

2020 Annual Report to The School Community



School Name: Northern Bay P-12 College (8901)



- 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 21 June 2021 at 05:05 PM by Scott Diamond (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 21 June 2021 at 05:05 PM by Angie O'Day (School Council President)

How to read the Annual Report

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.

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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 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

Northern Bay College was formed in 2011 as a result of a merger of nine schools into one multi-campus College. Our aim was to provide a supportive, coordinated and consistent approach to the education and wellbeing of children and young people living in the Corio/Norlane area.

Today Northern Bay College is a multi-campus school made up of four prep to year eight campuses and one year nine to year twelve campus. In addition to this the college also runs a Kindergarten, a Child Care Centre, and a Family Centre and manages a Trade Training Centre. We are also the host for two Geelong English Language Centre Outpost and run a Hands on Learning program. The college has a steady enrolment of 1896 students.

The college has a long history of welcoming families from a refugee and asylum seeker background of Karen ethnicity from refugee camps along the Thai/Burmese border. In 2013 the college began to welcome families of Middle Eastern ethnicity. Many of whom came from refugee camps via Pakistan and Indonesia. Currently 29% of students have a first language other than English with eleven percent of our students being of Middle Eastern origin and nine percent Karen / Karenni. 8% of our students are indigenous.

126 students are funded under the Program for Students with Disabilities.

The college has an SFOE of 0.7259 with 1441 students attracting social disadvantage equity funding.

Northern Bay College encourages the colocation of services with The Smith Family; Ardoch; Bethany Community Services; and Barwon Child, Youth and Family operating on site. We also have a large number of Memorandum of Understandings operating with external agencies and services.

2019 marked the beginning of a new College Strategic Plan with an overarching goal of further developing practice that embeds the 'One College - One Team' ethos.

Our vision is to instill community commitment, confidence and high expectations in lifelong learning by:

- Developing young people who are engaged; motivated and challenged to fulfil their potential.
- Maximising the educational opportunities and creating purposeful and diverse pathways for all students
- Developing partnerships with other schools, community organisations and business which can empower a community through learning
- Integrating education and community /family services
- Creating a community that is literate, numerate, curious, articulate, resilient and passionate

The college has 267.48 equivalent full time staff; 13 principal class members, 214 teachers and 161 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

The 2020 Annual Implementation Plan focused college work heavily within two specific areas of the FISO model.

The work in these spaces is visible in a number of ways not the least being the significant change in operating model for the college in the 2020 school year. Resource allocation has been designed to ensure that college leaders are aligned with developing excellent teaching practice and ensuring this practice is consistent across all Campuses.

The two FISO foci for college work in 2020 were:

- Excellence in Teaching and Learning - Building Practice Excellence
- Professional Leadership - Building Leadership Teams

It must be noted that although planning for 2020 was completed to a high level, the planning in place did not envisage the challenge of the COVID Pandemic. COVID and its subsequent requirement for schools to move into Remote Learning and re-imagine the way in which rigorous learning and teaching would occur certainly took centre stage and as such many of the achievements of 2020 are due to the need to confront these challenges in a systematic and positive manner.

Achievement

Despite the challenges that all schools were required to confront in 2020 the college was extremely proud of the learning achievements that were made throughout the 2020 school year. Staff at Northern Bay College were driven to ensure that the challenges of Remote Learning and the need to pivot quickly to Remote Learning would not leave students at Northern Bay College disadvantaged. Evidence of this commitment can be gleamed from the myriad of online learning and teaching resources that were created; the outstanding manner in which teachers and indeed all NBC staff worked to engage and connect with students who were working from home; the ability of staff to ensure that curriculum delivery was done so in a consistent manner across all Campuses; the ability of staff to ensure that the rigour and explicit teaching that would normally occur in a face to face class teaching context would not be missed and the outstanding commitment of staff to ensure that students would continue to receive constructive and timely feedback on learning outcomes including the delivery of outcome based reports in Semester 1 despite this not being a DET requirement for this period. All together this clearly demonstrates that staff at Northern Bay College supported by a positive family stakeholder group and a highly motivated students cohort were able to ensure that the 2020 school was not a waste.

One area that the college is particularly proud of in relation to students achievement was the high level VCE Median and Mean results. This is a key indicator of overall learning and teaching rigour and Northern Bay College is proud that despite the challenges of 2020 that the school was able to deliver its best VCE results for some years. This included the college arguably returning the best VCE results of all northern Geelong schools with NBC also delivering the highest percentage of Study Scores above 40 and at least 15 VCE classes achieving the college AIP aim of a Study Score mean of 24. This achievement should not be underestimated and is being used to drive further improvement within the area of student achievement at Northern Bay College.

The college also embarked on an evidence based improvement process within the college Professional Learning Communities (PLC) structure. This work saw the College wide Year 3 - Year 6 PLC team develop a data informed response to Year 3 NAPLAN Reading data. Using a Close Reading learning model staff across this team consistently implemented a process to support students to add further context and as a result understanding to the texts they were reading. These text types were varied and included information, fiction and persuasive text types. This approach produced outstanding results for students across the college in the area of reading comprehension and has resulted in a clear and consistent learning and teaching model for Reading being developed for release across the college.

In the area of writing the college was able to ensure that the development of improved practice - aimed at improving student learning outcomes in this important literacy area - continued to be addressed. In the prep - Year 8 learning communities a highly structured and thus consistent writing moderation model was rolled out across the college. - During Lock Down!! This process required students to complete a 'high stakes' and consistent writing sample. These writing samples were then collected and used within this moderation process. This resulted in a number of positive outcomes for the college not the least being a high quality dialogue of writing moderation. This work and indeed the quality feedback for the students that flows from such a process was an outstanding success across the college and has paved the way for further work to be developed aimed at ensuring a consistent delivery of high quality learning and teaching at NBC.

At the senior school level this writing focus was tightly connected to the literacy demands required of students at the Senior Certificate level and developing a consistent strategy for supporting students to scaffold their writing particularly in their key assessments. Evidence of this approach was highly visible in both VCAL and VCE learning communities and was well supported by the work completed throughout the Year 10 -12 College PLC.

With the above information provided as an overlay the data included in this Annual Report does indicate that the college was able to move forward in a number of areas of Student Achievement. Significantly though the college continues to remain a long way behind state and similar schools in teacher judgment in English and Maths across all year levels. This does provide scope for the ongoing development of instructional practice that will deliver improved learning outcomes for students at NBC within these important learning areas. This is indeed well understood and well documented in the current college AIP.

Engagement

Through the 2020 school year the college worked hard - and it must be said with some success - to ensure that Engagement remained high throughout what was a most challenging period. Through the lock-down periods the college worked to engage with all students and promote attendance to Remote learning through a number of means. These strategies ranged from classroom teachers and support staff making individual phone calls to students who had

not engaged in learning; wellbeing staff regularly engaging in wellbeing visits and working to ensure families remain connected; MEA staff delivering translated messages to CALD families informing of school operations and related health information; the college mobilising a fleet of over 800 learning support devices including iPads, Laptops and mobile internet devices; regular communication through learning platforms such as Compass, Google Classroom and Seesaw. Along with these strategies student engagement was monitored on a daily basis with data regularly reviewed and acted on by learning community and campus teams. This effort to ensure NBC students were not disadvantaged during this period of remote learning is a feature of the pandemic that all members of the NBC community should be justifiably proud of and lends itself well to our work in developing strategies to improve engagement at the college in the future.

As we return to more regular routines and schooling models this area of college performance continues to be a most pressing concern. Significantly within this space is the need for the college to address the high level of student absenteeism that is consistently high across all year levels. In comparison to similar schools the college returns levels of absenteeism that are double that of similar schools. This has been a trend for a number of years and will require a strategy that is inclusive of all stakeholder groups if it is to be successfully addressed.

Current data places all year levels at the college at around 80% for student attendance. It is important to extrapolate this data further to identify what this attendance rate means in relation to total number of days absent - i.e. an 80% attendance rate equates to 40 days absent across an entire school year. Throughout 2021 the college has committed to working to better understand the reasons for non-attendance; developing attendance strategies that aim to better promote the absolute need to be at school everyday and work to better respond to chronic non-attendees.

Wellbeing

Wellbeing is at the heart of the work at NBC on a daily basis. The college is working hard to ensure that wellbeing is seen as a role the college can play for students and staff at the same time as striving for positive learning outcomes. Over the years the college has invested in programs such as Berry Street Education Model training for all staff and still ensures that this training makes up part of the induction of new staff to the college such is the importance of this work in guiding high expectations for learning.

It is encouraging that data throughout 2020 did not really alter within any of the Wellbeing factors measured through the student attitude to school survey. The college identified early on that ensuring students were well cared for and had easy access to wellbeing supports was going to be crucial through this period. Amongst specific actions implemented across the college were:

- Initially the college set up a remote wellbeing contact service that was monitored by wellbeing staff and communicated to all students.
- The college worked to develop regular wellbeing content that was shared with the community on a regular basis. This content was aimed at providing regular reminders and tips on how to remain on top of wellbeing issues as they arise.
- Wellbeing staff were highly active in ensuring that families continued to have access to important services and food aid.
- Berry Street Education Model continued to underpin all work completed in connecting students to their school and their learning. This work will continue to ramp up in 2021 with increased work to embed practice that is visible.
- Transition remained a priority at the college with a modified program for Year 9 students transitioning from the four P-8 Campuses arranged. This program still allowed students to familiarise themselves with the Campus and begin to build connections with Senior School Staff. Similarly with prep transition as many visits as possible were organised to ensure that students were not completely new to the Campus at the beginning of the year.

In the 2021 AIP the college has identified that Student Agency is an integral aspect of our future work. At all times staff at the college will be encouraged to think of ways in which students can be involved in processes including curriculum planning and assessment at the college. The college is also ready to begin further work on documenting what highly agential learning looks like in the NBC context. This is exciting work for the college and will go a long way to further connecting students to their learning and to further developing the aspirational goal setting of our students.

Further to this 2021 will see the college reflect on the current school values that underpin the college environment and thus our work within the School Wide Positive Behaviours (SWPBs) framework. This will see all students, staff and community members given the opportunity to contribute to what will ultimately be an updated set of college values and purpose. This is exciting work and will help to unpack how we as a college can better support our most important stakeholder group - our students.

Financial performance and position

Northern Bay College is currently in a stable financial position ending the year with a surplus of \$5,982,942. We received \$6,542,026 in total (half in cash and half in credit) for Equity Funding along with various other grants including National Chaplaincy Funding, the Sports In Schools Grant, DET Bushfire Prep Grant for our Staughton Vale Outdoor Education Centre, and Local Schools Community Fund for 4 of our Campuses.

Our surplus is made up of \$975,747 as a cash reserve and the rest committed to various programs. This includes a \$1.3 million planned SRP deficit which is primarily due to Equity funding expenditure and also GITTC wages (approx. \$650,000). Just over \$2.5 million make up our school based programs including Swimming in Schools, STEAM and Community Hub programs and approx. \$1,000,000 is reserved for short Term Maintenance and Capital Works.

For more detailed information regarding our school please visit our website at
www.northernbaycollege.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 1896 students were enrolled at this school in 2020, 919 female and 977 male.

29 percent of students had English as an additional language and 8 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.

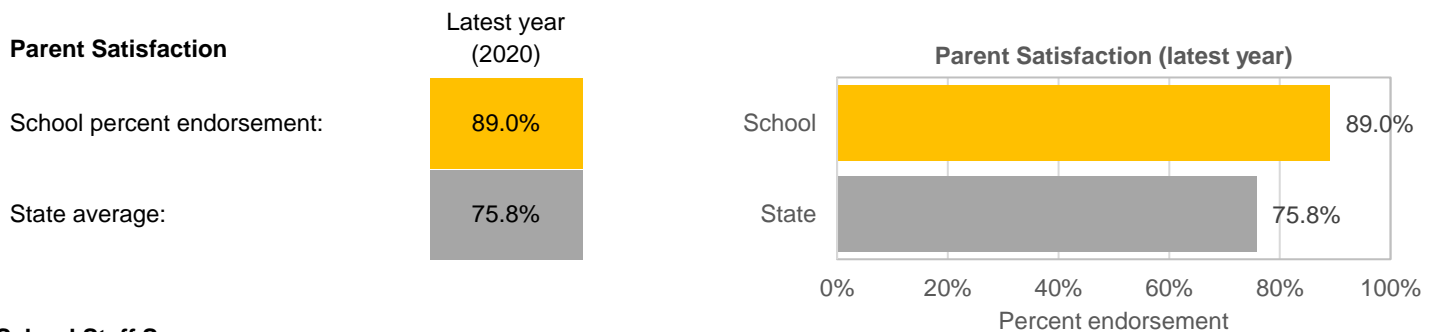
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

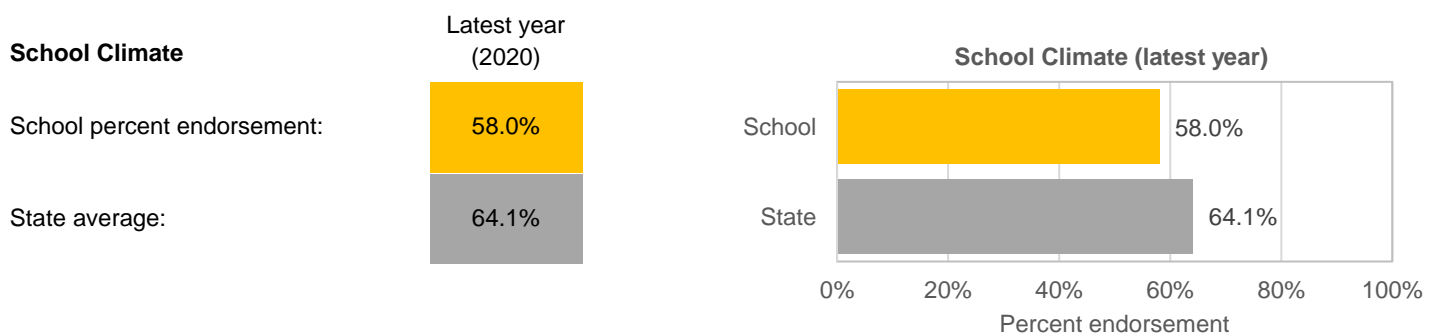


School Staff Survey

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

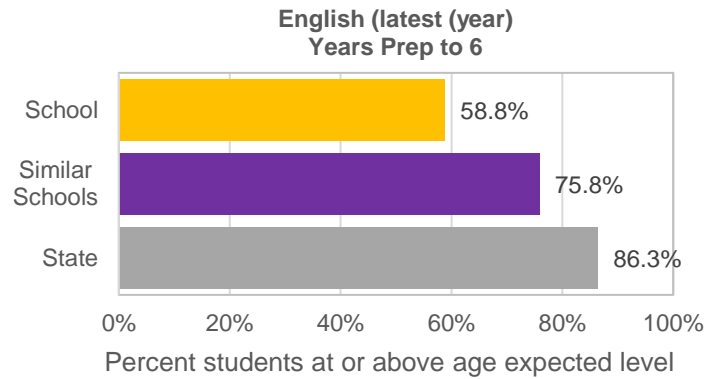
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

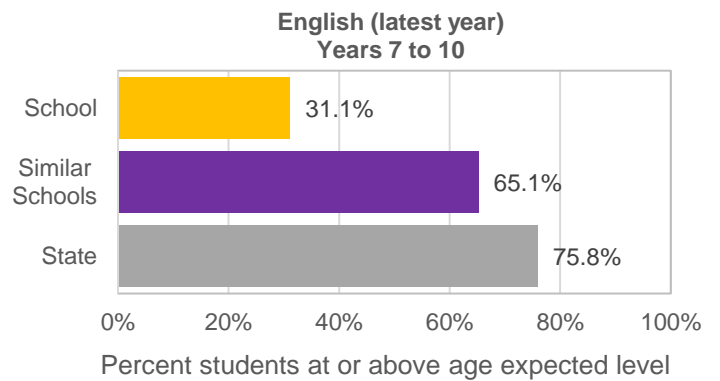
English Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	58.8%
Similar Schools average:	75.8%
State average:	86.3%



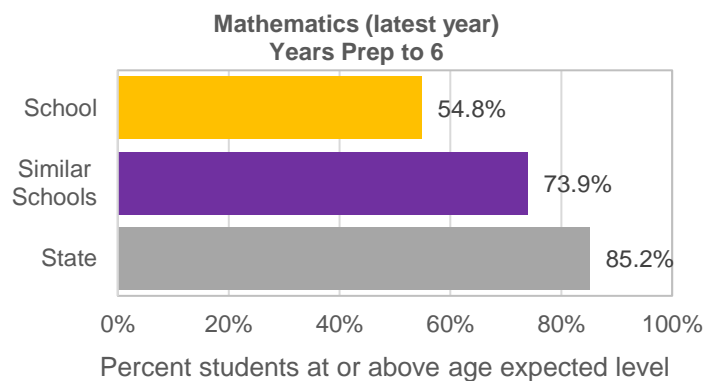
English Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	31.1%
Similar Schools average:	65.1%
State average:	75.8%



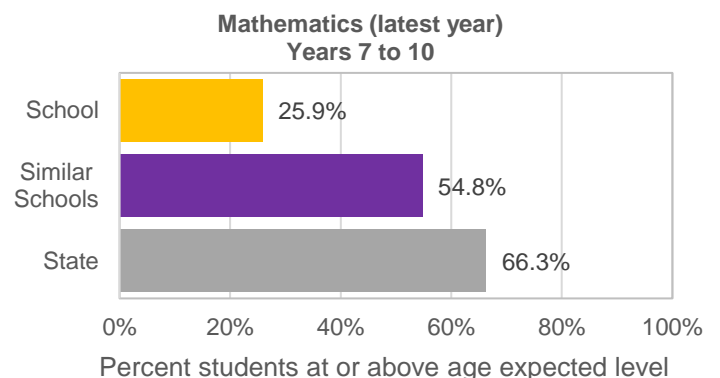
Mathematics Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	54.8%
Similar Schools average:	73.9%
State average:	85.2%



Mathematics Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	25.9%
Similar Schools average:	54.8%
State average:	66.3%



ACHIEVEMENT (continued)

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).

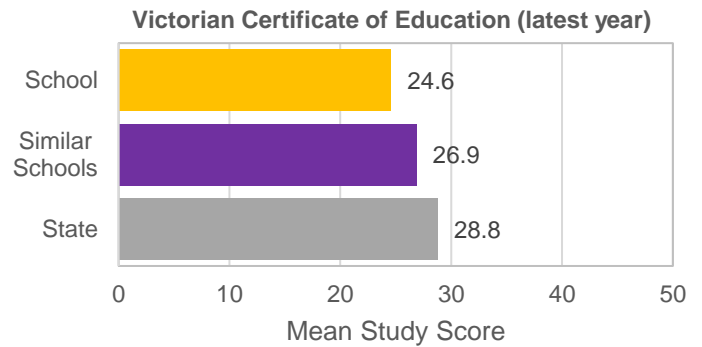
NAPLAN tests were not conducted in 2020.

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	24.6	23.0
Similar Schools average:	26.9	26.9
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

83%

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

57%

VET units of competence satisfactorily completed in 2020:

68%

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

61%

ENGAGEMENT

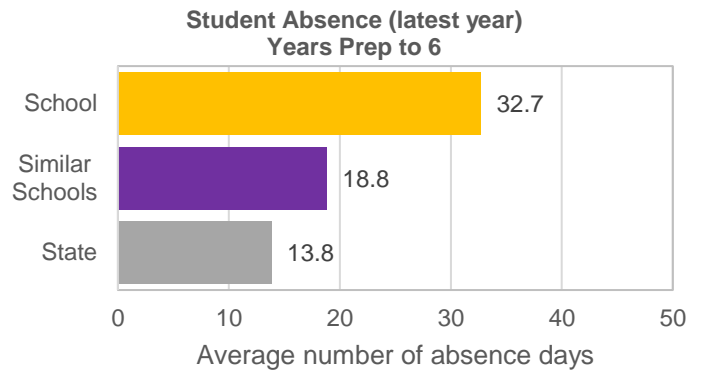
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

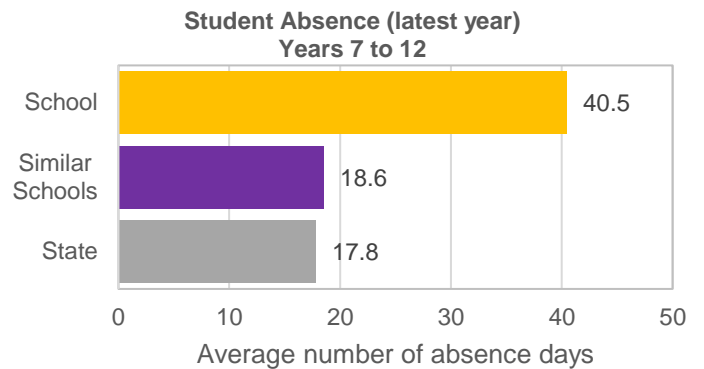
Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	32.7	22.2
Similar Schools average:	18.8	18.4
State average:	13.8	15.3



Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	40.5	37.0
Similar Schools average:	18.6	19.9
State average:	17.8	19.2



Attendance Rate (latest year)

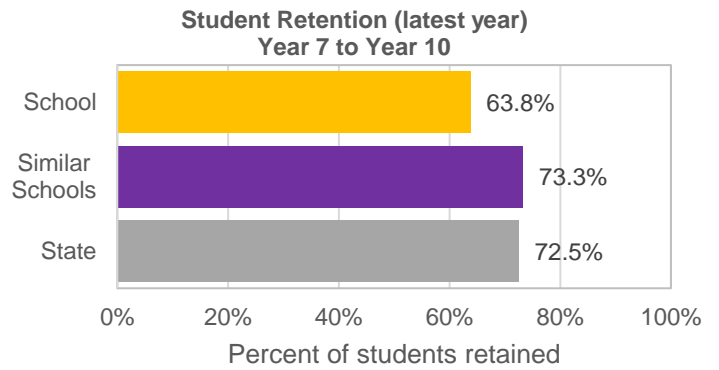
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	83%	81%	82%	81%	84%	83%	85%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2020):	81%	80%	77%	79%	75%	81%	

ENGAGEMENT (continued)

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:	63.8%	63.6%
Similar Schools average:	73.3%	72.0%
State average:	72.5%	72.9%

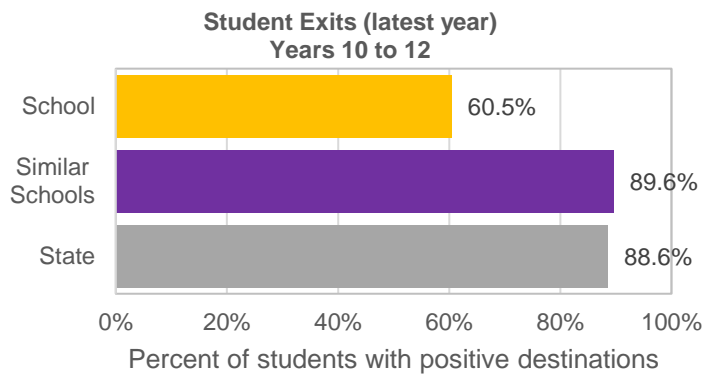


Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	60.5%	72.8%
Similar Schools average:	89.6%	90.4%
State average:	88.6%	89.1%



WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6

Latest year (2020) 4-year average

School percent endorsement:

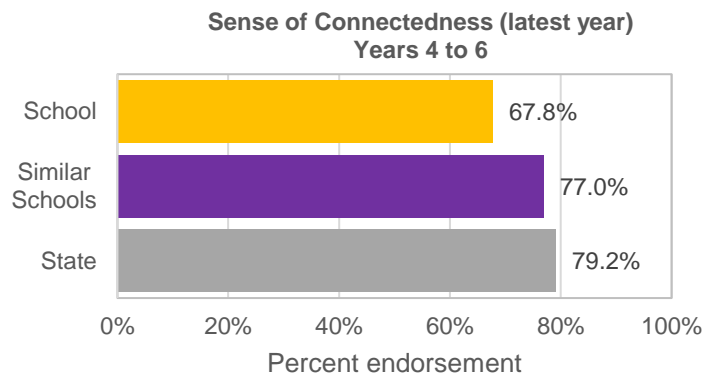
67.8%	72.2%
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Similar Schools average:

77.0%	79.5%
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State average:

79.2%	81.0%
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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 Years 7 to 12

Latest year (2020) 4-year average

School percent endorsement:

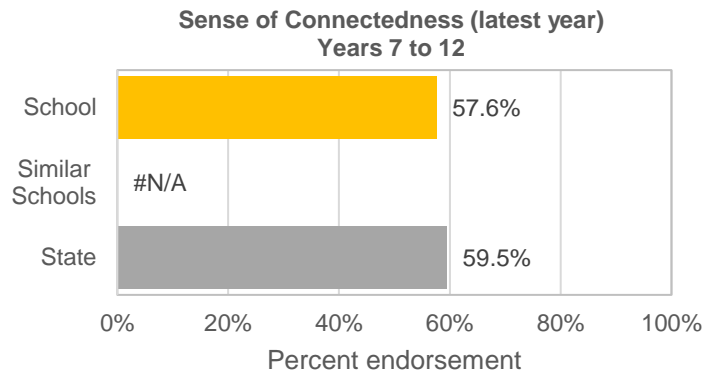
57.6%	57.0%
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Similar Schools average:

NDP	57.0%
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State average:

59.5%	55.3%
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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.

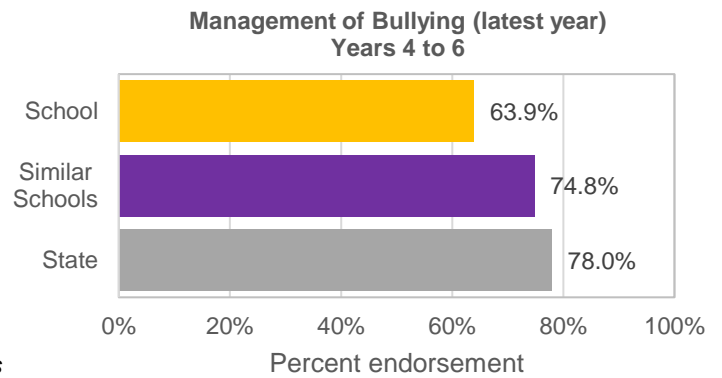
WELLBEING (continued)

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).

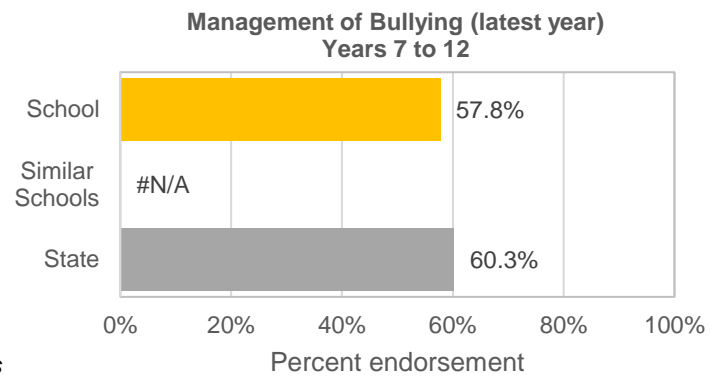
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	63.9%	70.4%
Similar Schools average:	74.8%	78.4%
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.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	57.8%	57.6%
Similar Schools average:	NDP	58.4%
State average:	60.3%	57.9%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$25,083,085
Government Provided DET Grants	\$6,286,182
Government Grants Commonwealth	\$352,588
Government Grants State	\$167,772
Revenue Other	\$869,189
Locally Raised Funds	\$854,021
Capital Grants	NDA
Total Operating Revenue	\$33,612,837

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,642,026
Equity (Catch Up)	\$113,906
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$6,755,932

Expenditure	Actual
Student Resource Package ²	\$26,356,664
Adjustments	\$130
Books & Publications	\$25,575
Camps/Excursions/Activities	\$197,890
Communication Costs	\$162,042
Consumables	\$676,999
Miscellaneous Expense ³	\$201,913
Professional Development	\$25,127
Equipment/Maintenance/Hire	\$1,230,700
Property Services	\$1,179,503
Salaries & Allowances ⁴	\$1,174,960
Support Services	\$1,113,464
Trading & Fundraising	\$43,917
Motor Vehicle Expenses	\$8,520
Travel & Subsistence	\$56
Utilities	\$237,221
Total Operating Expenditure	\$32,634,682
Net Operating Surplus/-Deficit	\$978,155
Asset Acquisitions	\$514,777

- (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	\$5,724,997
Official Account	\$257,946
Other Accounts	NDA
Total Funds Available	\$5,982,943

Financial Commitments	Actual
Operating Reserve	\$975,747
Other Recurrent Expenditure	\$9,151
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$2,681,661
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$1,280,154
Asset/Equipment Replacement < 12 months	\$222,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$814,229
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$5,982,943

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.