

# 2020 Annual Report to The School Community



**School Name: Linton Primary School (0880)**



Linton Primary  
School

- 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 11:38 AM by Jennifer Dyer (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 March 2021 at 01:51 PM by Alison Kerr (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

Linton Primary School is a small rural school located in the township of Linton, 30km southwest of Ballarat on 1.5 acres of grounds with bird life and native vegetation within and beyond the school. A mix of linked building structures with open spaces and spaces available for specialist teaching activity characterise the diverse and flexible arrangement of facilities.

Forty-two students were enrolled on census day, showing a fluctuating enrolment in recent years. The school's SFO (Student Family Occupation) Index rating of 0.5092 reflected a diverse socio-economic community profile. In the past the school had experienced a high level of student mobility and families represented a mostly skilled, unskilled and unemployed family demographic. More recently, the school community is more stable.

The staffing allocation for 2020 changed in term 4 to align with a restructure where we had a tutor to run the Special Help IN Education Program (SHINE) which supported identified students to improve learning growth that may have been affected due to the COVID lockdown. At the end of last year, we had a staffing allocation of 3.5 EFT teaching staff and 0.47EFT ES as well as an ES on a workplace re-education program through WDEA & AXIS employment. Staff comprised of a teaching Principal, full time and part time classroom teaching staff and ES staff. Specialist subjects offered were: science, art, PE, music and drama. Chinese was offered for 6 months but was withdrawn when the teacher was unable to attend multiple schools, due to COVID regulations. The school has a business manager who supports administration at 0.3.

The school's values are Respect, Responsibility, Excellence and Community which are echoed in its vision: 'Fostering Excellence through Respect, Responsibility and Community Connection.' The core curriculum delivered was the Victorian Curriculum F-10. The school continued to implement the SWPBS program in 2020 which was critical to support students' mental health and wellbeing during such a disruptive year. The staff developed an instructional model for Number to ensure a consistent approach to teaching and learning across the school. We also developed whole-school planning documents in core curriculum areas which span across the year and support weekly planning content along with a revised assessment schedule. Moderation of teacher judgement against the Victorian curriculum took place at the end of each semester and data analysis was used to identify and target specific skills to support individual learning growth. The data was also used to identify students who had fallen below the expected level and who would benefit most from being supported through the SHINE program in term 4.

The school maximised opportunities for all students to engage with community through a parents community Christmas carols morning on the basketball court at school, MARC Van visits for extra library experiences, Presentation and Graduation evening with a family picnic on the school oval, an end of year whole school excursion to the Movies and special lunch, students were involved in making and hanging the town's Christmas decorations. We engaged in a community connections project where students wrote to vulnerable and isolated elderly citizens in the Golden Plains Shire, facilitated by the Community Outreach department of the Shire. During Bookweek, we invited community members to sit over the fence so students could listen to a story being read to them by community members and parents. The senior class participated in the ARDOCH program including special guest Tim Bone who cooked a wholesome lunch of toasted sandwiches, fresh salads and discussed career pathways with the senior students. During remote learning, the children were engaged in virtual tours of Disneyland, San Diego Zoo, NASA, zoo live streams, MARC Van picture story book readings with the librarian. We had students tune into WebEx to a range of Science and Integrated Studies challenges conducted by the school teachers. Junior students accessed their work through the SeeSaw learning platform and the senior students completed their work through Microsoft TEAMS. Special occasions, such as Mother's Day and Father's Day continued to be celebrated, despite students being in remote learning. The Parents and Friends Association worked away behind the scenes to continue to raise necessary funds for the school and managed quite well with all the COVID regulations and remote learning in place.

Student leadership within the school was centred on senior level (5/6) students who had opportunities to engage in leadership experiences across all levels of the school. Senior leaders organised and presented whole school assemblies, promoting the school values and modelling behavioural and engagement expectations demonstrating their leadership to the school and community. The leaders promoted cultural experiences such as a virtual ANZAC Day and a whole school anti-bullying day which encompassed tabloid sports to promote health and exercise for mind and body. Linton Primary School's mission is to develop in its students, a sense of purpose and belonging, an understanding of the importance of taking responsibility for their own learning and a set of values and skills that will enable them to

become successful citizens in the community to which they belong.  
 The school aims to achieve a culture of collective responsibility promoting inclusion, personalised teaching, differentiated learning, happy, healthy students who are resilient.

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

Linton Primary’s 2020 priorities from the Framework were three-fold:  
 To build practice excellence, curriculum planning and assessment and intellectual engagement and self-awareness.  
 The Annual Implementation Plan for 2020 expanded upon the following Key Improvement Strategies:  
 Working towards updating and completing curriculum documentation and planning statements for key learning areas including, Literacy, Numeracy, Physical Education, Science:  
 Leveraging a hands-on approach to STEM (Science, Technology, English and Mathematics) education in Grades 3-6 with the view to increasing student engagement.  
 Developing and introducing a Literacy instructional model in Number, that will bring a consistent approach to teaching, assessing and planning across the school.  
 Implementing the School Wide Positive Behaviour Program tier 1 with fidelity.

**Achievement**

During the first remote learning, we provided some students with devices to enable them to access learning from home, other students had notified the school that they had their own personal device and didn’t require a school based device. We provided internet access for some households with Department provided dongles so that all students had access to the internet which is very difficult in Regional areas like Linton. We provided all students with individual usernames and passwords to enable them to access their learning online through Seesaw or Microsoft TEAMS. Many students benefitted from the self-paced learning which was provided and we discovered that students who had been reluctant to share in class, were more willing to share and contribute during WebEx conferences. Some students produced some amazing work using their device which revealed an area to develop when back onsite learning to ensure we cater for all students learning styles. We were able to track student learning progression academically and emotionally through the online learning programs provided: Microsoft TEAMS, Webex and SeeSaw. During the remote learning lockdowns, students were invited into the school individually to participate in reading conferences and literacy and numeracy assessments to gauge their learning needs and level of understanding. The data was then used to analyse and target students to continue learning at point of need and identify students who needed extra support. Students responded well to self-directed and project-based learning tasks during the remote learning period. Student interests were fostered through passion projects, Friday Fun days were created around student identified topics. Students were given a range of tasks, they chose the tasks they wished to complete, e.g. cooking, reading, craft, outdoor exploring, writing. The senior class were engaged in an inventions project with most students creating a prototype of their inventions which were proudly displayed in the school foyer. Senior students also created a poster and invention that showed ways to keep the community safe, during the COVID Pandemic. We saw inventions such as foods that helped to fight the disease, 'bubbles' to socially distance, hand washing stations and Go Away COVID Spray.

When we returned to school in term 4, students completed a whole school writing task which staff used to moderate against the Victorian Curriculum standards in writing to identify key focus areas for the remainder of the term. Staff moderated and analysed the teacher judgments in major curriculum areas, PAT Reading and Maths tests using the results to identify students to be targeted for the 2021 tutor program. Our learning intention for staff when students returned to school was centred around re-engagement, social wellbeing, re-building confidence in learning and peer relationships. Within two weeks of returning to onsite learning, we were very pleased that students had settled into a routine and learning was able to commence. Programs were structured to meet the needs of students through the data gathered and individualised to ensure all students continued to learn in the areas that they demonstrated they had challenges in during remote learning.

Student achievement was not as successful in a typical year due to the pressures of home learning and accessing internet services that were not ideal. However, we were very pleased that most students were able to maintain their expected standard for their year level.

Throughout the year, the Network Community of Practice Project continued albeit remotely via Webex. As a team of

schools and teachers, we were able to develop and implement a Speaking and Listening tool to consistently track students' development in speaking and listening.

**Engagement**

In 2020, The average absence for 2020 was 25.9 days per student. Unexplained was on average 0.05 days per student making it a total of 0.3% of absences. During remote learning, families chose to not engage with school or formal learning for weeks at a time due to feeling overwhelmed and in the interest of better mental health and wellbeing. This disconnection to school can be attributed to poor connectivity, low confidence in computer skills by the students and their carers or parents, unrealistic personal pressure from parents and students to get work finished within a time frame, some students refused to complete work despite the efforts from the parents. When these occasions arose, we worked closely with the student and families to resolve the issues and find a middle ground placing extra supports around the family. We had an onsite attendance during remote learning of approximately six to eight children in the morning. These children were either supported through the Program for Students with Disabilities or from essential working families. This also provided challenges onsite with staffing ratios and teachers being able to deliver their lessons through Webex sessions whilst monitoring and teaching students onsite all at the same time. There was often three or four children in the afternoons who spent the majority of their time in developmental play, science experiments for environmental studies. When school returned on site, at the beginning and end of lockdown, many parents were fearful to send their students in case they contracted COVID-19. We also enforced the regulation that sick students needed to go home if they presented with a fever, continual cough, sore throat or excessive running nose. We did push students to continue throughout the day following the Victorian Health Departments Guidelines. During 2020, we introduced an attendance protocol and procedure to follow up on unexplained absences. Teachers were responsible for contacting families daily where children were absent. Our Grade Expert program was used to automate a text message reminding parents to contact the school if their child was away after 9:30 am and we had not been advised. We offer a breakfast club program every Wednesday morning which is operated by staff. We employed a music & drama teacher one morning a week to engage students with the intention of students presenting songs and acts for the parents in the last week of term. Students chose the songs and acts that they would like to present to families in negotiation with the teacher. We had a whole school excursion to the movies and picnic afterwards, to celebrate the positives of the year. Connecting with families was a priority in 2020 after remote learning so students and parents felt confident that the school was providing a safe learning environment for their children. This was achieved by staff greeting parents at the fence line in the morning and after school for informal chats, regular updates through email, newsletter and school Facebook page, regular telephone conversations and virtual meetings including Parent-teacher-interviews.

**Wellbeing**

In 2020, we were working through the tier 1 fidelity of SWPBS. We were working closely with the Central Highlands coach, Lachlan Carlisle on our next steps at the beginning of the year. Our focus moved towards tracking student behavioural data as the next phase of Tier 1. We advertised our thumbs up total number of tokens (positive behaviour tokens) each week in the newsletter to celebrate our positive behaviour. A behaviour flowchart was created and distributed to families to ensure a consistent approach to dealing with minor and major misdemeanours. Using our behaviour tracking system in Grade Expert, we identified particular problem behaviours from analysis of the data to target. Professional learning for staff was provided as well as explicit lessons to build the capacity of in students with a focus on respect in term 4.

All staff have completed Respectful Relationships training and the program was implemented in the school. The first part of the program related to relationships with families, peers and at school.

Our involvement in the Healthy Achievement program progressed in 2020 by successfully meeting the benchmarks needed to be recognised for Physical Activity and Movement, Sexual Health and Wellbeing and Safe Environments. The school was awarded with a special recognition sticker which was placed on the front of the school on the plaque on the fence, that demonstrates the schools achievements so far.

In 2020 The Pathways to Personal Development was introduced and students were engaged in cyber safety



awareness. Online protocols were developed with the students when using a WebEx and websites with tasks directly linked to password security, online bullying and privacy.

### **Financial performance and position**

In 2020, the school had a surplus of \$31,689 largely due to increased government grants and locally raised funds. \$5,551 was taken by the Department of Education to expend against the Tutor initiative for 2021 leaving a surplus balance of \$26,138. Our credit surplus was due to increased funding through the Program for Students with Disability and equity allowing us to carry other funds forward to introduce programs such as Chinese, the High achievers program, The Special Help In Education program, increasing the 0.6 graduate teacher contract to a full time EFT in term 4 and offering extra Educational Support classroom support.

In 2020 and the beginning of 2021 we had our Shelter in Place upgrade works completed at the school funded by the Victorian School Building Authority. This released some maintenance funds that were budgeted to target certain exterior minor works which meant this money was no longer expended adding to the surplus. Surplus funds were expended to increase the hours of our Graduate staff member to full time to release our Highly Accomplished Teacher who as 0.5 EFT to administer the SHINE program. We also employed two additional Education Support personnel on local payroll. One person as a classroom support, the other person to complete minor maintenance works. School Council released some of the revenue from received from the pine plantation fund to build two small storage sheds. Other funds were expended on repairs to the school including a large amount for the major leaking issues in the roof and filling in the decommissioned septic tank. During remote learning, we realised the current devices owned by the school were not up to standard so School Council entered into a lease to equip the senior classrooms with 25 new netbook devices for student learning, we also purchased six new Ipad devices for the junior classroom. We received grants from WDEA and AXIS to subsidise the cost to employ the maintenance person and extra classroom Education Support person. We also casually employed a Librarian one day a week to continue with the cataloguing of our library books. Bushfire Preparedness funds were received from DET to enable extensive works to be completed around the grounds and gardens making the surrounding environment bushfire safe. Using surplus funds, we employed a regular CRT to deliver our Chinese program for the first semester and Music/Drama for the second semester. We also casually employed an Education Support person to work one to one with a student funded through the Program for Students with Disabilities to enable a specialised individual program to be tailored to suit the specific needs of that child to enable them to successfully access school.

Parents and Friends Association were very successful in their fundraising efforts despite the remote learning and lockdown conditions which contributed to our surplus. It is our intention to continue with the employment of a full time Graduate in 2021 to release the Highly Accomplished Teacher to run the Government's Tutor initiative for the first semester. We intend for the Tutor program to run for the entirety of 2021 as we have already seen the benefits of the SHINE program from term 4 where small groups of children are targeted with explicit instruction and support.

**For more detailed information regarding our school please visit our website at**  
<https://www.lintonps.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 39 students were enrolled at this school in 2020, 21 female and 18 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

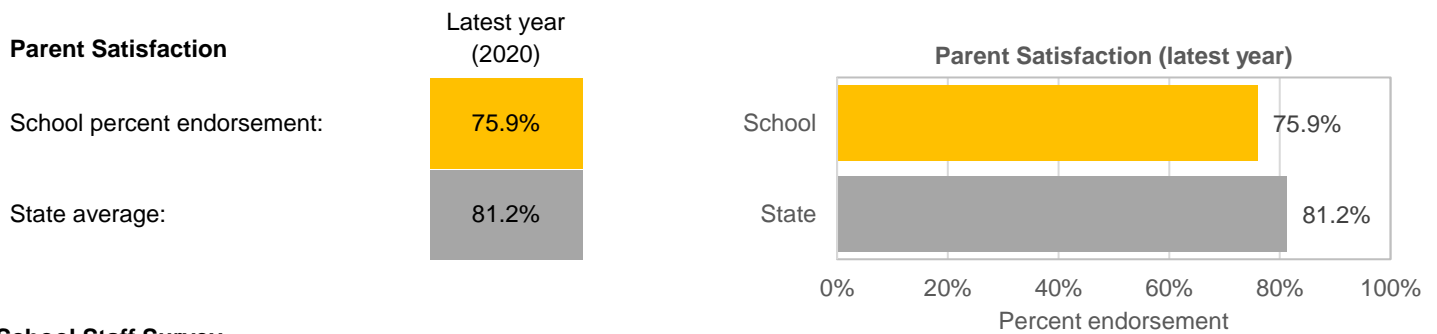
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

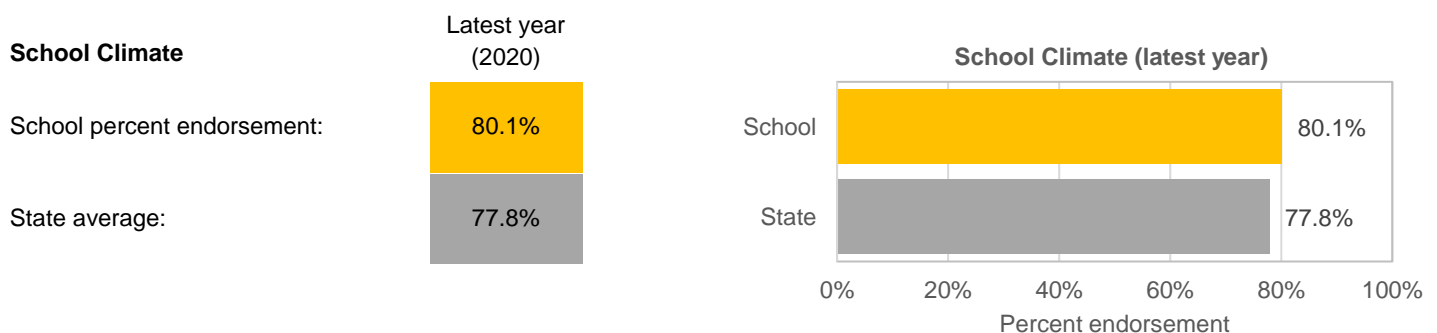


### School Staff Survey

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 Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

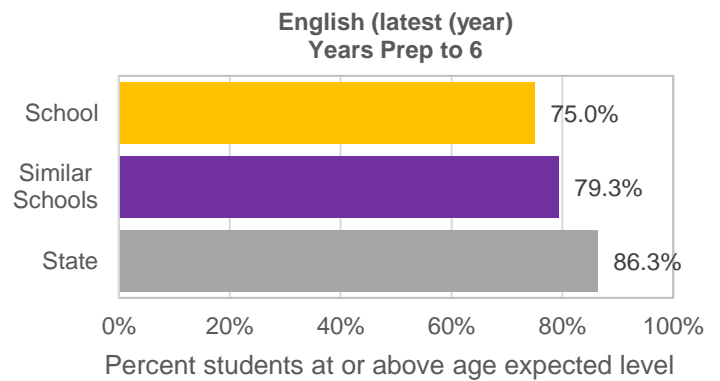
75.0%

Similar Schools average:

79.3%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

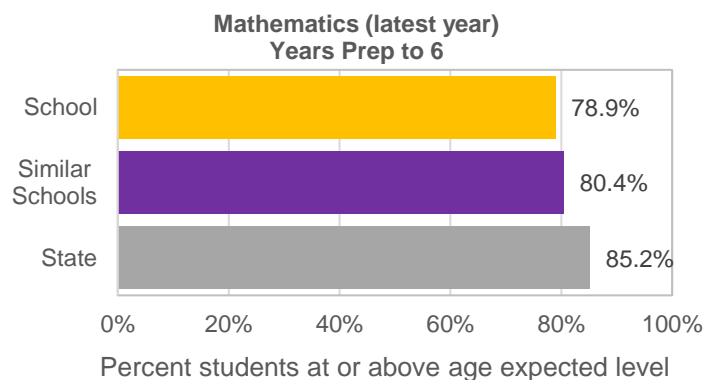
78.9%

Similar Schools average:

80.4%

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

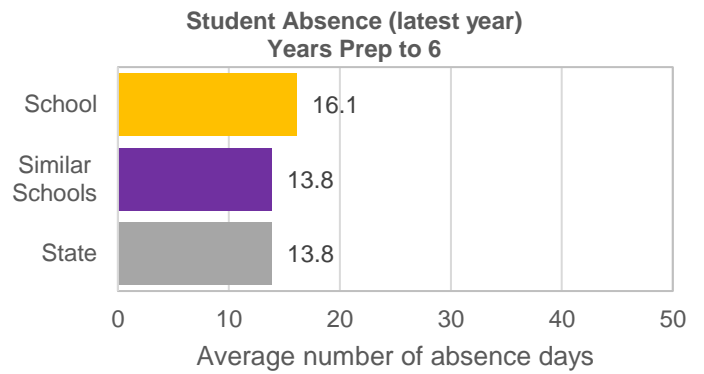
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	16.1	15.4
Similar Schools average:	13.8	16.1
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):	87%	93%	91%	93%	NDP	96%	91%

## WELLBEING

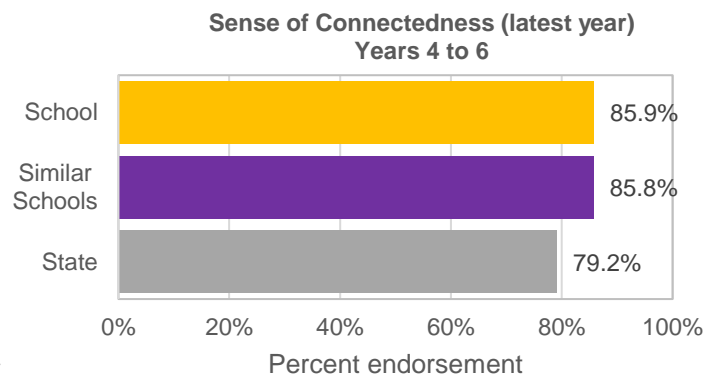
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	85.9%	71.0%
Similar Schools average:	85.8%	80.6%
State average:	79.2%	81.0%



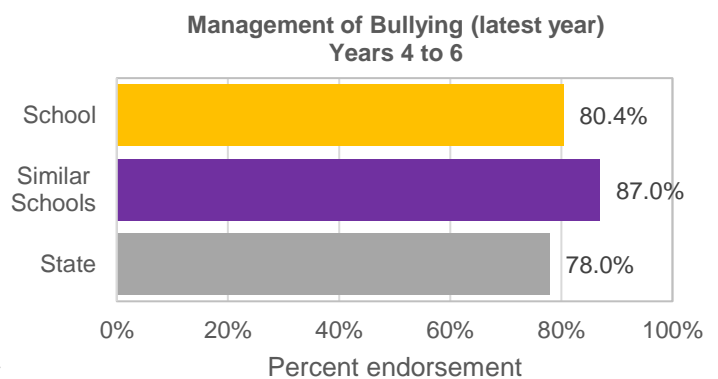
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	80.4%	76.1%
Similar Schools average:	87.0%	82.3%
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	\$533,924
Government Provided DET Grants	\$168,004
Government Grants Commonwealth	\$2,250
Government Grants State	NDA
Revenue Other	\$12,796
Locally Raised Funds	\$6,951
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$723,926</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$58,367
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$58,367</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$508,095
Adjustments	NDA
Books & Publications	\$3,177
Camps/Excursions/Activities	\$2,945
Communication Costs	\$2,368
Consumables	\$17,892
Miscellaneous Expense <sup>3</sup>	\$3,848
Professional Development	\$3,615
Equipment/Maintenance/Hire	\$22,826
Property Services	\$75,511
Salaries & Allowances <sup>4</sup>	\$63,018
Support Services	\$4,929
Trading & Fundraising	\$3,451
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$8,550
<b>Total Operating Expenditure</b>	<b>\$720,226</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$3,700</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	\$99,091
Official Account	\$17,400
Other Accounts	\$1,160
<b>Total Funds Available</b>	<b>\$117,652</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$26,271
Other Recurrent Expenditure	\$7,289
Provision Accounts	NDA
Funds Received in Advance	\$2,074
School Based Programs	\$45,572
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$7,198
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$40,899
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$129,302</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.*