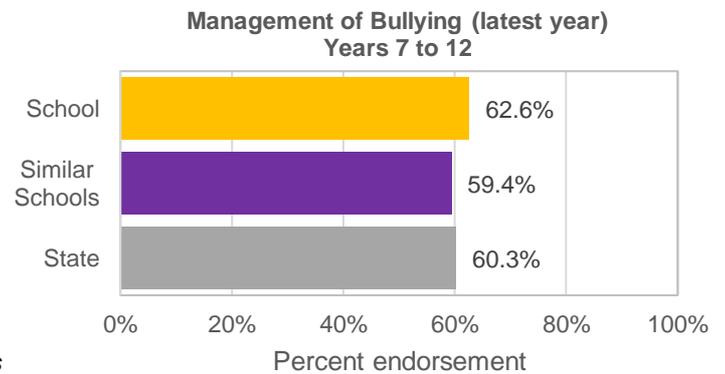
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	66.7%	84.4%
Similar Schools average:	80.0%	81.1%
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.*

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	62.6%	71.9%
Similar Schools average:	59.4%	59.1%
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	\$3,993,020
Government Provided DET Grants	\$823,359
Government Grants Commonwealth	\$3,050
Government Grants State	\$9,725
Revenue Other	\$25,156
Locally Raised Funds	\$138,332
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,992,642</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$274,361
Equity (Catch Up)	\$13,493
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$287,854</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,136,851
Adjustments	NDA
Books & Publications	\$6,934
Camps/Excursions/Activities	\$41,580
Communication Costs	\$8,803
Consumables	\$124,120
Miscellaneous Expense <sup>3</sup>	\$11,200
Professional Development	\$10,651
Equipment/Maintenance/Hire	\$121,469
Property Services	\$138,407
Salaries & Allowances <sup>4</sup>	\$24,287
Support Services	\$67,889
Trading & Fundraising	\$144,552
Motor Vehicle Expenses	\$4,591
Travel & Subsistence	NDA
Utilities	\$27,652
<b>Total Operating Expenditure</b>	<b>\$4,868,986</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$123,657</b>
<b>Asset Acquisitions</b>	<b>\$83,514</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$740,455
Official Account	\$27,711
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$768,167</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$114,736
Other Recurrent Expenditure	\$485
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$37,000
Capital - Buildings/Grounds < 12 months	\$75,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$540,945
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$768,167</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.*