

2020 Annual Report to The School Community



School Name: Hamlyn Views School (5565)



- 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 29 April 2021 at 12:59 PM by Suzanne Armstrong (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 29 April 2021 at 03:28 PM by Jessica Harriott (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

Hamlyn Views School (HVS) is a Special Developmental School in Hamlyn Heights, Geelong. It opened in 2018 and is a Public Private Partnership where the facilities are maintained to a standard for 25 years. The eligibility criteria is students with a moderate to severe intellectual disability, with a FSIQ below 50. Many of our students have additional disabilities or associated conditions including physical impairments and Autism. In 2020, we had a total of 70 students, aged from 5 to 18 years, drawn from a wide geographical area that includes Lara, Corio, Bannockburn, and the northern areas of Geelong and the Bellarine Peninsula. Some students were eligible for support with travel assistance, either to travel on Department of Education and Training (DET) contracted buses or through a conveyance allowance to travel by car.

Our vision is 'To be an outstanding provider of inclusive education that promotes individuality, fosters innovative practices and sets high expectations for all'. Our mission is 'To create a safe, respectful, evidence-based learning environment where a diversity of student learners feel: valued, actively engaged, challenged and supported to achieve success and maximum independence post-school'. The school values - Learning, Respect and Safety align with our School-Wide Positive Behaviour Support (SW-PBS) expectations. Our vision, mission, values, and teaching and learning rationale - 'The Hamlyn Views Way' underpins our actions and behaviours as we strive to work collaboratively together to achieve our agreed goals.

Our school workforce comprised of two Principal class officers, 14.23 (EFT) classroom and specialist program teachers, a Learning Specialist, a Leading Teacher, 10.4 (EFT) classroom-based Education Support (ES) staff and 2.7 office-based Education Support that included a Business Manager, School Operations Assistant and part-time Administrative Assistant until September. We also had an extensive Allied Health and Wellbeing team providing essential support to enable students access to the curriculum. This included an Occupational Therapist, Speech Therapist, Physiotherapist (0.4), School Nurse, Allied Health Assistant, as well as, two (0.6) Inclusion Coordinators (Teachers). The Department of Education and Training (DET) provided 4.9 hours of Information Technology support each week and the school operated within a Professional Learning Community (PLC) structure with Early, Middle and Later Years teams led by PLC Leaders.

Teaching and learning programs were tailored to each student's individual needs with an Individual Learning Plan (ILP) developed and reviewed in partnership with parents or guardians at Student Support Group meetings. ILP's aligned to the Victorian Curriculum Framework or Queensland Certificate of Individual Achievement (Years 11 and 12). A key focus of student learning was in the areas of English and Communication, Mathematics, and Personal and Social Capabilities. Specialist programs included Visual Arts, Performing Arts, Physical Education, Bike Education, Learn to Swim, Aquatic Therapy and Music Therapy. Our school developed Instructional Model underpinned teacher's classroom practice, whilst PLC inquiry cycles were used to drive continuous school improvement. We continued our CERES partnership as we progressed towards five star certification as a Resource Smart School, with the Water Module our 2020 focus. We were proud that five of our specialist educators were shortlisted at the annual state-wide Principals Association of Specialist Schools (PASS) Awards Program in December, with Graduate Teacher Justin Bennett (Graduate Teacher) and Lacey Pietsch (Primary Teacher) winners in their respective categories.

Framework for Improving Student Outcomes (FISO)

In term one, 2020 HVS undertook its first School Review. This enabled our school community to reflect and assess performance and achievement against the inaugural School Strategic Plan goals and targets, and identify areas for future focus from semester two. A new leadership structure was established and implemented expanding the School Improvement Team (SIT) and increasing leadership opportunities for aspiring staff. The leadership team attended professional learning including Simon Breakspear's - Agile Leadership program, the BASTOW Leading in Challenging times Webinar Series, Michael Licenblat leading for resilience in schools and attended all central and regional update seminars offered to Special School settings during the pandemic. The HVS leadership guided the pivot to online learning in term two for five weeks then back to onsite learning and supported staff, students and families to navigate

the complexities of the continually changing advice and guidance due to the rapidly evolving circumstances of the second wave of the pandemic in Victoria.

The COVID-19 pandemic had an impact on the positive learning climate at HVS in 2020 and a number of initiatives and actions were undertaken to support the wellbeing and connectedness of students, staff and families. All staff completed NESLI wellbeing training and wellbeing was prioritised for students on their return after the lockdown. Additional Care Team meetings and outreach supports were required and provided to ensure students had access to supports in school that were no longer accessible outside of school due to the COVID-19 Pandemic.

Throughout the period of remote learning all staff developed new skills in the use of technology, resource development and allocation and collaboration to support teaching and learning. All staff responded exceptionally well to increased demands, additional workload, pressure from services and fears and concerns of families. Staff remained calm and consistent whilst managing through stressful and uncertain times due to the COVID-19 pandemic and have grown professionally as a result.

Through exploring the historical achievement data of 2018 - 2019 in the School Review process, HVS was able to clarify the need to prioritise improvement of student outcomes in the areas of English: Speaking and Listening and Communication. Based on the school data, research and evidence linking increased communicative competence with stronger literacy outcomes, goals were established to increase staff and student capability in the use of Alternative Augmented Communication (AAC) systems. In semester two, PLC's began an inquiry process where staff worked in collaboration with the Speech Pathologist to build their capacity in the use of LAMP AAC systems which resulted in survey data showing significant increases in staff confidence and competence using AAC, increased student outcomes in Speaking and Listening and increased student engagement and use of AAC.

Staff have continued to engage with a wide range of professional learning including three teachers completing a Master of Learning Intervention at Melbourne University in 2020, the Assistant Principal completing the Graduate Certificate in Principal Preparation at Monash and the BASTOW Victorian Aspiring Principal's Assessment (VAPA), along with Attendance at professional networks, DET initiatives and specifically targeted internal and external professional learning sessions including; Principal's Association of Special Schools, Barwon North Central Network Meetings, Regional Forum and the School Improvement Team contributing to the Whole school review. The School Wide Positive Behaviour Support (SW-PBS) team completed the Universal Prevention B training through the SWPBS initiative and completed Tier One, Tiered Fidelity Index (TFI) with the regional coach.

Achievement

Our Learning Specialist led PLC cycles and building the use of Universal Design for Learning (UDL) was the initial inquiry focus. This helped to cater for student diversity and embed the use of structured teaching in all classrooms and specialist programs such as, visual schedules and work systems to provide expectations for students to understand and act appropriately within their learning environment. Strategies included, formal Peer Observations, visits to colleague's classrooms and the sharing of ideas, and a particular focus on key students in each classroom, with individual goals set.

During remote and flexible learning in the April/May period, staff utilised home learning packs along with Seesaw and Home Learning Grids for differentiated content-delivery, and consequently developed new ways of providing the curriculum to students who may be required to attend school on a part-time basis due to their complex medical needs. At this time our UDL PLC focus shifted to how we could successfully engage a diversity of students in remote and flexible learning. From data, surveys and feedback, including from parents/carers, adaptations were made as necessary. Students responded well to hands-on learning tasks during this period, which as a regional specialist school, was a shorter timeframe than mainstream schools. As students transitioned back to school the focus shifted to using online learning tools in the classroom for engagement. Overall our parent community was very supportive and responsive during the remote and flexible learning period, assisting students with learning tasks, and providing feedback and meeting online or via phone with teachers.

A key improvement goal in semester two was on improving student learning outcomes in English, with a focus on communication. This included building student access to, and staff competency with, using AAC devices. Our Speech Pathologist supported this work providing their expertise during PLC meetings and delivering professional learning for

all staff, particularly in the use of LAMP. A fine grain Speaking and Listening (S&L) Curriculum Assessment Standard (CAS) assessment tool and an AAC rubric were created as ways to more effectively track student S&L growth. The Roadmap of Communicative Competence (ROCC) assessment was also introduced with specialised training undertaken by the Learning Specialist, Leading Teacher, Speech Pathologist and PLC leaders. The ROCC helps to identify a student's level of communicative competence, supports setting achievable goals, and tracks progress in small increments over time along a continuum from early emergent to independent. The Speech Pathologist also completed the Jane Farrall Literacy professional learning online module.

A '12 Teachable Moments' for AAC devices document was created as a visual prompt for staff on ways to promote student communication, whilst individual coaching, including by the Speech Pathologist, and Leaning Walks by the leadership Team, were features of the PLC improvement cycle. Teacher planning documents became more aligned to the agreed instructional model by featuring the 'Gradual Release of Responsibility' Model (I Do , We do, You Do), structured teaching stations and the explicit use of AAC devices. An ongoing emphasis in 2021 will be the importance of AAC devices being consistently used to support students to be strategic communicators. Tutor Learning Initiative funding will enable two experienced special educators (0.2 EFT each) to provide individual and/or small group learning catch-up instruction for targeted students who were shown to have made little or no learning growth in Speaking and Listening during 2020.

Comparative student data in Numeracy, English/Communication, and personal and social learning was collated and this data will help drive a continuing focus on student achievement. Examples include Victorian Curriculum Standards based rubrics, ABLES, CAS, and other assessments outlined in the annual Assessment Schedule. A PLC Initiative grant funded the purchase of a variety of assessment tools, including an additional Fountas and Pinnell Reading Assessment Kit, Heggerty Phonemic Awareness, Fitzroy Reading Assessments, ROCC and Essential Assessments. From January 2021, three staff (Principal, Assistant Principal and Learning Specialist) will undertake a 10 week online Harvard Dataverse course then introduce the process to school staff to support building their capacity to collaboratively study a wide range of evidence and use what they learn to improve instruction.

Our English achievement data, analysed using ABLES progress reports and Victorian Curriculum Standards based rubrics, showed an overall increase in data available as we had a total of 44 students who had two years of data at the end of 2020, compared to only 20 students at the end of 2019. Results for students who made a level of growth were as follows;

ENGLISH: 2019 - Reading 50%, Writing 50%, Speaking and Listening 35%. 2020 - Reading 64%, Writing 80%, Speaking and Listening 68%. MATHEMATICS: 2020 - Number and Algebra 68%, Measurement and Geometry/Statistics and Probability 64%.

A school culture of high expectations and a focus on improving student learning and achievement is demonstrated by increased Staff Opinion Survey results from 2019 to 2020 for 'Academic Emphasis' (75.98 to 78.63) and 'Collective Focus on Student Learning' (89.04 to 92.12). An increased result for 'Collective Efficacy' (79.74 to 80.83) shows that staff believe they are being effectively supported to build their knowledge and teaching practice to ensure positive student learning growth. The annual whole school Professional Learning Plan focused strategically on building the skills and knowledge of all staff, Teachers and Education Support.

Engagement

Our goal for 2020 was to increase student engagement with their learning. A major aspect of this was implementing and embedding the SW-PBS framework, including increasing teacher knowledge to collect student behaviour data, establish baseline data of student behavioural episodes, and increasing the SW-PBS team knowledge to support whole school professional learning. The school made the strategic appointment of a Leading Teacher (Student Engagement) with two days per week allocated to provide staff coaching to help support the establishment of classroom environments that are set-up for success. A Coaching Roadmap, templates, and a timetable were created for the allocation of coaching by the Leading Teacher and Learning Specialist, to ensure differentiated coaching support as identified through coaching conversations.

The Leading Teacher's role included chairing the SW-PBS Action Team, guided by an annual plan that prioritised the

implementation of tier one supports, as the school progressed toward fidelity of the SW-PBS framework in all three tiers. Reinforcing the “PBS Behaviour Matrix” and acknowledging expected student behaviours, were emphasised as important tier one supports. A curriculum day enabled delivery of SW-PBS content to all staff, the “Monty Shop” had its grand opening for our students to celebrate their success by trading “Monty Money” for tangible prizes, whilst “Monty the Moose”, our school mascot, made several surprise visits to classrooms. During remote and flexible learning, Education Support staff used the time to complete the Behaviour Support online DET Module ‘Prevent, Teach, Reinforce’. All staff were also provided further refreshers in the principles of ‘Team Teach’ delivered by a trained member of staff. The ongoing impact of the Covid-19 pandemic limited the opportunity to collect the full range of student behaviour data as planned, so this will remain a target in 2021.

In term four, the regional SW-PBS coach conducted a TFI at our school with the result indicating 70% fidelity at the Tier One level. He also provided a full day of professional learning for Action Team members, with their learning to be shared in early 2021, to continue to build the capacity of the whole staff team to implement the key elements of SW-PBS.

During remote and flexible learning our school distributed a range of technology and Wi-Fi support to students to ensure access to digital learning content provided by teachers via SeeSaw. Support was provided to staff by the eLearning leader and other key leaders in how to effectively engage students and families through online formats. School Connectedness (Sense of Belonging) received a strong result in the Attitude to School Survey (AToSS) with the statement “I am happy to be at this school” increasing from 87% in 2019 to 96% in 2020.

The Parent Survey Opinion result for overall General Satisfaction with our school in 2020 was 93%, up from 90% in 2019. This strong result indicates that our parents are generally satisfied with the education their child receives at Hamlyn Views School. Student Support Groups (SSGs) play an essential role in creating the learning partnership between the school and home. SSG meetings were conducted each term throughout the year, however from term two due to Covid-19 onsite restrictions, were held virtually via Webex. The response to this format was favourable by both staff and families, and will continue to be an alternative future option for SSG meetings. Parent endorsement of the statement “I am satisfied with the way my child’s ‘Program Support Group’ is working” increased from 70% in 2019 to 80% in 2020.

Strong and collaborative partnerships with parents are highly valued and by using Seesaw and SMS as communication tools, parents are being regularly updated and informed about their child’s school life. The school Family and Community Action Team was active throughout conducting online meetings, and despite the impact of Covid-19, devised innovative ways to engage with families for special events such as Harmony Day and Mother’s Day, using SeeSaw, Facebook and Webex. Parents actively engaged with SeeSaw during remote and flexible learning, with almost all families subscribed to the App. Hits to our Facebook page increased across the year as it was more regularly used to keep our school community updated and provide links to educational programs, such as ‘ABC School TV’. During remote and flexible learning, daily/weekly phone calls were also made with parents/families. Allied health staff created video models to support students transition back to onsite learning, and manage new or changed processes, such as temperature checks.

Responses however for all questions in ‘Parent Community Engagement’, ranged from 60% to 73%, and this is an area identified as an improvement focus in 2021. Strategies will include the introduction of scheduled onsite Parent Forums that feature invited guest speakers, and the establishment of a School Council Fundraising Sub-Committee. Access for parents to the school’s COMPASS Management System will also be investigated, along with redefining school community expectations regarding staff electronic communication with families. A successful National School Chaplaincy grant application, obtained in late term four, will enable the appointment of a two day per week Chaplain in 2020 auspiced through an approved Chaplaincy service. It is anticipated they will have a role connecting and building relationships with parents/carers, along with supporting the positive engagement of students in a variety of ways.

The student absence result of 24.4 average days in 2020 continued the downward trend of the past three years. Student attendance data is reviewed by the School Leadership Team, with any unexplained absences followed-up, with ongoing concerns addressed through SSG or Care Team meetings that often involve family support workers. Parents/Carers are given regular reminders in the school newsletter about the importance of good school attendance and the processes in place to support this at our school. This includes being notified on the day of a student’s absence by an SMS message if an explanation has not been provided by 11:00am. It is acknowledged that some students, due to their complex medical needs, have extended periods of absence due to ill health or hospitalisation. Overall, school-

wide data shows the general student population attends school regularly, however late arrivals have become more frequent and a matter to address in 2021.

The Resource Smart initiative was progressed by the Resource Smart Action Team, an annual Action Plan was developed, and supported by the whole school community and a Student Green Team. School events were held as practicable across the year to highlight the importance of sustainable practices and caring for our environment. A Green pledge “We care for our planet and help others to do the same” was developed as a way to simplify the message with the broader school community. A Student Leadership Group was initiated and elected team members contributed their views on a number of whole school projects, including the naming of our three buildings with local Waddarung bird names. Building signs have been designed and will be erected in 2021.

Wellbeing

A key focus for in 2020 was prioritising the health and wellbeing of our school community with the Covid-19 pandemic which had an impact on the mental health and wellbeing of students, staff and families. School leaders, alongside our ‘Staff Wellbeing Action Team’ and ‘Respectful Relationships and Health Promotion Action Team’ led targeted professional learning and devised other creative initiatives to support everyone to manage in a “new normal” Covid-19 environment.

Scheduled across the year were Student Free Days and staff meetings that included a student and/or staff wellbeing focus. The NESLI - Staff Wellbeing Toolkit video modules were completed by all staff, and a range of fun and engaging staff activities were scheduled for voluntary participation, such as Friday Night Trivia, Family Feud and Club Med @ HVS. School Leadership members and Staff Wellbeing Action team members accessed several Bastow online ‘Wellbeing’ professional learning webinars and shared content with staff. During remote and flexible learning the school weekly meeting schedule was modified to support staff workload and ensure sufficient time for check-ins and planning with teams, and to adjust plans and processes to meet changing operational guidelines. A weekly ES meeting was introduced, facilitated by a ES staff member with a special payment. Staff “Buddies” were also initiated as a way to check-in with colleagues working at home.

Our Wellbeing Team was strengthened in 2020 with the appointment of an additional (0.6) Inclusion Coordinator. The team had a key role supporting students and families throughout the year. With the switch to remote and flexible learning an audit was conducted to identify our most vulnerable students using a ‘Students at Risk Planning Tool’. This process ensured each of these students and their families were regularly communicated with, and any support needs addressed with the wider care teams. With food security a concern during the state-wide lockdown, home food packages were distributed with supplies obtained from the ‘Breakfast Club’ and ‘Foodbank’. Target vouchers, provided by the Geelong Community FRRR Foundation ‘Back to School Program’ were also given to identified families to purchase essential home learning resources such as pencils, art supplies or sport equipment. Each term ‘Eat-Up’ also delivered sandwich items that students could access if without food at lunchtime.

As a growing school the need for key staff to attend Care team and Professionals meetings has increased. A ‘Protocol’ was developed to support this requirement, with these meetings now facilitated by our Inclusion Coordinators, to reduce the expectations on classroom teachers. Work with DHHS Child protection and family services is continuous and extensive, as we aim to support a holistic approach to student health and wellbeing.

During remote and flexible learning, parent phone calls were made by Teachers and Wellbeing staff to check on the welfare of disengaged and/or vulnerable students, along with home visits were necessary. During this time most external services that provide support to these families weren't available due to COVID-19 work limitations so much of this responsibility fell back onto the school.

Student ‘Safety’ at our school is an agreed value and important priority. The Parent Opinion Survey ‘Managing Bullying’ showed an increased result in this area, from 75% in 2019 to 80% in 2020. Student responses to the statement in the AToSS “I feel safe at school” also increased, from 91% in 2019 to 92% in 2020.

Our ‘Respectful Relationships and Health Promotion Action Team’ led the alignment of the Respectful Relationships curriculum planning documents with SW-PBS to enable more consistent and explicit teaching of key elements. In 2021,

these Action teams will combine to help facilitate this common approach to teaching key concepts and progressing improvement foci together. The mantra, “The Hamlyn Views Way” was introduced as we aim to create an agreed understanding of ‘How we act and treat each other.’ Several surveys were conducted to determine common whole school beliefs, and initial work began documenting these principles. Progressing this work will be a focus in 2021.

In the lead up to the School Review we had a strong focus on ensuring our compliance with the Victorian Registration and Quality Assurance (VRQA) and Child Safe Standards. During the Review process we were assessed by the School Reviewer as fully compliant, with all aspects of our documentation and visual checks, meeting the required minimum standards.

In 2021, our school will be funded to employ a Mental Health Practitioner (0.2). This is a new, two-year funded initiative for Specialist schools, and will help to extend the support available to our secondary age students experiencing mental health issues.

Financial performance and position

The financial result for HVS in its third year of operation was a surplus of \$12,309. There were no extraordinary items of revenue and there were no extraordinary items of expenditure. Additional sources of funding received outside of the SRP included:

- \$112,594 Equipment Boost Funding used to purchase therapy equipment;
- \$10,981 Bastow Unlocking Potential funding for professional development
- \$17,255 University of Melbourne Scholarship funding for 3 staff members undertaking Masters of Learning Intervention studies
- \$10,950 in Sporting Schools Funding used to fund the acquisition of sports equipment
- \$5,000 donation from WDEA Works used to purchase therapy equipment including musical instruments.

Equity funding received of \$66,439 contributed towards the employment of an Inclusion Co-ordinator and Speech Therapist and the provision of relevant professional development for staff.

Included in our financial commitments is \$13,001 held towards the future acquisition of a school bus. Due to cash flow requirements it was necessary to withdraw \$30,000 from this reserve during 2020. All proceeds from fundraising remain in this reserve.

A new operating leasing agreement was entered into during the year to provide an additional multi-function device in the Later Years building.

We believe that the resources of the school have appropriately supported our students to achieve the learning, engagement and wellbeing outcomes in 2020.

For more detailed information regarding our school please visit our website at
<https://hamlynviews.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 70 students were enrolled at this school in 2020, 23 female and 47 male.

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

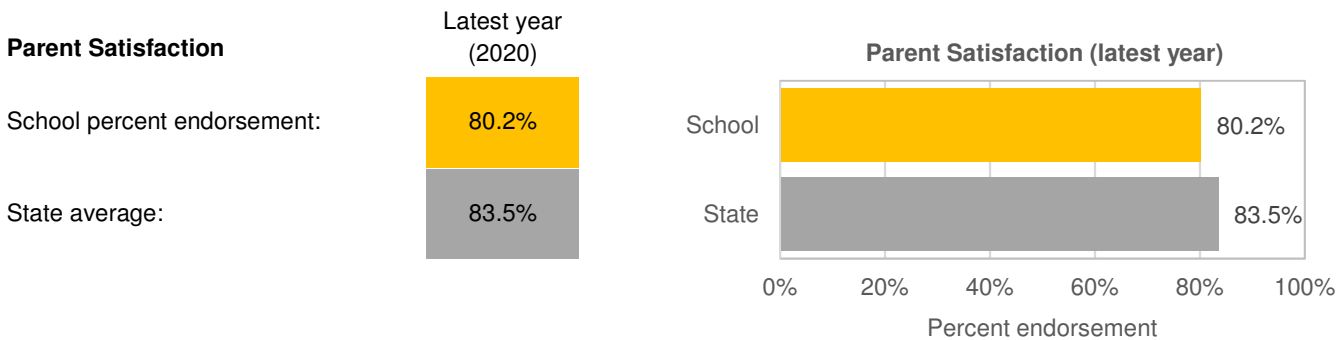
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

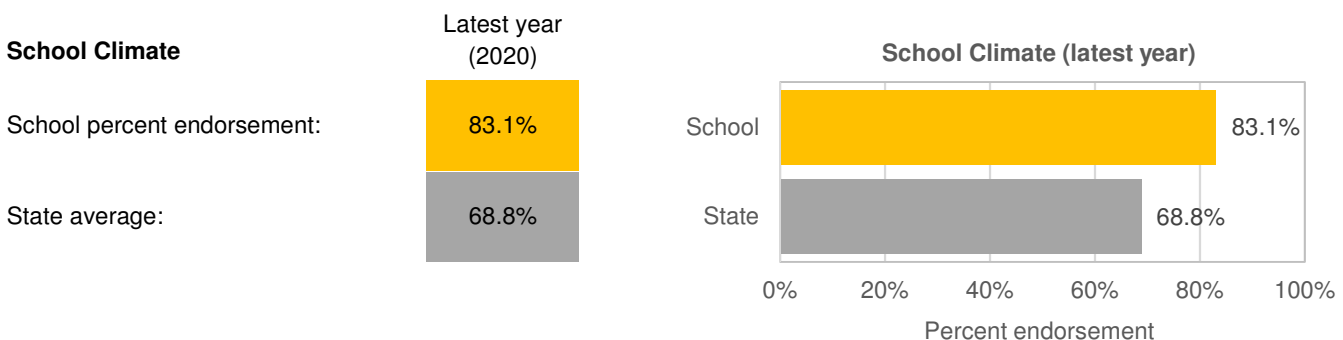


School Staff Survey

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.



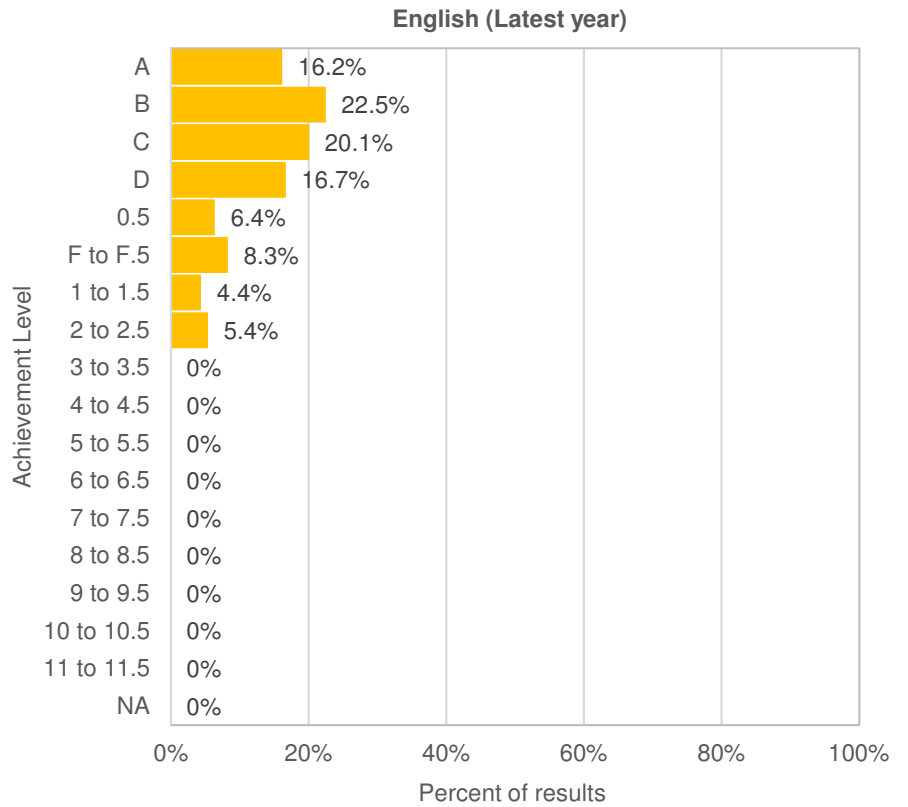
ACHIEVEMENT

Teacher Judgement of student achievement

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

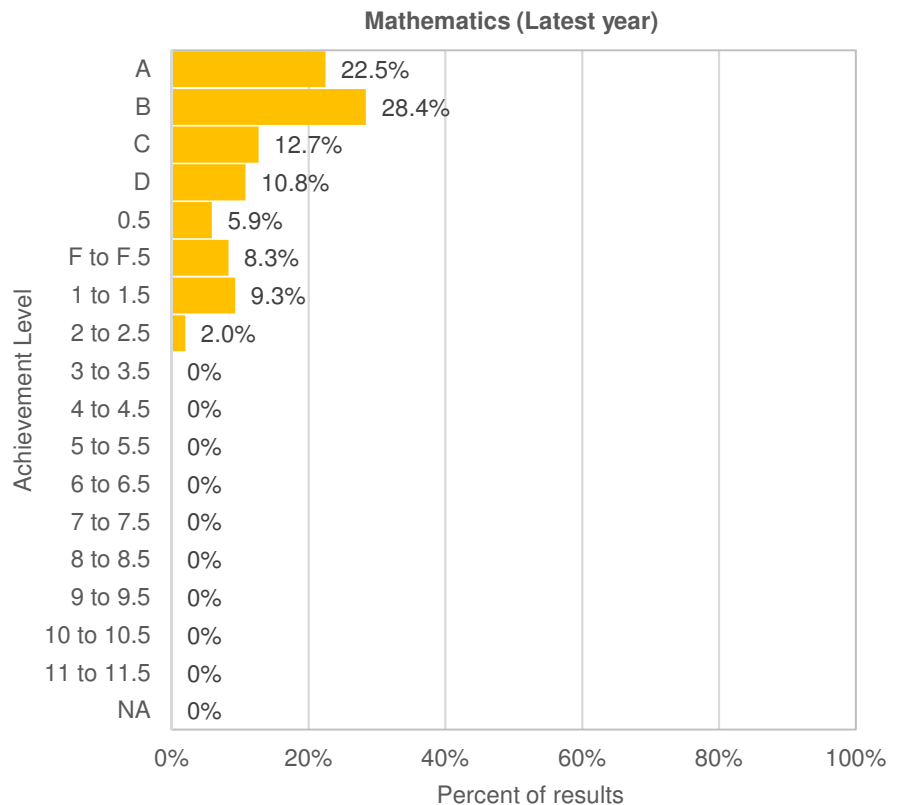
English

Achievement Level	Latest year (2020)
A	16.2%
B	22.5%
C	20.1%
D	16.7%
0.5	6.4%
F to F.5	8.3%
1 to 1.5	4.4%
2 to 2.5	5.4%
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



Mathematics

Achievement Level	Latest year (2020)
A	22.5%
B	28.4%
C	12.7%
D	10.8%
0.5	5.9%
F to F.5	8.3%
1 to 1.5	9.3%
2 to 2.5	2.0%
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:	NDA	27.7	25.9	24.4	25.6

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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,300,541
Government Provided DET Grants	\$369,184
Government Grants Commonwealth	\$10,950
Government Grants State	\$9,567
Revenue Other	\$27,412
Locally Raised Funds	\$21,865
Capital Grants	NDA
Total Operating Revenue	\$3,739,520

Equity ¹	Actual
Equity (Social Disadvantage)	\$66,439
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$66,439

Expenditure	Actual
Student Resource Package ²	\$3,333,814
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$754
Communication Costs	\$6,456
Consumables	\$51,566
Miscellaneous Expense ³	\$11,934
Professional Development	\$8,818
Equipment/Maintenance/Hire	\$105,532
Property Services	NDA
Salaries & Allowances ⁴	\$62,747
Support Services	\$40,690
Trading & Fundraising	\$1,620
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$114
Utilities	\$103,167
Total Operating Expenditure	\$3,727,211
Net Operating Surplus/-Deficit	\$12,309
Asset Acquisitions	\$37,934

- (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	\$115,231
Official Account	\$43,027
Other Accounts	NDA
Total Funds Available	\$158,258

Financial Commitments	Actual
Operating Reserve	\$65,566
Other Recurrent Expenditure	\$2,884
Provision Accounts	NDA
Funds Received in Advance	\$16,696
School Based Programs	\$29,148
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$33,272
Asset/Equipment Replacement < 12 months	\$13,001
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$160,566

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.