

2022 Annual Report to the School Community

School Name: Yarra Me School (3552)



- 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 28 April 2023 at 03:21 PM by Jonathan Stone (Principal)

- This 2022 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 08 May 2023 at 12:25 PM by Nicholas Abbey (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

“Compassion, Collaboration, Capacity”

We are deeply passionate about being champions for positive and respectful relationships, inclusive learning and building resilience. Our Mission is to be a Centre of Expertise focused on delivering personalised, evidence based education models with partnerships that support life-long learning.

Yarra Me School is a Victorian State Government specialist school that exclusively addresses the educational needs of 'at-risk students' with significant social, emotional and behavioural needs.

The students referred to Yarra Me School come from a range of backgrounds. Some of these include Trauma, Speech and Language Difficulties, Attention Deficit Hyperactivity Disorder, Foetal Alcohol Disorder, Attachment Disorder, Anxiety, Learning Difficulties and Autism. Students with these diagnoses often present with associated behaviours such as verbal and physical aggression, defiance, withdrawal, self-injury, helplessness and difficulties in forming and maintaining friendships.

Yarra Me delivers a Social and Emotional (SEL) 'learning intensive' helping students with severe and persistent social/emotional, learning and behavioural needs. The learning intensive is a process. The process is driven by data, characterised by increased intensity and personalisation, and considers the academic and behavioural needs of the student. This learning intensive intervention is known as a 'Tier 3 intervention', and is embedded within a multi-tiered system of support (MTSS) framework.

Yarra Me School develops functional behaviour and safety plans within a personalised learning framework to create therapeutic and crisis prevention strategies to understand and respond to student behaviour. These Behaviour Support Plans are developed over time and inform strategies and actions for success. The School Wide Positive Support (SWPBS) framework is implemented across our intake and outreach programs to build a continuum of support for staff and students, supported by a three-tiered model.

The teachers at Yarra Me School work in dedicated teams within a multidisciplinary framework to provide the best educational outcomes for the students referred to the programs. Yarra Me School teachers work in collaboration with referring schools in a coaching role to develop a broader range of strategies to support students in Out-of-Home-Care and students presenting with complex behaviour needs. The teachers are often involved in consultation, liaison and professional development to schools and other agencies.

Yarra Me School is committed to providing educational experiences which are responsive, flexible and personalised in meeting the needs of students. The school delivers a social and emotional 'learning intensive' to re-engage students with learning and develop a stronger connection with their main school. There is a focus on equipping students with skills in the Personal and Social Capability (Victorian Curriculum) so they can establish successful patterns in their lives and contribute positively to their community.

In 2022, Yarra Me School provided three intake programs across two locations, Hurstbridge and Preston, and three outreach services. These include the *Inclusion Support Service*, supporting students with social and emotional needs in the mainstream primary school setting, *Secondary Consultation* for a case conference to provide guidance to primary schools on complex student behaviours and a *Professional Learning Service* providing specific training to educators and allied health professionals in the areas of, Attachment and Trauma Theory, Autism, Attention Deficit Hyperactivity Disorder and Mental Health and Wellbeing training. Each of the intake programs caters for different cohorts. In response to mainstream school and community needs post-COVID-19, the increased demand for early age intervention determined an adjustment in the two programs. In 2022, the Junior Program catered for students in Years 1-2, and the Senior Program for students in Years 3-4. The education program at the Hurstbridge Farm continued to provide for students in Out of Home Care who reside in the Department of Families, Fairness and Housing residential facility.

Commencing 2022, the existing Yarra Me School Principal was appointed to another school on a short term basis, and was subsequently successful in gaining a substantive Principal position at that school in Term 1, 2022. The impact of this and an advertised 'No Principal Appointment', carried throughout the year. From Term 1, 2022 the school had 2 Acting Co-Principals, 2 Acting Leading Teachers, 8.2 teachers, 0.47 tutor and 4.2 Education Support Staff. Therefore, the school had 16.87 equivalent full time staff.

Yarra Me School also experienced challenges due to the movement of the Business Manager at the end of Term 1 to another school, and with difficulties in finding a new Business Manager, Yarra Me School was supported throughout Term 2-4 of 2022, by the DET Schools Administration & Support Hub (SASH), Schools Finance Management Support.

Despite these challenges, clear and purposeful steps were taken to continue honouring the Yarra Me School model and building on it's strengths for the future. In anticipation of the 2022 School Review, the school's current leadership team initiated consultations amongst all staff and other stakeholders which resulted in a working party being formed.

The School Review 2022 Cycle, Strategic Plan: 2019-2022, took place in November and December of Term 4, 2022. The 2019-2022 SSP set three goals: to strengthen the emotional and social wellbeing of each student, to empower students to be independent and engaged learners and to improve student learning outcomes.

Noticeably, throughout 2022, there were continued staff shortages, particularly in teaching. Yarra Me School had to reduce the operation of the Inclusion Support Service because teaching staff needed to be reallocated to the intake programs. Again, the flexibility, professionalism and skills demonstrated by Yarra Me School staff were fundamental in our ability to shift and respond to the changing environment.

Progress towards strategic goals, student outcomes and student engagement

Learning

We are proud of our students achievements across our intake programs at Hurstbridge and Preston in 2022, 100% of the students that exited the programs had quality assured Personalised Learning Plans and Behaviour Support Plans.

After a range of diagnostic assessments (SSIS, SBRS, WISC, CELF, SPAT, YARC, PAT Maths, PAT Reading) are captured and analysed, a Personalised Learning Plan is developed for each student that includes SEL goals drawn from the entry data from the five SEL competencies. Yarra Me School has a focus on the Personal and Social Capability within the Victorian Curriculum by providing a Social and Emotional Learning Intensive. This program is designed to identify and address student deficits in their social and emotional skills, which impact on their self-confidence and their 'readiness to learn'. Many students referred, experience significant challenges in Self-Awareness, Self-Management, Relationship Skills and Positive Decision Making. With the effects of COVID-19 in 2021, 31% of our students achieved at above level by the end of the program and we are proud of a significant increase in 2022, with 71% of our students exiting the program achieving at or above level.

Social and emotional learning skills are benchmarked at the start and at the end of the intervention to measure growth of each student in our programs. The SSIS-SEL monitoring scale scores was used for pre and post data collection in 2022. This showed a growth in all areas with a significant increase in *Motivation to Learn* from (25 -increased to 47). What is also important to note is the achievements in the SSIS-SEL goals are matched by growth and improvement in Reading (29 increased to 43) and Mathematics (31 increased to 46) skills.

In 2022, the YM Speech Pathologist role was extended to provide better attuned support to teachers by amplifying the role of Pragmatics of : speaking and listening, play in student relationships and learning. Further, the Speech Pathologist was provided the opportunity to explore other speech and language factors that impact student learning. Consequently, investigations into narrative language assessments and programs were undertaken and will be introduced in 2023. The results of the Pragmatics Language Profile showed that 86% of the students in our Preston Senior School achieved growth in a range of communicative areas.

As a part of the School review process, Yarra Me staff completed the FISO self-assessment and its practices against the FISO Continua for the core element of Teaching and Learning. The review Panel identified and validated the following areas of practice strengths :

- Teachers investigating and understanding the learning and wellbeing needs of students to design stimulating teaching and learning programs.
- Teachers involving students and their families/carers to develop a shared understanding of expected outcomes for learning growth and wellbeing capabilities.
- Leaders collaborating with teachers to build capability in identifying and responding to the learning and wellbeing needs of students.

In 2021, Yarra Me School engaged a consultant to work with the school to adopt and adapt the Professional Learning Communities (PLC) approach. In Semester 2, 2022 Yarra Me School appointed a curriculum coordinator to take on the role of PLC Leader to develop a rigorous approach that involved agreed PLC protocols, norms and the use of improvement tools. Documentation of an inquiry cycle storyboard for each cycle completed provided visual evidence of the decisions and progress made. The four cycles of inquiry completed with fidelity by the Yarra Me School PLC in 2022 focused upon:

- Development of the YMS instructional model
- Agreement and documentation of curriculum planning processes - including establishing learning windows and success criteria
- Agreement and documentation of the YMS approach to and assessment of social and emotional learning
- Improving student resilience

Another highlight in 2022 was the strengthening of the Yarra Me School Professional Learning Centre - a range of tutored, online and blended learning courses. These included training in *Attachment and Trauma Theory, Understanding Attention Deficit/Hyperactivity Disorder and Supporting Wellbeing and Mental Health and Autism Spectrum Disorder/Understanding Executive Functioning*. A range of reading materials were also developed to support parents and families.

Enrolments at the YMS Professional learning Centre showed a steady increase in 2022, and participant feedback collected by the school was positive. The 2022 School Review reported panel analysis of participant data showed that 100% of participants *strongly agreed/agreed* that they would be able to use what was covered in the professional learning. In post course evaluations, 100% of

participants rated themselves as having *Sound* or *Comprehensive* knowledge and understanding of the content theory. All participants said they would recommend the course to others and spoke highly of the contents of their learning experiences. The panel concluded that the YMS Professional Learning Centre provided an important resource for educators and allied health professionals in deepening the understanding of social and emotional needs and how to support students and their families.

Wellbeing

The 2019-2022 School Strategic Plan set a goal to strengthen the emotional and social wellbeing of each student. Wellbeing of students at Yarra Me School is of paramount importance.

Students referred to the Yarra Me School programs commonly have one or more significant wellbeing issues that have interfered with their learning. Our focus is on supporting them to find real solutions to enable them to develop greater self confidence, which in turn is applied to academic achievements. Wellbeing programs do not run separately to the Yarra Me programs but are an integral part of our whole school planning.

As a specialist school catering for students with social and emotional needs, and the return to school in 2022 after remote/flexible learning as a result of COVID-19, the wellbeing and safety (for all members of the Yarra Me School community) was a management priority for the leadership team in 2022. Data from the 2022 Staff Opinion Survey, rated Yarra Me school leaders as 100% positive in providing a safe and supportive work environment and responding quickly to safety concerns, in comparison to the state average of 75%.

In 2022, the role of the school psychologist was extended to better integrate with the apparent needs of the school community, resulting in greater expert support and advice being directed towards students, their families/carers, and the staff at Yarra Me School. This did not include direct therapeutic work, instead the provision of timely advice and guidance that empowered and directed the recipients towards appropriate support services.

The Yarra Me School Wide Positive Behaviour Support Program provides the framework for establishing a safe and collaborative environment. Explicit teaching of emotional regulation supports students to increasingly self-manage. Transactional supports to promote and negotiate positive outcomes, the establishment of school and class rules consistent with our school values, '**Safe, Respectful, Responsible, Learners**', and the implementation of reward systems i.e. *school value tokens and the prize box*, are all effective tools for promoting improved self-management, safety and wellbeing. In 2022, the continued use of Critical Incident Response Plans, Discharging Care Plans and Risk Management Plans assisted the leadership team in gaining a more comprehensive understanding of complex student referrals. Weekly case conferencing undertaken in teams with the Yarra Me Psychologist was further developed in 2022 to support teachers in gaining deeper understandings of challenging student behaviour. As a school, we introduced Rumble's Quest in 2021 and continued its use in 2022, It is a psychometrically valid online tool and reliable measure of social and emotional wellbeing for primary school children. It is presented as an engaging computer game that makes it easy for children to respond to questions in a natural way, with the opportunity to report their own wellbeing across four domains central to their lives at this stage of development: attachment to school, self-regulation, social confidence and supportive relationships. It uses age appropriate methods that are designed to help 6-12 year old children report directly about the way they experience the world.

Rumbles Quest is an effective tool for assessment, program planning, and program evaluation. It assists Yarra Me teachers with understanding children's strengths, planning supportive action in response to identified opportunities for growth and reviewing the effects of those actions once undertaken. The report generated for each student is used by the teachers to understand wellbeing and mental health issues and to address these within the student's current personalised plans. The 2022 student cohort scored, on average, in the vulnerable and borderline range.

A highlight recognised by the School Review Panel following analysis of survey data collected from mainstream schools by Yarra Me School representatives, showed positive data with 96% of mainstream school participants saying their needs were met or exceeded for the Junior Program and 100% responded positively for the inclusion program and professional learning. Schools highly valued being able to access advice, resources and professional learning.

Engagement

Yarra Me School seeks to engage students directly in our programs by the provision of a Social and Emotional Learning Intensive. We work to engage students in their referring schools through the negotiation of positive transition plans. Our school recognises that the social, physical and emotional wellbeing of students supports effective learning. Therefore the emphasis of all individual learning programs is developed in line with the wellbeing needs of each student. Relationships are key to all our work with students and schools. We aim to build positive, supportive relationships with all students and their families with a focus on their abilities and strengths. We do this by using personalised goal setting plans and advocate for the learning needs of individual students. The

positive student teacher focus can be evidenced in the results of the 2022 outreach data below, where a wide range of collaborative approaches are identified.

In 2022 we have continued to develop and enhance professional learning and capacity building opportunities through the provision of our outreach work provided to referring schools, and promoting School Wide Positive Behaviour Support, Attachment and Trauma Theory and Autism specific resources.

A highlight in 2022 was the introduction of the Teachers Optimal Relationship Approach (TORA) and a professional learning day exploring the eight key elements of this evidence based approach:

- Congruence
- Attunement
- Joining
- Tracking
- Limits
- Empathy
- Structuring
- Unconditional Positive Regard

The TORA is an effective primary school based mental health and wellbeing approach that creates and maintains optimal student teacher relationships. This is an ongoing process to embed the foundational skills into teachers daily practice and incorporated into the Junior and Senior program timetables to support co-regulation for our vulnerable students. Due to this new learning, we anticipate a further survey on student-teacher relationships being incorporated into our annual data sets moving forward.

A major part of the teachers role at Yarra Me School is to provide specialist consultation to teachers and leadership teams in primary schools. A summary of the outreach supports provided by Yarra Me School teachers from the Junior and Senior Programs in 2022 is broken down as follows:

- Teacher Meeting: 68%
- Coaching Session: 40%
- Strategy/Accommodation: 74%
- Training Education Support Staff: 46%
- Review BSP/PLP: 38%
- 1-1 Student Support: 78%
- Team Teaching: 24%
- Telephone/Email Further Follow Up: 36%
- Parent/Carer Meeting: 10%

As a part of the School review process, Yarra Me staff completed the FISO self-assessment and its practices against the FISO Continua for the core element of engagement. The review Panel identified and validated the following areas of practice strengths:

- Building collaborative relationships with families/carers and referring schools to create a shared understanding of how to support student participation and engagement through feedback, raising concerns and shared decision making.
- Leaders and teachers monitoring and evaluating attendance, and partnering with families/carers, referring schools and the community to implement targeted interventions and support
- Holding regular Student Support Groups and Team Around the Learner meetings to collaborate, focus and understand students needs and make regular adjustments to education and behaviour plans to ensure wellbeing and learning goals are realistic and achievable.

Other highlights from the school year

Other highlights in 2022 included:

- The Senior students Art Show, which showcased a variety of the children's work throughout the term. Parents/carers, mainstream school teachers, leadership and ES staff were invited to share in the showcase. It provided very positive feedback for the students and families and was warmly attended.
- Parent Morning Tea was held once a term and given families were unable to attend schools on site due to COVID-19 restrictions in 2021, was embraced and strong connections between families were developed.
- Extraordinary Educational Settings Conference was re-convened in 2022 following a two year break due to COVID-19. Yarra Me helped organise and all staff participated in the days events which provided professional development, resourcing and created connections within the network.
- School Review 2019-2022

- In conversation with the Review Panel, parents and carers spoke highly of the school, describing its key strengths as listening, supporting and communicating well.
- The summary of key directions for the next School Strategic Plan; the School Review Panel recommended the improvement of student learning and achievement, wellbeing and engagement. This is to be achieved by strengthening the schools approach to:
 - Pedagogy - the teaching and learning framework
 - Partnerships - student voice, communication and transition skills
 - Personalisation - the use of data to individualise student learning and evaluate impact.

Financial performance

At the end of 2022 the Yarra Me School Student Resource package held a surplus of \$424,016. This higher surplus was impacted by a Principal not being appointed in 2022, three school terms without a Business Manager and, due to statewide staffing shortages, one teaching position being unfilled until Term 3, 2022.

In addition to Student Resource Package funding, the school received the following:

- Bush at Risk Register(BARR) funding for the Hurstbridge campus \$16,612.46 -we were again provided with funds by DET to invest in the bushfire preparedness program at Hurstbridge Farm.

The following external funding was also received:

- Sporting Schools \$1500- a grant was received which we invested in swimming lessons and sporting equipment
- Professional Learning- \$6,098- (Attachment and Trauma Theory \$2528, Understanding ADHD \$3003, Supporting Health and Wellbeing \$567)

For more detailed information regarding our school please visit our website at
<https://www.yarrame.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 0 students were enrolled at this school in 2022, 0 female and 0 male.

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

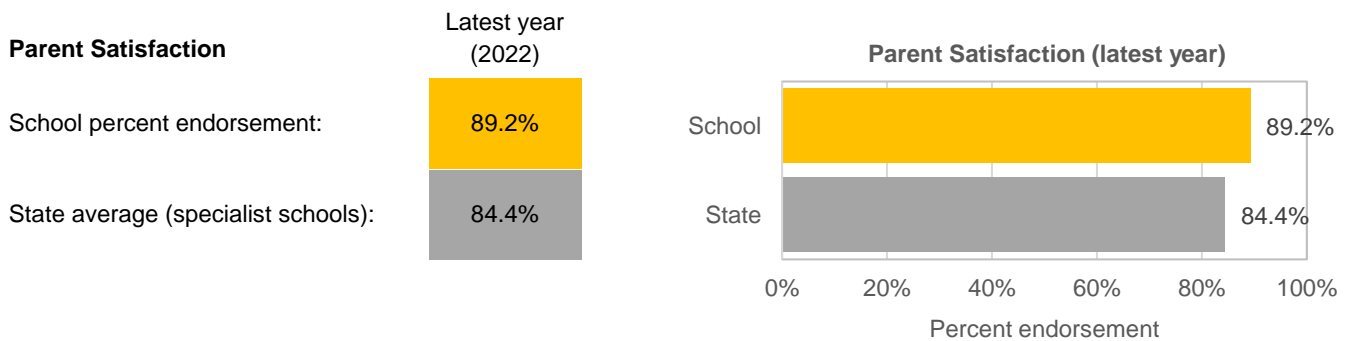
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: NDA

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.

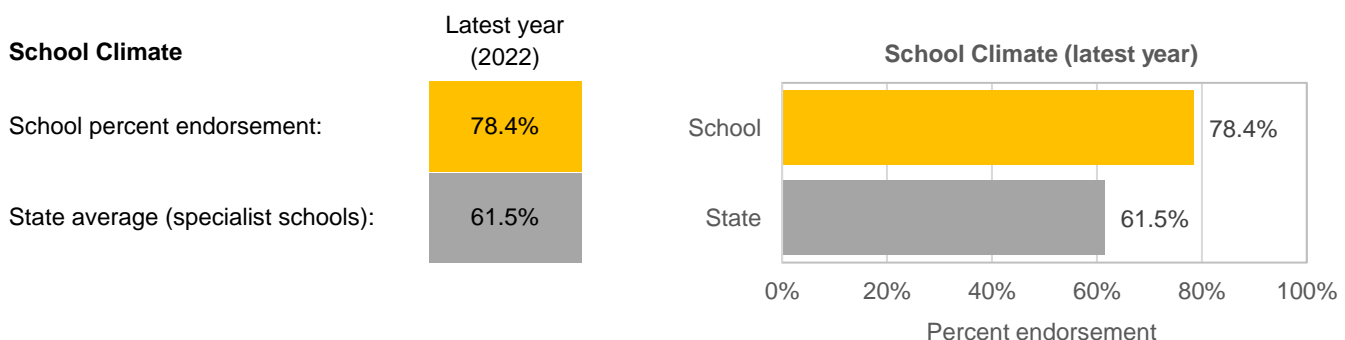


School Staff Survey

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.



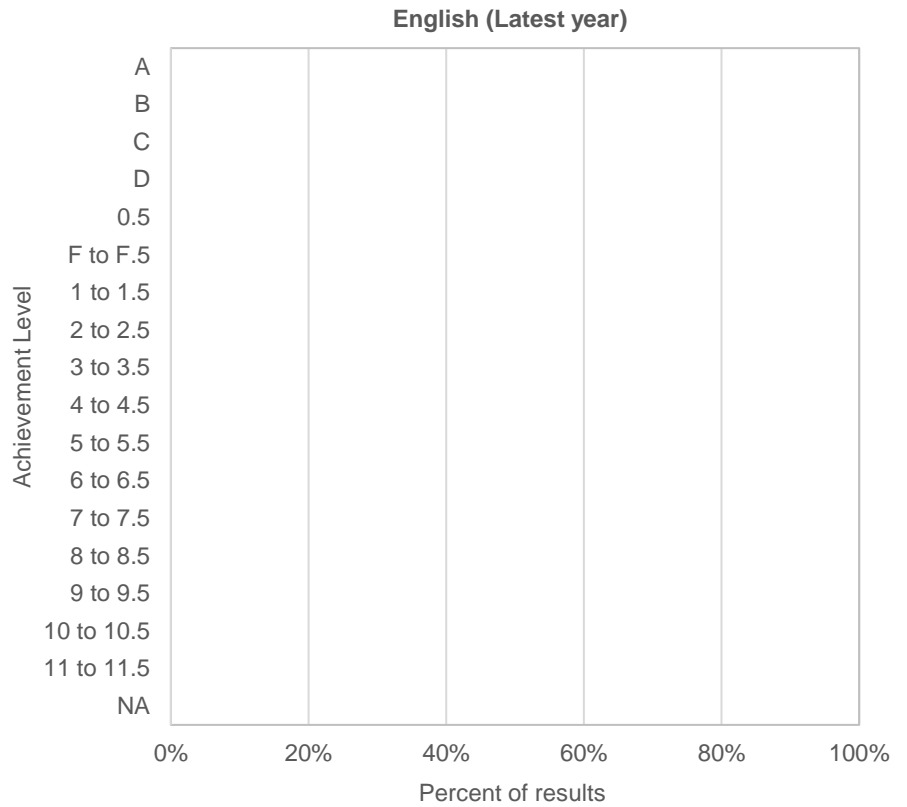
LEARNING

Teacher Judgement of student achievement

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

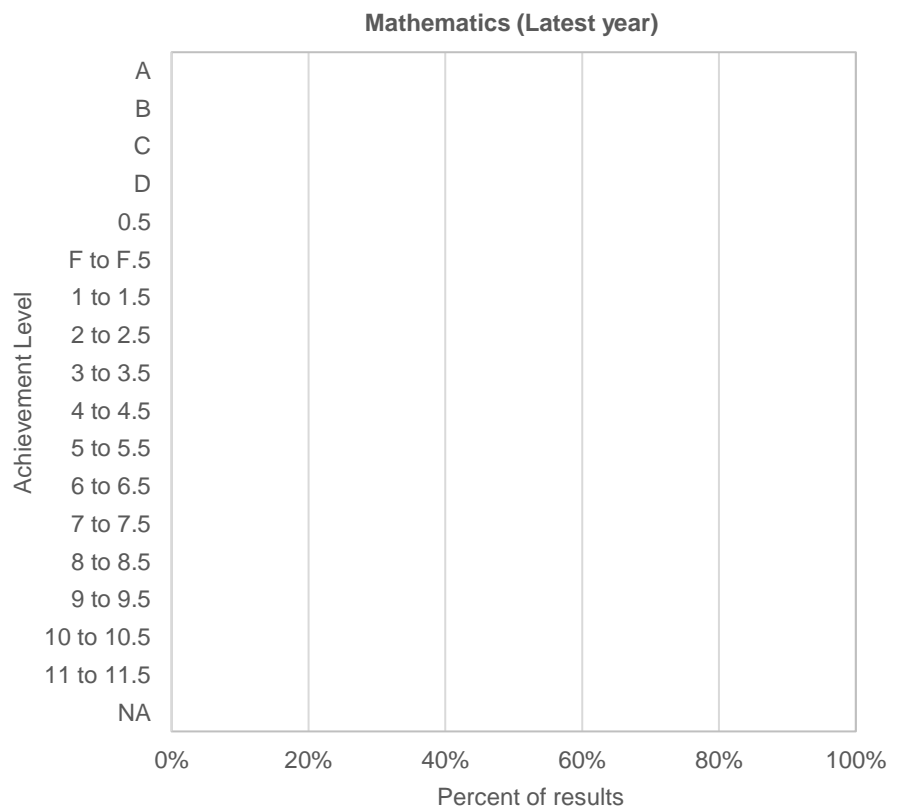
English

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:	14.6	12.1	13.3	10.8	12.6

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	100.0%	100.0%	100.0%	100.0%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,358,639
Government Provided DET Grants	\$280,550
Government Grants Commonwealth	\$1,500
Government Grants State	\$30,622
Revenue Other	\$24,400
Locally Raised Funds	\$8,224
Capital Grants	\$0
Total Operating Revenue	\$2,703,935

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$2,005,697
Adjustments	\$0
Books & Publications	\$1,336
Camps/Excursions/Activities	\$5,523
Communication Costs	\$8,732
Consumables	\$27,837
Miscellaneous Expense ³	\$18,788
Professional Development	\$19,871
Equipment/Maintenance/Hire	\$27,106
Property Services	\$81,978
Salaries & Allowances ⁴	\$16,077
Support Services	\$41,182
Trading & Fundraising	\$110
Motor Vehicle Expenses	\$9,347
Travel & Subsistence	\$14
Utilities	\$16,321
Total Operating Expenditure	\$2,279,919
Net Operating Surplus/-Deficit	\$424,016
Asset Acquisitions	\$5,357

- (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	\$255,540
Official Account	\$6,578
Other Accounts	\$0
Total Funds Available	\$262,118

Financial Commitments	Actual
Operating Reserve	\$33,799
Other Recurrent Expenditure	(\$2,672)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$9,832
Maintenance - Buildings/Grounds < 12 months	\$12,713
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$53,672

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.