

# 2020 Annual Report to The School Community



School Name: Jackson School (4979)



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

Attested on 29 April 2021 at 08:26 PM by Anthony Jackson (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 12 May 2021 at 11:37 AM by Craig Barnett (School Council President)

# How to read the Annual Report

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## 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.

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

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

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

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

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

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### What is the '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

Jackson School is a collaborative learning community for all. We aim to develop independence through safety, respect and responsibility.

We aspire to offer authentic, quality educational experiences that develop futures, create opportunities and inspire student potential; enabling our students to be valued and contributing members of the wider community. We share and celebrate our successes and achievements.

Jackson School was established in 1976 and is situated in the suburb of St Albans, in the South-West region of Victoria and Brimbank-Melton area as part of the Keilor-St Albans network. The community is well established and the school has a current enrolment of 267. The Student Family Occupation Index (SFO) is 0.6443 (SFOE 0.5517) which reflects the socio-economic position of the community.

The school is a Special School for students with a mild intellectual disability. All students must have a mild intellectual disability with a FSIQ within the 50-70 range and be funded under the Program for Students with Disabilities (PSD) to be enrolled at Jackson. Some students also have a secondary disability such as: Autism Spectrum Disorder, Down Syndrome and ADHD with a small number of students with a minor physical disability. 69% of students are male and 31% are female.

There are six Aboriginal and Torres Strait Islander students. 6.3% of students are identified as at risk with 10.86% of students having an access alert or restriction. 2.25% are refugees. This is well above other schools within the state and local area. 48% of students are identified as disadvantaged with 124 students receiving equity funding and 11 students in out of home care (OoHC).

45% of students have a language background other than English. 16% of all students speak a language other than English at home of which 16% are Australian born. Overall, only 41% of all students are Australian born with 16% of students born in Vietnam and the remainder of students born in 12 other countries. 24 language backgrounds are represented by our families with 38% of EAL students speaking Vietnamese at home. This is below the local area but above state and other special schools. Only 14% are eligible for EAL funding.

61% of students arrive to school by eight school bus lines funded by DET Student Transport, 39% are either brought/collected by families, use the Out of School Hours Care (OHSC) service or are independent travellers to and from school. The majority of families live within a 10km radius from school. The average distance families live away from school is 7.77km and up to a 26km distance away from school. Out of the three networks within the Brimbank-Melton area, around 50 feeder schools fall within Jackson School's Designated Transport Area (DTA).

In 2020, enrolments are now increasing due to ongoing efforts to raise the profile of the school within the community. The Victoria School Building Authority has forecasted the school's capacity to be an enrolment of between 285-296 students.

The school has four Principal Class Officers (Principal, Deputy Principal and two newly appointed Assistant Principals in Term 4), three Leading Teachers, two Learning Specialists supported by eight PLT Leaders. We have 41 teaching staff and 53 Education Support staff.

### Framework for Improving Student Outcomes (FISO)

Embedding a culture of excellence in teaching and learning and strengthening community engagement in learning continue to be identified as improvement priorities in 2020 based upon the 2016 school review as a part of the 2017-2020 School Strategic Plan (SSP).

As a collaborative learning community, our school improvement priorities are aligned with the Framework for Improving Student Outcomes (FISO) and our SSP goals and targets to enable us to meet our aspirations.

As a leadership team we are committed to meet the targets set over four years through high-impact key improvement strategies. We will use the FISO improvement cycle model to build our learning community's practice excellence through curriculum planning and assessment.

Our 2020 FISO Improvement Initiatives for our AIP were:

- Excellence in Teaching & Learning: Building Practice Excellence
- Community Engagement in Learning: Building Communities

The school undertook a school review in Term 4 2020. This was an opportunity to celebrate our highlights over the last four years as well as using the evidence collect to set a new strategic direction for the school. The 2020-2024 SSP will be focused around the following goals:

- Achievement: Improve educational outcomes for all students.
- Engagement: Improve student engagement and participation in learning.
- Wellbeing: Improve student health and wellbeing.

A thorough analysis of the new FISO continua, supported by school performance data and evidence collected, gave the school an overall rating of Evolving moving towards Embedding.

Please find below a summary of the highlights from the Review Report.

**Professional Leadership:** The Review Panel found that a key school community highlight was the establishment of Jackson School's leadership team and the development of its vision and values with the school community. This resulted in:

- A collaborative learning community that created opportunities and experiences for all students. This inspired parents and students to envisage and achieve successful pathways through and beyond school
- Strategic resource management resulted in improved school facilities and infrastructure
- A staff team responsive to achieving the school's vision and clear roles and responsibilities for all
- A distributed leadership model that built the capabilities of all staff using a professional learning community approach
- Staff, student and parent surveys all endorsed the leadership of the school. Feedback from parents and carers included 'Jackson School has given my child a future'.

**Excellence in Teaching & Learning:** The Review Panel found that a second school community highlight was the quality of its teaching and learning program. This was evident in the:

- Introduction of a teaching and learning model that was evidence-based and reflective of the specific needs of learners at Jackson School
- Increased capability of staff. The Panel found staff had a deep knowledge of the teaching and learning model and welcomed opportunities for new learning and coaching
- Documentation of the school's essential curriculum aligned to all areas of the Victorian Curriculum and inclusive of early childhood and senior secondary education
- Development of an assessment framework that identified growth points in each key curriculum area to accurately reflect the learning progress of all students
- Introduction of professional learning teams and a differentiated coaching model to collaboratively build teacher skills to identify and respond to each child's specific learning needs
- In focus groups, parents and carers expressed their pride in seeing the progress their child/ren made.

**Community Engagement in Learning:** The Review Panel found that a third school community highlight was the development of partnerships to engage all learners. The results were:

- Increased attendance through improved communication and home-school connections
- Increased partnerships with external groups and the community to strengthen transitions through, and

pathways beyond school. External providers continued to expand their partnerships with the school and saw Jackson School as evidence of a best practice model

- Continued commitment to positive behaviour approaches to support engagement and wellbeing
- Engagement with allied health and external education models to strengthen teacher knowledge of trauma-informed practice
- Development of learner profiles to scaffold a response to an intervention approach to keep students connected to learning and the achievement of successful career options
- Commitment to community events such as Concert in the Courtyard. Parents told the Panel that the Jackson School Community was a family, and they were proud to be members of that family.

The Panel agreed that the professional leadership provided at Jackson School was key to engaging the whole school community in order to achieve its goals and priorities.

All VRQA minimum standards were met and a second Child Safe Pulse Check was completed in 2020.

The outstanding school performance during this strategic period since 2017 saw the school placed as "Influence" as a school performance group. The data in 2019 was used to establish 4-year targets in the review for the 2020-2024 school strategic plan. Due to the impact of COVID-19 in 2020, school performance data has markedly dropped informed by survey feedback from staff, students and their families. This baseline data should be considered when comparing school performance in the new strategic plan. The exemplary collaboration and resilience of the leadership team during 2020 ensured a smooth and successful transition to and from flexible and remote learning.

### Achievement

Our key improvement strategy was to build practice excellence in teaching and learning is focused around building teaching capacity to deliver a quality, differentiated learning program, which is evidence-informed and aligned to the Jackson Teaching and Learning Instructional Model that is based on the Victorian Curriculum. We have achieved this through: embedding the Jackson Teaching and Learning Instructional Model with developed differentiation and intervention model and evidence-based high impact teaching strategies (HITS). We are continuing to develop a guaranteed and viable Jackson Essentials Curriculum based on the Victorian Curriculum (A-10) as well as VEYLDF, VCAL and ASDAN in 2020.

In Term 1 we continued to our work strengthen staff capacity of Literacy (Reading) through the Jackson Collaborative Learning Community Model aligned to the FISO Improvement Cycle. Since its development in 2016, we have embedded the Jackson Teaching and Learning Model across P-10 and developed our Excellence in Teaching and Learning Framework; which is based upon Pearson & Gallagher's (1983) Gradual Release of Responsibility and evidence-based high impact teaching strategies (HITS). Our Differentiation and Intervention Model is built upon Carol Ann Tomlinson's (1999) research into differentiation and Response to Intervention practices. We continue to refine our guaranteed and viable Jackson Essentials Curriculum (Curriculum Framework, Prioritised Curriculum, Scopes & Sequences, Goal Bank) proudly based upon all Victorian Curriculum learning areas. In Term 4, staff worked collaboratively in teams to refine the Jackson Goal Bank. Termly and Weekly Planning documents are now consistent by PLT across the school. We have set clear established benchmarks across the school working backwards by design from VCAL (Level 3). In 2020, we now formally offer an accredited second pathway stream of ASDAN in Year 11&12. Our Allied Health Service Delivery Model has ensured that our therapy allocations and frequency are prioritised based upon students' needs. Documentation of Individual Education Planning including Health Support Planning has been refined in 2020.

The challenges faced in 2020 due to COVID-19 and the significant period of flexible and remote learning were unprecedented. The school's response to learning from home was successful with online activities planned by teachers and delivered through SeeSaw, supported by our investment in a range of online learning platforms: Reading Eggs, Maths Seeds, Mathletics, and Wushka. These included rich learning activities assigned from our specialist team. Students were asked to follow the daily timetable set out by the school to ensure that the correct allocation of time for all learning areas were met. This included regular outdoor physical activity. Significant effort was made to ensure that students had access to a device and internet to support their continuation of learning. For students where online learning was either not accessible or suitable, differentiated activity grids were developed by year level teams to ensure

that the complex needs to our students were met. This was accompanied by Allied Health Therapy grids of activities to support with therapy supports at home. Some Tier 3 students were identified as requiring ongoing individualised therapy from Allied Health during remote learning through tele-health to support families, e.g. complex communication students. Our Year 9-12 students also received learning support and school connectedness activities via Microsoft Teams or Zoom for VET training. All students were still able to complete their VCAL or ASDAN certification and an intimate graduation was provided for students with key staff and their families.

During all periods of remote learning, all classroom teachers worked offsite to support the continuity of learning from home. Teachers continued to work in collaborative professional learning teams to ensure quality and consistency of practice. The Teaching and Learning Team worked closely with PLT Leaders to modify ILPs, Learning Overviews, Curriculum Planning, Assessment Tasks and quality exemplar SeeSaw activities aligned to the Jackson Teaching and Learning Model and HITS. Our Education Support Staff (ESS) supported vulnerable students and their families with learning from home. This was also a rich opportunity to provide valuable professional learning to staff. The leadership team, consistent casual relief teachers and some education support staff on a rosta basis supported a small group of students who were identified as either at risk or vulnerable, including those in Out of Home Care (OOHC), or children of parents/carers who are essential service workers. All students in the onsite learning program followed the same learning activities as those who were learning from home with 1:1 ESS support. The DET pilot Out of School Hours Care (OSHC) program continued to operate for the students who were learning onsite at school.

Over the last six years the staff survey responses have increased from 53% in 2015 to 80% in 2019. With the significant challenges faced in 2020, parent/carer overall satisfaction has now decreased to 80% with many measures impacted including: academic emphasis; collective efficacy; parent and community involvement; teacher collaboration and trust in students and parents. It is likely this will affect the school's school performance grouping when it is published due to the number of neutral responses from staff. Staff feedback in specific relation to remote and flexible learning in 2020 were consistent with or better than like special schools and other schools across the state. Despite the school taking proactive steps to ensure the health and wellbeing of staff in 2020, 43-46% of staff indicated that workload and time-pressures caused work-related stress in 2020.

During flexible and remote learning, students continued to work on their modified education plan at home as outlined in the student's Individualised Learning Plan (ILP) and agreed with families at the Term 1 SSGs. Progress against these goals are reported to parents/carers at the end of each semester. In Semester 1 2020, 92% of students made good or above progress against their ILP goals in English, Mathematics and Personal and Social Capability, including 40% who made excellent progress. In Semester 2 2020, 84% of students made good or above progress against their ILP goals in English, Mathematics and Personal and Social Capability, including 42% who made excellent progress.

Student Achievement against the Victorian Curriculum and Jackson Benchmarks are based upon teacher's judgements of student's performance and informed by end of term and semester assessments. Despite the impact of COVID-19, students' achievement levels above Level 2.5 (Breadth) remained better than or in line with similar special schools in the following areas of English and Mathematics: Reading & Viewing, Speaking & Listening, Number & Algebra and Statistics & Probability. Student performance in Writing and Measurement & Geometry were lower than similar special schools. These will refocus our priorities with the 2020-2024 strategic plan. The percentage of students achieving at or above Jackson Benchmarks by age-phase were improved from those recorded in Term 1 2020. These targets remain aspirational. 46-53% of students in all modes and domains are working between Foundation and Level 2 of the Victorian Curriculum.

## Engagement

During flexible and remote learning, significant effort was made to ensure that students were connected to school and that they participated in learning from home. Teachers provided a recorded daily morning video to outline the schedule of learning for the day. A Leading Teacher, our Social Worker and Attendance Officers regularly followed up on student absences and supported families to access learning materials. Student activity data was regularly monitored supported by teacher's regular contact with families. Parents reported that 86% of students learnt from home working with 25% of students working between 4-5 hours per week and 25% working 11-20 hours per week. 77% of parents/carers felt that the work assigned was about right for their child. Overall 70% of parents/carers surveyed were satisfied with the school's approach to remote and flexible learning. Distractions at home and online were barriers to student's learning

and parents/carers felt that their child was not able to learn as effectively from home. These measures were fairly consistent during both periods of lockdown. When we returned back to onsite learning, student attendance was markedly impacted with families concerned about their child's health. Authorised flexibility for students and their families to access remote learning materials were offered for families who chose to not send their child to school when special schools returned onsite. 64% of our families were financially impacted due to COVID-19 in 2020. During this strategic period since 2017, parent/carer general satisfaction has been generally consistent around 93%. With the significant challenges faced in 2020, parent/carer overall satisfaction has now decreased to 86% with many measures impacted including: parent participation and involvement; teacher communication; school pride and confidence; student-support groups (SSGs); therapy services and non-experience of bullying. These will be priority areas in the 2020 Annual Implementation Plan.

Our key improvement strategy is to increase student and family engagement by improving student attendance, individual wellbeing and partnerships in learning. We have increased student participation and community engagement in learning through: developing and documenting an agreed school-wide Attendance Model (Every Day Counts) to improve student attendance. Our attendance data shows we are below the 80% state threshold of 38 days away from school with the number of average students absence days at 34.9. However, the DET average for mainstream schools is 16 days away. In 2020, the percentage of students with 20 or more absence days is 56%. The average number of unapproved absences in 2020 were 13.4 which is an increase. This remains a concern and continues to be a priority in 2021.

We continue to build and embed partnerships with parents/carers, external stakeholders and services to strengthen pathways into, through and out of the school. We are continuing to refine enrolment processes into 2020. We are proud of our 7-year On Track Exit Destination data which show that 100% of our students go on to and remain within their further studies or full-time employment. In 2020 at the time of the February census only 97.4% of students were placed. By the end of 2020, all of the graduating students were placed in a career pathway. These are supported on an individual basis by our Assistant Principal (Secondary). The introduction of NDIS impacted VET, school leaver and employment supports in 2019 but this has improved in 2020. We have continued to build and embed connections and opportunities to engage all students, their families, the school community and wider community to improve student outcomes. We have achieved this through a wide range of community events and parent information sessions. We continue to build and embed partnerships with parents/carers through community events, with external stakeholders and services to strengthen enrolments into, transitions through and pathways out of the school. Students now leave Jackson into further education and training, post-school career education and/or employment supports. Strategic efforts continue to change the image of the school and promote our success and achievements within the wider community. Overall the community's engagement in learning with the use of online programs and platforms like Xuno and SeeSaw has been strengthened in 2020. In the 2020-2024 strategic plan we will build upon these successes and achievements to further improve families' connection, participation and engagement to learning at Jackson.

In 2020 the school worked with architects and project managers for the development of school-funded facilities upgrades to increase our community engagement in learning. In December 2020, the school was awarded \$10 million in a school upgrade program to upgrade and modernise school permanent buildings. The planning for the school-funded project had been completed in 2020 but this has now been placed on hold by the Victorian School Building Authority (VSBA). Planning and design for the \$10 million Asset Management Plan (AMP) will commence in 2021, construction will begin by April 2022 with the project forecast to be completed in 2023.

## Wellbeing

Positive Climate for Learning was not a FISO priority for the 2017-2020 School Strategic Plan, but we continue to embed the work developed during the previous strategic period to embed a safe and orderly environment. To improve student wellbeing we continue to embed a positive climate for learning through the delivery of positive behaviour intervention and support (PBIS). Our focus remains around student safety and bullying through our bully prevention model of "Expect Respect" aligned to our school values and expectations. Tier 2 & 3 engagement and participation interventions have been developed to enrich the engagement and wellbeing of our students. These were heavily disrupted in 2020 throughout periods of lockdown.

In Term 2, 82-86% of students and their families felt they were coping. General mood and fatigue has deteriorated

across the community following the lasting impact of 2020. This has in turn impacted upon the physical and mental health, wellbeing and behaviour of our students in Term 4 2020 and into 2021. Ongoing online and counselling supports have been provided to students and their families to improve the resilience and mental health of our students. In special setting, students are typically exempt from ATtoSS survey. Despite this we complete this survey every year to gain feedback from our students. In 2020, all students completed the accessible survey for special schools. Over this strategic period, students sense of connectedness with school has increased 1% each year since 2017 and is above other special schools (75%). With the significant challenges faced in 2020, students sense of belonging to and connection with the school reduced to 67% with many measure impacted, including: simulating learning; learning confidence; sense of confidence and belonging to school; student voice and agency; and managing students' non-experience of bullying to ensure students feel safe at school. These will be priority areas in the 2020 Annual Implementation Plan. In the 2020-2024 strategic plan we will build upon these successes and achievements to further improve student's physical and mental health and wellbeing.

We continue to build the staff allocation and professional development of our Allied Health team. We have increased the number of Tier 2 (small group) and Tier 3 (1:1) intervention programs to support student engagement and wellbeing in learning. We have also used the Equity funding to employ a Social Worker and Student Counsellor to support our families and improve our students' achievement, engagement, participation and wellbeing.

We are now embedding the The Jackson Learner that was developed and launched with staff to ensure we understand the diverse profile of our students to more accurately understand and cater for individual students' learning needs. We have also revised our Individual Education Plans (IEP) which are more accessible to students as visible learners. The student's IEP incorporates a wide range of adjustments to meet students complex and individual learning needs, including: Learner Profile, Individual Learning Plan, Career Action Plans, Health Support Plans, Medical Plans, Behaviour Support Plans and Attendance Plans. In 2020 we have increased our Allied Health team to include 2 permanent, full-time Occupational Therapists and 4 permanent, part-time Speech Pathologists. Their service delivery provides Tier 1 universal supports and Tier 2 & 3 targeted or individualised therapy interventions across the school.

### **Financial performance and position**

Our revenue received from Student Resource Package (SRP) and other funds saw a total operating revenue of \$10,955,162 for 2020. This is comprised of funds received under the Program for Students with Disabilities and Core Index funding. Included in these funds the school received \$209,063 in Equity funding for socially disadvantaged students. This was used to support students through: camps, excursions, additional staffing and enrichment programs and interventions to break the link between these students and their non-disadvantaged peers. The school received funding to support the St Albans-Keilor Inclusive Practice Partnership (SKIPP) pilot, which is allocated to release a Leading Teacher to support network schools with their inclusive practices. The school also received funding for a state-funded Out of School Hours Care (OSHC) pilot to provide families with free after hours care to enable families with children with disability to access community services. The school received a Commonwealth Government Grant to build a shade covering for our Senior Secondary school to facilitate outdoor learning. Expenditure for 2020 was used to improve student learning outcomes. As a Collaborative Learning Community, \$79,087 was allocated to external staff professional learning in addition to weekly internal professional learning opportunities. The 2020 SRP resulted in a calculated surplus of \$2,015,026. In the 2021 cash budget, funds available have been committed to support the redevelopment of buildings and infrastructure using the school's managed surplus to improve excellence in teaching and learning and community engagement in learning. An additional \$837,943 has been allocated to staffing in 2021 to support student learning outcomes. All funds available (\$676,184) have been financially committed in 2021 to support school based programs, asset replacement, maintenance and minor works to ensure that our school community is safe in light of the COVID-19 pandemic. Due to the financial hardship many of our families experienced in 2020, the school council has decided to not charge school fees for 2021. Resources purchased in 2020 have been reallocated for use in 2021. As a school we have also decided to not locally raise any revenue or fundraise for charities in 2021.

**For more detailed information regarding our school please visit our website at <https://www.jacksons.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 259 students were enrolled at this school in 2020, 84 female and 175 male.

45 percent of students had English as an additional language and 2 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.

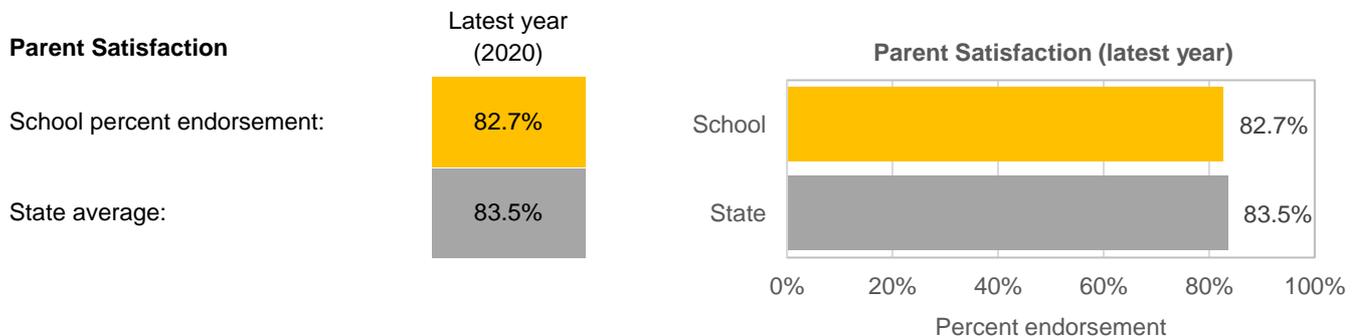
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

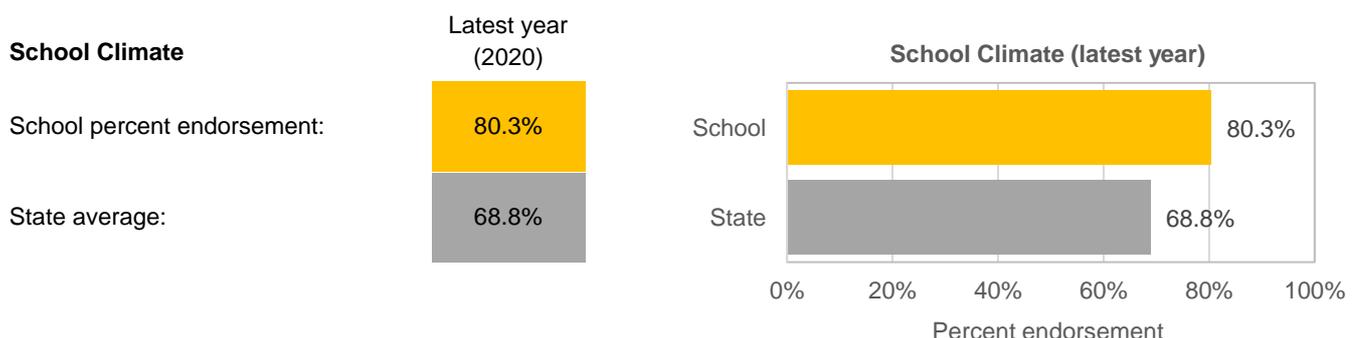


### School Staff Survey

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.



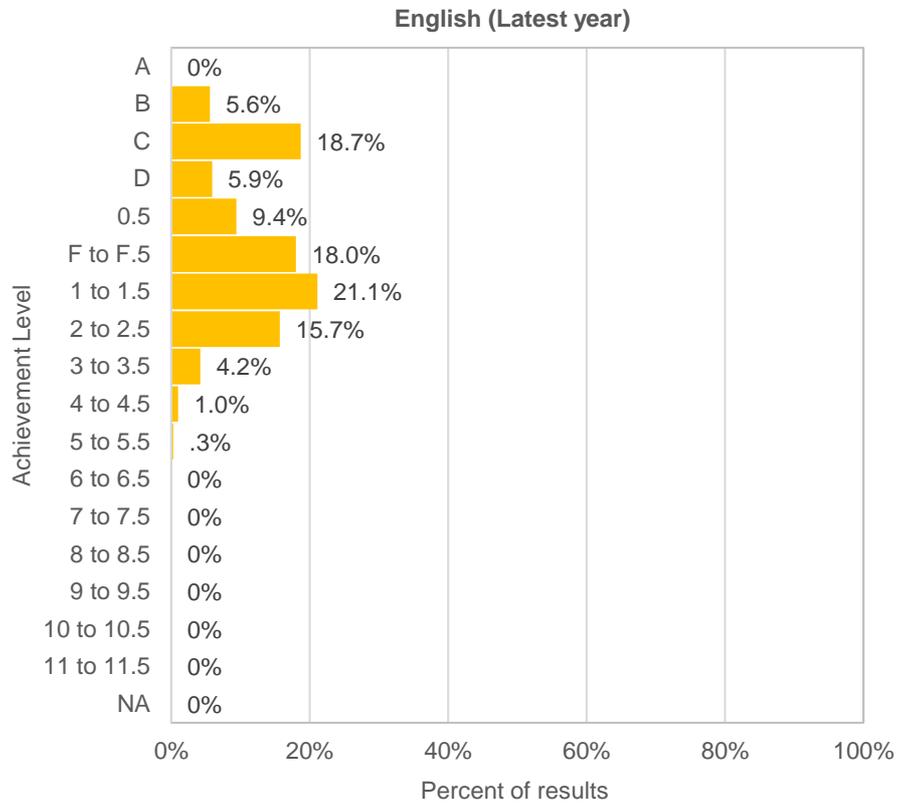
## ACHIEVEMENT

### Teacher Judgement of student achievement

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

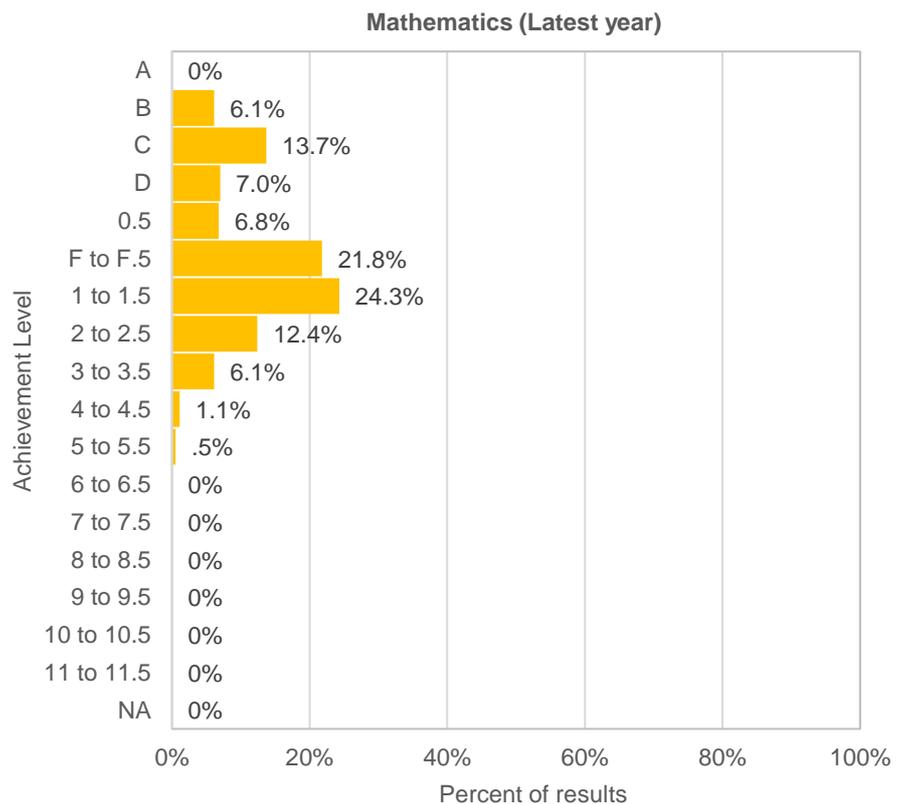
#### English

Achievement Level	Latest year (2020)
A	NDA
B	5.6%
C	18.7%
D	5.9%
0.5	9.4%
F to F.5	18.0%
1 to 1.5	21.1%
2 to 2.5	15.7%
3 to 3.5	4.2%
4 to 4.5	1.0%
5 to 5.5	0.3%
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	NDA
B	6.1%
C	13.7%
D	7.0%
0.5	6.8%
F to F.5	21.8%
1 to 1.5	24.3%
2 to 2.5	12.4%
3 to 3.5	6.1%
4 to 4.5	1.1%
5 to 5.5	0.5%
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:	27.2	24.1	26.6	34.9	28.3

### 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:	89.1%	86.0%	94.6%	97.4%	91.5%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$10,045,341
Government Provided DET Grants	\$803,358
Government Grants Commonwealth	\$20,624
Government Grants State	\$18,557
Revenue Other	\$24,110
Locally Raised Funds	\$43,173
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$10,955,162</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$209,063
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$209,063</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,807,946
Adjustments	NDA
Books & Publications	\$2,225
Camps/Excursions/Activities	\$73,057
Communication Costs	\$14,969
Consumables	\$89,024
Miscellaneous Expense <sup>3</sup>	\$30,184
Professional Development	\$79,087
Equipment/Maintenance/Hire	\$168,404
Property Services	\$282,022
Salaries & Allowances <sup>4</sup>	\$87,456
Support Services	\$233,347
Trading & Fundraising	\$10,480
Motor Vehicle Expenses	\$11,682
Travel & Subsistence	\$391
Utilities	\$49,861
<b>Total Operating Expenditure</b>	<b>\$8,940,136</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$2,015,026</b>
<b>Asset Acquisitions</b>	<b>\$126,681</b>

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

**FINANCIAL POSITION AS AT 31 DECEMBER 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$610,712
Official Account	\$65,472
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$676,184</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$145,810
Other Recurrent Expenditure	\$21,994
Provision Accounts	NDA
Funds Received in Advance	\$10,593
School Based Programs	\$170,881
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$7,603
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$155,000
Capital - Buildings/Grounds < 12 months	\$90,000
Maintenance - Buildings/Grounds < 12 months	\$74,303
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$676,184</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*