

# 2020 Annual Report to The School Community



**School Name: Reservoir High School (8708)**



- 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 04 May 2021 at 06:02 PM by Andrew Mcneil (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 05 May 2021 at 06:40 AM by Vaughn Koops (School Council President)

# How to read the Annual Report

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## What's changed in 2020?

### Improved appearance

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

### School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*
- all subjects for Victorian Certificate of Education (VCE) examinations

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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

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

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

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

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

### School context

Reservoir High School enjoys a growing reputation for academic success, building strong relationships and providing exceptional wellbeing support for all its students. Reservoir High is a medium sized school of 700 students that has proudly served the Reservoir, Preston, and Kingsbury communities since 1958. It is situated on the original Reservoir High School site on Plenty Road in Reservoir, with most of the original school buildings still in use. Reservoir High is a multi-campus school, hosting the Heidelberg Teaching Unit (FLO) on its Plenty Road site in a relocatable building. The School has exceptional facilities including a long-standing Licence Agreement with the Darebin City Council, with the Darebin Community Sports Stadium located on the Reservoir High site. We have exceptional transport links to the CBD of Melbourne as well as to a wide range of tertiary education providers. Reservoir High provides excellent educational outcomes for all students in a positive, caring and supportive learning community where diversity is celebrated and valued, life long learning is embraced and all students have the opportunity to develop as leaders in their community.

The School serves a diverse community and the diversity of the School adds to the richness and quality of the students' educational experiences. The School has over 65 cultural, religious and language groups, a significant Koorie community, EAL community (55% of students have a language background other than English) and is a successful SEAL accredited school. Reservoir High is an approved provider of education to International students and provides an enriched and supportive program for International and local students.

The enrolment trend is increasing. Reservoir High has a growing reputation as a successful school due to its exceptional NAPLAN results and improving VCE results. The School has 58.4 equivalent Full-Time Teaching Staff, 3 Principal Class Officers and 19.2 Education Support Staff including one Aboriginal and Torres Strait Islander staff member. Our Strategic Plan has a strong focus on Teaching and Learning and building high level connections between all members of our wider school community. The School's vision is to build resilient and reflective learners who strive for excellence and value diversity through showing respect for self, others, and the community. The School's mission is to ensure our students are successful learners, literate, numerate and empowered to be critical and creative thinkers in a changing world. Reservoir High's objective is to create an engaging environment which enables all students to be able to achieve their personal best. The School's values of Diversity, Success and Achievement are outlined in our mantra of - "Is it Kind? Is it Safe? Is it Fair?". Reservoir High is a school where everyone has the right to feel and be comfortable in their workplace and is challenged to achieve at their best.

Reservoir High aims to achieve high value add for every student, regardless of social or cultural background in the key skills of Literacy and Numeracy. With strong literacy and numeracy skills, students can engage in the Victorian Curriculum, Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL), discover their passions, talents and interests and work with the School to develop Pathways Plans for future success.

Reservoir High prioritises the building of practice excellence and creating a point of need, differentiated curriculum with assessment opportunities designed to challenge and extend all students. We aim to empower students in their own learning, build self-efficacy and develop self motivation to achieve success, while providing a safe learning environment that promotes the wellbeing of all students, and partners with parents and the wider community to empower students. Outstanding features which draw students to our School include opportunities in our Selected Entry Accelerated Learning Program (SEAL), Drama, Dance and Music performances as well as a wide range of pathways including VCE, VCAL (including School Based Apprenticeships) and VET. In addition, we have a close partnership with La Trobe University which enables students from Years 7 to 12 to experience life at university through various teaching and learning programs which are run throughout each year. Many students begin university study while enrolled at Reservoir High and this continues to be a focus to support the pathways of our students.

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

Key to Reservoir High’s vision of success and achievement for all in the learning community is the development of a community of learners where life-long learning is valued by all. The Framework for Improving Student Outcomes (FISO) initiatives of “Excellence in Teaching and Learning” has been the key improvement focus, which has seen the School implement the Professional Learning Communities approach to Teaching and Learning. The School operates in nine curriculum-based PLCs, and in 2020 the PLC Teams approach supported the implementation of using data to identify student point of need instruction as well as engaging curriculum programs and assessment. This approach worked toward consistency and excellence in enhancing a documented and viable curriculum, the embedding and use of the “EAGER” Explicit Instructional Model, build practice excellence through the increased use of the evidence based High Impact Teaching Strategies and the increasing use of a range of student data to evaluate the impact of learning. This has seen improved diagnosis of student knowledge and understanding and allows the nine PLCs to develop a shared approach to whole school teaching and learning, as well as determine specific actions and methods in each domain to improve student learning and outcomes.

While 2020 was a difficult year with the lockdowns due to COVID 19 and its impact on teaching and learning, there were many positives and improvements achieved in 2020. A key improvement was the increased use of digital literacy tools to support the learning of students and staff. In 2020, Reservoir High completed the Microsoft Schools Transformation Program and implemented tools to use the M365 platform to support curriculum planning, delivery, assessment and feedback. The increased use of the School's Learning Management Software to provide regular feedback to students on their progress against their learning goals and curriculum standards supports students, staff and families to focus on constant improvement and create a partnership in learning.

**Achievement**

The key achievement targets for Reservoir High continue to be a focus on growth in student Literacy and Numeracy and continued improvement in VCE outcomes.

With no NAPLAN in 2020, there is no benchmarked external data to indicate the growth in the key foundational skills of Literacy and Numeracy. As the School begun its first year of its 2020-2023 Strategic Plan, the focus was on continuing to embed the foundation skills in Literacy and Numeracy for all students. This saw teams of teachers working in Professional Learning Communities using student learning data to identify learning needs of every student and planning curriculum and activities to extend every student. The use of student learning data by PLC teams also demonstrated that even against the disruptive year of COVID 19, students at Reservoir High continue to make learning progress and improvement in all subject areas. Supporting this use of data is an extensive Literacy and Numeracy program designed to support students both behind expected benchmarks and extend students above expected levels to achieve excellence. The School employs a Numeracy Coach to support the teams of teachers through Instructional Coaching and developing extension programs and the 'Getting Ready for Instruction in Numeracy' program. In Literacy, the Independent Reading program at Years 7 and 8 saw Reading Conferences introduced for all students, the on-going support of the Reading Recovery and Critical Reading programs for students requiring extra support and the use of an explicit Teaching of Writing model developed in the English and EAL Professional Learning Team. Even in 2020 during remote learning, extra staff were employed to support individual and small groups of students to develop their Literacy and Numeracy skills. In 2021, the implementation of the Tutoring program will further support the high level of support provided to all students in Literacy and Numeracy.

The achievement of Reservoir High School students in the Victorian Certificate of Education continues to improve.

2020 was a very difficult year for all Year 12 students as they attempted to complete their final year of schooling during a pandemic. The impact to their learning due to lockdowns and remote learning was unmeasurable. For students undertaking their Victorian Certificate of Applied Learning, completing a VET component and Work based component was compromised by lockdowns. All VCAL students at Reservoir High either completed their VCAL credits successfully at school (85%) or transitioned successfully to either an apprenticeship or full time VET study. In the VCE, the School achieved a Median Study Score of 28 with 96% of students completing their VCE. In a very positive outcome given the difficult year faced by the VCE students, 100% of students who applied through VTAC received a tertiary placement.

### Engagement

Student attendance is the key indicator for student engagement. Attendance at Reservoir High School is outstanding. In 2020, the whole School attendance rate was 95%. The School has a clear and strictly enforced attendance policy which is supported through the sub school model. The School is split into three sub schools; Junior School (Years 7&8), Middle School (Years 9&10) and Senior School (Years 11&12) with a dedicated Sub-School Manager for each sub school with the responsibility to build relationships with students and families and implement the Reservoir High School Attendance Policy. It is clear that it is not OK to be away and, through the use of the Compass learning management system and the Sub-School Manager, support is provided to ensure high levels of attendance. Supporting the attendance procedures of the School are a focus on creating an effective learning environment for all and the development of points of connection for students to the School.

Reservoir High reflects the diversity of its local community. The diversity of the School is celebrated and developed through the key value of respect: both respect for self and others and for the School. The key mantra of “Being Safe, Being Kind and Being Fair” underpins all restorative conversations at the School. The School runs its Athletics Carnival as a “Fair Go Sports” event, the RAH (Reservoir Against Hate) Student Club continues to grow and many points of connection are provided to students through extra-curriculum activities. These include: Annual School Production; the Reservoir High School Football Academy; Instrumental Music opportunities and a focus on increased ensembles; Dance Club and extra curricula Dance programs; a lunch time Clubs program with a range of activities including Games Club and E-sports Club; a Homework Club staffed by teachers every night of the week and Leadership opportunities for all, including the Student Representative Council. Aligned with the extra-curriculum activities are a focus on developing engagement in the curriculum. Student choice in curriculum is fundamental through offering elective choices for students in Years 9 to 12 to select subjects that cater to their interests and talents and allow them to pursue their pathways in the Middle and Senior School in either VCE, VET or VCAL. In 2021 our PLCs will focus on developing further approaches to support the cognitive, emotional and behavioural engagement of students in their learning.

The School has committed to expanding its vocational pathways, by offering VCAL at both Intermediate and Senior Level with designated classes at each year level, increased scope to access external and internal VET offerings, increased participation in School Based Apprenticeships and Traineeships and an on-going commitment to being a foundation member of the North East Melbourne Area Head-Start Program to develop SBATs as a meaningful pathway for VCE and VCAL students.

### Wellbeing

Students at Reservoir High rate their school experience as positive in all areas. They feel personally accepted, respected, included, valued and supported by others in the school social environment. Connected and engaged students generally have greater wellbeing and higher achievement outcomes. Students have reported (through the Attitudes to School survey) increased connection to the School and their peers, increased respect for diversity, higher levels of safety and increased endorsement of the managing of bullying. Reservoir High is a lead school in the Respectful Relationships program, implements Health Immersion days to support student knowledge and understanding of wellbeing and how students can work with the School and wider community to remain healthy and well.

In 2020, Reservoir High added a Mental Health Practitioner to work with its students. The School provides a large and

supportive Wellbeing Team to support the needs of all its students. Reservoir High employs a dedicated Student Wellbeing Coordinator, a further School Nurse, Chaplain, Social Workers, Psychologists and has developed external links with agencies and support services such as Headspace and The Salvation Army in order to provide both pro active and one on one support for students. Reservoir High also proudly is a lead school in the Doctors in Secondary Schools Program. This Government initiative sees a Doctor and Nurse at Reservoir High supporting our well established holistic wellbeing program. The Doctor has become an integral part of the School, speaking at assemblies and supporting the wellbeing approaches of the School, as well as supporting individual students.

In 2021 a focus on social learning will be required as students return to normal routine after the disruptive year of 2020. The establishment of an orderly, focused and productive learning environment is key to support student wellbeing after the difficulties faced with COVID 19.

### **Financial performance and position**

Reservoir High is financially secure. While the School recorded a small deficit in 2020, the equity funding the School receives is used to fund teaching and support staff as part of the Student Resource Package. In 2020, the School significantly invested in infrastructure development, including a second STEAM Maker Space room, air conditioning in all General Purpose Classrooms, updates to wireless technology and further additions to devices to support its curriculum program in Languages and STEAM. The School has continued to see a decrease in its equity funding in 2020 while at the same time a slight increase in terms of overall student numbers. The overall staffing FTE remains constant. The equity funding is used to employ Specialists and Learning Coaches and teaching and support staff in literacy and numeracy programs to support student achievement and learning growth. The total funds available to the School at the end of 2020 and its overall financial position remains strong and allows the School to fund future improvement projects.

**For more detailed information regarding our school please visit our website at**  
<http://reservoirhs.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 697 students were enrolled at this school in 2020, 321 female and 376 male.

40 percent of students had English as an additional language and 7 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.

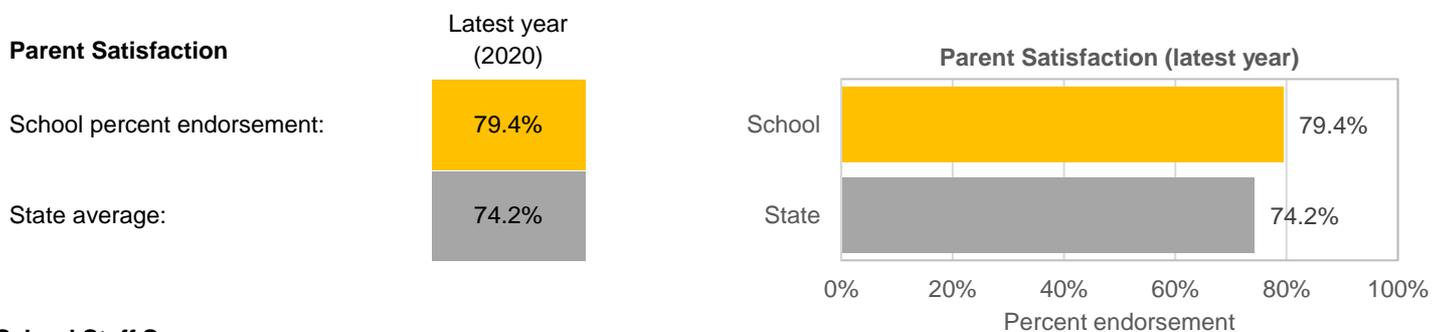
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

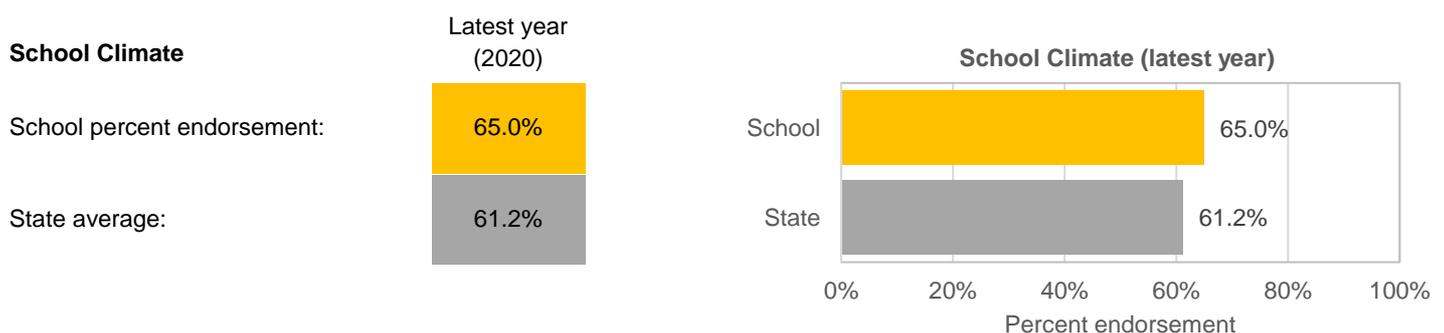


### School Staff Survey

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 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

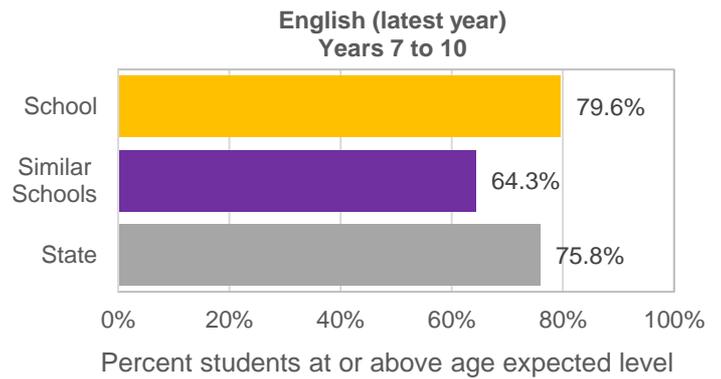
79.6%

Similar Schools average:

64.3%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

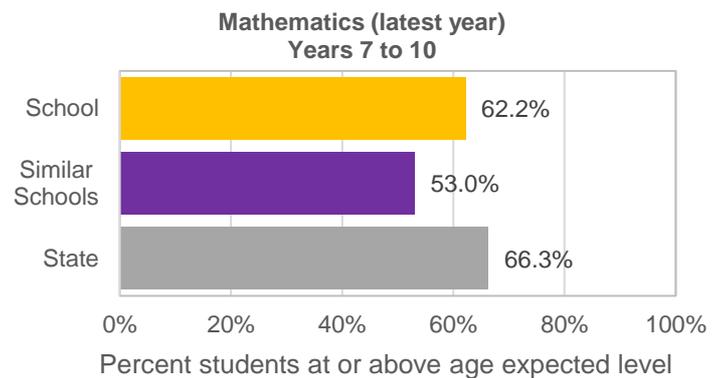
62.2%

Similar Schools average:

53.0%

State average:

66.3%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

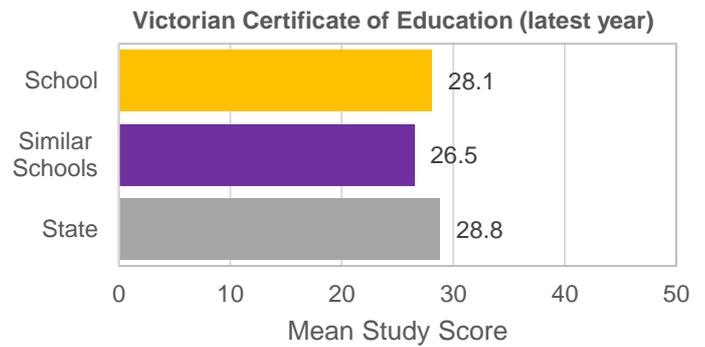
## ACHIEVEMENT (continued)

### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	28.1	27.5
Similar Schools average:	26.5	26.4
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

96%

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

30%

VET units of competence satisfactorily completed in 2020:

68%

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

85%

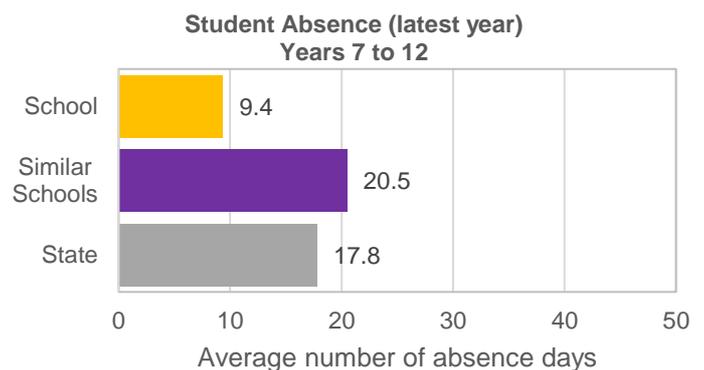
## ENGAGEMENT

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

### Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	9.4	15.0
Similar Schools average:	20.5	21.9
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

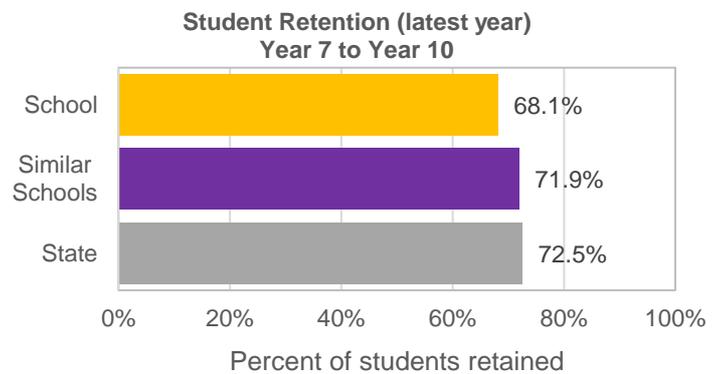
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	95%	95%	95%	95%	96%	96%

**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:	68.1%	68.1%
Similar Schools average:	71.9%	71.4%
State average:	72.5%	72.9%



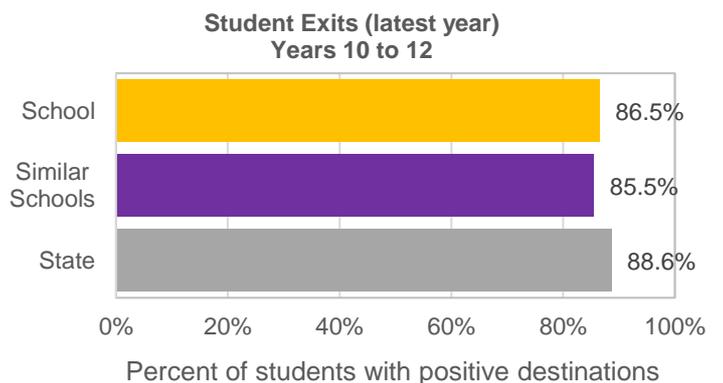
**Students exiting to further studies or full-time employment**

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:	86.5%	90.8%
Similar Schools average:	85.5%	87.2%
State average:	88.6%	89.1%



## WELLBEING

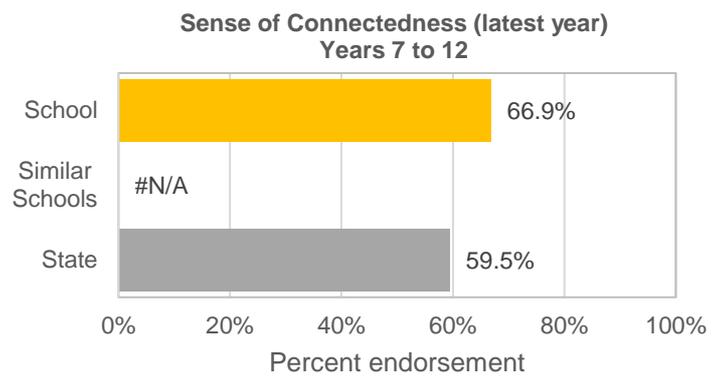
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

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

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	66.9%	53.8%
Similar Schools average:	NDP	49.7%
State average:	59.5%	55.3%



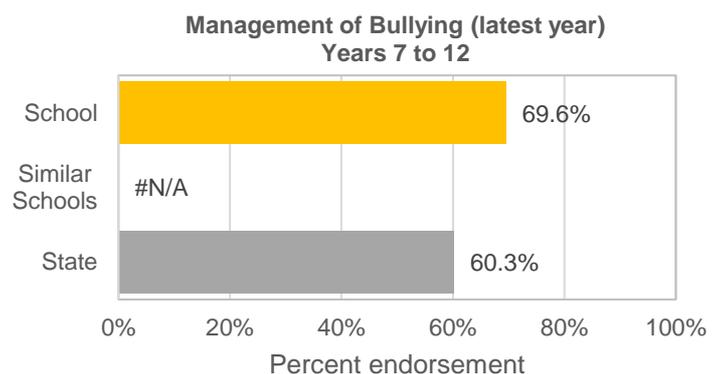
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

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

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	69.6%	58.7%
Similar Schools average:	NDP	52.8%
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	\$7,948,680
Government Provided DET Grants	\$1,417,027
Government Grants Commonwealth	\$2,500
Government Grants State	\$46,487
Revenue Other	\$197,025
Locally Raised Funds	\$137,446
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$9,749,166</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$768,778
Equity (Catch Up)	\$45,992
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$814,769</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$8,148,327
Adjustments	NDA
Books & Publications	\$4,151
Camps/Excursions/Activities	\$67,296
Communication Costs	\$44,394
Consumables	\$260,094
Miscellaneous Expense <sup>3</sup>	\$35,741
Professional Development	\$22,950
Equipment/Maintenance/Hire	\$225,271
Property Services	\$396,075
Salaries & Allowances <sup>4</sup>	\$446,661
Support Services	\$202,522
Trading & Fundraising	\$1,710
Motor Vehicle Expenses	\$3,138
Travel & Subsistence	\$93
Utilities	\$124,318
<b>Total Operating Expenditure</b>	<b>\$9,982,740</b>
<b>Net Operating Surplus/-Deficit</b>	<b>NDA</b>
<b>Asset Acquisitions</b>	<b>\$46</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,027,569
Official Account	\$94,158
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$1,121,727</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$242,563
Other Recurrent Expenditure	\$253
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$11,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$200,000
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$5,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$300,000
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$758,816</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.*