

# 2020 Annual Report to The School Community



School Name: Werribee Secondary College (8465)



WERRIBEE SECONDARY COLLEGE

- 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 26 March 2021 at 02:33 PM by Amanda Mullins (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 07:53 PM by Damian Marinaro (School Council President)

# How to read the Annual Report

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## 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.

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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 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)

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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

Werribee Secondary College services the suburb of Werribee and adjacent communities. Werribee is situated in South Western Victoria between Melbourne and Geelong. The school was established in 1956. The school is accredited by the Council of International Schools (CIS) and the International Baccalaureate Organisation (IBO). Following completion of a rigorous self-study process, the College hosted a visit by an IB Accreditation Team and was re-accredited by the IB until 2026. The College is proud to be the first Victorian government school authorised to offer the International Baccalaureate Diploma Program (IBDP), our first class graduated in 2015. The International Baccalaureate Organization (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. These programs encourage students across the world to become active, compassionate and life-long learners who understand that other people, with their differences, can also be right.

The college consists of both permanent and portable classrooms. There is a gymnasium and auditorium which contains food technology rooms, two health classrooms, a canteen and music centre. The buildings include an art and technology wing, school library, staff resource centre, administration wing. There is a Language Centre and Science centre with Science classrooms, Science preparation room, LOTE rooms and offices. There is a recital centre completed in 2018 used for school music performances.

The college has access to two ovals the College Oval and Soldier's Reserve, used for sporting purposes including interschool cricket, Australian rules football, rugby and soccer. The college's gymnasium is used for basketball, netball and volleyball. Basketball courts are located adjacent to the College Oval.

The College enrolled in 2020, approximately 1,500 students from Year 7 to Year 12. The enrolment was stable over the period of the SSP. Werribee Secondary College has experienced high demand for admissions at all year levels; an enrolment zone is in place to limit the student population to the College's capacity.

The school employed 136.8 FTE staff – 5.0 Principal Class Officers, 101.8 teachers and 30 Education Support staff with nine leading teachers and learning specialists.

The curriculum structure embeds the Victorian Curriculum. An elective program operates in the Middle School with Year 10 students able to study a VCE or VET subject. The College operates four programs in the Senior School:

- Victorian Certificate of Education (VCE)
- International Baccalaureate Diploma Program (IBDP) – the College offers IBDP as an alternative to VCE.
- Vocational Education and Training (VET) units – these units are offered to students by the College and across a cluster of local schools.
- Victorian Certificate of Applied Learning (VCAL)

The College provides co-curricular activities including programs which include a Student Leadership Program, Australian Army Cadet Unit, Inter-School Sports, House Competitions, Instrumental Music, Performing Arts, Music Club, Chess Club, Public Speaking and Debating.

The College has a strong relationship with an international school, Gredos San Diego (Spain). We are currently seeking accreditation to become a Student Exchange Organisation with a focus on growing our partnerships and student opportunities.

At Werribee Secondary College we strive for success in students' chosen endeavours. The College community provides a safe and caring environment where each student is valued. We celebrate achievements, success and growth for all students. Our programmes equip students with the skills, knowledge and attitudes needed for the dynamic world after secondary education. College leaders, teachers and support staff adopt evidence-based best practice to generate a progressive 21st century educational setting. We enhance learning and develop digital literacy through the purposeful use of emerging technology. With a focus on realising optimal outcomes for learners, staff

commit to continuous improvement through ongoing targeted professional development, peer collaboration and reflection. At Werribee Secondary College we nurture the values of respect, cooperation, honesty, integrity, confidence, perseverance, resilience and responsibility. Driven by these ideals, the College community embraces cultural and social diversity. Students develop a strong sense of personal identity and global citizenship, enabling different cultural groups to interact, learn from each other and grow together.

The College offers a high quality education that develops students' skills and competencies and the acquisition of the knowledge needed to meet future challenges. Students may select one of the four languages offered at the College from Year 7: Chinese, Japanese, Italian and Spanish. Students are given opportunities to develop leadership skills and teamwork through the College's wide range of co-curricular programs which include an extensive Student Leadership Program, Australian Army Cadet Unit, Inter-School Sports, House Competitions, Instrumental Music, Performing Arts, Music Club, Chess Club, Public Speaking and Debating.

### Framework for Improving Student Outcomes (FISO)

Werribee Secondary College partially met the KIS across 2020 due to COVID. The FISO dimensions of Building Practice Excellence, Building Leadership Teams and Empowering Students and building school pride continued to be the focus of 2020 but in a flexible manner that was suited to the environment at the time. Teaching staff were able to adapt their teaching to the online environment very quickly. After the first lockdown, we surveyed parents, staff and students about the online learning. We were able to use this feedback to make improvements when the second lockdown began. We put measures into place to ensure the wellbeing of staff and students were being supported. WeBex provided staff with a platform to engage in face to face teaching online. Staff were required to complete progress reports every three weeks that was monitored by the Student Management and Wellbeing team. From these reports we were able to put supports in place for individual students according to needs.

#### Building Practice Excellence (FISO)

Goal 1: Enhance active student engagement in their learning within a differentiated curriculum to stimulate and engage all students

KIS 1: Build practice excellence relating to the explicit teaching of subject-specific literacy through the ENGAGE Instructional Model.

Using the ENGAGE instructional model, staff we required to provide lessons plans on Compass that followed a clear and consistent template. Learning Intentions and Success criteria were visible to all students and parents to support learning from home. The college adapted the online learning according to feedback from students, staff and parents. We were very quick to put in place processes to support all stakeholders.

KIS 2: Further develop on the established work on Guaranteed and Viable curriculum by building a collective understanding and consistent measurement of students learning growth to ensure appropriate intervention at the point of need

During 2020, the school continued its mission to having a Guaranteed and Viable Curriculum that was adapted to be effective using an online platform. Units of work were written and assessment tasks adapted to engage students in their learning from home. We began the year by starting to implement a PLC structure in the school for 2020. Unfortunately this work was halted due to COVID.

KIS 3: Extend Coaching Training and coaching opportunities to support teachers in building capacity in aspects of pedagogical practice.

KIS 4: Build collective pedagogical and leadership capacity through a whole school targeted Professional Learning Program.

The Leading Teachers and Learning Specialists were able to adapt and be flexible and support individual staff in their needs. "Coaching" took on a more focused professional learning that targeted digital skills. A suite of bespoke professional learning sessions were conducted online as whole staff and small team meetings. Individual teachers were supported to adapt to online lessons.

Empowering students and building school pride (FISO)

Goal 2: Improve student connectedness to their peers and the College

KIS 1: Continue to develop opportunities to promote student voice and involve students in decision-making about how they can make a difference in their local and global communities

The Student Life Program was further developed to facilitate the delivery of the Respectful Relationships curriculum as well as Social and Emotional Learning which was of particular need during lockdown. The student leadership team took on a really important role in connecting students to each other and school. School captains set up an Instagram page specifically for WSC students. This was used to stream live by the principal and wellbeing to be able to speak with students. Online engagement increased through ongoing competitions, especially in creative arts. Students made study groups and support groups online to support each other. The Instagram continues due to its success in 2020.

KIS 2: Reflect on current classroom management strategies in the college with the aim to establish a new classroom management model which includes elements of Berry Street, Calmer Classrooms and School Wide Positive Behaviours Support (SWPBS)

This KIS was not met due to COVID

### Achievement

Werribee Secondary College offers students the choice of three senior school certificates: the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) and the International Baccalaureate Diploma Program (IBDP). Werribee Secondary College students graduated at the end of Year 12 with excellent results. Our VCE Median study score remained at 30. The IB results were the highest we have had over the seven years since the program was introduced. 40% of the cohort received an ATAR above 90. The College's VCAL students achieved a completion rate of 76% in 2020. However, this cohort had 15% of students gain an apprenticeship during their year 11 year.

Staff and students adapted quickly to the online learning environment. The college put in structures to support the consistent delivery of the curriculum. The use of Compass Learning Tasks and Lesson Plans was a requirement for all classes as well as a controlled use of WeBex. Staff participated in multiple professional learning sessions to improve their digital learning skills and ability to differentiate. As staff became more adept at using technology they began to feel more confident and were exploring new platforms and seeking out further learning for themselves to enhance their online classes. Students, on the whole were able to self manage. The amount of required work was decreased so that students could complete tasks individually. The vast majority of students were able to show success in their learning throughout lockdown.

### Engagement

AT WSC, we have 3 ES in the role of attendance officers. We have a clear process that identifies absent students. Depending on the number of days absent, we have a structure that involves the Directors of Sub-schools and Wellbeing referrals to support individual student needs. Compass is used very effectively to record information about students.

The College maintains a register of student attendance for each of the six periods per day and publishes each student's absence data online for parents via compass. Student absence rates are below the median of all Victorian government schools therefore classified as 'above' to comparable schools. The 'above' classification indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. College staff will continue to record student attendance every period of the day and intervene to address issues where students who have a record of low attendance. During lockdown, students were required to log their attendance once per day through the Compass platform. Teachers recorded attendance during WeBex lessons. On average, 80% of students logged attendance each day. Many attempts were made to engage students that were not actively completing school work from home.

When students leave Werribee Secondary College between Years 10 and 12, the percentage of students entering further study or full-time employment indicates that we achieve greater than the state median and that the College is performing at 'above' the level to comparable schools. Our Year 12 VCAL students experienced positive outcomes: tertiary studies, training or employment.

The College is committed to ensuring that all students who exit the College prior to completing Year 12 have a pathway plan that leads to positive outcomes.

### Wellbeing

During 2020, case management continued to occur on a regular basis regarding students at risk of disengagement. The wellbeing team implemented a student tracker system for students most at risk. This ranged from 'red', top tier students that needed ongoing and very close contact with wellbeing staff and also outside agency's, 'yellow' were students that were monitored fortnightly and 'green' were active referrals and supported on a needs basis. In some instances an individual learning plan was put in place that included exemption from some online classes. The student tracker and fortnightly case management meetings between the Director of Wellbeing and Sub School Directors is embedded in our practice and will continue as this ensures all students at risk are supported in their education.

The specific wellbeing needs of students are supported through the work of Sub-School Teams (Years 7 & 8, Years 9 & 10 and Years 11 & 12). The College employs a Director of Wellbeing, two full time Student Wellbeing Co-ordinators and a part time psychologist who support students in close co-operation with the Sub-School Teams.

The College's comprehensive Student Management Systems and the Online Portals enable parents to monitor the indicators of student wellbeing and academic achievement and to intervene, as appropriate.

### Financial performance and position

2020 was a very productive year in terms of building and facilities. Senior school office area as well as a large, highly secured archiving room was completed. We began the refurbishment of all our portables which included fixing roofs, patching and painting, removal of old boilers, new carpet and furniture. College Council set a conservative cash budget which was overseen by the Finance subcommittee of School Council. This allowed for predictability and encouraged responsible spending based on forward planning. Our goal is to maintain the prudent and effective financial planning in monitoring what the college has developed over many years which facilitates stability in the planning by staff and implementation of curriculum through program budgets. This does allow Werribee Secondary College to keep our facilities well maintained and Air conditioning in every classroom.

Additional revenue was received via our Student CSEF (Camps, Sport and Excursions Funding), and from the number of Overseas fee Paying students enrolled at the College in 2020.

Werribee Secondary College Council finalises the cash component of the school Budget once enrolments are confirmed. This is monitored on a monthly basis by College Council to ensure that Heads of Faculty have sufficient funds and are spending appropriately. Funds were allocated to school programs and to undertake routine maintenance of buildings and facilities.

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.

# 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 1598 students were enrolled at this school in 2020, 775 female and 823 male.

48 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

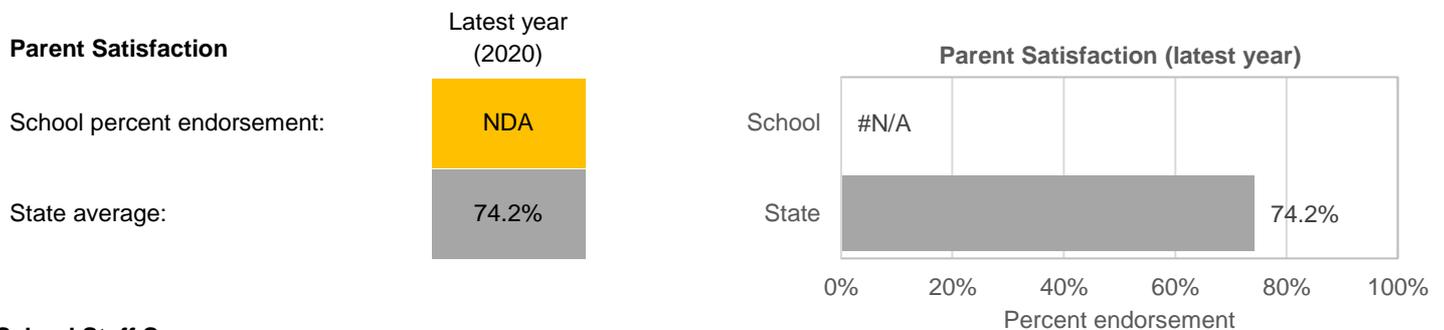
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

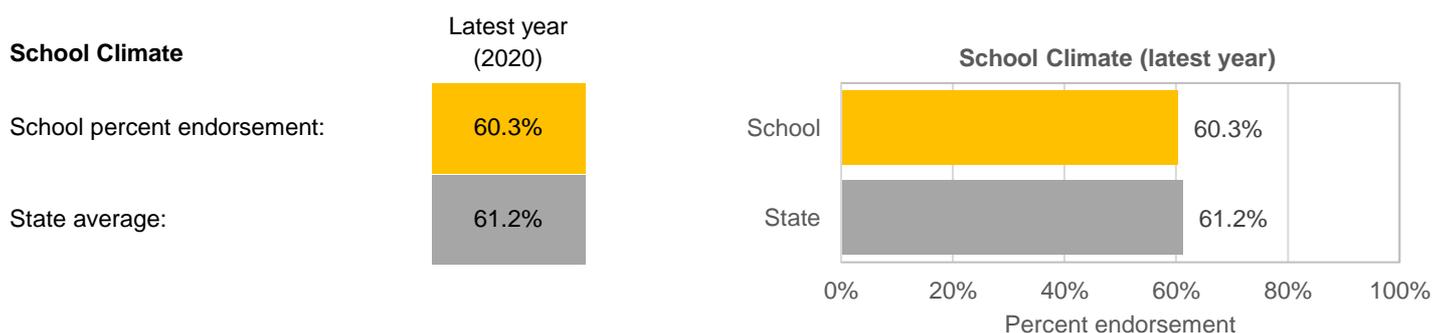


### School Staff Survey

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 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

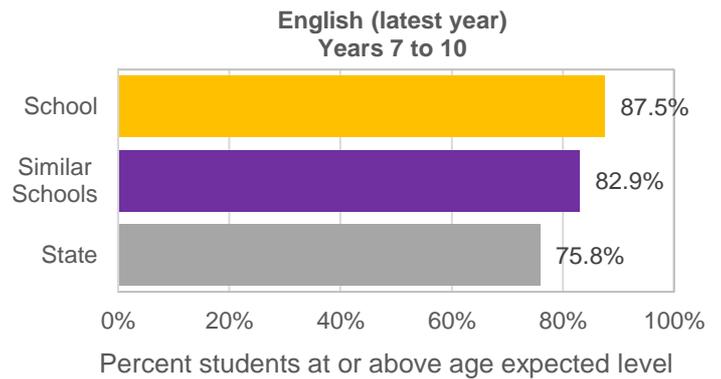
87.5%

Similar Schools average:

82.9%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

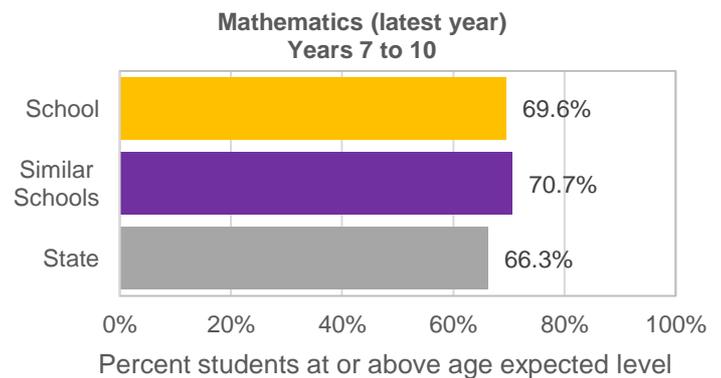
69.6%

Similar Schools average:

70.7%

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.

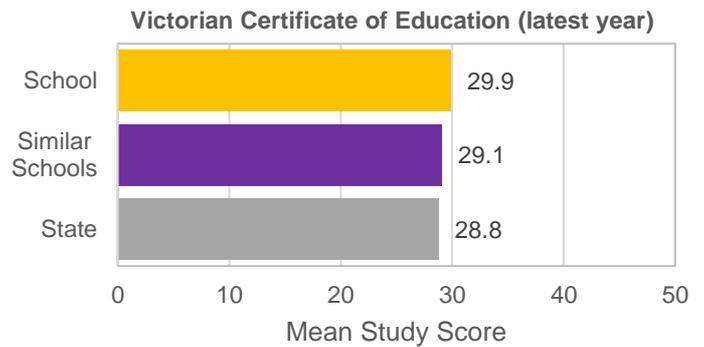
## ACHIEVEMENT (continued)

### 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	29.9	30.6
Similar Schools average:	29.1	29.1
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

96%

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

22%

VET units of competence satisfactorily completed in 2020:

58%

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

76%

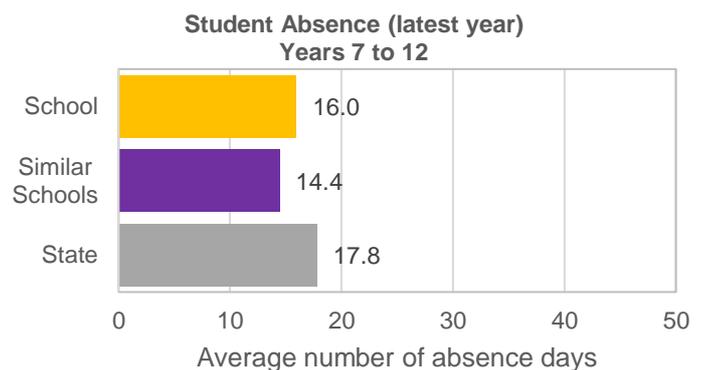
## ENGAGEMENT

**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:	16.0	14.0
Similar Schools average:	14.4	16.5
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

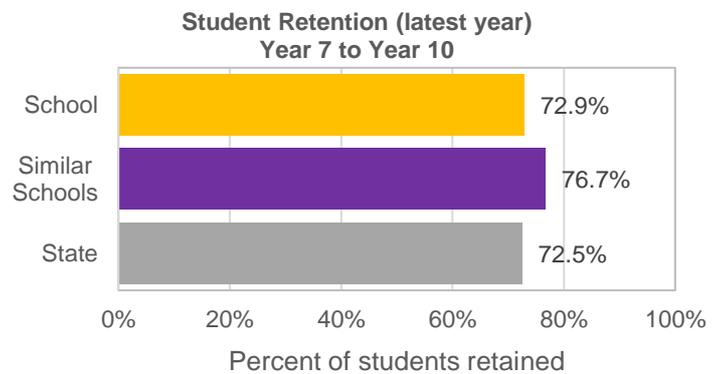
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	93%	93%	93%	91%	91%	89%

**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:	72.9%	69.4%
Similar Schools average:	76.7%	75.9%
State average:	72.5%	72.9%



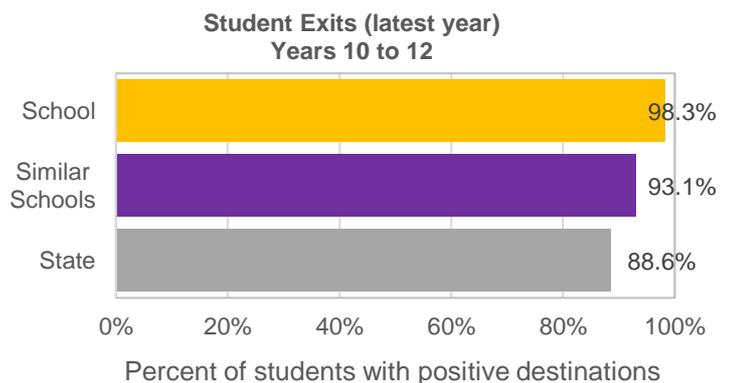
**Students exiting to further studies or full-time employment**

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:	98.3%	98.9%
Similar Schools average:	93.1%	93.4%
State average:	88.6%	89.1%



**WELLBEING**

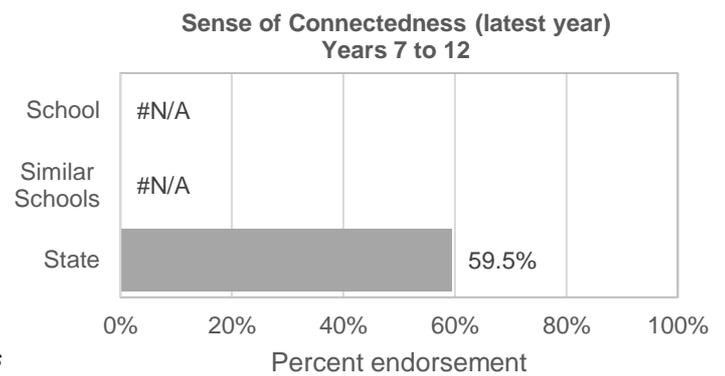
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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.

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	52.7%
Similar Schools average:	NDP	54.2%
State average:	59.5%	55.3%



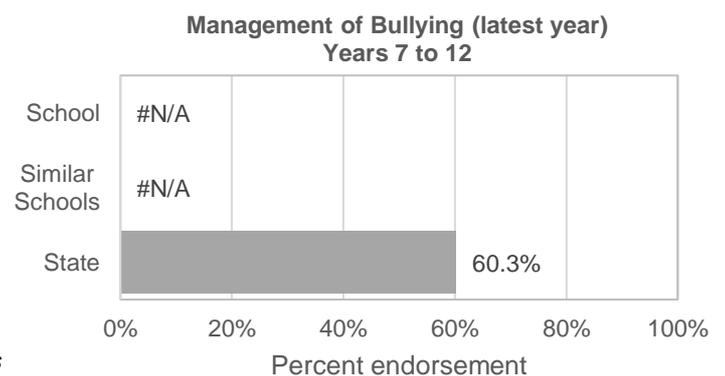
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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.

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	52.7%
Similar Schools average:	NDP	56.9%
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	\$14,237,146
Government Provided DET Grants	\$2,071,017
Government Grants Commonwealth	NDA
Government Grants State	\$9,725
Revenue Other	\$190,235
Locally Raised Funds	\$1,479,854
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$17,987,978</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$286,834
Equity (Catch Up)	\$52,175
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$339,009</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$15,074,945
Adjustments	NDA
Books & Publications	\$161
Camps/Excursions/Activities	\$238,466
Communication Costs	\$97,510
Consumables	\$361,189
Miscellaneous Expense <sup>3</sup>	\$129,375
Professional Development	\$100,251
Equipment/Maintenance/Hire	\$567,467
Property Services	\$872,247
Salaries & Allowances <sup>4</sup>	\$626,490
Support Services	\$302,016
Trading & Fundraising	\$194,352
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$159,392
<b>Total Operating Expenditure</b>	<b>\$18,723,861</b>
<b>Net Operating Surplus/-Deficit</b>	<b>NDA</b>
<b>Asset Acquisitions</b>	<b>\$503,827</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	\$5,045,565
Official Account	\$96,033
Other Accounts	\$840,940
<b>Total Funds Available</b>	<b>\$5,982,539</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$469,169
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$550,000
Beneficiary/Memorial Accounts	\$829,000
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$820,047
Asset/Equipment Replacement < 12 months	\$300,000
Capital - Buildings/Grounds < 12 months	\$3,483,491
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$6,451,707</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.*