

2023 Annual Report to the School Community

School Name: Mornington Special Developmental School
(5239)



- 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 of the previous calendar year 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 9th May 2024 at 4.00 PM by David Newport (Principal)

- This 2023 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 9th May 2024 at 4.00 AM by Jeff Dadds (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- 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 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

Mornington Special Developmental School (SDS) was first established in 1987 as a short-term solution to meeting the needs of severely intellectually disabled students in the Mornington area.

VISION

Mornington SDS's vision:

All students are confident, curious learners who feel supported and able to meet the challenges at school and beyond.

MISSION

Mornington SDS's mission is to:

Mornington Special Developmental School has a shared purpose to provide opportunities for all students to experience success in their learning and to ensure positive and mutually supportive partnerships between home and school.

PURPOSE

Mornington SDS is committed to providing and engaging, safe and secure learning environment. The school supports and encourages students to build on their strengths and individuality. Opportunities are provided for students to experience success in their learning and ensure positive and mutually supportive partnerships between home, school, and the community. The school is committed to a philosophy of continuous improvement.

OBJECTIVE

Mornington Special Developmental School has a shared purpose to provide opportunities for all students to experience success in their learning and to ensure positive and mutually supportive partnerships between home and school

The school community have a shared belief that all students have the capacity to learn and will experience success. Mornington SDS aims to provide a friendly, safe and structured environment within which students have the opportunity to prepare for their place in society.

Mornington SDS is committed to providing an engaging, safe and secure learning environment. The school supports and encourages students to build on their strengths and individuality. Opportunities are provided for students to experience success in their learning and ensure positive and mutually supportive partnerships between home, school, and community. The school is committed to a philosophy of improvement.

Our school is also committed to preventing and addressing bullying, including cyberbullying, and upholding and implementing the Child Safe Standards. (see-Ministerial Order 870)

VALUES.

Mornington SDS's values are respect, kindness, and excellence.

Students, staff, and members of our school community are encouraged to live and demonstrate our core values of:

We respect ourselves, our school, each another, and the environment, and understand that our attitudes and behaviours have an impact on the people around us.

We model and demonstrate kindness and take every opportunity to help others that may be in need.

We strive for excellence, which means trying our hardest and doing our best.

School size, structure, and geographic location:

Mornington Special Developmental School (SDS) was first established in 1987 as a short-term solution to meeting the needs of severely intellectually disabled students in the Mornington area. The school was, and still is, composed of relocatable buildings. The student population consists of the Early Education Program (EEPs) students who are two and 8 months of age to five years of age up to students who are turning 18, their last year of school. The current student population of 21 students are enrolled in four classes (including EEPs) consisting of one full-time teacher (equivalent) and one fulltime (equivalent) Educational Support Staff per class, plus an ES who works between two classrooms. The school is located at 40 Robertson Drive, Mornington 3931.

Social and enrolment characteristics:

Mornington SDS faced the closure of the school due to COVID restrictions. Difficult and challenging decisions had to be made during both lockdowns as to which students could stay at school and which students had to stay home. This was against the

backdrop that every teacher was encouraged to stay home and could only be requested to volunteer to support the students in school. The other major challenge was the development of the new teaching methodology, namely that teaching took place over the web. This was a challenge that our teachers met but they also correctly identified that our students respond best to hands on teaching methods. Accordingly, once a week during both lockdowns the school bus was driven out to each student's home with the relevant teacher's work being delivered to each student. Very positive parent feedback was received regarding this practical and hands-on approach.

Based on the department's COVID Safety Plan, the school developed its own COVID safety plan and implemented a range of COVID safety measures as directed by the department such as hand sanitizing, loaning iPads to students, checking temperatures, recording visits, stopping all excursions and so forth. The Breakfast Club continued through-out the Lockdown continuing to deliver breakfast food to the students' homes.

Overall, the school managed to deliver teaching and learning strategies designed for each student during the two COVID lockdowns and the concomitant restrictions demanded by the government.

Although all students are technically classified as having a Severe Intellectual Disability it should be noted that at least three quarters of the school's student population also has an autism spectrum disorder, even though they may not have an official diagnosis (though most do). Communication is the key to supporting students to negotiate their interactions with the world at large and to function in a manner that helps them to reach their full potential.

The school has, over a period of 5 years, gone from a deficit budget to a surplus budget. This has enabled the school to enhance the classrooms and provide students with the necessary extra educational support structures they require to access the curriculum. The biggest challenge faced by the school is the transition from the Program for Students with Disabilities to the new Disability Inclusion Program.

Each student has their own Individual Education Plan, which is developed with the parents, teacher and where possible the student. The school also takes great pride in its Student Voice program. The Student Voice committee consults with all the students and then develops a yearly program of student focused activities such as, BBQ lunches and special theme days. Student representatives from the Student Voice are also encouraged to participate in the School Council decision making process. The school has been fortunate to be the recipient of approximately six and half million dollars toward the renewal of the school. The renewal is designed to take place on site in the original Morningson site (Robertson Drive). Although all the older relocatables will be removed the school will be renewed with the construction of new classrooms, a student kitchen area and a student art room as well as many other features. An architectural firm has been chosen and designs have been drawn up. A thorough process will be undertaken with the department and the VSBA to install and build the new school.

Progress towards strategic goals, student outcomes and student engagement

Learning

Goal: To develop and deliver a targeted curriculum to improve learning outcomes of our students.

It was agreed by the SIT team that the school is tracking well with embedding the Victorian Curriculum A-D. Examples of PLPs, reports, a two-year curriculum plan and SSGs were provided to demonstrate the consistent use of the Victorian Curriculum A-D by the teachers. All teachers have received Professional Development (PD) either in the Victorian Curriculum A-D, Goal Banks, or ABLEs/moderation.

Teachers have been conducting PEER reviews. The feedback from teachers indicates that the reviews are providing important insight into their teaching methodology and PEER recommendations are being incorporated into classroom practice.

It was decided that the areas of: observation, feedback, data collection and interpretation are to be addressed in order to improve student outcomes.

As such, it was agreed that:

- Teachers would explore the use of the department's online PEER Review tools.

- To PD staff on Peer Review methods such as feedback, using notes and structured interviews.
- Add further structure to the SSGs by providing a set agenda in particular addressing the use of communication styles and devices (What suits your child? What method do they use at home?).
- Incorporating 'Student Voice' into the SSG / ILP goal-setting framework. That is, student consultation about appropriate goals that they can set and work towards.

Wellbeing

Goal: To develop and implement a supportive School-Wide curriculum program that is pro-active, fosters pro-social skills and increases the student's capacity to initiate and respond in a safe, respectful manner.

The concept and social framework of 'Wellbeing' applies to students, staff and parents/ carers. It aims to provide structures, processes and ultimately a culture whereby all members of the school community are respected and cared for to reach their full potential. To do this the school has implemented a range of structures and processes; programs and activities designed to enhance the wellbeing of all at the school. For example, new classrooms, the Safe Schools program, eSmart program, Professional Development (PD) on anaphylaxis, asthma, CPR, First Aid and PD on effectively managing student behaviour and understanding student trauma. The school also ensures conformity to all Occupational Health and Safety (OHS) requirements and Victorian Registrations and Qualifications Authority (VRQA) Standards.

Early in 2020 SIT team agreed that a school -wide approach to behaviour management and an emphasis on Functional outcomes are being, implemented in a constructive fashion across the school to the benefit of all involved. All teachers have been trained in ABA and many ES staff have also been trained. The ABA training was provided by the department of Education.

eSmart.

The school is fully eSmart registered meaning that all teachers and ES have received training and are competent in managing social media in the school. Also, parents/ carers have been involved and understand the importance of eSmart. eSmart registration has supported the school to lower the incidences, and potential incidences, of bullying and inappropriate texting etc via social media in the school. This protects students and staff from exposure to insulting or inappropriate media in school and for students provides some level of protection out of school as their parents/ carers have been educated in keeping their children safe when interacting with social media.

Anaphylaxis Asthma, CPR and First Aid and Epilepsy.

Anaphylaxis, Asthma, Epilepsy, CPR and First Aid PDs are conducted on a regular basis to all staff in order to maintain awareness of these conditions and to practice response procedures. This supports staff wellbeing by improving their knowledge of how to respond in a medical emergency.

Occupational Health and Safety (OHS)

OHS is a fundamental element of school structure and processes. Regular OHS inspections are carried out and the OHS calendar is updated accordingly. OHS is an item on our staff meeting agenda and regular meetings are held with the OHS

Nominee. Incidents in the school, such as the recent sewage overflow were addressed immediately by Cushman & Wakefield the department's OHS support organization. EDUSAFE documents are kept up to date. At the last OHS audit the school received 76% compliance. Most of the non-compliant aspects were dealt with in a timely manner and mainly involved the lack of presentation of the documents at the OHS audit meeting. As a result, the system of managing the documentation has been reviewed and improved. The school employs the SAM4 schools program to support our management of contractors. Victorian Registrations and Qualifications Authority (VRQA) and the Child Safe Standards. The seven standards of Child Safe have been implemented across the school. The Standards have been signed off as completed and understood by staff at the school. The school has focused on Standard Three – child safety. All staff and contractors who enter the school sign off on Standard Three that is, they understand the importance and will comply with Child Safety Standards. To reinforce this, we are a 'No hugs" school. This approach has been reinforced by the COVID restrictions to maintain a safe distance from each other.

The school has made the department's respectful relations program a goal in the School Annual Implementation Plan. The school will encourage teachers to participate in the Professional Learning associated with the Respectful Relationships program.

Engagement

To develop, implement and embed consistent student support strategies to improve learning outcomes and facilitate effective transitions within the school and to support student engagement during transition back to onsite learning, it was agreed at the SIT meeting that the whole school approach to student engagement and transition was providing positive outcomes for students, staff and parents.

Students were being engaged in the school through Student Voice, School Assemblies, ILPs and celebration events and sporting activities. Teachers and ES staff were engaged through the Performance & Development Program and a variety of relevant PD to their areas of expertise such as Goal Banks and behavior management for teachers and staff and Finance for Administration staff. During Lockdown this PD was accessed on-line.

Student Voice.

Student Voice representatives are consulted over a range of student activities. For example, the student representatives were consulted over the Mother Day celebrations which were modified due to COVID. School Assemblies were held by Webex. School Assemblies celebrated individual student achievements with, for example, Principal certificates for most improved student, sport certificates and a range of awards for students who exhibit positive interactions with each other, staff, parents and the broader community.

Celebration of Events.

Important days such as ANZAC Day are commemorated with assemblies and school representatives, staff, students and parents, attending community and school council meetings on-line. Department initiatives such as Education Week are also celebrated and help to facilitate a sense of student, staff and parent engagement. As part of the CUST training initiative the school consulted with the local indigenous representatives about building a meeting place at the school. This has now been completed. The school strives to be inclusive of all students and their backgrounds and in doing so supports all students to engage in the life of the school.

Individual Learning Plans (ILPs)

ILPs are designed to maximize student engagement in the curriculum by engaging students to work towards achieving targeted goals. The goals set conform to the acronym 'SMART' that is: Specific, Measurable, Attainable, Realistic and Timely. ILPs are fundamental to engaging students both in the curriculum and the broader school culture. They are a means of focusing both teacher and student on achievable learning goals and therefore more broadly, learning outcomes. Teachers use the Student Support Groups (SSGs) via telephone or Webex to develop the goals in the ILPs in conjunction with parents / carers. This process reinforces the engagement of students in the curriculum as parents and carers have ownership and therefore understanding of the student's goals and ultimately, learning outcomes. Modified reports, according to departmental guidelines were produced and distributed to parents.

Effective transitions:

Transition to school.

Transition to school has been improved by the designation of a 'single point' of entry. That is, one person is responsible for the transition of the child into the school. That person organizes meetings with parents / carers and develops a Transition Plan for the individual child. The Transition Plan incorporates liaison with the previous school (if there is one), identifying a suitable class in our school and passing on all information regarding the child to the teacher and Education Support staff. It also means liaising with the SIT team to examine staffing needs to support the student.

Our graduation celebrated 2 senior student's from our school and was held at the Frankston RSL.

Transition – within school.

In accordance with the Schools Agreement, the Consultative Committee is provided with a breakdown of staffing positions, financial projections and student numbers. Staff are asked to come – up with potential classroom compositions for the New Year. These options are then considered by the consultative Committee and, if appropriate, implemented, in the New Year. This extensive consultation allows for staff to have ownership over student groupings. If necessary, and in consultation with the concerned parties and the Consultative Committee, staff or student changes are made in Terms One or early Term Two to support student outcomes.

Sport.

Students engage in a range of sporting activities that improves their sense of connectedness to the school under COVID 19

guidelines.

Details of strategies to meet non-attendance of students.

Student absence is of great importance to the school as it leads to negative student learning outcomes. To address student absence, the school has introduced an "Absentee – contact and check" system to address student absenteeism. As our school is in a low socio – economic area the cost transportation of students to and from school can be a significant factor for our parents. Fortunately, in this regard, the majority of our students travel to and from school via the department's free bus service. This reduces non-attendance as there is no cost to the parents in providing transport of their child to the school. Students who are bus absent, as in they do not board the bus at their designated stop, are noted as 'absent' in the school's 'bus book'. That is, the bus chaperone makes a note in a book that provides a form communication between the school and the bus driver and chaperone that a student was not picked – up. The book is then passed on to the school when the bus arrives at school. The school then enacts its own 'absentee - contact and check' system. That is, the parents or carers of the absent bus student are contacted in the morning of the registered absenteeism in order to ascertain the reasons for the student's absence. (This system also checks if a student has inadvertently been left of the bus). Knowing the reason(s) for the student's absence supports the correct entry into our CASES 21 absentee coding system. (All absent students are recorded on the department's CASES 21 system). Rolls are marked in each class at the start of each day and the same 'absentee – contact and check' system is enacted to support those students who are absent but are transported to school by a parent or a career.

Ongoing absenteeism.

When the school identifies that a student is absent for an extended period of time (that is, ongoing absenteeism not due to chronic illness) the parents or carers are contacted to form a formal Student Support Group (SSG). The SSG meeting is designed to ascertain the concerns of the student and their parent / carer that is leading to the absenteeism and see if the school can address those concerns. If there is no resolution to the absenteeism, the Regional Office is informed, and the school sets up a Team Around the Learner approach to support the student to attend.

Other highlights from the school year

In 2022 the school was the recipient of a department grant of six and a half million dollars (approximately). The school engaged an architectural firm to design new buildings for the school. It was decided at meetings with the architects and the VSBA and department representatives that, excluding two mod 5s, all the relocatable classroom would be removed and the new buildings would replace and enhance school needs. As such, a new classroom, an art room, a kitchen for students and as space for a library and new office and counselling spaces have been designed by the architectural firm. We look forward to the start of the renewal building in 2024.

For the first time, since the introduction of the COVID safety measures the school -

- celebrated our annual Christmas BBQ at school this year - in school.
- invited parents to the graduation ceremony, held at the Frankston RSL.
- book day parade, Easter hat parade, Mother's day and Father's days.
- Swimming at Mornington Secondary College.

Financial performance

Mornington SDS finished 2023 with a reserve in the high yield account of \$645,705.00 and the official account showing \$25,616.00. 2024 will bring new challenges as we head into a major project of building new administration and classrooms buildings. This project will see us relocating into exciting buildings while the new ones are being built. Mornington SDS anticipates additional funds will be required to complete some of the unfunded areas of the new build, namely security systems, playgrounds, bike path, shedding & landscaping etc. We are currently sourcing a new additional school bus with wheelchair access. All of these are costly endeavors. The school continued to access money from the SRP to assist in the payment of casual replacement teachers and casual education support staff across the year. Staff training, student welfare and child safety are a priority for us at MSDS and we have allowed funds to implement these programs and training. Although Mornington SDS has had a decrease in student numbers which affects our funding levels, with careful budgeting we maintain a healthy financial start to 2024.

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.

payment of casual replacement teachers and casual education support staff across the year. Although Mornington SDS has had a decrease in student numbers which affects our funding levels, with careful budgeting we maintain a healthy financial start to 2023.

For more detailed information regarding our school please visit our website at
<https://www.morningtonsds.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 2.0 (FISO 2.0).

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 22 students were enrolled at this school in 2023, 5 female and 17 male.

NDP percent of students had English as an additional language and 27 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).

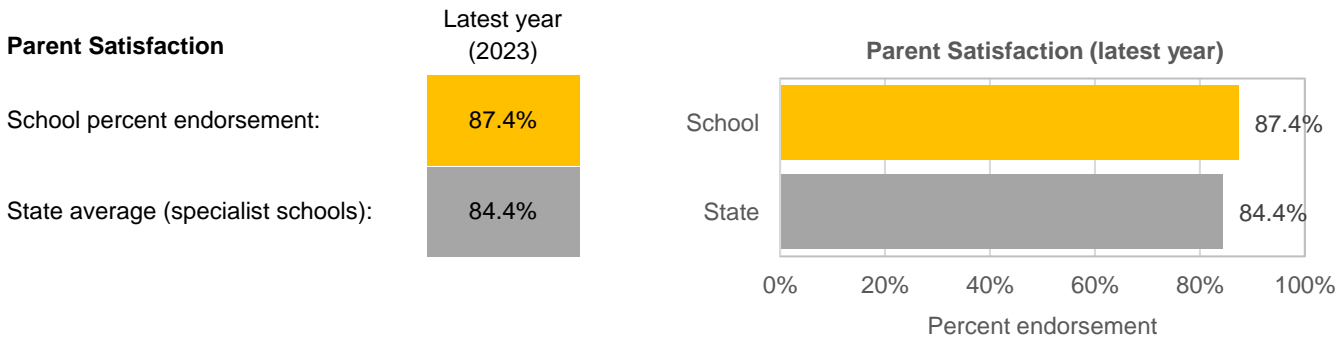
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

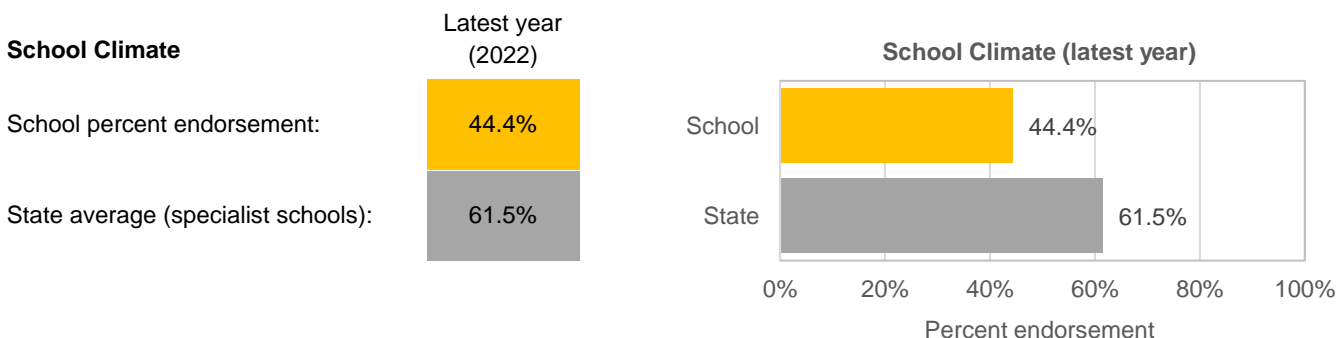


School Staff Survey

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.



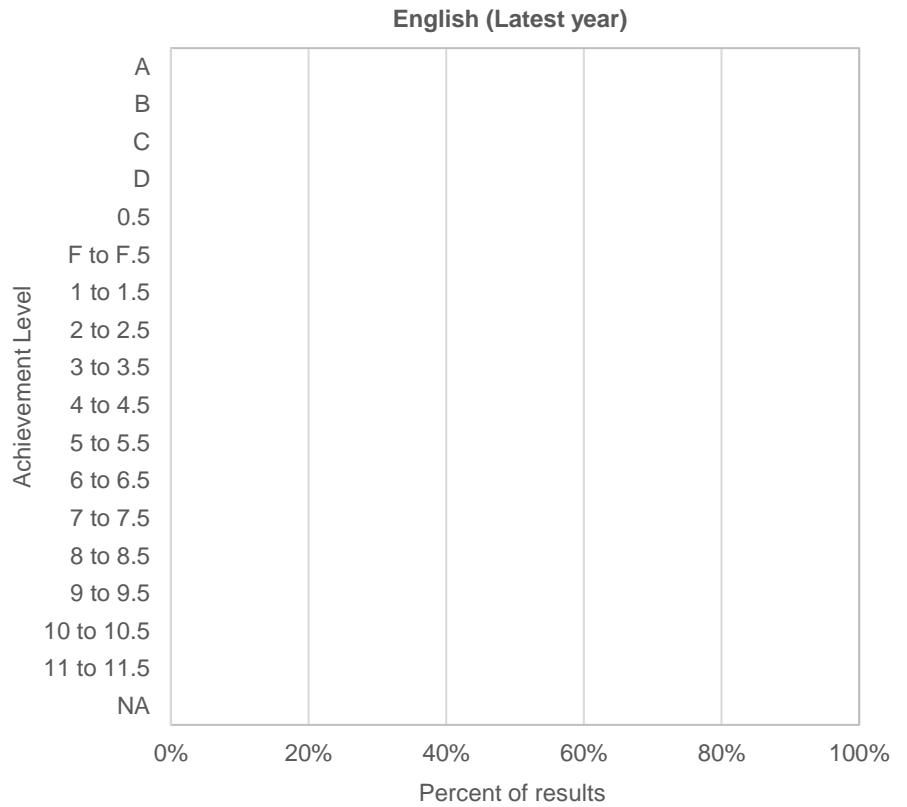
LEARNING

Teacher Judgement of student achievement

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

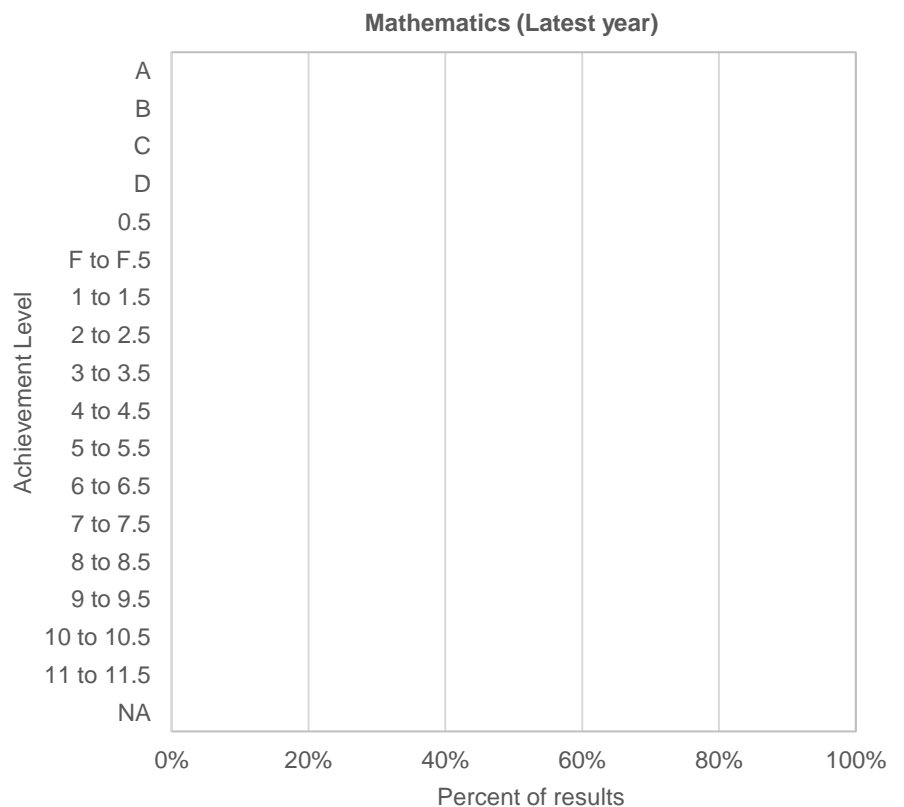
English

Achievement Level	Latest year (2022)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
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 (2022)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
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



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.

Student Absence	2019	2020	2021	2022	4-year average
School average number of absence days:	31.2	27.7	23.3	43.8	30.8

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:	NDP	NDP	NDP	NDP	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2022

Revenue	Actual
Student Resource Package	\$1,563,442
Government Provided DET Grants	\$188,887
Government Grants Commonwealth	\$4,500
Government Grants State	\$0
Revenue Other	\$8,482
Locally Raised Funds	\$12,685
Capital Grants	\$0
Total Operating Revenue	\$1,777,995

Equity ¹	Actual
Equity (Social Disadvantage)	\$42,884
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$42,884

Expenditure	Actual
Student Resource Package ²	\$1,405,023
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$1,032
Communication Costs	(\$4,389)
Consumables	\$29,744
Miscellaneous Expense ³	\$5,473
Professional Development	\$2,843
Equipment/Maintenance/Hire	\$25,908
Property Services	\$50,952
Salaries & Allowances ⁴	\$27
Support Services	\$135,793
Trading & Fundraising	\$466
Motor Vehicle Expenses	\$4,023
Travel & Subsistence	\$0
Utilities	\$12,331
Total Operating Expenditure	\$1,669,224
Net Operating Surplus/-Deficit	\$108,771
Asset Acquisitions	\$13,832

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$532,951
Official Account	\$387
Other Accounts	\$0
Total Funds Available	\$533,338

Financial Commitments	Actual
Operating Reserve	\$36,883
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$10,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$70,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$416,883

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.