

2021 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).
- 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 2021 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 08 April 2022 at 08:22 PM by Anthony Jackson (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2022 at 11:32 AM by Nerida Auld (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 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.

How to read the Annual Report (continued)

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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 with a total of 265 students enrolled in 2021 (82 female and 183 male). The Student Family Occupation and Education Index (SFOE) is 0.5368 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 12 (3%) Aboriginal and Torres Strait Islander students. 7.43% of students are identified as at risk with 13% of students having an access alert or restriction. 2.23% are refugees. This is well above other schools within the state and local area. 48% of students are identified as disadvantaged with 130 students receiving equity funding and 11 students in out of home care (OOHC).

57.5% of students were born in countries other than Australia. 22.3% of all students speak a language other than English at home of which 16% are Australian born. Overall, only 42% of all students are Australian born with 17% of students born in Vietnam and the remainder of students born in 12 other countries. 21 language backgrounds are represented by our families with 40% 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 (OSHC) 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).

The school has four Principal Class Officers (Acting Principal and two Assistant Principals), three Leading Teachers, two Learning Specialists supported by eight PLT Leaders. We have 41.7 FTE teaching staff and 38.4 FTE Education Support staff (53 Total). Jackson School does not have any Aboriginal and Torres Strait Islander (ATSI) staff. Workforce stability due to the Disability Inclusion Reform and Government's vaccination mandate had a significant impact on staff resourcing, recruitment and succession planning.

Framework for Improving Student Outcomes (FISO)

Embedding a culture of excellence in teaching and learning, strengthening community engagement in learning and creating a positive, inclusive climate for learning continue to be identified as improvement priorities in 2021 based upon the 2020 school review as a part of our new 2020-2024 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.

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 is 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.

The data in 2021 was used to refine 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 dropped informed by survey feedback from staff, students and their families. The overall school performance group is "Recharge" with strong but slightly declining performance compared to previous years where recharging efforts will lead to continued improvement. The exemplary collaboration and resilience of the leadership team during 2021 ensured a smooth and successful transition to and from flexible and remote learning building upon our successes and achievements in 2020.

In 2021, DET mandated a COVID priority goal in all school's Annual Implementation Plans (AIP) focused around three key improvement strategies (KIS):

- Learning, catch-up and extension (Achievement)
- Connected schools (Engagement)
- Happy, active, healthy kids (Wellbeing)

In Semester 1 2021, as a school we only focused on these COVID priorities. In Semester 2, the school leadership begin began making connections and integrating the work of our new SSP in readiness to launch with the community in 2022. Due to our involvement in the FISO 2.0 Reform Group, as a leadership team we also began aligning roles and school structures to the FISO 2.0 Learning and Wellbeing Outcomes and the 5 core elements of leadership, teaching and learning, assessment, engagement, and support and resources overlaid with our work with Lyn Sharratt on CLARITY (14 Parameters). As a school we have mapped our new SSP goals and key improvement strategies to FISO 2.0 and developed 2022 AIP activities in line with CLARITY.

Achievement

The DET COVID key improvement strategy 'Learning, catch-up and extension' has been defined by our ongoing commitment to build practice excellence in teaching and learning. Our efforts have been 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 and Framework 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 refine a guaranteed and viable Jackson Essentials Curriculum based on the Victorian Curriculum (A-10) as well as VEYLDF, VCAL and ASDAN in 2021. In 2021 we employed a barista to support students with internal work experience (aligned to VET) for Years 9/10. We increased Inclusion Support ESS to provide additional support to students (Achievement, Engagement & Wellbeing). The Tutor Learning Initiative provided 68 students with targeted intervention in Reading, Maths, Social Skills, Travel Education, and Health & Fitness.

The school faced many challenges faced in 2021 due to COVID-19 and the significant period of flexible and remote learning. 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. A graduation was provided for students with key staff and their families with a virtual live stream available for families unable to attend in person.

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, teaching staff, consistent casual relief teachers and education support staff on a roster to support a small group of students in each year level 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.

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 2021, 95% 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 2021, 86% of students made good or above progress against their ILP goals in English, Mathematics and Personal and Social Capability, including 36% 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 similar special schools in the following areas of English and Mathematics: Reading & Viewing, Speaking & Listening, Number & Algebra, Measurement & Geometry and Statistics & Probability. Student performance in Writing were in line with similar special schools. These will refocus our priorities with the 2022 Annual Implementation Plan. 41-54% of students in all modes and domains are

working between Foundation and Level 2 of the Victorian Curriculum. EAL students achieved above non-EAL students against Jackson Benchmarks in English and Mathematics. OOHC students achieved above non-OOHC students against Jackson Benchmarks in English with less students working within Pre-Foundation (Levels A-D). Fewer ATSI students are working within Pre-Foundation (Levels A-D) compared to non-ATSI students with more working in Foundation (Levels F-2) but less students in Breadth (Levels in 2.5+). 26-32% of students are achieving well above Jackson Benchmarks, except for Writing. 79% completed VCAL with only 5 students received partial completion due to attendance. 79% of ASDAN student completed with more independence (no or only spoken help).

Engagement

The DET COVID key improvement strategy 'Connected Schools' has been defined by our ongoing commitment to build community engagement in learning. 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. Overall only 55% of parents/carers surveyed were satisfied with the school's approach to remote and flexible learning. However, with the extension and unpredictability of remote learning in 2021, 28 of families were dissatisfied with our 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. Parents and carers reported that 59% of students were less interested in school work during remote learning with 34% distracted by social media. These measures were fairly consistent during both periods of lockdown. As we return to learning onsite, the majority of students returned as part of the state-wide Staged Return to School. Some families were concerned about their child's health and wellbeing, which impacted their attendance and return to onsite learning. 70% of students during 2021 learned from home during periods of lockdown, 18% of students learned by attending some of the time at school and 12% of students attended regularly onsite, particularly Essential Worker Students and those in Out of Home Care (OOHC). 76% "about right" amount of work during Remote & Flexible Learning. 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 82%.

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 reduced to 27.5 days (31.0 Primary / 24.9 Secondary). Our Tier 3 (Severely Chronic) absences have reduced since 2020 with 27% Primary and 30% Secondary with less students away for more than 30 days. However, the DET average for mainstream schools is 16 days away. In 2021, the percentage of students with 20 or more absence days (Tier 2 Chronic) has reduced to 28% (22% Primary and 12% Secondary). The average number of unapproved absences in 2021 were 9.55 which is an increase (9.1 Primary and 10 Secondary). Our survey data indicated that 88% responses Attitudes to Attendance (Excelling) compared to 75% across the state. Even though our attendance data has improved, this continues to be an improvement priority in 2022.

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. 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. By the end of 2021, all of the graduating students were placed in a career pathway, further education or employment. The introduction of NDIS impacted VET, school leaver and employment supports. 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. 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 2021. In delivering the 2020-2024 strategic plan we will continue to build upon these successes and achievements to further improve families' connection, participation and engagement to learning at Jackson.

At the end of 2020 the school received \$10 million for school building upgrades. In 2021, we have been working with the VSBA and FMSA Architects in the master planning and design stages of the project to improve our school's facilities. The VSBA will coordinate the removal and/or demolition of the portables with the project is due to commence in Term 2 2022. As a school we have contributed \$1 million towards these modernisation works bringing the project total to \$11 million. This project will see the replacement of the majority of our older relocatable classrooms with purpose built learning spaces for our students (Prep & Years 5-8). These funds received will also modernise existing permanent buildings including our Allied Health therapy space, Library/Community Hub, Food Technology/Hospitality Cafe, Performing Arts with Film and Radio Studios, Staff Toilets & Meeting Rooms).

Wellbeing

The DET COVID key improvement strategy 'Happy, active, healthy kids' has been defined by our ongoing commitment to improve student's health and wellbeing. We have continued to embed a safe and orderly environment within our school community with clear expectations of success. 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. 74% of Students felt we manage bullying effectively (Evolving) however, only 58% of Parents/Carers felt we manage bullying effectively with 21% providing negative responses. 24% of Parents/Carers surveyed indicated their child had been bullied at school (52% non-experience) however, 80% of students NOT experiencing bullying (Excelling) compared to 71% in similar special schools. 80% of students and their families reported they feel safe at school and 89% felt that as a school we promote positive behaviour. Tier 2 & 3 therapeutic intervention programs have been developed to enrich the engagement and wellbeing of our students. However, these were heavily disrupted in 2021 throughout periods of lockdown.

The periods of lockdown throughout 2021 has had an impact on the physical and mental health, wellbeing and behaviour of our students. In 2021, we appointed a Health & Fitness Coordinator to provide additional timetabled health and PE sessions, morning fitness and increased recess and lunch activities. 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 2021, all students completed the accessible survey for special schools. With the significant challenges faced in 2021, students sense of belonging to and connection with the school was in line with similar schools at 73%. 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 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 Youth Worker to support our families and improve our students' achievement, engagement, participation and wellbeing. As part of the DET Mental Health Reform, we appointed a Mental Health Practitioner to support the mental health of our students.

We are now embedding '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: Jackson Learner Profile, Individual Learning Plan, Career Action Plans, Health Support Plans, Medical Plans, Behaviour Support Plans and Attendance Plans.

At Jackson we aspire to create a collaborative and supportive learning community. 83.8% of Staff in the School Survey indicated positive responses in the School Climate compared to 64.9% in similar special schools. 90% Staff felt that school leaders care about staff health and safety compared to 75% across the state. 91% Staff felt that school provides a safe and supportive work environment compared to 75% across the state. 90% Staff felt encouraged to report staff health and wellbeing concerns compared to 75% across the state. Due to the impact of the pandemic and organisational change, this caused some additional workload and work-related stress to staff in 2021.

Finance performance and position

Jackson School had a total operating revenue for 2021 of \$12,795,867. Our operating revenue comprised of funding from the Student Resource Package (SRP) (\$11,034,122), Commonwealth and State Government Grants (\$1,724,472) and other locally raised funds (\$37,273).

Inclusive in our operating revenue was \$186,368 worth of equity funding which was used to support the funding of our social worker, mental health practitioner, Hands on Learning (HOL) artesian teacher and increase the number of tutors involved in the Tutor Learning Initiative.

Jackson School continued to receive funding to support both the St Albans-Keilor Inclusive Practice Partnership (SKIPP) pilot, where one of our teachers is released to support network schools with their inclusive practices and the Out of School Hours Care (OSHC) pilot where families are provided with free after-hours and vacation care to enable families with children with disability to access community services.

Our total operating expenditure for 2021 was \$9,343,666. All funds expended were used to support the improvement of student learning outcomes.

Due to the continuation of the COVID-19 pandemic in 2021 and the financial hardship our families experienced, Jackson School again did not charge families for parent payments and provided all our students with the resources they required to complete their learning tasks and the funding to participate in excursions and external activities.

Although our \$10,000,000 asset management plan (AMP) building project has not yet commenced, \$195,000 was expended on the improvement and maintenance of our buildings and grounds and \$89,000 was expended on new furniture to further improve our learning spaces throughout the entire school.

Our managed surplus in 2021 was \$3,452,201. This funding has been allocated to our confirmed 2022 Student Resource Package and will be used in conjunction with our 2022 operating revenue to support additional staffing, 1:1 device program for all staff and students in Years 3-12, \$1,000,000 contribution to the upcoming AMP building project, procurement of two new school buses and funding to continue not charging our families for activities and resources in 2022.

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 265 students were enrolled at this school in 2021, 82 female and 183 male.

37 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

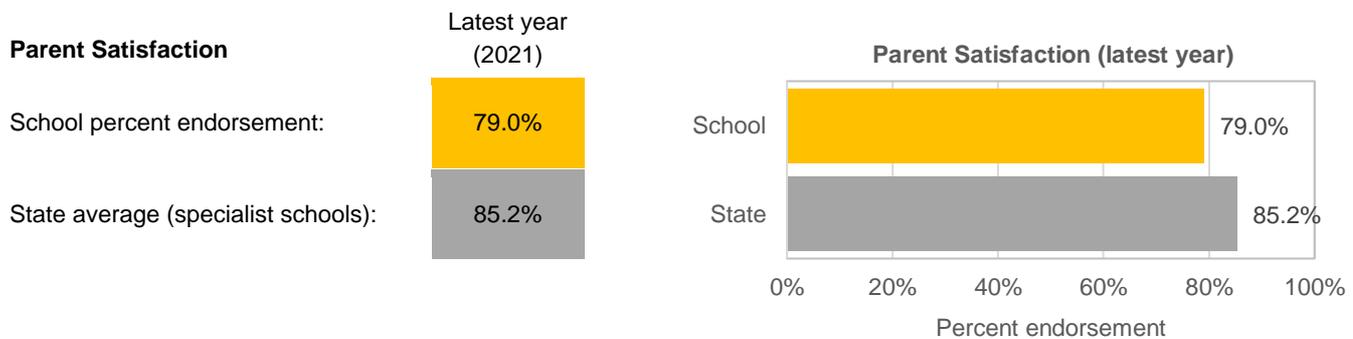
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

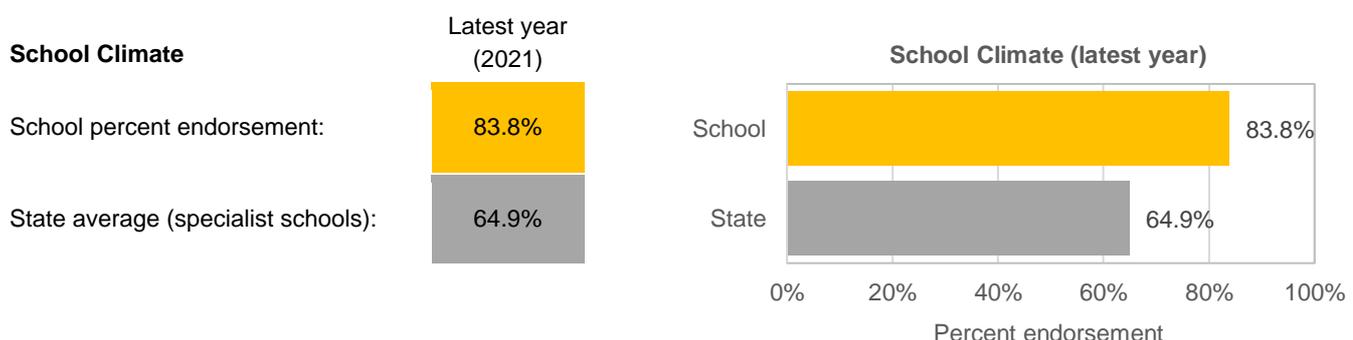


School Staff Survey

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.



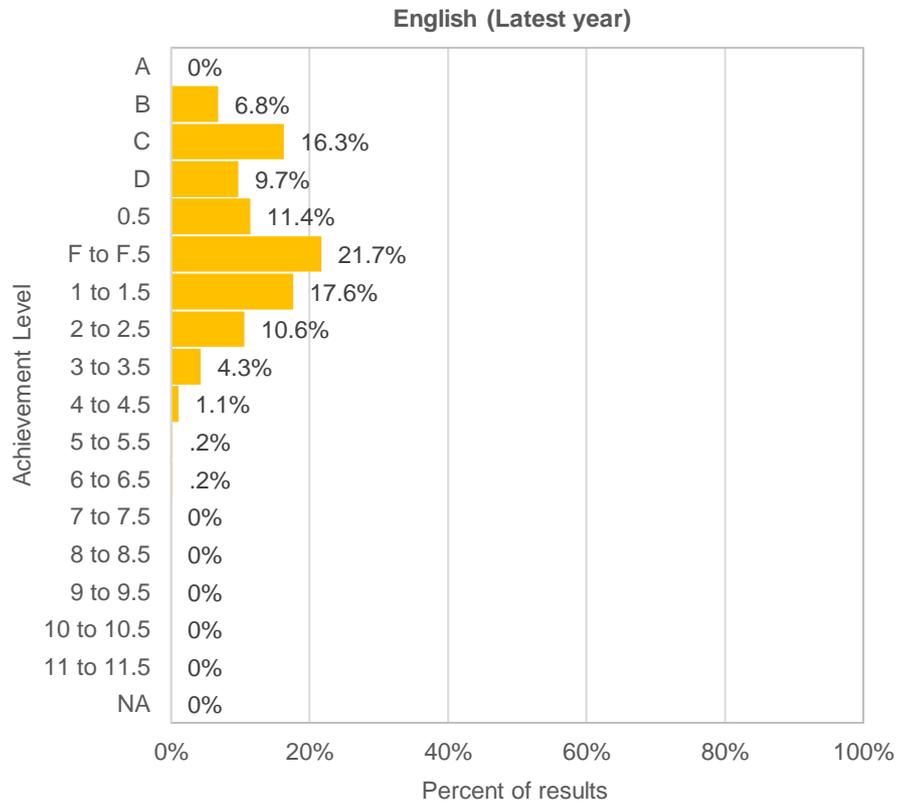
ACHIEVEMENT

Teacher Judgement of student achievement

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

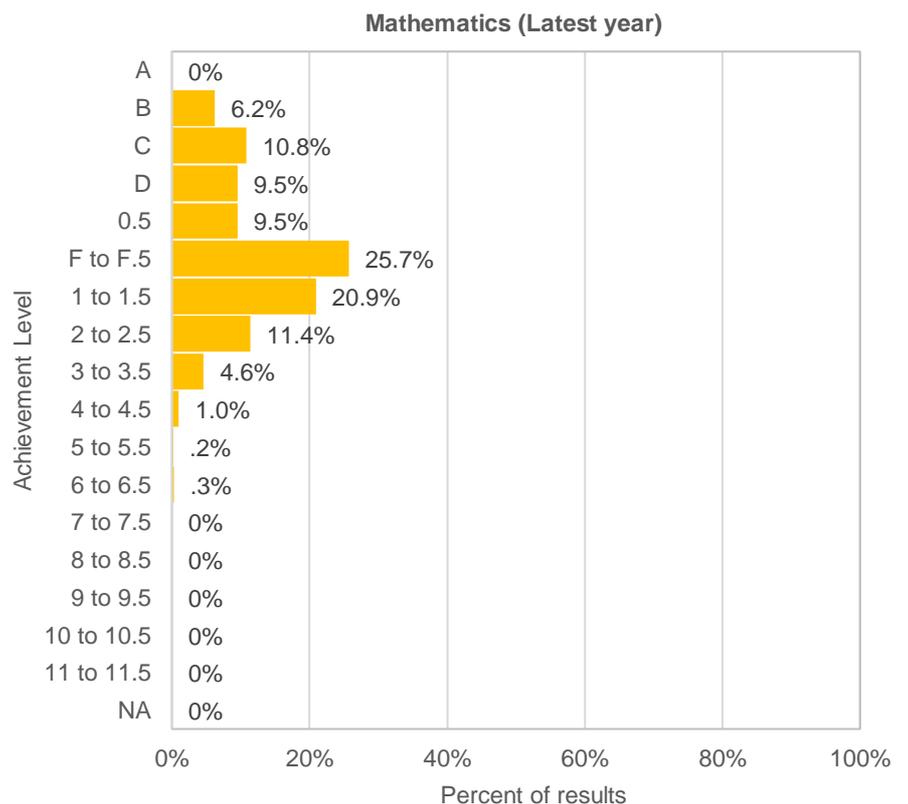
English

Achievement Level	Latest year (2021)
A	NDA
B	6.8%
C	16.3%
D	9.7%
0.5	11.4%
F to F.5	21.7%
1 to 1.5	17.6%
2 to 2.5	10.6%
3 to 3.5	4.3%
4 to 4.5	1.1%
5 to 5.5	0.2%
6 to 6.5	0.2%
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 (2021)
A	NDA
B	6.2%
C	10.8%
D	9.5%
0.5	9.5%
F to F.5	25.7%
1 to 1.5	20.9%
2 to 2.5	11.4%
3 to 3.5	4.6%
4 to 4.5	1.0%
5 to 5.5	0.2%
6 to 6.5	0.3%
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 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	24.1	26.4	34.7	27.5	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	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	86.0%	94.6%	97.4%	100.0%	94.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$11,034,122
Government Provided DET Grants	\$1,687,829
Government Grants Commonwealth	\$8,865
Government Grants State	\$27,778
Revenue Other	\$17,803
Locally Raised Funds	\$19,470
Capital Grants	\$0
Total Operating Revenue	\$12,795,867

Equity ¹	Actual
Equity (Social Disadvantage)	\$186,368
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$186,368

Expenditure	Actual
Student Resource Package ²	\$8,165,105
Adjustments	\$0
Books & Publications	\$1,809
Camps/Excursions/Activities	\$136,323
Communication Costs	\$15,398
Consumables	\$89,338
Miscellaneous Expense ³	\$32,311
Professional Development	\$29,635
Equipment/Maintenance/Hire	\$183,664
Property Services	\$220,774
Salaries & Allowances ⁴	\$100,988
Support Services	\$289,340
Trading & Fundraising	\$11,085
Motor Vehicle Expenses	\$16,329
Travel & Subsistence	\$410
Utilities	\$51,157
Total Operating Expenditure	\$9,343,666
Net Operating Surplus/-Deficit	\$3,452,201
Asset Acquisitions	\$172,461

- (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 25 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$1,090,908
Official Account	\$90,694
Other Accounts	\$0
Total Funds Available	\$1,181,603

Financial Commitments	Actual
Operating Reserve	\$166,197
Other Recurrent Expenditure	\$107,365
Provision Accounts	\$0
Funds Received in Advance	\$26,279
School Based Programs	\$125,526
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$11,674
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$298,261
Capital - Buildings/Grounds < 12 months	\$275,000
Maintenance - Buildings/Grounds < 12 months	\$171,300
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,181,603

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.