

# 2020 Annual Report to The School Community



School Name: Essendon Primary School (0483)



- 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 19 April 2021 at 02:34 PM by Christine Nash (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 April 2021 at 08:49 AM by Rebekah Herron (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

Essendon Primary School's

Vision is 'to empower all students to thrive in a dynamic world.'

Our Mission is 'to provide an education that engages, challenges and supports students to be the best they can be.'

Our objective 'To develop students to be curious, creative, critical thinkers and responsible global citizens.'

Essendon Primary School was first opened in 1850 and has served the Essendon community for over 170 years. It is situated in quiet surroundings on the corner of Nicholson and Raleigh Streets Essendon. Opposite the school is the famous 'Windy Hill' football ground. The school is approximately eight kilometres from the centre of Melbourne and comprises 39.8 equivalent fulltime staff: 2 Principal class, 2 Learning Specialists, 27 teachers and 10 Education Support staff. The school's SFOE is 0.1578 with a school population of 495 students to make up 21 classes. Our student population is culturally and linguistically diverse which reflects the characteristics of the Essendon community. Over 22 linguistic backgrounds are represented at the school with Hindi and Japanese being the prevalent language backgrounds other than English. Other languages spoken by students in our school include Arabic, Turkish, Mandarin, Cantonese and Urdu.

The Victorian Curriculum informs the development of Essendon Primary School's curriculum and provides a solid foundation for students' future learning. The school places a strong emphasis on the delivery of high-quality Literacy, Numeracy and Integrated Inquiry Curriculum in a 21st Century learning environment with teachers committed to developing their skills through professional learning programs and coaching. eLearning is integrated across the curriculum. A B.Y.O iPad program is in place for students in Years 5 and 6. Teachers plan the curriculum in year level teams where the focus of a balanced and comprehensive program reflects best practice and provides students with a wide range of opportunities to develop thinking and problem-solving skills. Our students are developing a more sophisticated approach to their learning as teachers lead them through negotiated curriculum tasks and provide inquiry-based learning frameworks. We are sensitive to individual student learning needs and circumstances and our supportive environment encourages students to be enthusiastic learners.

The School Wide Positive Behaviour Support (SWPBS) framework is used throughout the school with lessons emphasising the Essendon Primary School values of co-operation, respect, responsibility and achievement. Our students develop responsibility for their own behaviour and the choices they make, as well as a communal responsibility to assist their peers to do the same. Students take up a wide range of leadership roles and actively participate in the Student Representative Council.

The Victorian community's experience of COVID-19 in 2020 had a significant impact on normal school operations. Moving in and out of remote learning over a 6 month period was challenging for our students, staff and families. Many families juggled working from home and assisting their own children with their learning. The school was very mindful of the wellbeing of individual students and the capacity of families to engage with the remote learning program while attempting to provide meaningful learning in Literacy and Numeracy through our online learning portal, Specialist teachers made adjustments to their program to provide suitable home activities in LOTE Japanese, Science, Visual Arts and Physical Education. Staff adapted extremely well to the constant changes and ensured strong communication with families via video conferencing, phone calls and emails. We used the Google Classroom platform for students to upload their work and staff viewed and assessed tens of thousands of pieces of work over the months. Welcome and teaching videos were part of every day and as the time home lengthened, we introduced more elements of live teaching and discussions to maintain engagement and connection. Device free days were introduced to allow families to move off the computer and have the opportunity to complete activities such as cooking, bike riding and playing games.

Students demonstrated their resilience on returning to Term 4, with excitement 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 throughout 2021. Our daily interactions and operations, teaching pedagogy, school documents and policies support our school's commitment to provide all students with learning opportunities to grow personally and excel academically. Reflection and evaluation processes are undertaken regularly through formal and informal processes to ensure that we continually track and measure our performances against these aspirations. Staff collaboration and team work continued to be high working remotely with many staff developing many new IT skills.

Through the shared experience and challenges of 2020, we have realised a very supportive, committed school community. The response from our families and staff was outstanding and teams worked effectively together in an online environment.

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

The priorities for Essendon Primary School in 2020 using the Framework for Improving Student Outcomes was to focus on building teaching practice excellence and empowering students and building school pride.

Our goals were to improve the learning growth of every student in Literacy and Numeracy and to develop curious, creative and critical thinking in student learners. The key improvement strategy for building teaching practice excellence was to build teacher capacity to understand the Victorian Curriculum capabilities, integrate across the curriculum and embed in teaching and learning practice. The key improvement strategy for developing curious, creative and critical thinking in student learners is through student agency in their learning.

Implementation of the Key Improvement Strategies began well with staff introduced to the newly developed Writing Master' & Fountas & Pinnel Reading Behaviour Checklist at the start of the year. Writing Master pre-assessments for Years 1 and 2 were completed and embedded. Reading Behaviour Checklists were implemented across the school for students and teachers to track student progress.

5 teachers participated in the first 2 Russ Quaglia PD 'Activating Student Agency' sessions run by the network. Unfortunately there was little opportunity to feed back to staff due to the interruptions of remote learning. Students were provided with opportunities for student agency during remote learning in the upper years. Goal books were set up in Years 1-6 for students to use to track their learning. Again, because of the interruptions of remote learning this was not followed through to any extent this year.

Scaffolding Literacy lessons were developed and implemented across the school throughout the year including during remote learning. Feedback was a significant focus and priority over the year. During remote learning the year level PLC Inquiry cycles investigated a range of effective forms of and approaches to feedback to support student learning. Whole staff professional learning on multiple forms of feedback wasn't possible this year but was addressed through the year level PLTs during remote learning. More differentiated learning was also enabled during remote learning. The whole school Data Tracking Sheet for Literacy and Numeracy was regularly updated with teachers continuing to monitor and track student progress. Macqlit Intervention Synthetic Phonics Program was conducted on site and virtually during remote learning with great success.

It was the responsibility of the learning specialists and team leaders to ensure that the quality of their teaching and learning program was maintained throughout remote learning period. Teaching teams met daily to share and discuss their planning and innovative strategies for engaging their students. The majority of students remained connected to learning, to each other and the school.

**Achievement**

Essendon Primary School has a strong commitment to staff working collaboratively to plan, teach, assess and reflect on the curriculum offered to our students. A strong emphasis is placed on consistency within teams and across the school. To support this, timetables and meeting schedules prioritise collaboration, data analysis and professional learning. Teaching and learning in 2020 looked significantly different as the year progressed with the introduction of Remote Learning due to Covid-19.

Our aim, as we transitioned to remote and flexible learning, was to continue to provide a comprehensive, high quality teaching and learning program. Our primary focus was on facilitating essential learning in English and Mathematics, which went beyond DET minimum expectations. Our teachers were strategic and flexible in identifying learning outcomes that would be achievable during remote learning. All focus areas aligned strongly to the Victorian Curriculum. Teachers used a wide variety of assessment, feedback and diagnostic tools to support each individual student at their point of learning. We targeted differentiated groups of students for intervention and extension in literacy and numeracy and maintained small group work during face-to-face teaching online. An unexpected highlight of remote learning included an increased capacity to use technology to support student learning and to engage with families. Our teaching and learning programs were conducted through Google Classroom. Staff also engaged with their classes using the

video conferencing platform 'Google Meet'. As we have transitioned back to on site teaching, we have reflected on the way we engaged families to support and enhance student learning. We plan to continue our use of Google classroom and virtual student progress parent meetings in 2021.

The Macqlit and Minilit Intervention Synthetic Phonics Program continued in 2020 targeting students assessed as below the expected achievement level or whose progress had plateaued, as identified through analysis of cohort data. Over 50 students were supported by these programs and showed significant progress. All students in the Program for Students with a Disability (PSD) demonstrated progress towards achieving their individual personal learning goals.

Due to NAPLAN tests not being conducted in 2020, we refer to our Teacher Judgement data to focus on learning achievement. This data clearly shows that students at Essendon Primary School achieved above expected standards for the state and commensurate with similar schools. Our Teacher Judgements demonstrated a high percentages of students working at or above the age expected curriculum standards in Literacy and Numeracy. The nature of Remote Learning in 2020, meant that despite everyone's best efforts, some students and families were able to engage more readily than others. Close analysis of our data has highlighted students who would benefit from targeted catch-up support in key learning areas. At the beginning of 2021 rigorous processes around the Tutor Learning Initiative were established to identify short term, achievable goals for targeted students. A strong partnership between the tutors, classroom teachers and home will be a feature of our evidence-based program.

### Engagement

Tracking students throughout remote learning was especially important and several strategies were put in place to ensure we remained connected with students and their families. Every effort was made to ensure all students were participating in learning. Teachers expressed any concern regarding the absence of students connecting with tasks on Google Classroom during their daily team meetings. Students were marked absent and if more than 3 days were then followed up by leadership and support staff.

Teachers used a wide variety of assessment, feedback and diagnostic tools to support each individual student at their point of learning. We targeted differentiated groups of students for intervention and extension in literacy and numeracy and maintained small group work during face-to-face teaching online. Explicit feedback to students about what they know and where they need to go next in their learning is a key part of our work. Teachers believe it is important for students to know and take responsibility for their assessment results and then to know and understand how they can improve.

Students were recognised for their ability to give their best effort, for persistence and for their overall resilience. We ensure learning for our students is personalised and that there is a high level of student responsibility for learning and decision-making. Throughout Remote Learning the opportunity was seized to enhance and develop Student Voice through different avenues. All of our Year 6 Leaders were given the opportunity to participate in activities pertinent to their role. Our student leaders enjoyed the online platform where they had many opportunities to build their leadership skills, particularly in the area of public speaking.

Essendon Primary School will continue to promote a positive sense of student engagement and connectedness to school through increased student agency; personalised goals and learning preferences helping students become self-regulating learners.

### Wellbeing

Parent Information sessions are conducted early each year to help families gain a better understanding of the approach to teaching and learning and the curriculum at Essendon Primary School. This has enabled an improved shared understanding of how the curriculum is taught and assessed at each level. Our school newsletters provided a wealth of information about events and achievements across the school. In 2020 parents were afforded further transparency of teaching and learning through remote learning and in particular face to face teaching. This considerably strengthened our parent partnership process for learning.

Essendon Primary School has a 'whole-school' approach to transition. The 2020 program for transition for our Prep

2021 students whilst interrupted, remained a high priority. One to one meetings, small transition groups and online virtual information sessions were held to ensure a positive start for school and provide familiarity for new families. Upon returning to school in term 4, teachers' efforts were focused on the health and wellbeing of their students and provide support for their transition to on site learning and progressing to the next year. Early in November all students in Years 1-5 participated in an extensive Step-up Transition Program. This provided an opportunity for students, and teachers to connect and to explore different teaching and learning styles and expectations in preparation for the following year. We continue to provide positive support for all students as they move through the school and for those who enter or exit through the school year. All of our exiting Year 6 exit students were able to be supported in their transition to secondary schools through a school-based Transition Program that focuses on strategies to assist each student's organisational skills.

Participation in the Attitudes to School Survey was optional in 2020 with just over half of the year 4-6 students choosing to complete the survey. The perceptions of the students who completed the survey around connectedness, safety and management of bullying were slightly below the state average and schools with the same population characteristics. This, however may not be an accurate representation of the whole cohort. In order to foster a cohesive and consistent response to student safety and well-being, strategies to build the capacity of students to manage their emotions effectively with the Zones of Regulation and target respectful behaviours will be implemented in 2021 as part of the School Wide Positive Behaviour Support (SWPBS) framework. Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

### **Financial performance and position**

Essendon Primary School completed a 2020 with an operating surplus of \$202,601 which is a significant increase from the \$35,304 deficit in 2019. Diligent financial management ensured the school expenditure was closely aligned to the school's goals and priorities. Budgets and financial reports were thoroughly prepared and monitored by our Business Manager with the Finance Sub Committee and School Council reviewing as necessary. Revenue received through government grants was supplemented by a high percentage of parents paying school contributions and levies. Resource allocation continued to focus on student learning, teacher professional development, student wellbeing and Information and Communication Technology.

The school's revenue for 2020 was similar to previous years other than a reduced total for locally raised funds. School Council fund raising through events and the hiring of school facilities to the after-school care was very limited due to restrictions and remote learning. Consistent with the impact to revenue by COVID-19, expenditure was also impacted in a positive manner, with substantial savings in expenditure on consumables and casual relief staff. All funds were astutely spent to enrich and improve school programs and maintain and enhance buildings and grounds. Building Services expenditure included the modification of facilities to ensure efficient implementation of COVID safe practices. These included the installation of a secure remote locking/unlocking mechanism at the school entrance, hand sanitiser stations and increased hand washing facilities. Equity funding continued to be used for extra teacher support for those students needing additional assistance with Macqlit sessions continuing throughout the year, both on site and virtually. Future school expenditure will be linked to the priorities identified within the 2018-2022 School Strategic Plan and the 2021 Annual Implementation Plan.

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

**<http://www.essendonps.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 495 students were enrolled at this school in 2020, 220 female and 275 male.

20 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.

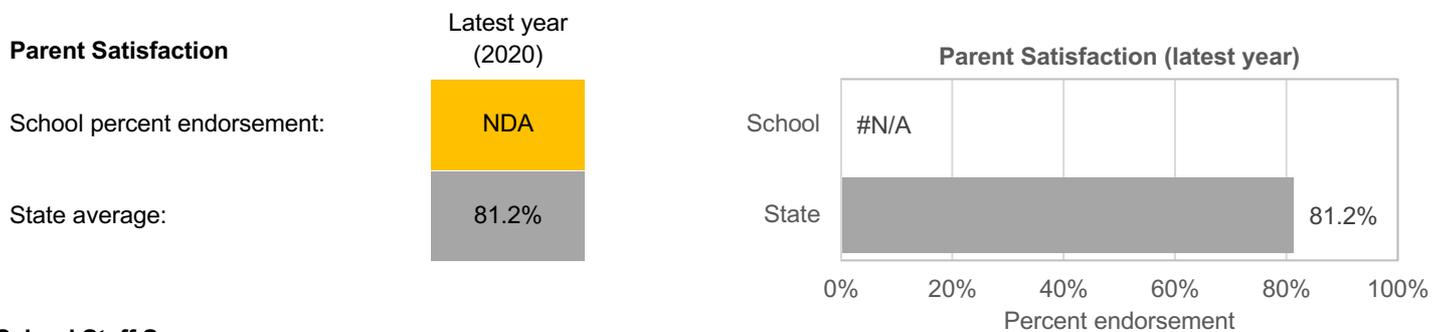
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

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

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

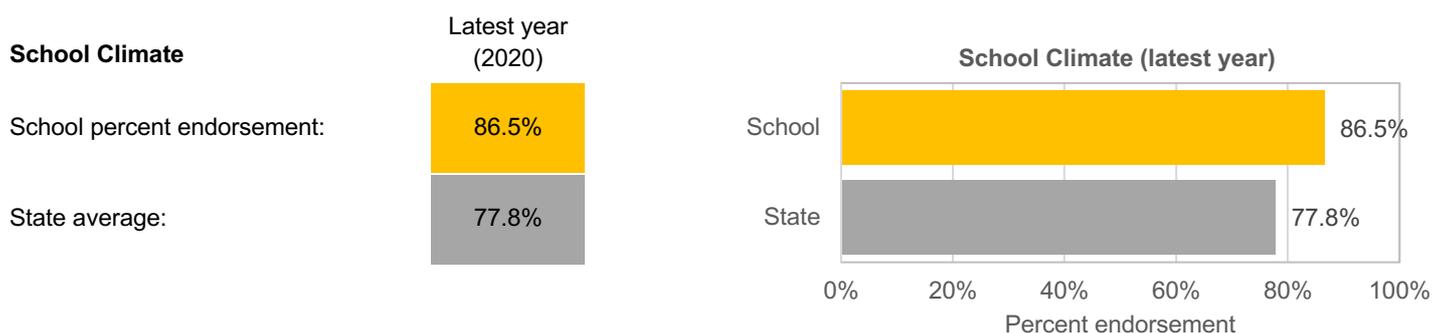


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

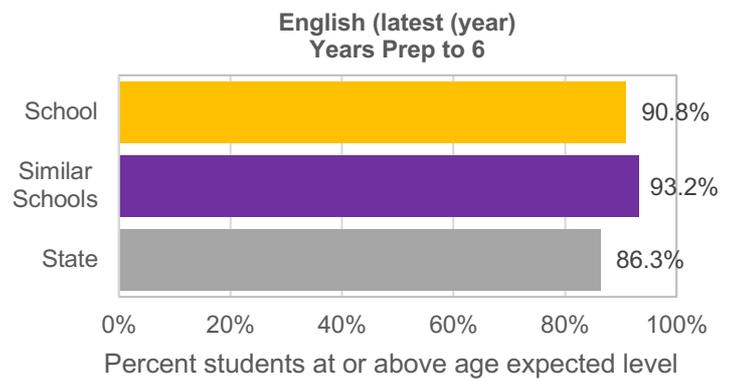
90.8%

Similar Schools average:

93.2%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

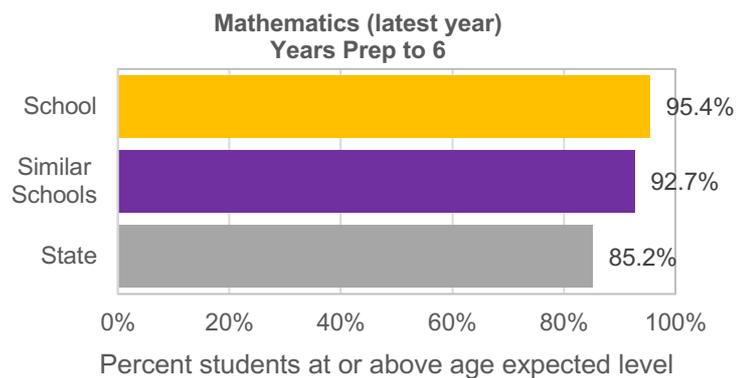
95.4%

Similar Schools average:

92.7%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

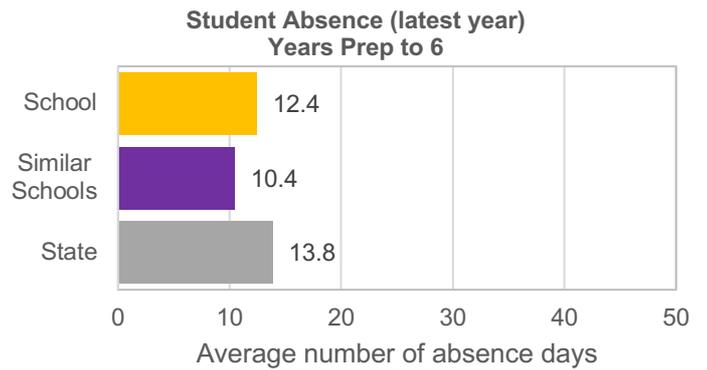
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.4	12.5
Similar Schools average:	10.4	12.9
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	93%	92%	94%	95%	94%	93%

## WELLBEING

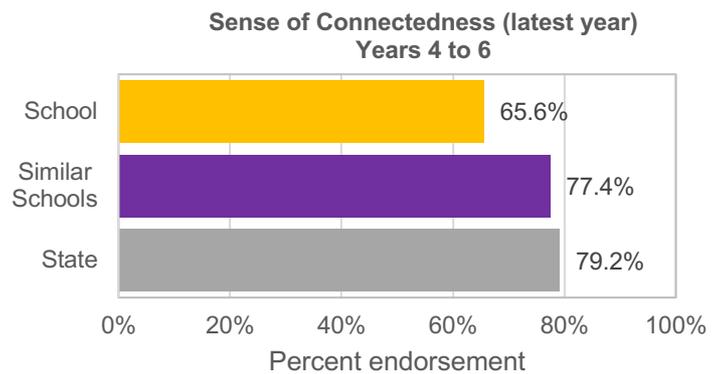
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	65.6%	75.5%
Similar Schools average:	77.4%	81.1%
State average:	79.2%	81.0%



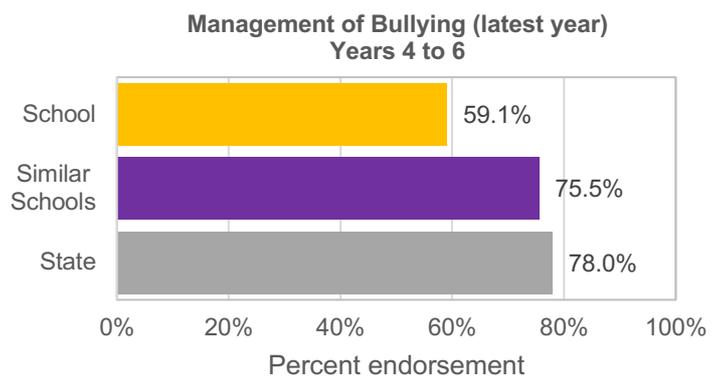
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	59.1%	72.4%
Similar Schools average:	75.5%	79.8%
State average:	78.0%	80.4%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,858,457
Government Provided DET Grants	\$429,653
Government Grants Commonwealth	\$6,617
Government Grants State	NDA
Revenue Other	\$5,184
Locally Raised Funds	\$361,055
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,660,967</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$15,805
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$15,805</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,852,360
Adjustments	NDA
Books & Publications	\$3,045
Camps/Excursions/Activities	\$92,433
Communication Costs	\$12,532
Consumables	\$96,454
Miscellaneous Expense <sup>3</sup>	\$25,842
Professional Development	\$14,162
Equipment/Maintenance/Hire	\$76,880
Property Services	\$84,609
Salaries & Allowances <sup>4</sup>	\$106,413
Support Services	\$57,898
Trading & Fundraising	\$6,923
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$28,814
<b>Total Operating Expenditure</b>	<b>\$4,458,366</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$202,601</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$267,251
Official Account	\$19,574
Other Accounts	\$3,112
<b>Total Funds Available</b>	<b>\$289,936</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$89,304
Other Recurrent Expenditure	\$3,625
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$18,097
Capital - Buildings/Grounds < 12 months	NDA
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>\$111,026</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.*