

2020 Annual Report to The School Community



School Name: Waratah Special Developmental School (5144)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 01 April 2021 at 03:56 PM by Jennifer Wallace (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 21 April 2021 at 06:45 AM by Linda Bollas (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for 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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the '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 a disability 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

Waratah Special Developmental School (SDS) is located in the suburb of Bellfield, 12 kilometres north of the Melbourne Central Business District. The school provides high quality educational programs for students with an intellectual disability aged 5 -18 years. There are approximately 70 students and many students have an additional diagnosis including autism (approx. 50- 60%); communication disorders; sensory or physical impairments; and/or medical conditions. Students are transported to the school by a contract bus service from the inner northern suburbs and parts of the municipalities of Banyule, Yarra, Moreland, Darebin and the City of Melbourne. The school community encompasses a wide range of socioeconomic and ethnic backgrounds with over 20 different nationalities represented in the school population.

The school recognises and values the individuality of our students and provides a range of innovative teaching and learning opportunities for each student. The curriculum structure embeds the Victorian Curriculum and is differentiated for the individual needs of students. Specialist programs are offered in Art, Physical Education, Food Technology, Drama and ICT in facilities designed for these programs. Our strategic intent is to maximize students' communication skills, raise levels of social competence and maximise independence and self-worth. A functional and integrated approach is taken to student learning with communication a key focus. Alongside speech we use a range of alternative and augmentative communication systems with opportunities for communication incorporated into all aspects of the school day.

Waratah SDS has led the way in the implementation of School Wide Positive Behaviour Support and has mentored other schools. Our school values are to Act Responsibly, Act Safely and Show Respect. The students are actively taught how to do this and acknowledged and rewarded when they demonstrate these behaviours. The school uses video modelling as a strategy to teach new skills and behaviours and produces regular episodes of 'Waratah TV' as an avenue for viewing the videos.

The school promotes healthy life style habits for the whole school community. We focus on learning about making healthy food choices and having regular exercise. Our breakfast program, cooking program, physical education, bike education and swimming programs and "Healthy Living Week" are all key initiatives in this area.

The school works in close partnership with parents, carers and the community to maximise opportunities and improve learning outcomes for our students. Our welfare officer provides support and assistance to families. The use of a school app to enhance communication with families and the employment of a Somali worker to help engage these families are recent initiatives to enhance this partnership.

The highly skilled and dedicated multidisciplinary staff of 40 (33.8 EFT) includes - 2 principal class, 16 (13.4 EFT) teachers and 21 (17.4 EFT) Education Support Staff. The Education Support Staff include 14 (16.7 EFT) teacher assistants, 0.8 speech pathologists, a 0.6 occupational therapist, a full time therapy aid, a 0.4 welfare officer and a 1 full time business manager. In 2020 the school contracted a garden educator for eight hours per week through Cultivating Communities and a physiotherapist one day per week through Yooralla. The staff work as a cohesive transdisciplinary team to deliver a broad curriculum with therapy programs incorporated into all aspects of the school program.

The school is located in purpose built facilities with all classrooms having interactive whiteboards and access to toilets and kitchens. The school is situated on a large site and the grounds are designed to be external learning areas and provide spaces for students to meet their sensory needs and self-regulate. The grounds include two in-ground trampolines, bike path, climbing equipment, two outdoor exercise gyms, swings, sand play areas, a kitchen garden and sensory garden. The school has recently entered into a partnership agreement with the Farm Raiser group to create an Urban farm on land at the rear of the school.

A Satellite Unit at Brunswick South West PS provides inclusion programs for primary aged students. As well as benefiting from the special education program provided by Waratah SDS staff, students at the satellite participate in mainstream classes where appropriate and are able to play and socialise with their mainstream peers.

VISION

Independence for Every Student, Every Day, Everywhere.

MISSION

To build the capacity of every student to be independent and to develop social skills and readiness for post school life.

OBJECTIVE

To ensure that all students are provided with individualised learning and support to enable them to:

- develop their literacy and communication skills to communicate effectively with others.
- learn prosocial skills to effectively interact with other others in a variety of situations
- learn strategies to regulate their emotions
- develop self-care and independent living skills
- access the Victorian Curriculum at an appropriate level.

VALUES

RESPECT - Always listening to and respecting others

CARE - Showing empathy and compassion for all

RESPONSIBILITY - Work cooperatively towards shared goals

SAFETY - Create an environment in which everyone feels safe and able to thrive

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence

In 2020 we focussed on increasing staff expertise to implement zones of regulation to help students understand and manage their emotions. We did this through:

- whole school professional learning activities
- classroom observations and feedback in Professional Learning Communities (PLC)
- developing an implementation rubric to assess staff capabilities
- in class coaching and support from our occupational therapist

Whilst staff had limited opportunities to deliver this in their classroom they were able to include it in the remote learning tasks and online lessons.

Staff continued to build their skills in using Alternative and Augmentative Communication (AAC) Systems so they can model the use of these systems to students and parents and incorporated this into remote learning activities.

Staff responded to the huge challenge of providing remote learning to our students with energy and creativity and had to learn to use a number of new systems in a very short period of time. Staff honed their skills in producing video models and lessons, using Webex to deliver lessons on-line and use systems such as SeeSaw and Google Drive to share learning materials and communicate with students and families. Staff are to be commended for their work and the support they provided families whilst also coping with significant changes in their personal lives.

Curriculum Planning and Assessment

Our work has focused on researching and creating assessment tools that can be used to identify learning needs, track student progress more accurately and demonstrate the effectiveness of curriculum programs. Time has also been spent training staff to use these tools and moderating the assessments. These tools will allow us to track student progress and evaluate the impact on learning.

1. The school developed functional communication and social skills checklists and RU Ready checklists (for students 16+) to assess and track student progress in these areas. All students were assessed using these tools in 2018 and 2019 however comparison of student data over the two years showed some significant variations and highlighted the need for moderation. This was completed in 2020 to ensure the scores are accurate and will give us a good baseline for future comparison.
2. Roadmap of Communicative Competence (ROCC) is a rubric tool to assess, plan and evaluate communication outcomes for people using a variety of communication modes – speech, sign and aided forms of Alternative and Augmentative Communication (AAC). Teachers completed training in using the ROCC in 2019 and all students have been assessed (by teacher in collaboration with the speech pathologist) using this tool at the beginning of 2020.
3. STAR and Links assessments used to inform goals and assess progress
4. ABLES assessments are used to determine the level each student is currently working to inform goals, strategies and to differentiate activities when developing curriculum.
5. Teacher judgements against the Victorian Curriculum are used to determine the level each student is currently working in and to differentiate activities when developing curriculum plans.

We now have a bank of assessment tools that we can use to monitor progress in learning, an assessment schedule and process for completing the assessments which builds in moderation.

Accelerus/Xuno is used to record all learning, engagement and wellbeing information for each student. This includes assessment data, individual learning plans, reports, medical information, health plans and behaviour incidents.

Our MTSS framework provides a process for using data to analyse student learning progress. Tier 2 teams use data to identify students for discussion if there are concerns for their wellbeing, engagement or learning. Data includes Xuno reports, ABC charts, frequency data and scatter plots for behaviors; ratings on progress towards goals and school functional communication and social skills checklists for learning; and attendance, medical or anecdotal information for wellbeing. Recommendations and/or actions to support these students are identified and reviewed at the next meeting. If these are not effective a referral is made to the Tier 3 team. The Tier 3 team reviews school wide data in relation to behaviour, attendance and learning growth as well as data for individual students. The Tier 3 team recommends actions for individual students referred and has also identified the need for staff professional learning or additional data collection in relation to whole school data. The Tier 3 team identified that some of the variation in student data was due to inconsistency in staff use of the assessment tools and has implemented moderation activities. The Tier 3 team continues to refine processes for data collection and analysis and moderation procedures to ensure consistency in staff ratings.

In 2020 we implemented a new process for Individual Learning Plans (ILP) with goals running from the start of term 3 to the end of term 2 the following year to provide greater continuity from year to year. ILP goals are set in communication, personal and social capabilities and independence skills. Curriculum plans are differentiated to cater for the needs of all students with learning outcomes for each level of the curriculum. Teachers report on progress towards ILP goals and achievements in each curriculum area in mid and end of year reports.

Building Communities

We are very proud of the inclusive and supportive culture we have created in the school in which all staff, students, parents/carers and visitors to the school are made to feel welcome and that their contributions are valued. The staff work as a collaborative multidisciplinary team with families, focus on what is best for the students when making decisions and are always willing to take on new challenges and seek new ways to support students learning.

This was strengthened in 2020 during remote learning. School staff rose to the challenge of remote learning pivoting their work to wrap-around students and their families through remote and flexible learning. We used a range of systems to communicate with students, parents and carers to provide individualised learning activities and support. The staff were aware that most students required an adult or sibling with them to support learning and were conscious not to place extra pressure on families in this already stressful time. Our aim was to provide a range of resources that could be accessed at any time to give families the flexibility to use as much as they are able whenever they could. This included using video models and lessons provided on Facebook and google drive, delivering virtual lessons on Webex, uploading resources and learning tasks to the google drive and SeeSaw and sending activities and resource packs home on the bus.

In preparation for our School Review the School Council survey parents for feedback and asked about their engagement with remote learning activities and the support provided. Over 65% of families responded and all of the respondents indicated they were able to use at least some of the remote learning resources with resources packs and Webex lessons being the most popular.

Remote Learning Delivery Mode	Responses
Webex	30 (77%)
Resources packs sent home	36 (92%)
Videos on Google Drive or Facebook	17 (44%)
Activities on Google Drive	16 (41%)
Not able to access remote learning	0 (0%)

We also asked parents to describe the communication and support you received from the school during remote learning. Responses were overwhelmingly positive and can be summed up by this response from a parent. "Awesome, the school supported us emotionally and practically. We wouldn't have got through without them by our side."

Achievement

Due to remote and flexible learning and the change to the ILP reporting cycle we don't have learning data in relation to ILP goals for 2020. Ratings on the Victorian Curriculum indicate that the majority of students are currently working in levels A-D.

This was the first year in which ILP goals continued from the previous year and was a test of this new approach. Teachers have reported that apart from a few cases they have been able to transfer the goals into their program which has allowed work on these skills to commence straight away and provide greater consistency for students.

When students returned to school our focus was on wellbeing and re-establishing routines and expected behaviours. The zones of regulation program was implemented consistently across the school and students are responding well. Many students are able to identify how they are feeling, which zone they are in and what they can do to manage their emotions.

Engagement

The school has a well establish SWPBS framework with multi-tiered systems of support to ensure that progressively more targeted and individualised support is provided to students with the most need and decisions are based on data. The school wide expected behaviours are actively taught and acknowledged across the school through a range of reward systems in classrooms as well as school wide e.g. students of the week. A range of tier 2 and 3 supports are provided to students with more complex behavioural needs.

For students with more complex behavioural needs a Functional Behaviour Assessment is completed to determine what may be triggering the behaviour and what it is achieving for the student (function). The Prevent Teach Reinforce approach to Functional Behaviour Assessment is used and several staff have been trained. A Behaviour Support Plan is developed with strategies to minimise triggers and maintaining factors and teach an alternative/replacement behaviour.

The school uses Xuno to collect and analyse behaviour data both for individual students and whole school. This data is used to identify students who need additional supports and also design school wide interventions e.g. staff training, term foci, new procedures. A twice per term staff PBS newsletter has been introduced to provide staff with regular feedback about what the data is showing, share stories and remind them about processes and procedures.

The school has a Learning Specialist allocated the role of coordinating the SWPBS framework and has worked closely with the area PBS coach to ensure we are implementing with fidelity. The school has gained a Bronze award for implementing SWPBS with fidelity. SWPBS Tiered Fidelity Inventory is used to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioural interventions and supports. The Inventory is divided into three sections (Tier I: Universal SWPBS Features; Tier II: Targeted SWPBS Features; and, Tier III: Intensive SWPBS Features) that can be used separately or in combination to assess the extent to which core features are in place. As a general rule, a score of 70% for each tier is accepted as a level of implementation that will result in improved student outcomes. On the most recent TFI completed on 2.09.2020 the school achieved 100% on all three tiers.

The PBS Self-Assessment Survey (SAS) is used to measure staff perceptions of the existence of effective behaviour support systems in their school. The survey examines four behaviour support systems a score of 70% for each system is accepted as a level of implementation that will result in improved student outcomes. Waratah SDS has achieved SAS scores of (a) school-wide discipline systems 85%, (b) non-classroom management systems 80% (c) classroom management systems 80%, and (d) systems for individual students engaging in chronic problem behaviours 85%.

During remote learning we changed to the SeeSaw App to provide learning materials and communicate with families. This is proving to be a more effective tool although we still need to work with some families to support them to download and use the app.

We work closely with community organisations to extend learning opportunities for students including Cultivating Communities, RDA Victoria, Exercise Research Australia, local businesses, Banyule Council, Banyule Community Health. Our long standing relationship with Brunswick South West PS allows us to continue our satellite unit which provides an inclusive learning environment for our students.

In 2020 the Community Joint Use Agreement with Farm Raiser (a Not for Profit group) was finalised and they have established an Urban Farm on the land at the back of the school. The first crops have been planted and harvested and vegetable boxes sold in the local community. This is providing onsite work skills program for our students as well as a building connections with the local community.

The school is also working with Banyule Council regarding the development of the Community Centre next door to the school. The centre includes a Social Enterprise Café and we are working with council to ensure our students will be able to be involved in this program.

School therapists work closely with families and NDIS therapist to encourage consistency across all settings. School Council is aware that many families are having difficulties accessing therapy services or that students' miss school to attend sessions. We are exploring options for working with NDIS therapists in the school environment.

Wellbeing

The school emphasises the importance of physical health through extensive programs in physical education, swimming, bike riding, riding for the disabled, edible garden, breakfast club, homecrafts and sensory regulation.

The Health and Well-being team are responsible for prompting healthy lifestyles including healthy eating and regular exercise. Each year we hold a healthy living week to promote the importance of healthy eating and regular exercise and encourage parent involvement. The newsletter contains a weekly health tip and regular health tips are posted on SeeSaw. The curriculum plan incorporates physical education, nutrition, and healthy life style choices. It also incorporates teaching prosocial behaviours and our PBS term theme.

The school curriculum plan also includes opportunities to develop students' social and emotional health. The zones of regulation program supports students to understand and regulate their emotions and sensory needs. Teaching tolerance and accepting of difference is a central aspect of our Respectful Relationships program and students are

involved in making video models demonstrating this value. Staff also participated in training about the indicators of mental ill-health and how to respond.

We have partnered with Exercise Research Australia who provide students to assist our students in PE classes and also provide specialist exercise programs at their gym. The school engages community organisations such as Athletique Gym, Market Fresh, Foodbank, Merri Health and Banyule Community Health to support curriculum delivery.

Teachers are continually working to increase student engagement through individual learning plans and differentiated learning building on students' strengths and interests. Students are encouraged to be involved in decision making about their learning whether it be negotiating their work schedule, choosing electives, developing work experiences and deciding on how to use funds raised.

Financial performance and position

The school had a significant surplus in 2020 which was mainly due to COVID restrictions and remote learning which meant that we didn't have to employ as many staff to replace people when they were absent and other operational expenses were reduced. However student numbers dropped in 2020 which meant that the school ended the year with a \$146,338 deficit in our credit allocation. The school received \$104,535 in equity funding which was used to employ staff to support students communication and development of prosocial behaviours.

School Council entered into a Community Joint Use Agreement with Farm Raiser to establish a market garden on land at the back of the school. This is a five year agreement which will provide work skills training for our students and a post school pathway.

For more detailed information regarding our school please visit our website at
<https://www.waratahsds.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 67 students were enrolled at this school in 2020, 22 female and 45 male.

26 percent of students had English as an additional language and 15 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

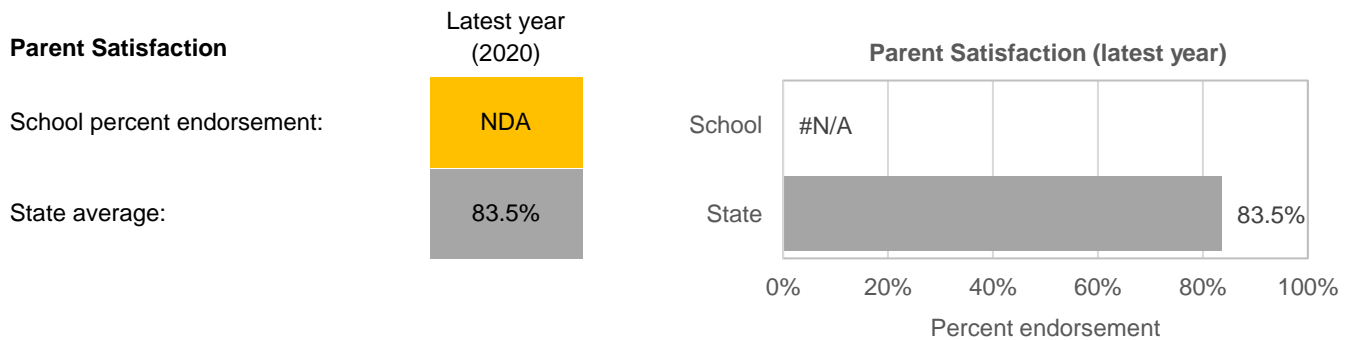
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

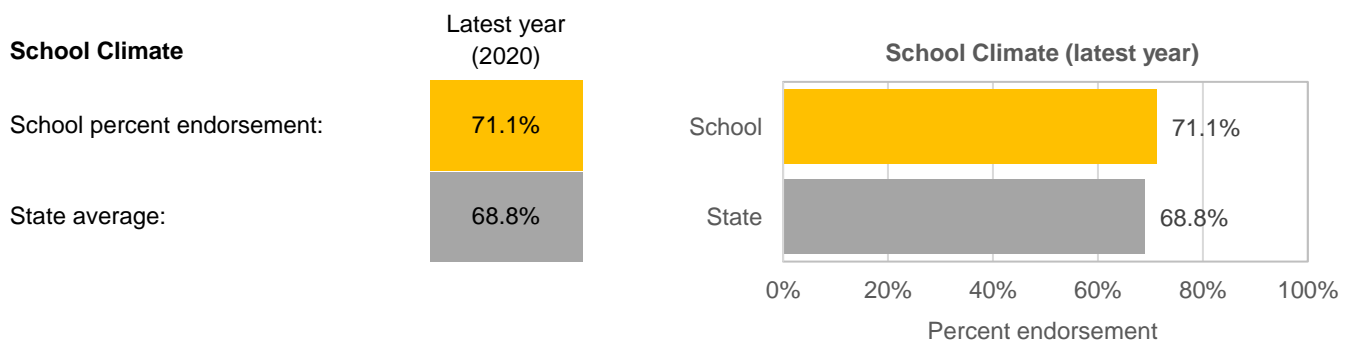


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



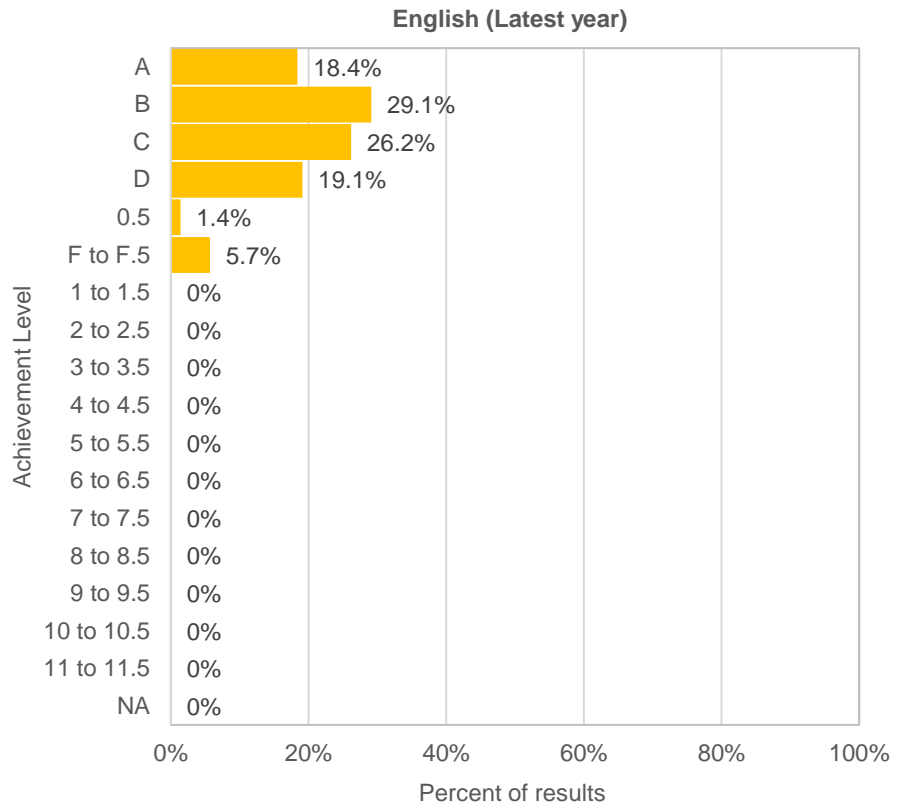
ACHIEVEMENT

Teacher Judgement of student achievement

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

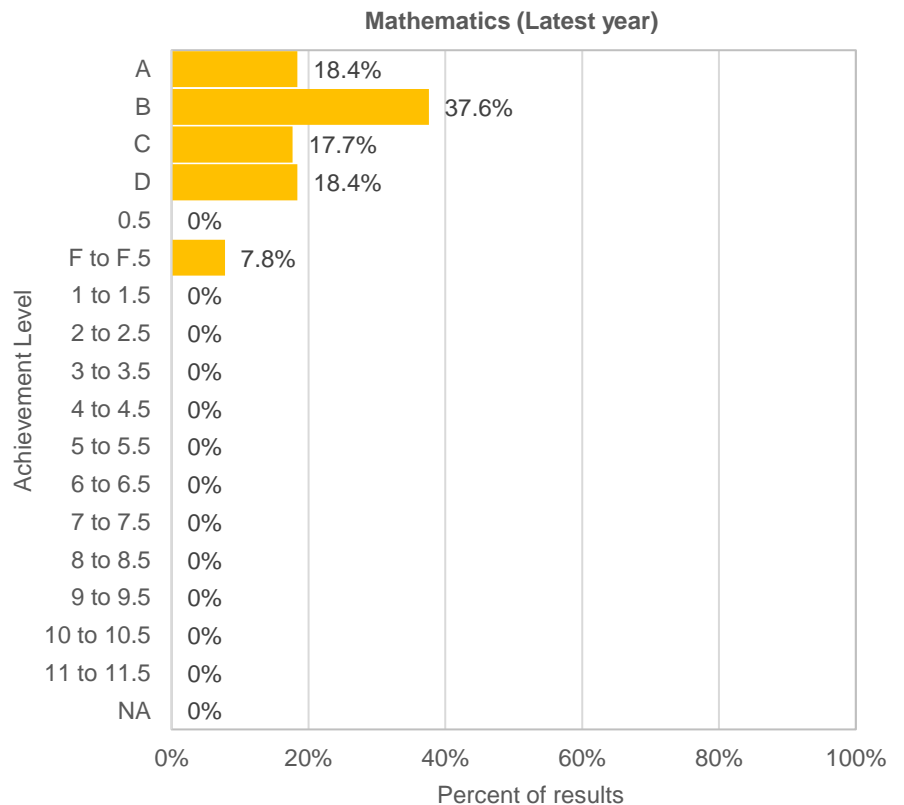
English

Achievement Level	Latest year (2020)
A	18.4%
B	29.1%
C	26.2%
D	19.1%
0.5	1.4%
F to F.5	5.7%
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 (2020)
A	18.4%
B	37.6%
C	17.7%
D	18.4%
0.5	NDA
F to F.5	7.8%
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. Absence data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	22.8	27.0	30.1	31.6	27.7

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	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	100.0%	100.0%	NDP	NDP	100.0%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,207,852
Government Provided DET Grants	\$374,027
Government Grants Commonwealth	\$10,832
Government Grants State	NDA
Revenue Other	\$53,663
Locally Raised Funds	\$20,503
Capital Grants	NDA
Total Operating Revenue	\$3,666,875

Equity ¹	Actual
Equity (Social Disadvantage)	\$104,535
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$104,535

Expenditure	Actual
Student Resource Package ²	\$3,354,190
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$4,211
Communication Costs	\$6,538
Consumables	\$32,006
Miscellaneous Expense ³	\$10,112
Professional Development	\$9,639
Equipment/Maintenance/Hire	\$40,676
Property Services	\$63,915
Salaries & Allowances ⁴	\$102,127
Support Services	\$47,768
Trading & Fundraising	\$646
Motor Vehicle Expenses	\$3,721
Travel & Subsistence	NDA
Utilities	\$20,436
Total Operating Expenditure	\$3,695,985
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$7,519

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

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$489,735
Official Account	\$21,924
Other Accounts	NDA
Total Funds Available	\$511,659

Financial Commitments	Actual
Operating Reserve	\$52,780
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$200,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$58,878
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$511,659

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.