

2021 Annual Report to The School Community



School Name: Yarra Ranges Special Developmental School (5246)



- 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 2021 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 17 March 2022 at 08:47 AM by Janet Taylor (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 March 2022 at 05:31 PM by Cara Manion (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

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

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances. Absence 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.

How to read the Annual Report (continued)

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.

'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 'Towards Foundation Level Victorian Curriculum'?

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

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 disabilities or students who may have additional learning needs

'Levels A to D' 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

In 2021 Yarra Ranges Special Developmental School (YRSDS) catered for 82 school-aged students who have a moderate to profound intellectual disability, many students also have additional impairments, including sensory, physical and/or autism spectrum disorder. Our Early Education Program supported 24 pre-school children with developmental delay.

The school has an established Satellite Unit based at Healesville Primary School, the Unit catered for 10 students, from foundation to grade six. All of which have a moderate to mild intellectual disability and are included in the primary school educational program as appropriate. The teacher leading the Unit was recognised for his brilliance in the field by being shortlisted as a finalist in the Outstanding Early Career Primary Teacher category for the Victorian Schools Excellence Awards.

The school employed 54 staff (43.65 EFT) consisting of 2 principal class officers, 21 Teachers, 33 Education support staff, (including classroom support, a speech pathologist, physiotherapist, occupational therapists, nurses, welfare officer, maintenance manager and administration staff). We have 2 staff who identify as being of Aboriginal or Torres Strait Origin.

Our Multidisciplinary teams include teachers, therapists, allied health, and education support staff who all work collaboratively with families to plan, implement, and evaluate individualised student learning programs.

The school is divided into 5 sections: Early Education, Juniors, Middles, Inclusion and Seniors and each section is Led by a member of the school's leadership team. The therapy section of the school included: Two Occupational Therapists a Speech Pathologists, a Physiotherapist and two allied health support staff. Our three registered nursing staff supported the medical needs of students and organised health training for staff.

Our school vision is 'To Build Independence through Active Learning', and our school values are to be respectful, safe and responsible.

At Yarra Ranges SDS, the school community has a shared belief that every child has the same right as their peers to access age-equivalent learning experiences from all learning areas of the Victorian Curriculum. Therefore, all Learning experiences are planned using the Victorian Curriculum at an age-appropriate level.

Individual student goals are developed in collaboration with families and/or carers and align with developmentally appropriate achievement standards in the Victorian Curriculum. The Early Education Program is based on the Victorian Early Years Developmental Framework. The Victorian Curriculum is the basis for an adapted curriculum for Foundation to Year 9 with the addition of a specially developed Senior Pathways Curriculum, based on VCAL, for students in their final 3 years of schooling.

Our whole school instructional model has the student at the centre, A school - wide approach to communication, School Wide Positive Behaviour Support (SWPBS) and Structuring Functional Independence (SFI). Structuring Functional Independence is an evidence-based framework that organises the physical environment, provides a clear visual structure and uses a 'Structured Teaching Framework' of high impact teaching strategies that meets the needs of individual learners therefore increasing student independence. Our Instructional Model provided a consistent approach across the school, which supported students to return successfully to onsite learning after each lockdown period.

Even through the extensive lockdown periods, support groups, an NDIS approved Out of School Hours program, inter-agency collaboration and welfare programs continued to enhance the school's support for students within their family and community groups.

At the end of term one junior staff and students moved into their newly constructed junior section building. Term two

saw the removal of six old relocatable and the relocation of meTV and the Morley Centre in preparation for Project 3 Capital Works, our specialist spaces and middle section classrooms.

At the beginning of 2021 we began using the Compass Learning Management system, the initial role out involved using it to record student attendance, Student Support Group Meeting minutes, document student Individual Education Plans as well as create student reports. Mid- year it was successfully introduced to the school community where families and careers could book meetings online as well as view school newsletters and general school updates.

Framework for Improving Student Outcomes (FISO)

During 2021 COVID-19 impacted our whole school community. Leadership maintained a strong focus on wellbeing with clear communication and always supporting the community to look at the positive outcomes occurring. Our community demonstrated amazing levels of resilience and support. Remote and Flexible learning was provided for twenty-two weeks in 2021 and was accessed successfully by most of our students.

Classroom sessions were conducted on a daily basis by Webex, and 'take-home' learning packs of hands-on learning materials were developed by teachers and therapists. These were collected by parents or delivered home by student transport on a fortnightly basis. Teachers contacted parents weekly, either via phone, email or Webex to discuss key goals and provide additional support.

GOAL 1: Support for the 2021 Priorities

KIS 1.a Learning catch up and extension

The school's Structuring Functional Independence (SFI) framework provided a clear classroom ecology which supported students to successfully return to school in October / November following the longest Remote and Flexible learning period, of 11 weeks.

The SFI framework continued to be a literacy focus in all classes at a minimum of 3 times a week and additional support was provided by the tutor and learning specialist to ensure optimal student engagement in individualised learning tasks.

Our tutor supported teachers to understand literacy benchmarking and to implement a targeted school-based take home reading program, using differentiated Home Reading Records, which she developed for Levels A to D. She also collaborated with teachers to record and moderate student progress in reading. The Learning Specialist and tutor worked collaboratively to provide parent information sessions on literacy and the schools take-home reading program resources and supports.

The Learning Specialist collaborated with the section leaders to plan, coordinate, and facilitate the professional learning and guidance around Peer Observations and Feedback, which due to the impact of COVID-19 and limited time onsite, were held late term 4.

KIS 1.b Happy, active, and healthy kids' priority

Implementing the SWPBS framework continued to demonstrate a highly positive effect on the wellbeing and engagement for our students. Data showed that the number of Semester 1, Tier 2 and 3 reportable behaviours were 59 (our goal was to be below 80). By term 4 we had submitted all of the required documentation for Silver accreditation. Zones of regulation class toolkits were established in classrooms and used during explicit teaching sessions around Zones of Regulation as well as spontaneously throughout the school day.

Professional learning was provided for staff and the school community on Zones of Regulation and the class regulation tool kits by the therapy team. This led to increased community knowledge and understanding of sensory and emotional regulation needs of our students.

KIS1.c Connected schools' priority

Student Voice and agency was a whole school focus, where the teaching and therapy staff worked collaboratively to ensure all students contributed to their learning in their Student Support Group (SSG) meetings each term. The Communication team developed materials and resources to support, and student voice was added to the meeting agenda and recorded on SSG meeting minutes. Our student leadership roles were clearly defined, and processes developed where student leaders met regularly with the School Council President to ensure their voice was heard and they contributed and gave feedback at a class, school, and school council level.

Our School Speech Pathologist demonstrated the use of AAC at weekly Monday briefings as well as providing PODD pathways for class staff to utilise and practise. The communication team provided professional learning for the whole school community throughout the year. During remote and flexible learning, a focus on opinions and reflection

developed student participation skills in a range of meaningful reading, writing, and viewing tasks, and the senior students focused on Career Options and planning during remote and flexible learning.

The Webex platform continued to be utilised to ensure our school community could be actively involved in learning, information sessions, whole school events, assemblies, and meetings.

GOAL 2: Improve student learning outcomes.

KIS 2.b Improve teacher skills and knowledge through reflective practice

Due to the impact of COVID-19 peer observations for teachers and learning walks for education staff were held late in term 4. The Learning Specialist facilitated the planning and coordination of this highly valued professional practise. The Learning Specialist used the peer observation and feedback model to coach teachers on how to use the SFI framework to effectively support student learning in Literacy.

Student achievement results showed that 85 % of students achieved their individual Reading and Viewing goal at a rating of 3 (satisfactory achieved goal as stated), given the impact of COVID-19 on the continuity of learning, this is a highly satisfactory result.

Our tutor provided additional support for all students both individually and in class literacy sessions.

Due to ongoing lockdowns and the impact of Covid19, learning walks for parents occurred virtually where they actively supported students to engage in online learning sessions with their class peers, teachers as well as therapists.

KIS 2.d Extend the instructional leadership of team leaders

The Professional Learning Community (PLC) model continued, and teams were established in each section to include teachers and therapists, and an inquiry cycle was established with a focus on Reading and Viewing. Section PLCs met fortnightly to collaborate, plan and deliver remote and flexible learning programs and in term 4 met to collaborate and moderate student achievement data.

The leadership team completed professional learning on Conversational Intelligence and coaching. They acted as the Instructional Leaders for section PLC's.

Our learning specialist updated the Assessment and Reporting schedule to include literacy assessments, provided comprehensive professional learning to teachers and therapists on curriculum planning, and implementation. The learning Specialist also led the Curriculum and Assessment team to update the Teaching and Learning Essentials document as well as guidelines for Peer Observation and feedback.

GOAL 3: Strengthen the social and emotional wellbeing of every student.

KIS 3 a. Develop appropriate regulation in student behaviour

The therapy and teaching teams looked closely at student breakout spaces to ensure regulation needs were being supported in these environments. Flexible seating options within the classroom was also a focus to support ongoing regulation throughout the school day.

As detailed in the Key Improvement Strategy 1. b, Zones of regulation and our SWPBS framework were implemented successfully onsite and through Remote and Flexible learning.

GOAL 4: Improve student voice and independence.

KIS 4 a. Extend the use of augmentative and alternate communication (AAC) cross all school programs

The Webex platform was utilised extensively to successfully involve our school community in learning, information sessions, whole school events, assemblies, and meetings. It also provided a valuable way to embed the use of AAC across the school. Teachers, education support staff and therapists modelled the use of AAC and ensured that students had authentic opportunities to contribute using their communication system whether it was onsite or online. By the end of our School Strategic Plan period in 2022, our goal is to have 20% of our selected cohort of Junior students transitioning with an AAC device. At the end of 2021 our data showed that 57.14% of students are transitioning with their device which is a remarkable result.

Achievement

All students have Individual Education plans that contain age-appropriate learning experiences and three developmentally appropriate key goals embedded across all curriculum areas. Webex meetings were used to meet with parents, carers and students, enabling everyone to work in partnership with teachers and therapists to set key goals through Student Support Group (SSG) meetings. To maximise student learning outcomes and engagement, staff supported students to contribute to their goal setting process and this was documented in their SSG meeting minutes. In 2021 SSG's were held each term via phone, Webex or in person where possible. The SSG in December was highly valued for transition, discussing the end-of-year school report and making future recommendations for 2022.

At the start of the year all staff participated in professional learning with Dr Anna Bortoli on individual work systems with

a literacy focus. Teachers, therapists, and education support staff used this professional learning throughout the year and during Remote and Flexible learning:

- Schedules were personalised for students and sent home with the remote learning packs
- Staff worked collaboratively to develop stabilised literacy learning tasks with a clear beginning, middle and end
- During term 4, Structuring Functional Independence sessions with a literacy focus were established, averaging 3 sessions per week in each class across the school.
- With support from the tutor, teachers established individual 'take home' reading packs for students
- Educational Support Staff, assisted in the preparation of work systems and learning tasks
- All staff worked collaboratively to provide daily Webex class sessions and support for students whilst learning from home

At the end of 2021 85 % of students achieved their individual Reading and Viewing goal at a rating of 3 (satisfactory, achieved goal as stated), given the impact of COVID-19 on the continuity of learning this year, we believe this is a highly satisfactory result.

Remote and Flexible Learning enhanced our whole school community understanding of our teaching and learning instructional model, of Communication, Structuring Functional Independence and SWPBS. Online learning provided an excellent opportunity for staff to model teaching and learning strategies, communication approaches and all aspects of School Wide Positive Behaviour, including Zones of Regulation.

Whilst conducting formal PLC's inquiry cycles was challenging during Remote and Flexible Learning, PLC section teams worked collaboratively to plan and prepare for the continuity of the leaning and in term 4 PLCs moderated student achievement data, using student key goals, task analysis, the goal banks and Ables data.

A digital record in Reading and Viewing was established for every student using the A to D achievement standards in the Victorian Curriculum Goal Banks, to benchmark student learning in Reading and Viewing. This information was also shared with parents and carers in student reports and discussed at SSG's.

All Program for Students with a Disability students show progress at satisfactory or above in achieving their individual goals.

Engagement

The evidence-based framework, SWPBS, was used for preventing and responding to student behaviour. Data was regularly analysed, and evidence-based strategies implemented to establish safe classrooms that maximise student engagement and skill development. We provided the individual behaviour and learning support needed to achieve educational and social success for all students.

Collegiate support from the regional School Wide Positive Behaviour Support (SWPBS) coach continued to support the implementation of the SWPBS team and all documentation required for silver accreditation were submitted at the end of the year.

The SWPBS team provided professional learning on SWPBS, SoSAFE!, (social skills and sexuality education), Data Plus, Major and Minor Behaviours, Respectful Relationships, the implementation of the YRSDS flow chart documenting the process for students to access and exit tier 2 and 3 supports, Mandatory Reporting and Child Safe. Family Planning Victoria were also contracted to provide Sexuality Education information sessions for parents and students 10 to 18 years of age. A Behaviour Analyst was contracted to provide professional learning for staff on the functions of behaviour and evidence-based strategies to support students.

Data Plus is a school based, secure user- friendly program used to collect data on incidents of behaviour (major). The data is used fortnightly by the SWPBS team to develop strategic supports for individual students. Termly the data derived from Data Plus is presented to staff to inform them of whole school trends.

To further support students at YRSDS with co and self-regulation, The Zones of Regulation framework was enhanced with the introduction of Sensory toolboxes. Students were supported, by therapists, teachers, and staff, to experience and explore a variety of self and co-regulation strategies and tools, to use across a variety of learning environments.

Remote and flexible learning provided insitu professional learning for families and staff via Webex, sharing materials and resources with staff, students, and families (such as Zones of Regulation social stories, posters, sheets, interactive PowerPoints etc.)

At YRSDS student leaders are elected annually by their peers: school captains, house captains and an environment captain.

Prior to each school council meeting our student leadership team met with the school council president and vice principal via Webex and/ or in person to contribute to the meeting.

Our school is an active participant in both the regional, Rights and Respectful Relationships Project and the Family Violence Initiative (FVI). We ensured that all new staff completed Family Violence training and we are members of the FVI Community of Practice. We completed Bystander training in 2021.

MeTV continues to engage students from Yarra Ranges SDS and state-wide through a daily broadcast, explicitly teaching the desired behaviours on from our behaviour matrix. MeTV provided a highly valued link for students when they were participating in remote and flexible learning, absent from school for other reasons (e.g., for medical reasons), for past students, or as a transition tool for new enrolments.

The school average number of absence days in 2021 was 16.6 days.

To address student non-attendance, we maintained contact with families / carers and agencies by phone, email, Webex and meetings. A re-engagement program / education program was developed by leadership and the classroom teacher.

Wellbeing

2021 followed on from 2020 as an extremely challenging year for our school community, once again our students surprised us by demonstrating great resilience and adaptability. They coped extremely well with the move to and from remote and flexible learning and back to onsite learning, with term four, following the longest period of lockdown, being very settled and productive.

The school community was well supported by DET Central and Regional staff, our Family Support Coordinator and the leadership team at Yarra Ranges SDS. An EDVOS worker was allocated to our school and was available one day a week for community consultation. During remote and flexible learning children of essential workers and those identified as being vulnerable were permitted to remain onsite for supervision. The leadership team and Family Support coordinator worked with families to identify supports available to them in the home and used the 'Student at Risk' tool to identify vulnerable students. Principal class was supported with a fortnightly check in from a regional support person. Staff were supported by their team leaders in the first instance, then the Family Support Coordinator, principal class and DET services as required. Particular emphasis was placed on staff wellbeing with positive, fun, activities planned throughout each term to lift staff morale. School council played their part by providing morning tea for staff on their return to onsite learning.

Wellbeing for the whole school was enhanced with activities such as:

- a 'Wellbeing Week' in August, with activities such as: a pyjama day, mindfulness, cosmic yoga, a disco day and making healthy smoothies.
- Home Olympics- activities based on the Olympics, designed by therapists and teachers, for students to participate in at home through Webex.
- Whole school assemblies conducted through Webex
- Senior drama club production 'Senior School the Musical'

We worked closely with the following agencies providing support for families and students: DHHS, Anglicare, respite providers and Interchange Outer East.

Our School Council runs a highly successful Out of School Hours (OSH) Program, registered under NDIS. This program was modified due to COVID-19 restrictions and ran on reduced numbers throughout 2021.

The school employs two registered nurses part-time, equivalent to one full time position EFT. The school nurses also support the school community with health training and ensure that staff training meets the needs of students with complex health needs.

Finance performance and position

Yarra Ranges SDS performed well financially in 2021, despite the impact of a second year of COVID-19 and its effects on our locally raised funds. \$500 was donated to our Deductible Gift Recipient fund by school families at the beginning of the 2021 school year, with a total of \$44,955 in DGR donations being carried in to 2022. The Department of Education and Training supported our Bushfire Preparedness program again in 2021 by granting us \$29,260 to use towards keeping our school environment safe. The Department of Education and Training also provided us with a Furniture and Equipment grant of \$23,944 to use for our new Junior classrooms as well as a Computers grant of \$15,610 to use towards updating our classroom technology. Our NDIS approved After School care and School Holiday programs fared well despite the effects of remote learning and is continuing to provide great service to our families. Through good management and forward planning we maintained a high standard of service provision to our students.

For more detailed information regarding our school please visit our website at
<http://yarraranges.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 88 students were enrolled at this school in 2021, 23 female and 65 male.

5 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).

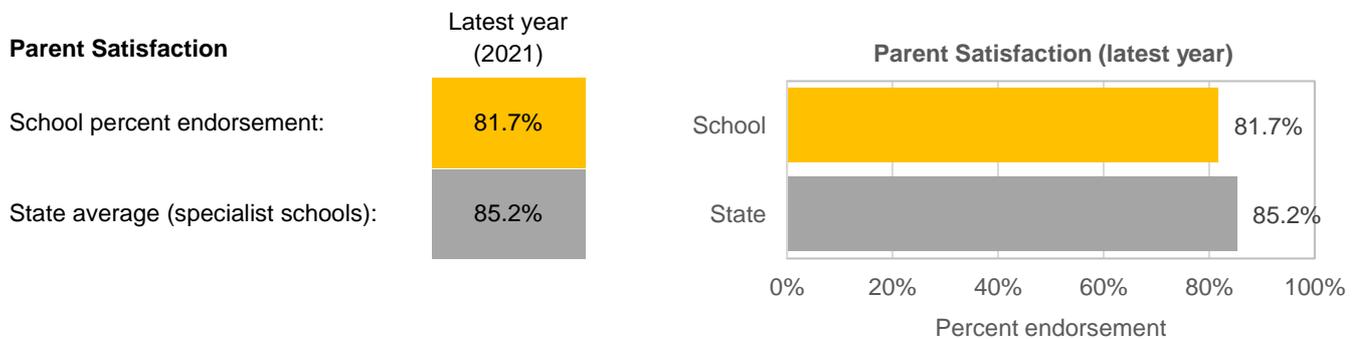
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

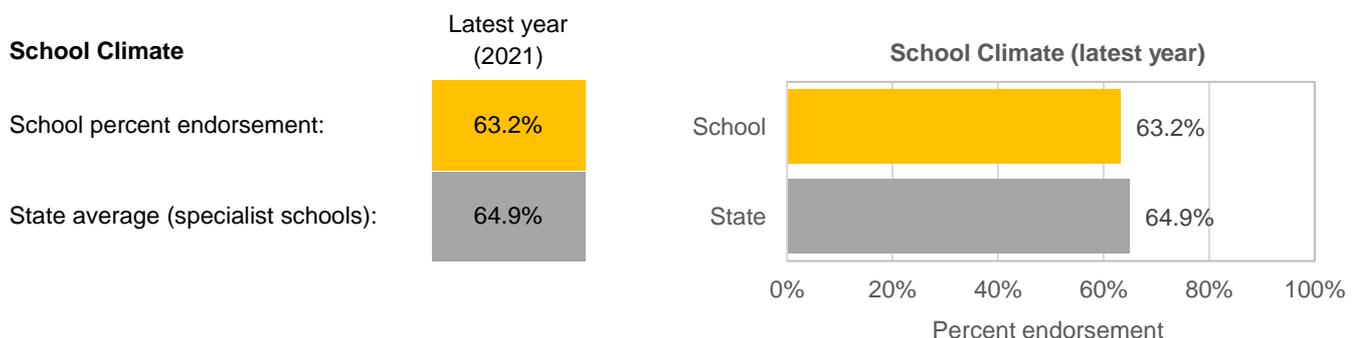


School Staff Survey

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.



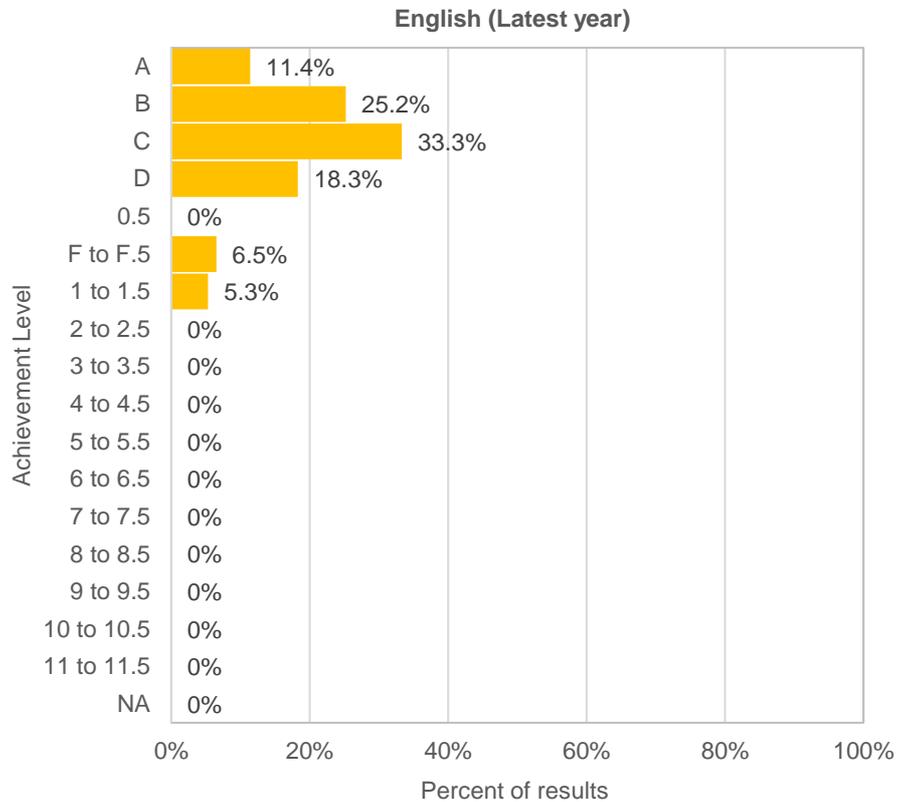
ACHIEVEMENT

Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

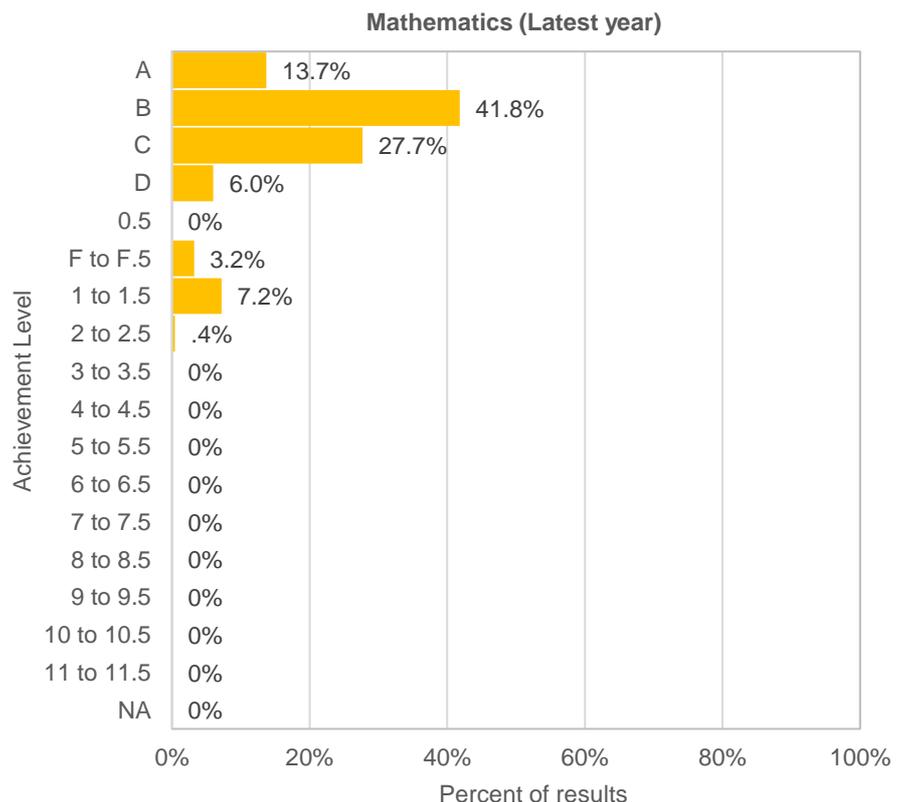
English

Achievement Level	Latest year (2021)
A	11.4%
B	25.2%
C	33.3%
D	18.3%
0.5	NDA
F to F.5	6.5%
1 to 1.5	5.3%
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



Mathematics

Achievement Level	Latest year (2021)
A	13.7%
B	41.8%
C	27.7%
D	6.0%
0.5	NDA
F to F.5	3.2%
1 to 1.5	7.2%
2 to 2.5	0.4%
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



ENGAGEMENT

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 data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	30.2	30.2	20.6	16.6	24.9

Students exiting to further studies or full-time employment

Percentage of students 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	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	100.0%	88.9%	100.0%	100.0%	96.3%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$4,155,076
Government Provided DET Grants	\$463,699
Government Grants Commonwealth	\$419,842
Government Grants State	\$9,800
Revenue Other	\$8,267
Locally Raised Funds	\$69,167
Capital Grants	\$0
Total Operating Revenue	\$5,125,851

Equity ¹	Actual
Equity (Social Disadvantage)	\$30,105
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$30,105

Expenditure	Actual
Student Resource Package ²	\$4,054,540
Adjustments	\$0
Books & Publications	\$464
Camps/Excursions/Activities	\$18,595
Communication Costs	\$7,224
Consumables	\$42,460
Miscellaneous Expense ³	\$55,885
Professional Development	\$7,927
Equipment/Maintenance/Hire	\$95,955
Property Services	\$71,848
Salaries & Allowances ⁴	\$474,605
Support Services	\$105,042
Trading & Fundraising	\$4,089
Motor Vehicle Expenses	\$4,302
Travel & Subsistence	\$0
Utilities	\$55,554
Total Operating Expenditure	\$4,998,492
Net Operating Surplus/-Deficit	\$127,359
Asset Acquisitions	\$12,928

- (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 25 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$617,751
Official Account	\$58,684
Other Accounts	\$0
Total Funds Available	\$676,435

Financial Commitments	Actual
Operating Reserve	\$152,534
Other Recurrent Expenditure	\$2,114
Provision Accounts	\$76,139
Funds Received in Advance	\$22,669
School Based Programs	\$41,474
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$4,721
Capital - Buildings/Grounds < 12 months	\$13,000
Maintenance - Buildings/Grounds < 12 months	\$167,549
Asset/Equipment Replacement > 12 months	\$80,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$560,199

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.