2020 Annual Report to The School Community

School Name: Montmorency Secondary College (8068)

- 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 29 April 2021 at 10:58 AM by Allan Robinson (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 13 July 2021 at 10:39 AM by Shane Penrose (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

Montmorency Secondary College is a large, co-educational Year 7 to 12 College situated approximately 20 kilometres north-east of the Melbourne CBD. Our current enrolment of more than 1130 students is accommodated in a single campus bordered by park reserves and the Plenty River. The school motto is 'Pride in Achievement'. Our core values are Courage, Friendship, Achievement, Trust, Happiness and Teamwork. Our Purpose Statement 'encourages students and staff to achieve their personal best in an environment that promotes excellence and responsibility and recognizes individual differences'.

The College is organized into five Sub-Schools with a strong Home Group/Pastoral Care focus at each year level. We offer extensive VCE/VCAL and acceleration options for years 10-12 and a Core/Elective structure from years 8-10 that encourages students to take ownership of their studies and extend their talents. Student leadership and successful transition into and leaving school are continuing priorities. Important features of the College include its highly acclaimed Student Leadership Program, a genuine and powerful student voice, and strong links with our local community.

The College is set in an attractive park-like environment. Our amenities include a 420-seat auditorium, a modern twin court basketball stadium/sports complex, a Year 12 Study Centre, a well-resourced Library, high-quality Food and Materials Technology Centre and fully networked ICT facilities throughout. We also have a gymnasium and share neighbouring sports ovals and an athletics track with the local community. A major $14 million redevelopment and refurbishment of existing buildings and grounds has just been completed. In 2019 we completed a highly successful and comprehensive school peer review and are now in our first year of a subsequent four-year Strategic Plan. An on-going commitment to quality teaching and learning has seen our VCE results consistently improving on past years.

The College has 96.13 full-time staff, comprising 3.0 Principal Class, 76.25 classroom teachers, 1.0 Instrumental Music Teacher, 15.88 Education Support and Integration staff.

Framework for Improving Student Outcomes (FISO)

The College aims to increase student outcomes via a commitment to inclusive education and school community through developing a clear mission, a safe environment, close student-adult relationship, personalization of instruction and the flexible use of resources. We are focused on having all our students achieve success in literacy and numeracy and to engage with higher order thinking and life-long learning. Relationships are the key to our school culture and community. We work to ensure all students are engaged and achieve success.Our school is a safe, positive and connected place where every child's social and emotional wellbeing is developed and nurtured. Together we are building active and engaged global citizens who are aware of their influence on and contributions to the world around them. Our strategy is to empower our students to have ownership of their learning and their school.

By creating measurable excellence in teaching and learning, increasing school connectedness for all stakeholders, and building a community that embodies the College values, we aim to create a sustainable learning environment that is valued by all. For us, this means empowering our students and giving them a real voice and agency. This includes setting clear expectations and improving results by creating and encouraging exemplar teaching and learning skills in an environment that is safe, nurturing and promotes individual and group well-being.

We delivered on our Key Improvement Strategies in 2020, however, some of the associated actions, strategies and professional development plans were modified to suit the period of Flexible and Remote Learning. Montmorency delivered a personalised and very successful Remote Learning Program through the use of agreed tools - Google Classroom and Xuno - from year 7 to 12. This saw all Professional Learning Teams sharing their learning and lesson plans, including targeted Literacy and Numeracy tasks with both extension and support, ongoing feedback to both students and families and the delivery of explicit Professional Development for all staff to engage students

Use of a wide range of data is now commonplace here; NAPLAN, VCE results, High Performing Schools surveys, Attitudes to School and targeted diagnostic testing, including On-Demand at years 7 to 9 are routinely collected and analysed. While there was no NAPLAN in 2020, we did continue to collect other data. These provide a detailed view of the College as a whole, in year levels, by gender and individually. In turn, the findings were distributed to inform and enhance learning approaches and target whole faculty and individual teacher performance.

The use of Learning Specialists in key roles in 2020 allowed us to share professional learning, prepare staff for remote learning strategies, use them to support the School Improvement Team and to share best practice. Excellence in Teaching and Literacy/Numeracy and Student Well-Being remained paramount goals of the College.

Achievement

Most students responded well to remote learning. Under the circumstances, VCE results held up well with the College recording a mean study score of 29. While 99% of students successfully completed their VCE. 98% of VCAL students also completed their courses. Student attendance from years 7-12 remained quite high.

Staff Professional Learning Teams developed considerable online resources and developed new ways to monitor and assess learning. Learning Specialists developed Professional Development modules for staff in virtual teaching and remote classroom techniques; as a result staff IT knowledge and skill has grown substantially; these 'new' skills should be of great value to students and the college community in 2021 and 2022.

The Teaching and Learning Team introduced strategies and recommendations for the online portion of the year. Designated 'study periods' were incorporated into the online school timetable. Health and Human Relations classes were adapted to reflect individual emotional and social needs; practical classes like Food Technology and Woodwork adjusted to tasks and project-based lessons that could be done 'at home'. Physical Education adapted by setting individual physical challenges for students. From year 7-10, curriculum expectations were made more flexible, Google Classroom was extensively employed to 'roll out' flexible and engaging options for students that incorporated short videos, podcasts and online quiz material to supplement and support webex classtimes. Major Assessment tasks were clarified early in each teaching unit to ensure all students remained focused and knew what to expect. Many of these resources will continue to be used in 2021.

The students demonstrated their resilience on returning to Term 4, with a sense of community and a readiness to learn. Staff completed numerous assessments to determine learning progress and to establish learning priorities for Term 4. There was a significant range in the degree in which students engaged and completed remote learning tasks. Some students demonstrated higher than expected learning growth and others were negatively impacted. The Tutoring Learning Initiative will support targeted teaching goals for many students throughout 2021.

Key Improvement Strategy: Continue to embed the Professional Learning Community approach by using the improvement cycle to build teacher capacity. With the introduction of the Tutoring Learning Initiative in 2021 this improvement cycle will be implemented with all students' learning closely tracked. In 2021, we will again work closely with MYLNS literacy and numeracy team, learning specialists and tutors to continue to build teacher capacity to provide explicit, targeted instruction for our students.

Engagement

Student safety, developing positive relationships and school connectedness remain core goals at the College. Whilst our attendance figures remain pleasing, with student absences continuing to fall below the median of all Victorian Government schools, we aim to further improve our strategies for managing absences. Our Education Support staff that have been allocated to the Junior/Middle and Senior school and regularly monitor student absences. Parent contact is made with plans put in place for students to return to school. We provide an extensive teaching and learning program, including a wide range of elective choices, the opportunity to accelerate in VCE, as well as alternative VET and VCAL pathways. We offer a broad range of senior subjects and thus we maximize student choice, enhancing

student engagement and wellbeing. Managed Individual Pathways have been introduced to all students in Junior School and are continued well into year 10 and beyond. These programs are embedded throughout the College and link in with those in Senior School to lead onto further study and career options.

At Montmorency, we offer our Senior School students (Years 10-12) a wide range of programs which include TAFE Tasters, Career Expos, Tertiary Information Evenings, visits to Tertiary Institutions, together with more individually based programs where necessary. In 2020, these were obviously interrupted but alternative strategies were developed; Year 12 students were closely monitored by their mentor teachers and 'Focus Days' were instituted in Term Four to compensate. Alternate Parent-Teacher conferences were conducted successfully as webex 'live' video sessions or personal calls. A series of online video sessions were held with parents and students explaining and exploring the Elective program, Bridging and Challenge programs from year 8-10. These generated considerable interest from our students and community.

From Year 9 onwards, our Careers Manager and the Senior School Team took responsibility for working with every individual student. We endeavoured to ensure that all students understood their personal needs and were fully aware of all available options and choices. As a consequence, retention rates, well-being and connectedness among our students was significantly above State averages. The needs of our student population do vary and our staff are continually refining and crafting our programs to suit those needs. We are considering the potential for continuing some of the online initiatives first developed during 2020 into future years.

Wellbeing

Feedback data from the Student Attitude to School Survey remains very positive, especially in comparison to 'like' schools. Year 7 and Year 12 data is outstanding. Year 8 and Year 9 results are similar to the state and region, but we would like to further address and improve 'connectedness to school' at these year levels. Student leadership remains a strong and popular focus within the College - In early 2020, more than 400 students from years 7-12 took on a variety of leadership roles, spanning a wide range of activities and community projects. Due to Covid restrictions and the adoption of flexible and remote learning for much of 2020, the College leadership program was scaled back and camps for years 8 & 9 were cancelled. Home Groups became a focus of remote learning with virtual home groups conducted each day to ensure students remained connected with their peers. Home Group teachers at each year level made regular contact with their groups and identified absences or struggling students. These were referred to the Well-being Team who followed up individual students and families.

Health and wellbeing was prioritized with a number of new initiatives including self assessment 'Mental Health logs' conducted throughout August and September. These encouraged students to record their feelings and stress levels. The Wellbeing Team increased online contact with students identified by teachers as potentially 'at risk'. The Student Leadership group also initiated 'cookies and cards' with 'motivational messages' to be distributed to staff and students.

In Term Four, 'Welcome back' days were organised for years 7-9 students returning from remote learning. A special Year 12 Focus Day concentrated on preparing the year 12 students for VTAC and future pathways; this substituted for the Student Led Conferences of previous years. A Careers Counseling Day was also conducted.

Revisiting the data with our students showed their attitudes have become more positive. To support this, the College continued its new sub school structure of 'dedicated' Junior and Middle Schools with a strong focus on Transition programs, Pastoral Care and timely interventions where necessary. Virtual school tours and a restructured Orientation Day for Grade Six students and parents were well attended and generated considerable interest in the community.

2020 data from the Student Attitudes to School survey makes it clear that our students' perception of their personal safety and their connectedness to the College community remains noticeably higher than State averages. They also have high levels of confidence in their learning and rate our teachers' effectiveness and empathy higher than peers in other schools.

Financial performance and position

Montmorency Secondary College finished 2020 with an annual surplus of $340,601. Funds were received from a variety of sources, including the SRP, Commonwealth Provided DET Grants and Locally Raised Funds. Locally raised sources of funding included parent contributions towards camps and excursions, parent contributions towards Essential Student Learning Items (ESLI) and the hire of school facilities. Collections for ESLI and voluntary financial contributions were noticeably down on 2019 due to the Covid pandemic.

Although College expenses also decreased, circumstances meant we could take the opportunity to initiate or complete required works with minimal disruption to 'normal' school life; including $60,801 for fit outs of the Maths/Science area, Careers and staff rooms, $4,077 for extended CCTV coverage and security and $28,002 for repainting P Block. $11,789 was also committed to repairing down-pipes, gutters and improving overall drainage. Moving into 2020 the College is focusing on ensuring it has funds available to augment the major basketball stadium upgrade which is occurring in 2021.

All funds received from the Department of Education, 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 of Education policies, School Council approvals and the intent / purpose for which funding was provided or raised.

Montmorency Secondary College continues to operate in a strong financial position, and ensures its expenditure is student focused and targeted to improvements in teaching and learning.

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 1130 students were enrolled at this school in 2020, 567 female and 563 male.

2 percent of students had English as an additional language and 2 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.
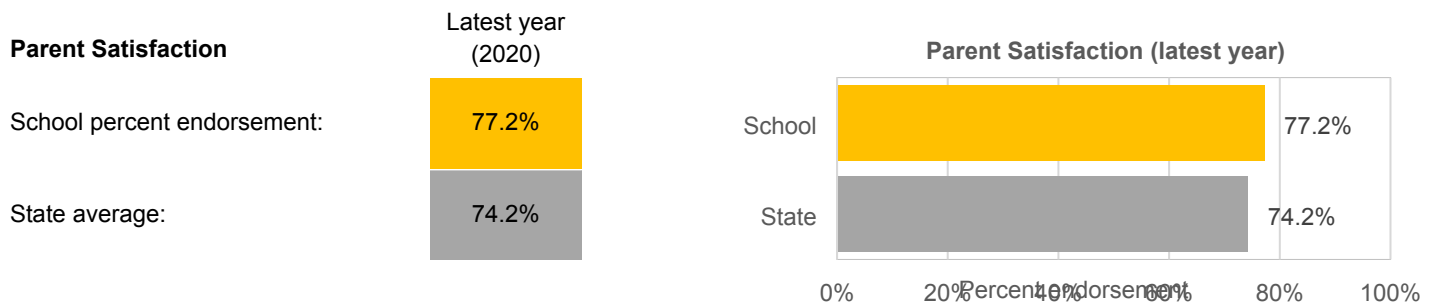
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.
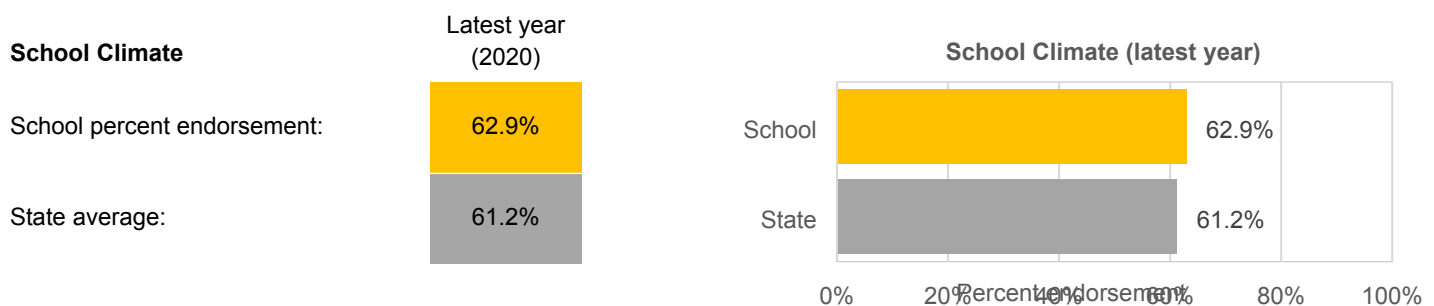
Parent Satisfaction	Latest year (2020)
School percent endorsement:	77.2%
State average:	74.2%

Parent Satisfaction (latest year)

School	77.2%
State	74.2%

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.

School Climate	Latest year (2020)
School percent endorsement:	62.9%
State average:	61.2%

School Climate (latest year)

School	62.9%
State	61.2%

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:	93.9%
Similar Schools average:	84.7%
State average:	75.8%

English (latest year)
Years 7 to 10

School	93.9%
Similar Schools	84.7%
State	75.8%

0%   20%   40%   60%   80%   100%
Percent students at or above age expected level
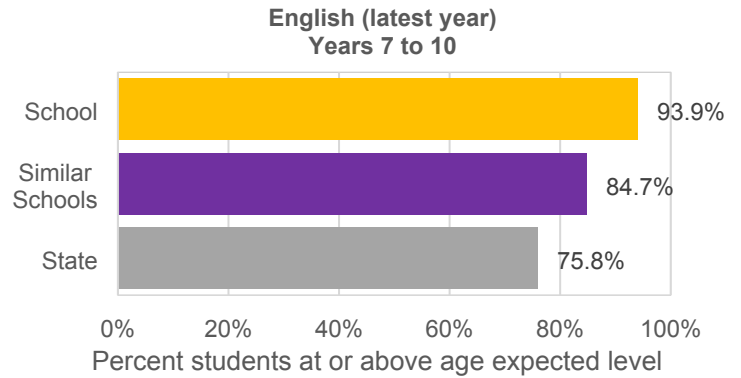
Mathematics **Years 7 to 10**	Latest year (2020)
School percent of students at or above age expected standards:	93.5%
Similar Schools average:	75.2%
State average:	66.3%

Mathematics (latest year)
Years 7 to 10

School	93.5%
Similar Schools	75.2%
State	66.3%

0%   20%   40%   60%   80%   100%
Percent students at or above age expected level
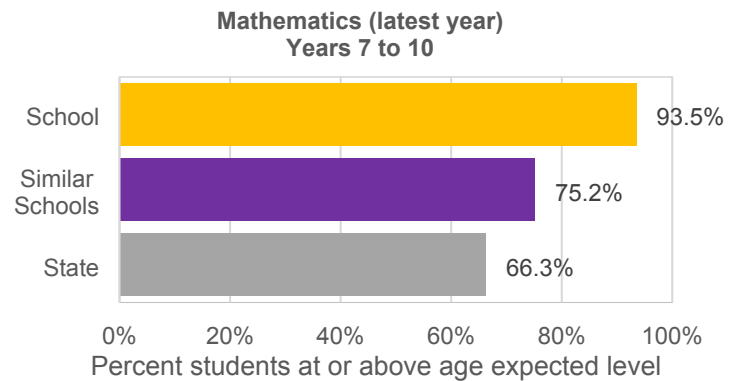
NAPLAN

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	29.0	29.2
Similar Schools average:	28.9	28.9
State average:	28.8	28.8

Victorian Certificate of Education (latest year)

	Mean Study Score
School	29.0
Similar Schools	28.9
State	28.8
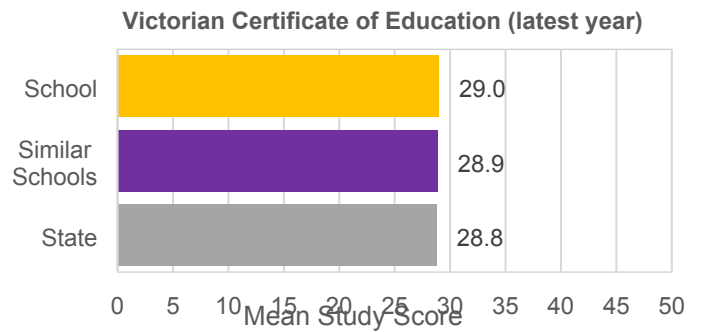
|	
Students in 2020 who satisfactorily completed their VCE:	99%
Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:	22%
VET units of competence satisfactorily completed in 2020:	99%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:	98%

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:	15.7	16.8
Similar Schools average:	14.5	17.4
State average:	17.8	19.2

Student Absence (latest year) Years 7 to 12

	Average number of absence days
School	15.7
Similar Schools	14.5
State	17.8
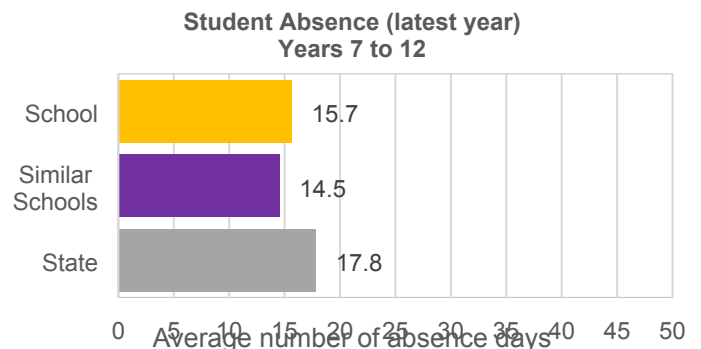
ENGAGEMENT (continued)

Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	93%	91%	90%	92%	93%	95%

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:	79.9%	80.9%
Similar Schools average:	79.5%	79.7%
State average:	72.5%	72.9%

Student Retention (latest year) Year 7 to Year 10

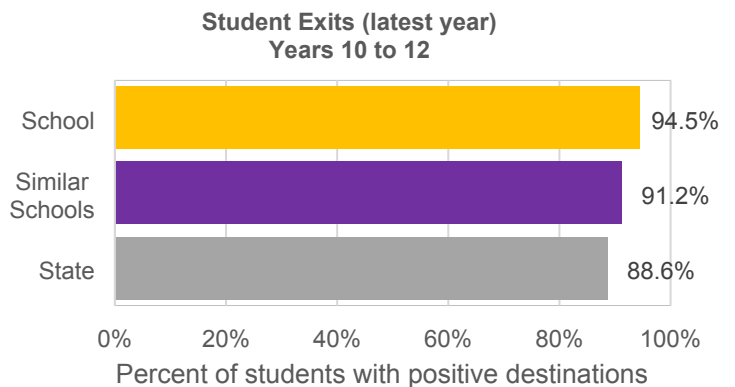|	Percent of students retained
School	79.9%
Similar Schools	79.5%
State	72.5%
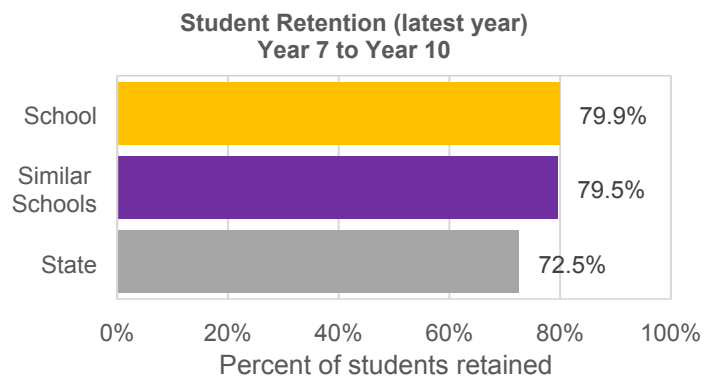
Students exiting to further studies or full-time employment

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:	94.5%	91.0%
Similar Schools average:	91.2%	92.1%
State average:	88.6%	89.1%

Student Exits (latest year) Years 10 to 12

|	Percent of students with positive destinations
School	94.5%
Similar Schools	91.2%
State	88.6%

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:	70.2%	62.3%
Similar Schools average:	59.6%	54.2%
State average:	59.5%	55.3%
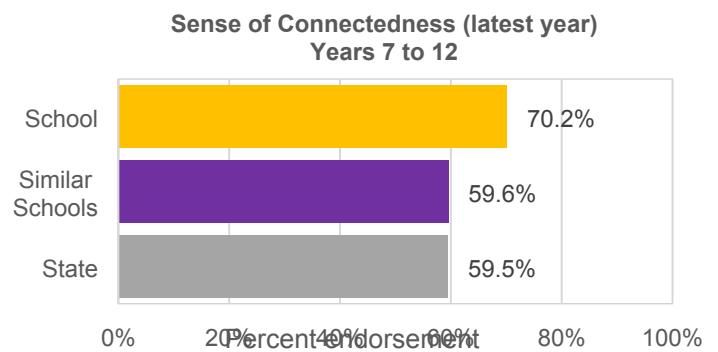
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 7 to 12

School	70.2%
Similar Schools	59.6%
State	59.5%

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:	72.3%	66.6%
Similar Schools average:	61.1%	57.9%
State average:	60.3%	57.9%
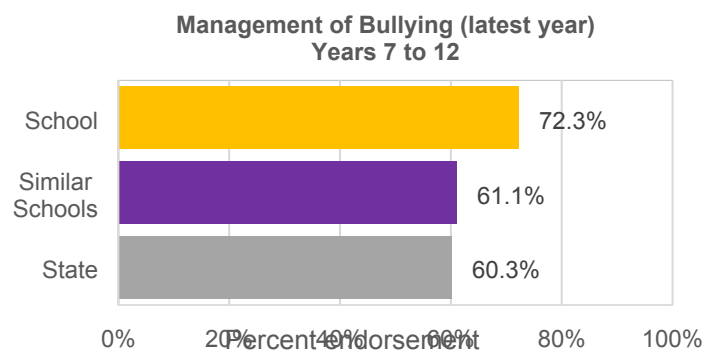
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 7 to 12

School	72.3%
Similar Schools	61.1%
State	60.3%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$10,514,911
Government Provided DET Grants	$1,266,248
Government Grants Commonwealth	$13,110
Government Grants State	$59,498
Revenue Other	$52,067
Locally Raised Funds	$352,607
Capital Grants	NDA
Total Operating Revenue	**$12,258,441**

Equity [1]	Actual
Equity (Social Disadvantage)	$71,682
Equity (Catch Up)	$21,366
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$93,048**

Expenditure	Actual
Student Resource Package [2]	$10,355,760
Adjustments	NDA
Books & Publications	$4,439
Camps/Excursions/Activities	$141,765
Communication Costs	$22,153
Consumables	$270,825
Miscellaneous Expense [3]	$58,576
Professional Development	$32,278
Equipment/Maintenance/Hire	$223,097
Property Services	$273,352
Salaries & Allowances [4]	$182,973
Support Services	$209,398
Trading & Fundraising	$21,329
Motor Vehicle Expenses	$521
Travel & Subsistence	NDA
Utilities	$121,375
Total Operating Expenditure	**$11,917,840**
Net Operating Surplus/-Deficit	**$340,601**
Asset Acquisitions	**$65,030**

(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	$1,095,594
Official Account	$23,247
Other Accounts	$77,836
Total Funds Available	**$1,196,678**

Financial Commitments	Actual
Operating Reserve	$228,553
Other Recurrent Expenditure	$16,191
Provision Accounts	NDA
Funds Received in Advance	$211,391
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	$77,836
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$60,000
Capital - Buildings/Grounds < 12 months	$539,506
Maintenance - Buildings/Grounds < 12 months	$63,202
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$1,196,678**

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.