

# 2020 Annual Report to The School Community



School Name: Yarra Me School (3552)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](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 27 April 2021 at 06:21 PM by Nance Sidoti (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 28 April 2021 at 11:20 AM by Nicholas Abbey (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

“Compassion, Collaboration, Capacity”

We are deeply passionate about being champions for positive and respectful relationships, inclusive learning and building resilience.

Our Mission is to be Centre of Expertise focused on delivering personalised, evidence based education models with partnerships that support life-long learning

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

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

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

YarraMe School uses therapeutic and crisis prevention strategies to understand and respond to student behaviour, such as functional behaviour and safety plans within a personalised learning framework. These Behaviour Support Plans are developed over time and inform strategies and actions for success. The School Wide Positive Support (SWPBS) framework is implemented across our intake and outreach programs. SWPBS builds a continuum of support for staff and students, which is supported by a three-tiered model. At each tier there is an emphasis on outcomes in the form of behaviour expectations for student and staff behaviour, and data to guide decision-making on the best practices needed to support student learning and social behaviour.

In 2020, YarraMe School provided three intake programs across two locations, Hurstbridge and Preston, and three outreach services, these include the Inclusion Support Service, supporting students with social and emotional needs in the mainstream primary school setting, Secondary Consultation for a case conference to provide guidance to primary schools on complex student behaviours and a Professional Learning service providing specific training to educators and allied health professionals in the areas of Autism, Attachment and Trauma Theory and Autism, and Mental Health and Wellbeing training.

Each of the intake programs caters for different cohorts. The Preston campus has two programs, the Junior Program catering for students in years one to three, and the Senior Program for students in years four to six. The education program at the Hurstbridge Farm is provided to students in Out of Home Care who reside in the Department of Health and Human Service residential facility.

The school has 16.3 equivalent full-time staff, made up of 1 Principal, 2 Leading Teachers, 12 teachers and 4 Education Support Staff.

The teachers at YarraMe School work in dedicated teams within a multidisciplinary framework to provide the best educational outcomes for the students referred to the programs. YarraMe School teachers work in collaboration with referring schools in a coaching role to develop a broader range of strategies to support students in Out-of-Home-Care

and students presenting with complex behaviour needs. The teachers are often involved in consultation, liaison and professional development to schools and other agencies.

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

A number of program changes were made in 2020 to adjust to the outbreak of Coronavirus (COVID 19) in the community. These included the introduction of remote learning and the development of a new service for parents, the Parent Help Desk. In response to COVID-19, YarraMe established a Help Desk for parents and carers to assist in supporting children with complex needs who were learning from home, was offered to all parents state-wide. The purpose of this service was to provide parents and carers with the opportunity to discuss your child's behaviours, which may be impeding their ability to learn at home.

Throughout 2020, YarraMe School staff were adept in accommodating the significant program changes. High levels of collaboration and cooperation amongst staff was fundamental in responding to the changing environment. The 2020 School Staff Survey, included additional responses from staff. In addressing the complex education, health and wellbeing needs of the YarraMe School students and their families, staff continued to meet all requirements achieving 100% across SSG, IEP and positive family connection and curriculum planning. Comparatively, other special schools achieved 79% and the state-wide result was 71%. Data obtained from the use of the Student Engagement Matrix which was adapted for use during periods of remote learning showed that high levels of teacher connection equated to high levels of student engagement. This is largely resulting from the enormous positive effect of the teacher-student relationship and the daily check ins that occurred with families.

YarraMe School was able to address the significant and ever changing OH&S measures quickly. Responses to the Staff Health and Wellbeing component saw 100% positive endorsement for all of the actions taken by the school to provide a 'safe and supportive work environment'. This is also evidenced by the outstanding results of the COVID19 OHS Audit December 2020. YarraMe School established a Staff Mental Health and Wellbeing Committee early in 2020, allowing the school leadership team to put in place effective preventative measures such as Mental Health training and daily team check ins.

### Framework for Improving Student Outcomes (FISO)

The YarraMe School Strategic Plan 2019 – 2022 has captured five FISO initiatives and uses pre and post placement data to measure the effectiveness of the teaching programs and growth in improvements for students learning goals. As well our post data collection measures indicators of inclusion and success once our students re-integrate back to their main schools.

The Key Improvement Strategies under each of the FISO initiatives in the 2020 Annual Implementation Plan include:

- Building practice excellence**
- Develop the capacity of Yarra Me leaders to lead and model best practice.
  - Evaluate and promote the evidence based YarraMe School Model that meets the specific needs of students with emotional and social needs that often leads to challenging behaviours and embed these practices across all programs.

**Curriculum planning and assessment**

- Embed the school's focus on functional behaviour assessment to inform planning and practice and personalisation of student learning.
- Finalisation of the Yarra Me 'Ready to Learn' Social and Emotional Curriculum, that incorporates the Victorian Curriculum Personal and Social Capability, Essential Core Skills, Social Skills Improvement System (SSIS) to guide the development of Personalised Learning Plans (PLP)

**Building leadership teams**

- Continue and strengthen partnerships with educational institutions and State and Federal Governments
- Development of YarraMe School as a 'Centre of Expertise' in building the capacity of mainstream schools through the delivery strength-based, personalised learning programs, and professional learning to educators.

Empowering students and building school pride

- Empower families and caregivers to support their child.
- Alignment of the current social skills programs with the Social Skills Improvement System (SSIS) topics, and the development of a moderation system that measures student achievement.

Setting expectations and promoting inclusion

- Provide support to early childhood educators in preschool settings.
- Build referring schools' capacity to work with students post intervention.
- There is a strong evidence based link between regular attendance at school and maximised learning outcomes.
- Development of school wide attendance strategy to address student disengagement and unapproved nonattendance; and to engage each Team around the Learner to engage in the process.

### Achievement

YarraMe School provides short term learning intensive programs that are designed to identify and address student deficits in their Social and Emotional skills. Many students referred, experience significant challenges in Self-Awareness, Self-Management, Social Awareness, Relationship skills and Positive Decision Making. These challenges impact on their self-confidence and their 'readiness to learn'. In the School Behaviour Rating Scale (SBRS) pre intervention data indicated that there were two areas common across all cohorts in 2020, with greater than 70% of students falling into the severe range of: Aggressive Behaviours, General Classroom Behaviour and Development of Social Skills. General Classroom Behaviour Scale includes: a student's capacity to follow classroom rules, being able to follow instructions, come prepared to learn, and not be overly distracted by others. The Strengths and Difficulties Questionnaire which measures the efficacy of the YarraMe School intervention (start and end) further supports the clinical needs of our student cohort: Emotional Problems, Hyperactivity and Peer Problems. It is the focus of our work to develop a comprehensive, personalised intervention and learning plan for each student to ensure positive growth in their social and emotional goals. Prior to any student commencing in our programs, a comprehensive learning profile is developed from the student's educational and medical history, cognitive and speech assessments, family background and observations on peer relationships.

We are proud of our students' achievements across our intake programs at Hurstbridge and Preston. In 2020, 100% of the students that exited the programs had quality assured Personalised Learning Plans and Behaviour Support Plans. Social and Emotional Learning Skills are benchmarked at the start and at the end of the intervention to measure growth of each student in our programs. The SSIS - SEL Monitoring Scale Scores was used for pre and post data collection in 2020 as the Whole School Data Collection in SEL for students aged between 6 and 12. Improvements across all eight domains of the SSIS were indicated for YarraMe School. What is important to note is that the achievements in the SEL goals are matched by growth and improvement in Reading and Mathematics skills.

After a range of diagnostic assessments (SSIS, SBRS, WISC, CELF, SPAT, YARC, PAT Maths, PAT Reading) are captured and analysed, a Personalised Learning Plan is developed for each student that includes SEL goals drawn from their entry data on the five SEL competencies.

Results from CELF Pragmatics Profile allows for personalisation of instruction using a structured synthetic phonics program. Of note in 2020, 60% of students' experienced significant difficulty in 'turn taking and social interactions', the use of 'appropriate communication in group activities' and 'response to teasing, anger and failure'. All students took part in Social Emotional Learning during their placement, which supported their ability to self-regulate and helped practice skills such as group dynamics, relating to others verbally, asking for help, using appropriate behaviours for gaining attention and reading body language. Both the CELF-5 Pragmatic Profile results and the SSIS-SEL data were used to inform SEL programming.

Across the whole school the SEL goal achievement scores were: 79% 'Achieved', 16% 'Working Towards' and 5% not assessable. When tracking individual achievement using the Social Skills Improvement System we are able to show significant progress against each student's learning, social skills and readiness to learn goals. Academic achievement is measured once progress in the SEL domains is made. Moderation of student goal attainment is used to assess each students' progress, and the achievement of these goals is recorded on the student's individual Chronicle Profiles and reported to the Student Support Group.



Through 2020, 86 students were supported in total across the six programs delivered by YarraMe School. Student numbers in 2020 is lower than previous years as we were not able to enrol a second cohort of students in the Preston programs. This was due to the disruption caused by COVID-19, which meant that the semester 1 student cohort was extended by an additional term placement. Of these 89% were boys and 11% were girls. Primary School aged students made up the majority of overall student numbers, being 98.5%.

Schools referring to YarraMe School are from three NWVR Areas: North East Melbourne Area (NEMA) 53.4%, Hume-Moreland Area 30.2%, and Loddon Campaspe Area 16.4%

In 2020, 36.9% of students enrolled at Yarra Me School were funded under 'Severe Behaviour' for Program for Students with Disability. Just over 25% of students referred to our programs had a formal diagnosis of Autism or were in the process of seeking this diagnosis. Over the past four years, the co-morbidity of the students referred to our service with Attention Deficit Disorder, Oppositional Defiance Disorder and Anxiety has increased to 36%; with only 15.3% who have accessed Child and Adolescent Mental Health Services, and only 10.9% with a Mental Health Care Plan prior to referral to YarraMe School.

Our post intervention data tracking system measures how well these scaffolds are implemented in mainstream schools at 3, 6, 12 and 18 months of leaving our programs.

Looking at the 12 month data from 2017 -2020, there are some consistent trends emerging. Over the course of the four year period, 96% of students are still enrolled at the referring school, 12 months post placement. We also see the huge take up of SSG's with 92% of schools running regular meetings to support students. However when we look at school suspensions, close to 47% of students continue to be suspended at the 12 month mark post placement. It is clear that schools need to develop a range of alternatives to suspensions. School-wide Positive Behavioural Interventions and Supports, Restorative Justice, and Social and Emotional Learning are three alternative disciplinary models that have been shown to reduce suspensions and benefit student achievement. Alternative actions to suspension do work, particularly those that are implemented before the point of suspension is reached.

In 2020 the focus for further developing teacher skills included: Growth Coaching, Respectful Relationships Modules, Prevent Teach Reinforce, Disability Standards for Education, Meditation: Smiling Minds, NDIS, SWPBS, Team Teach Behaviour Training, as well as completing the bespoke YarraMe professional learning courses on Attachment and Trauma Training and Wellbeing and Mental Health. This focus was firmly indicated by the results of the 2020 School Staff Survey: Professional Learning Summary Module being 97.0%. Of note, the Special School state average for Professional Learning Summary Module was 70.3%.

In 2021, all YarraMe School teachers will be implementing the SSIS Instructional Model to drive assessment to teaching and learning. We will be working with an external consultant over the course of the year.

## Engagement

YarraMe School seeks to engage students directly in our programs by the provision of a Social and Emotional Learning Intensive. We work to engage students in their referring schools through the negotiation of positive transition plans. Our school recognises that the social, physical and emotional wellbeing of students supports effective learning. Therefore the emphasis of all individual learning programs is developed in line with the wellbeing needs of each student. Relationships are key to all our work with students and schools. We aim to build positive, supportive relationships with all students and their families with a focus on their abilities and strengths. We do this by using personalised goal setting plans and advocating for the learning needs of individual students. The positive student teacher focus can be evidenced in the results from the 2020 outreach data below, where a wide range of collaborative approaches are identified.

Student attendance data for 2020 (including during remote learning) indicates that whole school attendance average was 84%. (Note the percentage reported in the Performance Summary is inaccurate, and does not take into account transition days at mainstream school) Non-attendance by students is also managed through immediate individual follow up with families/carers and mainstream school support personnel. Of concern is the growing number of students referred to our service who are attending school on a 'part time basis'. Whilst it is important to consider the students' readiness to learn in a school setting, it is our expectation that our students attend school full time. Whilst, YarraMe School will do everything to advocate for students' full time attendance at school, this is an area that requires a DET

system response.

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

A major part of the teachers' role at YarraMe School is to provide specialist consultation to teachers and leadership teams in primary schools. A summary of the Outreach Supports provided by YarraMe School teachers from the Junior and Senior Programs in 2020 is broken down as follows:

Please note: more than one support can be provided in one scheduled outreach visit.

- \* Teacher Meeting - 20%
- \* Review BSP/PLP - 17%
- \* Coaching Session - 16%
- \* Strategy/Accommodation - 16%
- \* Training Education Support Staff - 11%
- \* 1-1 Student Counselling - 9%
- \* Team Teaching - 6%
- \* Telephone/email further follow up 3%
- \* Parent/Carer Meeting - 2%

Comparatively, the outreach summaries provided by the Inclusion Support Service provides a very similar hierarchy of supports to referring schools:

- \* Teacher Meeting - 166
- \* Review BSP/PLP - 141
- \* Coaching Session - 133
- \* Strategy/Accommodation - 137
- \* Training Education Support Staff - 53
- \* 1-1 Student Counselling - 73
- \* Team Teaching - 53
- \* Telephone/email further follow up 23
- \* Parent/Carer Meeting - 20

In 2020 a number of targeted professional development sessions were provided to mainstream schools by our outreach staff with the aim of providing greater understanding of students with trauma history and how to best address their learning needs in the classroom. In 2020, 205 educators completed the Attachment and Trauma Theory (ATT) course. The Pre collected from educators revealed that only 62.4% rated their skills as 'Limited' in planning and implementing interventions for students with attachment and trauma needs, and on completion of the 20 hours professional learning in the ATT course 99.5% participants rated their skills at 'Sound' and 'Comprehensive'. In July 2020, the Wellbeing and Mental Health course was launched. There were 72 participants that registered for the course. Prior to starting the course, 43% of participants rated their current skills in using the response to intervention framework to support student wellbeing and mental health as 'limited' and on completion 86% as 'Sound' or 'Comprehensive'.

Over each term in 2020, YarraMe School delivered professional learning in Autism Executive Functioning to educators. In total, 194 educators (education support staff, allied health and teachers) completed this training. This training is made available through a webinar platform, making the learning more accessible to regional and rural areas. Feedback on the training confirmed that over 98% of participants agreed or strongly agreed that 'The learning outcomes of the training were addressed' and that 'The content was relevant to my job'.

We started 2020, with three teachers in the metropolitan area and one teacher based in Bendigo providing an outreach service to mainstream primary schools. These teachers were reallocated to the Parent Help Desk when COVID school restrictions were in place. In term 4, the number of teachers in the Inclusion Support Service grew to 9 teachers. This was largely because of program adjustments necessary during 2020 but also due to building works that took place over October and November.

Feedback from leadership teams for this on-site support was described as 'timely' as the outreach service aligned with the return to onsite schooling for metropolitan schools. The pre evaluation surveys collected from teachers and



leadership teams during this period revealed that 60% rated their skills as 'Limited' in planning and implementing interventions for students with additional needs, and on completion of the Inclusion Support Service, over 78% assessed their skills as 'Sound'. When teachers and leadership teams were asked 'How do you rate your knowledge and understanding in the area of behaviour disorders?' over 63% responded that their knowledge was 'limited' and on completion of the Inclusion Support Service over 75% noted an improvement to 'Sound'.

**Wellbeing**

Wellbeing of students is of paramount importance at YarraMe School

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

The School Wide Positive Behaviour Support Program provides the framework for establishing a safe and collaborative environment. Explicit teaching of emotional regulation supports students to increasingly self-manage. Transactional supports to promote and negotiate positive outcomes, the establishment of school and class rules consistent with our school values, and the implementation of reward systems are all effective tools for promoting improved self-management, safety and wellbeing. Student Profiles on Compass Chronicle have been maintained for all students providing key information specific to the student. Implementation strategies support the identification and development of Behaviour Support Plans and interventions external to the school.

As a specialist school catering for students with social and emotional needs, the wellbeing and safety (for all members of the YarraMe School community) became a management priority for the leadership team. Data from the 2020 School Staff Survey affirm that leadership responded quickly to safety concerns with 100% in comparison to the state average of 78%. Key to timely responses to safety, is the high level of staff consultation and participation in this area, 100% in comparison to the state average of 77%

The leadership team maintains rigorous safety and wellbeing processes which included strengthening School Wide Positive Behaviour Support through professional workshops, and whole school reviews of 'Critical Incident Response', 'Discharging Care Plans' and in the development of risk Management Plan's for complex student referrals, and regular case conferencing by teachers to support challenging student behaviour. These rigorous and effective processes are an important part of setting successful preconditions for the delivery of onsite programs. In 2020, YarraMe School developed a 'Behaviour Risk Register' so that student Behaviours of Concern can be grouped and mapped against classroom, school wide and emergency responses to set optimum pre conditions for safety, learning and teaching.

A new student wellbeing measure will be introduced in 2021. Rumble's Quest is a validated and reliable measure of social and emotional wellbeing for primary school children. It is presented as an engaging computer game that makes it easy for children to respond to questions in a natural way. Rumble's Quest offers a scientifically validated process for assessing multiple dimensions of child wellbeing. It uses age appropriate methods that are designed to help 6-to-12 year-old children report directly about the way they experience the world. Rumble's Quest is an effective tool for assessment, program planning, and program evaluation. It helps schools to: understand children's strengths plan supportive action in response to identified opportunities for growth review the effects of those actions once undertaken. The report generated for each student will be used by teachers to enhance our understanding of wellbeing and mental health issues and address these within the current personalised plans.

**Financial performance and position**

At the end of 2020 our SRP held a surplus of \$178,632.

A Mod 5 Administration building was provided by the VSBA which meant that funds targeted for building works were now able to be spent elsewhere. The new building took some of this money in the form of landscaping, ICT connectivity and furniture/fittings. The major capital works then became the creation of a new secure staff car park as

the Administration building was placed in the existing car park area.

A grant from Sporting Schools of \$650 which was received which we invested in sporting equipment. A further grant of \$2,781.82 was received under the School Shade Sail program supported by the Anti-Cancer Council. These funds allowed us to replace a shade sail and purchase sun hats and sunscreen for all students as well clothing for our Hurstbridge Farm students.

We were again provided with funds by DET totalling \$19,286.21 to invest in the bushfire preparedness program at Hurstbridge Farm.

With so many people working from home in 2020 due to COVID-19, our Professional Learning programs were in high demand and contributed \$6,000 to school funds.

**For more detailed information regarding our school please visit our website at**  
<https://www.yarrame.vic.edu.au>

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 0 students were enrolled at this school in 2020, 0 female and 0 male.

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

### Overall Socio-Economic Profile

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

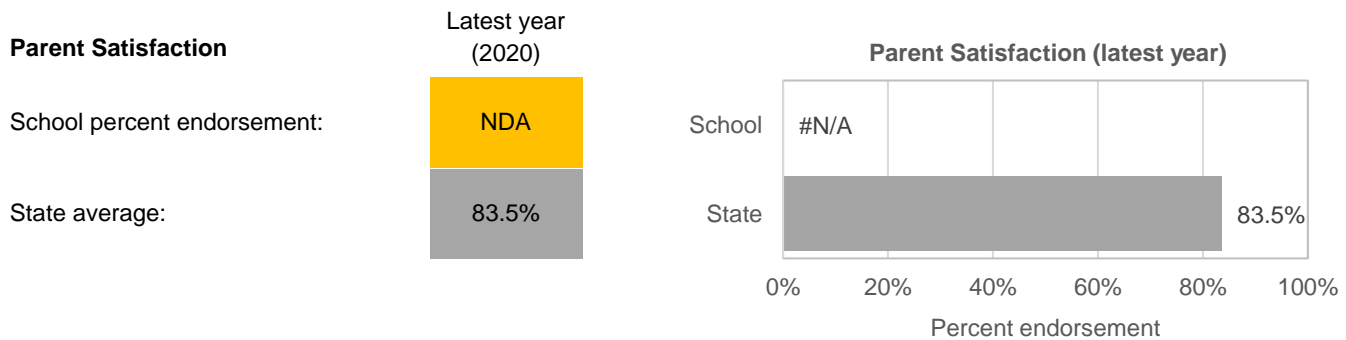
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

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

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

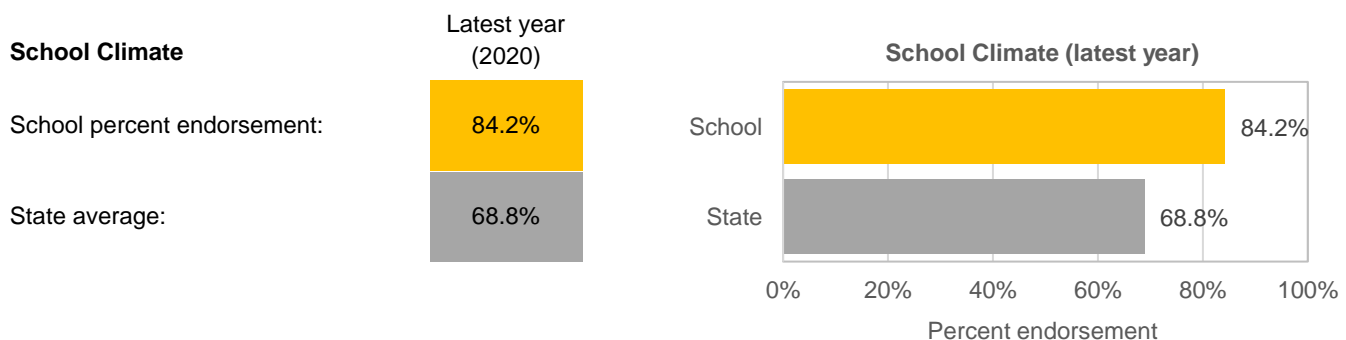


### School Staff Survey

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

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

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



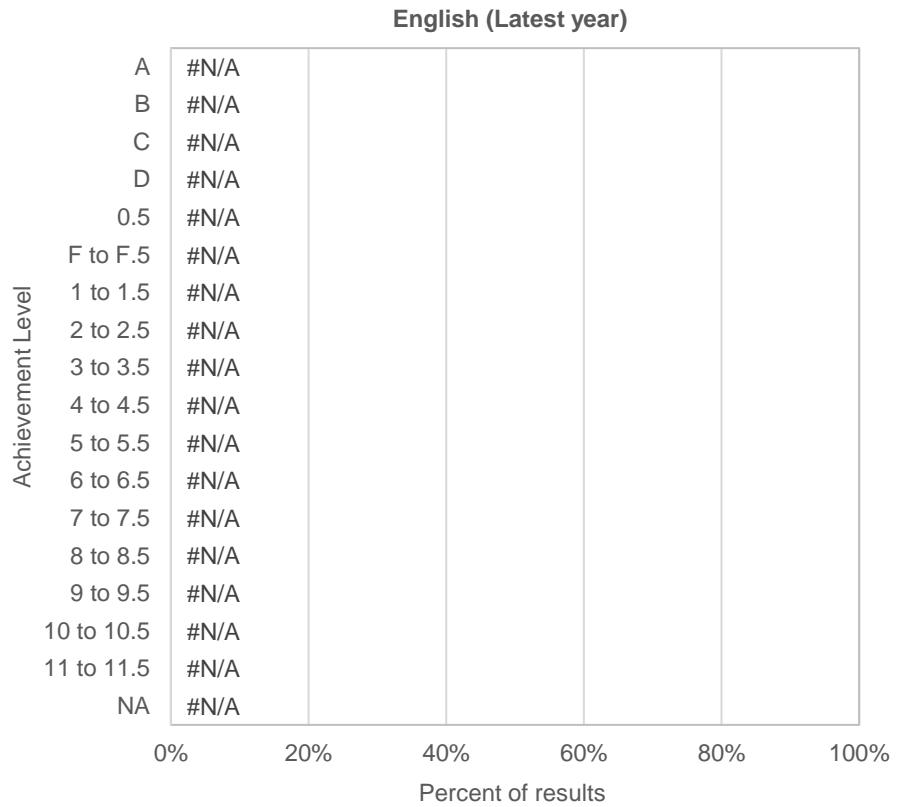
## ACHIEVEMENT

### Teacher Judgement of student achievement

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

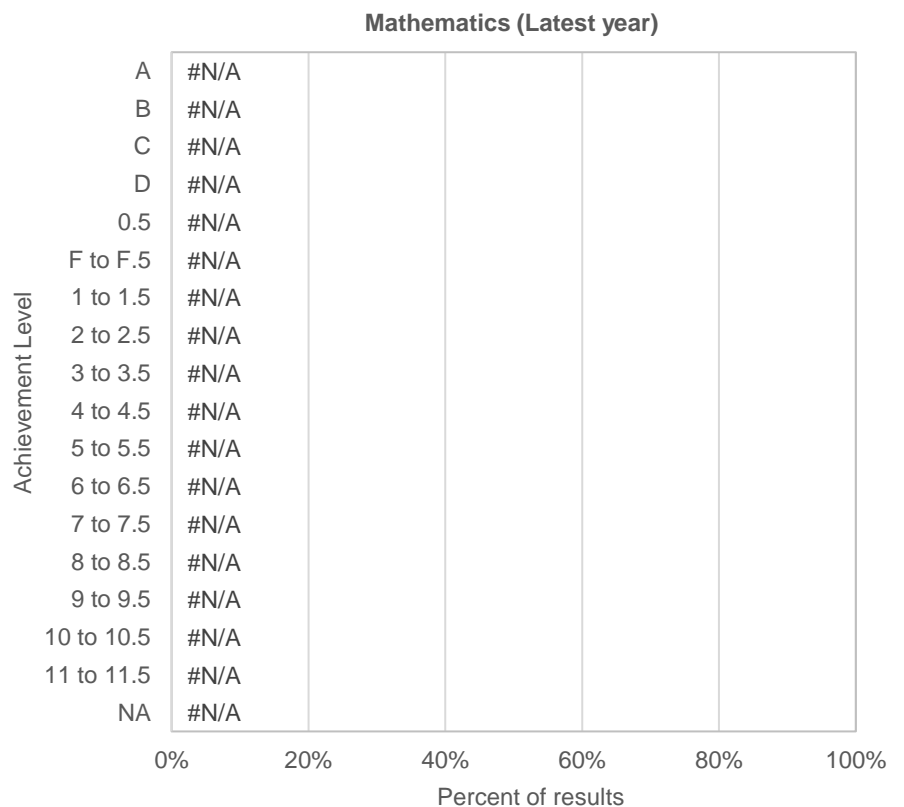
#### English

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



#### Mathematics

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



## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. 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:	21.7	30.6	15.4	13.0	20.6

### 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	NDP	100.0%	100.0%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,137,713
Government Provided DET Grants	\$327,313
Government Grants Commonwealth	NDA
Government Grants State	\$4,932
Revenue Other	\$13,481
Locally Raised Funds	\$2,251
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,484,190</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,960,315
Adjustments	NDA
Books & Publications	\$417
Camps/Excursions/Activities	\$1,551
Communication Costs	\$12,563
Consumables	\$32,135
Miscellaneous Expense <sup>3</sup>	\$11,874
Professional Development	\$14,007
Equipment/Maintenance/Hire	\$56,097
Property Services	\$96,660
Salaries & Allowances <sup>4</sup>	\$15,059
Support Services	\$59,075
Trading & Fundraising	NDA
Motor Vehicle Expenses	\$9,288
Travel & Subsistence	\$753
Utilities	\$10,092
<b>Total Operating Expenditure</b>	<b>\$2,279,887</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$204,303</b>
<b>Asset Acquisitions</b>	<b>NDA</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	\$165,524
Official Account	\$23,361
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$188,885</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$40,024
Other Recurrent Expenditure	\$33
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$85,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$63,829
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$188,885</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.*