

2020 Annual Report to The School Community



School Name: Swinburne Senior Secondary College (7366)



- 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 15 March 2021 at 04:23 PM by Michael O'Brien (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 23 March 2021 at 03:27 PM by Susan Robertson (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

Swinburne Senior Secondary College is one of only ten stand-alone senior secondary government schools in Victoria. Located in Hawthorn, the College provides excellent facilities in a young adult learning environment where students are accepted as individuals.

Swinburne Senior Secondary College's vision is to enable independent, critical thinking that challenges and enriches learners' lives, creating citizens who contribute positively to the global community through intellectual endeavour, cultural acceptance and action. Students are encouraged to develop their individual identities through the pursuit of their learning goals and future career ambitions. The College fosters students' creative, analytical and critical thinking through delivery of the Victorian Certificate of Education (VCE), Vocational Education and Training (VET) certificates and Victorian Certificate of Applied Learning (VCAL) programs, offering a broad range subjects for senior students to make appropriate choices regarding their areas of interest and expertise.

Swinburne Senior Secondary College's mission is to develop lifelong learners with enquiring minds and a keen sense of curiosity. We encourage young adults to take educational risks, be responsible for their actions, and value the importance of respect, responsibility and commitment. As a senior-only college, the teachers at Swinburne Senior work to empower students to make their own decisions about their learning. Supporting students' individual needs is a key focus of the College, which is engendered through the teachers' respectful interactions with the students, embracing individual differences and encouraging them to adapt a growth-mindset approach to their studies.

The following values are central to the life of the College. We strive to apply these values in our everyday dealings with each other and in the development of our programs and policies. At Swinburne Senior Secondary College we value and enact:

- Respect
- Responsibility
- Commitment

Respect means:

- Respecting ourselves, others and our relationships
- Respecting ourselves and others in all we think, say and do
- Respecting our learning, community and environment.

Responsibility means:

Personal accountability is promoted for learning and conduct, encouraging all to make a positive contribution to the local and global community and the environment.

Commitment means:

All members of the College community strive for growth in all aspects of their education that will foster a love of learning and lead them to become independent learners.

Students may commence their enrolment at the College in Year 11 or Year 12. They have access to a broad range of some 39 VCE Studies, VCAL at Intermediate and Senior Levels and VET programs. The College hosts 13 VET programs on each evening throughout the week (excluding Friday) and all day on Wednesday. Students may also choose from a large number of other programs through the Inner Melbourne VET Cluster (IMVC) and travel off site to study these. The College continues to strive to provide students with information and skills so that they can take up extensive and diverse post-secondary pathways.

With a cohort of 425 students (288 female and 137 male), approximately 55% originated from government schools and 45% from non-government schools. Only 3% of students identified as having English as an Additional Language and there were no students with an Aboriginal or Torres Strait Islander background. The College is not registered to accept

international students.

The College has 35 teaching staff, of whom 10 are part time. The College also has seven sessional VET teachers and four full-time and eight part-time Education Support Staff. There are two full time Principal Class Officers, five Leading Teachers, two Learning Specialists and 26 Classroom Teachers.

As has been the case in previous years, the responses to the School Staff Survey-School Climate (percent endorsement of 64.6% compared to the State percent endorsement of 61.2%) remained very positive. The Parent General Satisfaction Summary (percent endorsement of 84.3% compared to the State percent endorsement of 74.2%) also continued the long term trend of extremely positive results.

The measure of the overall socio-economic profile of the College is based on the Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. The Overall Socio-Economic Band Profile of our students' families has not changed over the past ten years and is now classified as Low. In effect, this means that we are a Low Needs school.

The Victorian community's experience of Covid-19, including remote and flexible learning, had a significant impact on normal school operations. At Swinburne Senior Secondary College the usual DET surveys including the Attitude to School Survey for Students, Staff Survey and Parent Opinion Survey were completed. Although the participation rates for each of these surveys was very good and similar to previous years, there is a very strong likelihood that responses may have been impacted by individuals' experience of Covid-19.

Framework for Improving Student Outcomes (FISO)

Through the 2019 self-evaluation and peer review process associated with our four yearly school review, the College was recognised for its school culture which was inclusive, supportive and maximised students' academic achievement. This was evidence by:

- The calm and orderly learning environment and the inclusive culture
- A range of processes that were implemented to ensure students were supported with a comprehensive induction, both at the point of enrolment and throughout students' initial transition to the College
- A range of wellbeing supports that were available, widely accessed and valued
- Strong relationships between teachers and students
- Mentor groups that had a key role in supporting students' transition to the College and supporting them to achieve their best academically.

The College demonstrated that it was Embedding in ten of the sixteen elements of the Victorian Government's Framework for School Improvement Continua of Practice and Evolving in the other six.

Our challenges lie in our ability to continue to focus on developing our students by improving their learning outcomes, promoting their engagement in their learning and further enhancing their wellbeing.

The Key Improvement Strategies (KIS) linked to the three goals in the new School Strategic Plan, that was written and endorsed in June 2019, are explicitly linked to the schools' assessment against the FISO Continua of Practice, focussing on the areas identified for improvement.

- 1a. Build teacher capacity to implement a range of high-impact teaching strategies (FISO dimension: Evidence based high impact teaching strategies).
- 1b. Implement and evaluate a consistent approach to instructional practice (FISO dimension: Building practice excellence).
- 1c. Develop and implement professional learning opportunities that are collaborative and involve reflection and feedback (FISO dimension: Building practice excellence).
- 2a. Strengthen the culture of high expectations for all students, parents and staff (FISO dimension: Setting

expectations and promoting inclusion).

- 2b. Enhance the approaches to induction for all members of the school community, so that they are ongoing and sustainable (FISO dimension: Intellectual engagement and self-awareness).
- 2c. Empower student voice and agency to enhance student engagement (FISO dimension: Empowering students and building school pride).
- 3a. Enhance the whole school approach to pastoral care and advocacy to support student wellbeing and connectedness (FISO dimension: Health and well-being).
- 3b. Establish, implement and evaluate a whole school approach to the health and wellbeing of all members of the school community (FISO dimension: Health and well-being).
- 3c. Develop and nurture the College culture, vision and values (FISO dimension: Vision, values and culture).

With the coronavirus pandemic impacting schools so heavily in 2020 the focus for the College was on the preparation and delivery of a remote learning program for our students. Although this initially presented challenges for all teachers and students, the transition from face-to-face teaching to remote learning was highly successful.

The highlights related to the development of the KIS included:

- according to the 2020 Attitudes to School Survey
- consolidation by teachers to provide more Differentiated learning activities was made (KIS 1a and 1b)
- an increase in the Effective teaching time (KIS 1a and 1b)
- an increase in Stimulated Learning (KIS 1a and 1b)
- Sense of Connectedness was 81% compared with 59% for the State (KIS 2b and 3b)
- According to the 2020 Parent Opinion Survey
- Parent community engagement was 76% compared with 70% for the State. Communication between teachers and parents also improved with parents reporting increased levels of involvement with their child's education (KIS 2a).

Throughout 2020, teachers continued to engage in collaborative, small and multi-disciplinary Pedagogical Research Teams (KIS 1a, 1b and 1c).

TERM 1 Teams were established and investigative questions were constructed by each team.

TERMS 2 & 3 Teams devised their investigations through methodical implementation of their chosen High Impact Teaching Strategies (HITS), contextualised for their specific learner cohort.

TERM 4 Each Pedagogical Research Team presented their findings at the End of Year Professional Learning Season and produced a report.

Achievement

Overall our students responded very well to the approach that was taken during the two periods of remote learning. Students and teachers continued to follow our usual school timetable to deliver their online lessons.

The College does not have any data for teacher assessments against the VELs or any NAPLAN data as it is a senior (years 11 and 12) only institution.

The mean study score for all VCE subjects undertaken by students at this school was 28.3. This result was consistent with the previous four years 28.27 (2016), 27.53 (2017), 28.11 (2018) and 27.5 (2019). The four-year average (2017-2020) result was 27.8.

After taking into account our students' characteristics, the mean study score was below what would reasonably be expected compared with Similar Schools.

The proportion of students who satisfactorily completed their VCE was 98%, which was the best result over the past five years; 2016 (94%), 2017 (92%), 2018 (97%) and 2019 (96%).

25% of Year 12 students in 2020 undertook at least one Vocational Education and Training (VET) unit of competence

(17% in 2017, 19% in 2018 and 19% in 2019) and 80% of VET units of competence were satisfactorily completed (78% in 2017, 91% in 2018 and 87% in 2019). These results tend to be volatile and expected as our students come with such a broad range of previous educational experiences.

The proportion of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020 was 97% which was similar to the results of the previous four years- 97% (2016), 99% (2017), 93% (2018) and 91% (2019).

The current strategic plan (2018-2022) details a range of strategies that are being adopted to ensure that our students' academic results are optimized. Considerable work has been undertaken using an action research model to raise teachers' awareness and delivery of high impact teaching strategies that will further improve instructional practice.

Engagement

In 2020 the Absent Days per Full Time Equivalent for combined Year 11 and 12 was 21.8 days (State 17.8 days for Years 7 to 12). The four year average was 20.7 days compared to the State 19.2 days. The College's Year 11 attendance rate was 87% and Year 12, 90%. It is worthwhile noting that the College's attendance policy for VCE students requires an attendance rate of at least 85%, which is equivalent to attending for 146 days of a possible 172 days or conversely, not attending for 26 days. At this rate, students satisfy the mandated requirement for attendance set by the Victorian Curriculum and Assessment Authority (VCAA) of at least 50 hours of instruction for each VCE unit of work.

The real retention from February 2019 to August 2020 was 71.6% compared with 2015-16 (65.0%), 2016-17 (65.8%), 2017-18 (62.0%) and 2018-19 (66.8%) results. Although this is the best result for some time, these results have been consistently below the State mean (77.5% in 2019-20). It is anticipated that one of the consequences of the strategies to improve students' learning confidence, motivation and connectedness to one another will be an improvement in real retention. However, despite the College's attempts to provide a learning environment that meets the requirements of all students, there is further work to be done to sustain improvement in real retention. This is an ongoing focus for the College.

The College's careers and pathways education program enables all students to access current information and to develop their decision making skills. It enables them to make informed choices regarding their transition from secondary schooling. In 2019, 74.8% of students who exited the College continued with further education and training or moved into the workforce. This result represented a consolidation of the 2018 result and is slightly better than the average over the past four years (2016-2019) 74.2%. The majority of exiting students enrolled in tertiary courses in Creative Arts, Society and Culture or Management & Commerce.

Wellbeing

Student Wellbeing continued to be a major focus of the College and due to the pandemic was the top priority for the College during 2020. Considerable effort was made to provide a supportive environment where young people could develop a strong connection to the College whilst completing their VCE or VCAL program in such an extraordinary year.

The results of the 2020 Attitudes to School Survey-Sense of Connectedness, the extent to which students feel they belong and enjoy attending school, was 80.7% which represented a significant increase over the 2019 result of 72%. This measure has remained consistently high over 2018-2020 (74.0%). This is pleasing given that our students' previous educational experience has taken place in a variety of government (55%), independent and Catholic (45%) settings. Similarly, the results of the Attitudes to School Survey-Management of Bullying, the extent to which students feel they are safe from bullying and harassment, was 79.9% and represented an increase over the 2019 result of 75.0%. The four year average for the College was 76.3% compared with the State result of 57.9%

The responses from students for Sense of Confidence, the extent to which students have a positive perception of their ability as a student, was 62% which represented an increase from 2019 (56%). The student responses for Motivation and Interest, the extent to which students are motivated to achieve and learn, improved from the 2019 result of 73% to 80%.

Financial performance and position

The College ended the year in a sound financial position. 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. The budget was in surplus as actual revenue from DET and Commonwealth grants, VET programs, Essential Student Learning Items and Voluntary Contributions was higher than anticipated. Due to Covid-19 and subsequent lockdowns, expenditure relating to salaries, utilities, excursions and the maintenance and procurement of equipment was considerably lower than projected.

For more detailed information regarding our school please visit our website at
<https://www.sssc.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 425 students were enrolled at this school in 2020, 288 female and 137 male.

3 percent of students had English as an additional language and 0 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.

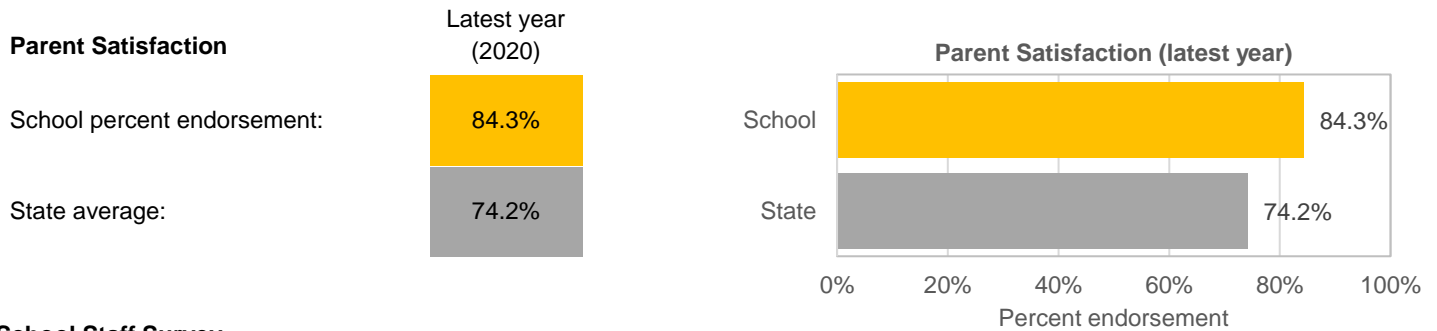
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

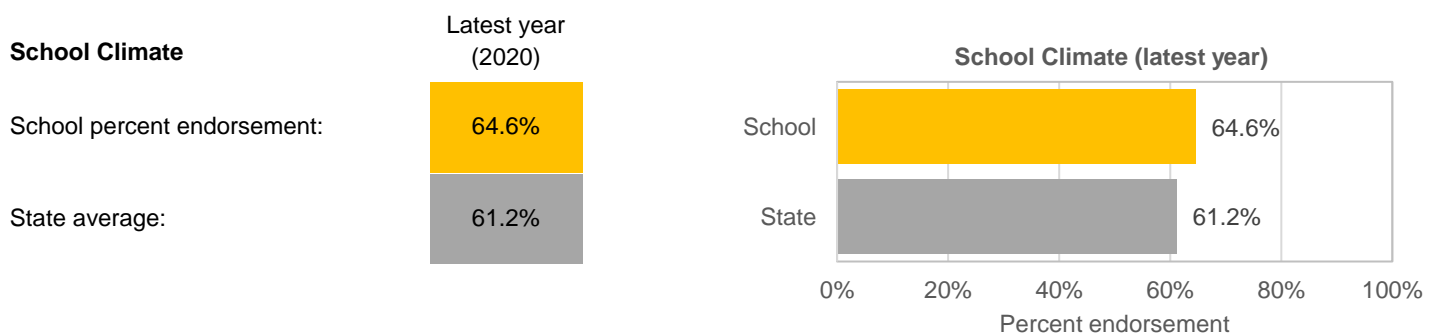


School Staff Survey

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:

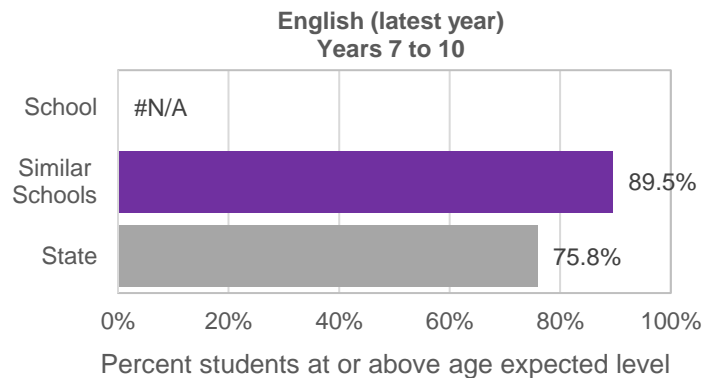
NDA

Similar Schools average:

89.5%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

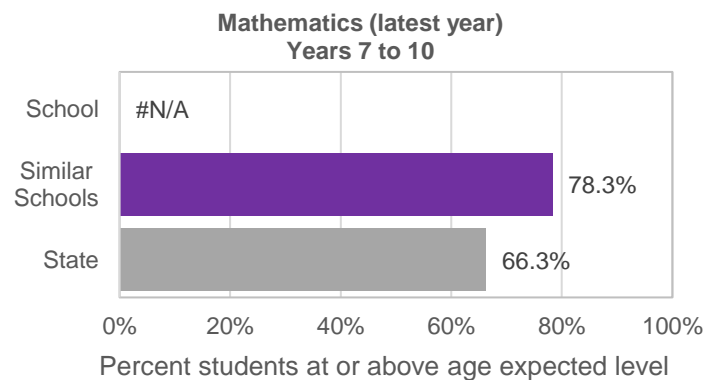
NDA

Similar Schools average:

78.3%

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.

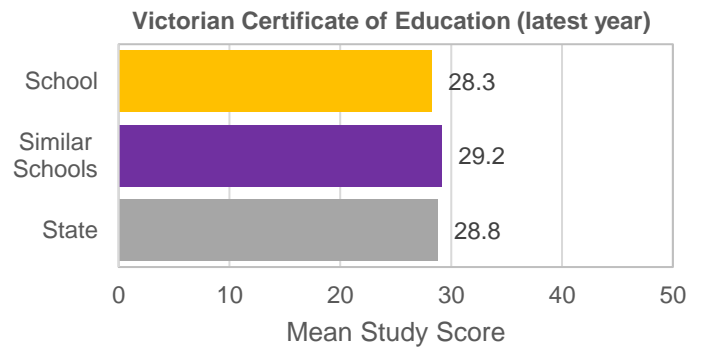
ACHIEVEMENT (continued)

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	28.3	27.8
Similar Schools average:	29.2	29.2
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

98%

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

25%

VET units of competence satisfactorily completed in 2020:

80%

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

97%

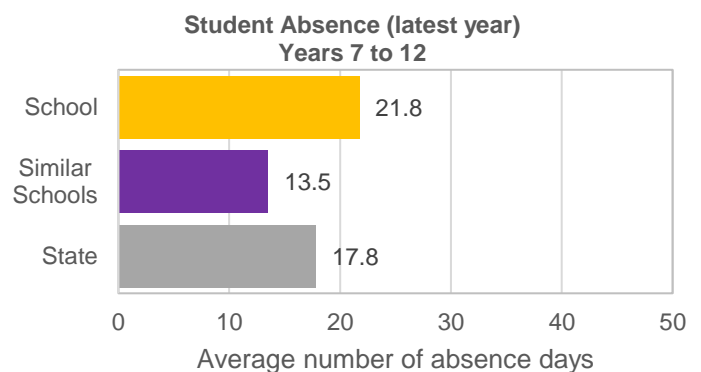
ENGAGEMENT

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:	21.8	20.7
Similar Schools average:	13.5	16.0
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

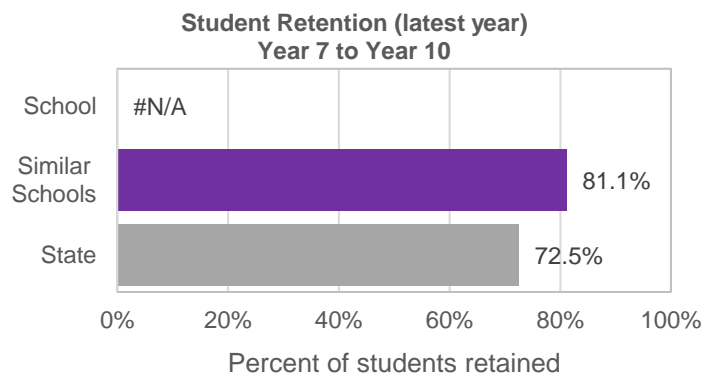
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	NDA	NDA	NDA	NDA	87%	90%

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:	NDA	NDA
Similar Schools average:	81.1%	80.4%
State average:	72.5%	72.9%



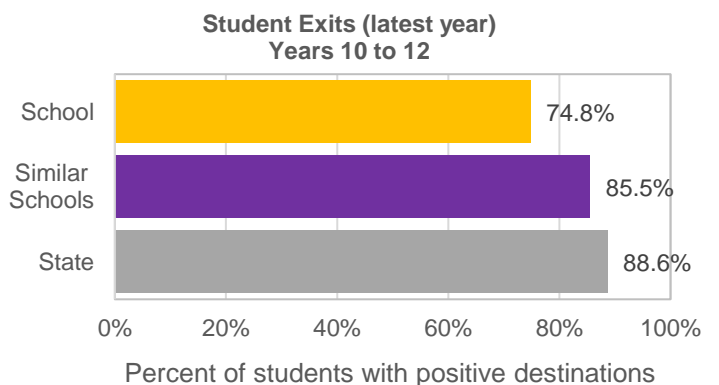
Students exiting to further studies or full-time employment

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:	74.8%	74.2%
Similar Schools average:	85.5%	86.3%
State average:	88.6%	89.1%



WELLBEING

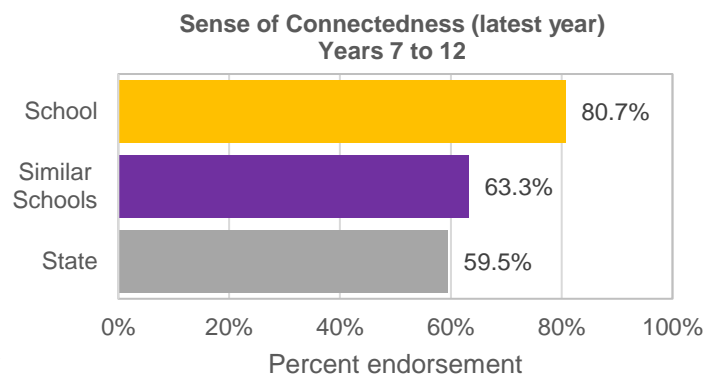
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	80.7%	74.0%
Similar Schools average:	63.3%	58.6%
State average:	59.5%	55.3%



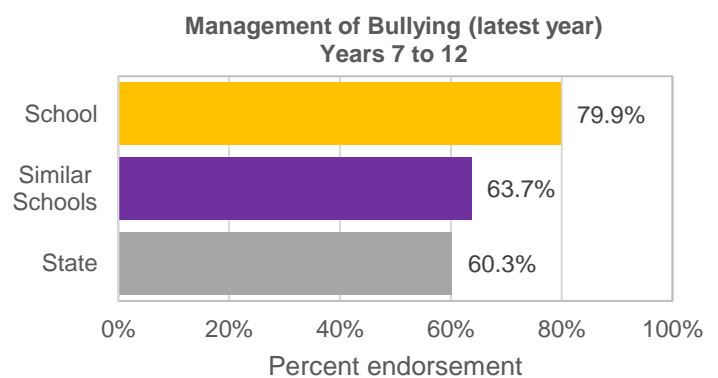
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	79.9%	76.3%
Similar Schools average:	63.7%	60.6%
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	\$4,410,858
Government Provided DET Grants	\$775,827
Government Grants Commonwealth	\$28,706
Government Grants State	\$9,725
Revenue Other	\$208,786
Locally Raised Funds	\$578,988
Capital Grants	NDA
Total Operating Revenue	\$6,012,890

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,916
Equity (Catch Up)	\$4,273
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$21,188

Expenditure	Actual
Student Resource Package ²	\$4,448,626
Adjustments	NDA
Books & Publications	\$2,727
Camps/Excursions/Activities	\$49,201
Communication Costs	\$23,934
Consumables	\$130,770
Miscellaneous Expense ³	\$85,884
Professional Development	\$20,575
Equipment/Maintenance/Hire	\$112,719
Property Services	\$140,022
Salaries & Allowances ⁴	\$262,318
Support Services	\$338,587
Trading & Fundraising	\$10,425
Motor Vehicle Expenses	\$5,756
Travel & Subsistence	\$1,813
Utilities	\$87,308
Total Operating Expenditure	\$5,720,665
Net Operating Surplus/-Deficit	\$292,226
Asset Acquisitions	\$125,505

- (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	\$784,656
Official Account	\$66,826
Other Accounts	\$260,714
Total Funds Available	\$1,112,196

Financial Commitments	Actual
Operating Reserve	\$192,672
Other Recurrent Expenditure	NDA
Provision Accounts	\$40,000
Funds Received in Advance	\$138,412
School Based Programs	\$138,342
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$38,329
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$564,442
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,112,196

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.