

# 2021 Annual Report to The School Community



**School Name: Warringa Park School (5165)**



- 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 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 15 March 2022 at 11:44 AM by Ashwini Sharma (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 03 May 2022 at 02:34 PM by Sean O'Mahoney (School Council President)

## How to read the Annual Report

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### 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.

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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).

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### 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)

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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.

'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 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

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### School context

Warringa Park School is a specialist school located in Hoppers Crossing. The school population is drawn from the City of Wyndham and caters for students aged 5 to 18 years who have a diagnosed intellectual disability ranging from mild to profound.

Warringa Park is a P-12 school organised around the three stages of learning - Lower Primary, Upper Primary and the Later years. The Victorian Certificate of Applied Learning (VCAL) is offered in the later years at Foundation Level. An alternative year 9 to 12 vocational training program is offered at a rural campus in Cayleys Rd Werribee South. A year 7-12 campus is situated on the grounds of The Grange P-12 College in Bethany Rd.

The school has 168.18 equivalent full-time staff: 4.0 principal class, 71.35 teachers, 92.83 education support staff and an enrolment of 591 students, 158 female and 433 male.

Warringa Park Schools vision is, "Excellence in education for all students" and has the three school values of 'Learning, Respect and Working Together'. There is collective efficacy amongst teaching staff that all students in our school can learn and want to learn and by working together we can make a difference to their learning achievements. The school provides a balanced and personalised curriculum where improved learning outcomes in English, Mathematics and Science are seen as integral to the achievement of successful post school options. The learning growth of students is charted using ABLES and The Victorian Curriculum. A high level of student engagement and improved student learning is being achieved by integrating eLearning into teaching and learning practice. Positive engagement is further supported through the implementation of school wide PBIS.

Warringa Park School is a 1:1 iPad school and is one of 5 schools in Victoria that are an Apple Distinguished School. Our purpose is to provide a stimulating, safe, challenging and flexible learning environment where student achievement is acknowledged and celebrated. The school provides facilities and centres of learning which are spacious, bright and well resourced to meet the needs of the 21st century learner. There is a strong focus on student well-being and building effective home school partnerships.

Provision is a key challenge for the school. Sustained enrolment makes the planning and expansion of the Cayley's Road campus vital. Giving students voice and choice and a wide range of authentic work experiences that enable viable post school options continues to be a focus of the school in the later years.

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### Framework for Improving Student Outcomes (FISO)

Warringa Park School identified Key Improvement Strategies (KIS) on which to focus on in 2021 and worked towards the realisation of these initiatives throughout the year.

In response to the extended periods of remote learning students experienced in 2020 priority was placed on learning catch up and extension. Tutors were employed at all campuses to target the improvement of students learning outcomes in reading. Our Speech and Occupational Therapists worked with Allied Health consultants with a cohort of students to support with communication and self-regulation with the aim of preparing them for learning. The school Innovation Team worked on the ways in which teachers could elevate creativity through innovative practices with the aim of increasing student engagement in learning.

In the domain of Excellence in Teaching and Learning, Curriculum Planning and Assessment, the school identified maximising the learning growth of every student in reading and writing as a goal from the School Strategic Plan (SSP) on which to focus. The KIS in this area in 2021 saw staff working on the building of PLC and teacher capacity to become data literate and teach at students point of need in reading and writing. This involved the undertaking of whole school Professional Learning in reading and writing with a focus on instructional model, data literacy and assessment. PLC Leaders engaged with a Learning Consultant from Cambridge Education to support middle level leaders to build their instructional leadership capacity. This work was complimented by Education Consultant, Andrea Hillbrick who worked with leaders throughout the year.

The work in this area supported the development of highly effective PLCs across the school with a reading and writing

focus. The success in this area is evidenced by student achievement data which shows that 79% of students made progress in reading and 80% made progress in writing. PLC Maturity Matrix survey data demonstrated that PLC have improved in the areas of 'Building PLCs through a culture of collaboration for improvement'; Structures and systems to support collaboration for improvement with a focus on strategic resource management' and 'Vision, Values and Culture'.

To deepen student engagement within a rich learning community forms goal 2 in the SSP and is based in the FISO domain, Positive Climate for Learning, Empowering Students and Building School Pride. The 2021 AIP KIS aimed to develop student voice and agency in all learning environments. This proved challenging due to remote learning however staff worked hard to adapt and modify plans as much as possible. Occupational Therapists worked collaboratively with teachers in the creation of individual self-regulation toolboxes for all students at the Cayley's Road campus. The Later Years worked on restructuring the timetable which saw a whole campus program day introduced at Cayley's Road. The student attitudes to school survey results reflected that Student voice and agency rose from 23.7% in 2020 to 91.9% positive endorsement this year.

The second KIS under the deepening student engagement within a rich learning community SSP goal aimed to embed the school wide positive support framework across all campuses. This involved all staff had completing a series of workshops embedding understanding of the three tiers and what the supports at Warringa Park school looked like for each tier. This was documented in our whole school MTSS triangle. Learning walk feedback supported the implementation of consistent tier one strategies which could be observed in the majority of classrooms across all three campuses.

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## Achievement

With extended periods of remote learning in 2021, learning programs were adapted to suit this mode of teaching and learning and we are pleased to share the learning growth that the majority of our students have made.

### OVERALL STUDENT GROWTH:

In grades prep to 10 79% of students have made progress in Reading and Viewing, with 29% of students making one band progress. 58% of students are working at or above the Foundation level in this area as compared to 53% in 2020. In Writing 80% of students have made progress and 31% of these students have made one band progress. 31% of students are working at or above the Foundation level which is a 3% increase from 2020. In the Number strand in Mathematics 79% of all students have made progress and 20% have made one band progress. The number of students working at or above Foundation remains relatively unchanged at 35% in 2021 and 34% in 2020. 70% of students have made progress in the Self-Awareness area of Personal and Social Capabilities with 36% of students working at or above the Foundation level, which is up by 4% as compared with last year. Student assessment is aligned to the Victorian Curriculum, our students in grades prep to 10 are working between Levels A and 5 in these subject areas.

All year 12 students also met outcomes in up to 3 vocational programs. 94% of students in year 12 at Cayley's Road Campus completed their full year 12 program and 100% of students were linked into a viable post school pathway by the end of the school year. For our year 12 students completing VCAL certificates in 2021, 78% of students passed with a full VCAL certificate. Of the 22% of students who did not pass, 15% were non-attenders and linked in with wellbeing supports and external services. The remaining 7% were enrolled in only a partial certificate and achieved the goals they had set for themselves.

This student learning growth can be attributed to the work that teachers have undertaken in their Professional Learning Communities (PLC) Teams. With a focus on formative assessment in the area of Reading. PLC Teams worked on making use of cross checks to monitor student learning on a lesson-by-lesson basis. The success of this is evidenced by the increase of 5% of students working at or above Foundation level in this area in 2021 despite the challenges of remote learning. This is a testament to the power of PLC Teams to drive the improvement of student learning.

The results of PLC Maturity Matrix survey completed by teachers indicate that we have made gains in the following areas. In 2020 40% of teachers rated our PLC's in the area 'Vision, Values and Culture' in Embedding or Excelling this year this has increased to 64%. This means that teachers believe that leaders and staff have a shared vision and are unified and committed to achieving the learning goals. There is mutual trust between leaders and staff who are all equally committed and trusted to achieve ambitious targets for every student. Instructional leaders lead with autonomy, authority and accountability and are trusted and valued by all staff.

There has been great improvement in the area of 'Building PLCs through a culture of collaboration for improvement' in 2020 only 33% of teachers rated our PLC's as Embedding or Excelling, this has improved to 81%. Teachers have agreed that our PLC's consistently focus on teacher learning to ensure all students make measurable and ambitious gains, for which all staff share accountability. They engage in giving and receiving feedback to ensure continuous improvement in teaching and learning within and beyond their school.

The most improvement is evident in the area of 'Structures and systems to support collaboration for improvement with a focus on strategic resource management' with an increase from 34% of teachers rating PLC's as Embedding or Excelling to 83%. Therefore teachers find that in our school PLC processes are consistent across the school with agreed norms and protocols. A structured and disciplined cycle of improvement is adhered to. PLCs have levels of trust that enable teachers support and challenge each other to continually improve. Resource decisions are directly related to building teacher capacity. New staff are inducted thoroughly.

The High Impact Teaching survey results reflect that teachers have made improvements in their level of understanding and use of these strategies. 63% of teachers rated themselves as Embedding or above in their use and understanding of Differentiated Teaching as compared to last year when only 29% of teachers did so. It was pleasing to see that 56% of teachers now rate their use and understanding of Feedback as embedding and above when last year there were only 35% of teachers who rated themselves at or above this level.

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## Engagement

SRC students continued to advocate for their peers throughout 2021 and used the attitudes to school survey as drivers for improvement. The data in this year's survey is extremely impressive with our school ranking in the 90th percentile for majority of the domains. There has been significant growth in effective teaching time 21.1% in 2020 to now 89.2% in 2021. Emotional awareness and regulation weren't assessed in 2020 but was in 2021 where we received 97.3%. Student voice and agency also rose from 23.7% in 2020 to 91.9% this year. Well done to our teachers and leaders for supporting these important areas of our students learning.

To further support SRC in 2022 we held elections at the end of 2021 with a buzz of excitement as students were busy putting together nomination posters with election due to take place in week 10 and then announced at the end of term assembly. We really hope that in 2022 our students have further opportunity to advocate for their peers and school community beyond the school gates and in person.

Goal 3 in our 2021 AIP looks at deepening student engagement within a rich learning community. The first Key Improvement Strategy in this area was to develop student voice and agency in all learning environments.

In the Later Years we looked at restructuring the timetable for Later Years programs to offer more flexibility and opportunities to reflect and respond to student voice and agency. At Cayley's Road campus we had a whole campus program day. Placing students in programs began with information gathered from a home school survey where staff, parents and students had input into what the students likes, and dislikes might be. With such a wide range and variety of programs on offer we were able to be flexible in responding to student level of engagement, making changes as needed.

The success of these programs could be seen in the high levels of engagement across the campus on Program days. Also, the achievements could be seen as students met program outcomes in mid year and end of year reports. Our next action in this area was to develop a whole school inquiry to build student personal and social skills. This was launched as part of the work of the PBIS team at the beginning of the school year. A hugely successful staff

professional learning day was run by the team where we focused on 4 key areas.

- Explicit teaching – lesson plan and strategies were shared with staff to enable the explicit teaching of our school values
- Specific praise and reward charts – how to link praise to the observable behaviours along with resources and strategies to set up classroom reward charts
- PBIS and Respectful Relationships – an assessment tool was created for PLCs to ensure PBIS and RR topics were chosen based on the specific needs of student cohorts
- Protective behaviours – key language and body positioning techniques shared to keep staff and students safe in heightened situations

Staff feedback was extremely positive following the PL day. Leaders noted an improvement in the goal setting for student personal and social goals where these were seen to link to the curriculum and also to the PBIS and Respectful relationships topics being taught in classrooms.

The next key improvement strategy linked to goal 3 was to embed the school wide positive support framework across all campuses, Our first action was to restructure the PBIS team where all campus stakeholders were represented. This was achieved early in the year ensuring all three campuses, leadership, teachers, Education support staff and Allied Health were represented on the team. The team also created 5 sub teams to ensure there were key staff responsible for the main bodies of work to be completed throughout the year. These sub teams were

- Explicit teaching and classroom practice – this team created a host of sample lessons to support teachers to explicitly teach school values and expectations throughout the year.
- MTSS and professional learning – this team reviewed our whole school data fortnightly and identified any trends in behaviours across campuses. Mini workshops were delivered to address trends in behaviours. Fortnightly MTSS meetings also supported classroom staff to address student engagement using the tiered systems of support available across the school.
- School pride and community engagement – the main body of work for this team was the voting on and creation of our school mascots linked to our three school values.
- Rewards and reinforcement – This team continued the work introduced on the day one professional learning and launched the PBIS shop at the main campus and Bethany Road. Recess and Lunch time engagement boxes were created and implemented at Cayley's Road.
- School Bulletin and newsletter – This team provided fortnightly bulletins to staff reinforcing and PL that was covered during MTSS meetings and provided resources and ideas to staff. The newsletter was used to share the work of the PBIS team with the school community.

A final action related to this goal focused on embedding a consistent tier 1 system of support across the school. At the end of 2021 all staff had completed a series of workshops embedding our understanding of the three tiers and what the supports at Warringa Park school looked like for each tier. This was documented in our whole school MTSS triangle. Learning walk feedback supported the implementation of consistent tier one strategies which could be observed in the majority of classrooms across all three campuses.

The Innovation team consisted for 5 members from across the school who supported with unlocking teacher and student creativity. The team's aim is to empower our learners with the essential skills to communicate, create and collaborate through unique and authentic learning experiences. Our students will become digital citizens who can navigate a rapidly changing world by recording, investigating, experimenting and risk taking by using multiple technologies. The team partnered with Apple Learning consultant Laura Meaney and Apple Education to upskill our teachers in how to use technology to engage students. We used the Apple Learning Technologies Survey to gain pre data on our teacher's confidence with technology the results allowed us to identify a snapshot of how our staff use technologies in their classrooms. It highlighted that there are 96% of Teachers who feel moderately to very prepared for teaching with Apple technology. It also showed that there has also been an increase in our staff's confidence to personalize student learning in the last 6 months, this timeframe coincides with the implementation of the Innovation Team. The survey also noted that 85% of teachers have completed their Apple Teacher status, with another 9% working towards this. This successful data has led to the consolidation of the work the Innovation Team does, as well as allowing the team to start thinking about how they can continue to make positive impacts. The end of year celebration was a great success and showcase of the innovation teams support of PLCs. The Everyone Can Create festival at the end of term assembly highlighted how teams have used Clips videos to support student voice and record student learning throughout the inquiry. The team will continue in 2022 and explore how key apps can be included in to

teacher's toolbox of resources when planning lessons as well as showcase how the Apple Pencil can further unlock student creativity.

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## Wellbeing

The wellbeing team were pleased to welcome Paige Bedggood, Samantha Mahoney and Emma Armstrong to our team in 2021. Paige is a passionate youth counselor who has worked at Wyndham Youth Services and mainstream schools as an ES. Paige's role at Warringa Park School has been to support our lower and upper primary learning centers. Paige has done a terrific job of creating support for these learning centers and has supported many care team meetings, arranged SSG's for all out of home care students (17), as well as individual support sessions for many of these young people. Paige was the lead in setting up our new compass referral system which allows staff to raise concerns with the wellbeing team. Paige supported approximately 237 students in 2021.

I am also pleased to welcome Samantha Mahoney to our wellbeing team in 2021. Sam has a lot of knowledge of what is required in schools to support student and staff wellbeing. Sam's previous school was Baden Powell where a lot of her knowledge in how to support our older students has transferred over. Sam supported 111 students this year in various roles from NDIS, care team meetings, support groups, pathways planning and crisis management.

Due to Covid 19 DET supported all schools to employ a Mental Health Practitioner. In term 2 we welcomed Emma Armstrong to our team. Emma has a wealth of knowledge in supporting young people with mental health and has been a great addition to our school. Emma has provided individual support sessions to 16 students and supported in classrooms with teachers and ES at Cayley's Road to implement positive self-image lessons.

Jimmy Mathieson, Wyndham Youth Worker has continued his work across the three campuses this year and supported at all campuses. Jimmy has worked closely with Paige and Sam to lead small group sessions and provide support for individual students when needed. Jimmy's work will continue in 2022 and focus primarily on the later year's campuses. Joan Kurtis' continued in her role one day a week supporting our Culturally and Linguistically Diverse learners with programs outside of school hours including basketball and soccer clinics for students which were well received by students and families.

With the continued lock downs and remote learning the wellbeing team played a key role in supporting our staff, students, and wider communities' wellbeing during this time. To support students, daily WebEx sessions of mindfulness were implemented which supported students with a daily check in, time to relax, connect and process the impact lock downs were having on their health. These sessions were so well received they continued when we returned back to onsite learning. Students shared the impact these had on their ability to engage in learning but also increased their ability to reason when faced with conflict and calmly walk away from situations or make better decisions.

Staff were supported with a professional learning workshop on anxiety led by Emma Armstrong which provided staff with strategies they could use themselves, with their families and students when we returned to onsite learning. We shared with families a professional learning recording our staff participated in with Maria Ruberto. This webinar focused on "Your wellbeing matters" and provided strategies to assist in decreasing anxiety, tips to set achievable goals, deal with the unknown and supporting your colleagues who may be feeling down. Feedback from staff was this was highly effective with practical strategies they could apply that afternoon.

For parents we shared short YouTube videos from HeadSpace which supported families with managing their wellbeing and the wellbeing of their family members. We also held parent Q&A opportunities for families when we were in the thick of contact tracing. We welcome feedback on how our community felt supported.

### Allied health report

As we begin to plan for 2022 I am pleased to welcome a new school nurse to the wellbeing team Hannah Peace. Jamie Dubowik will return from leave and join the Upper Primary learning center. The wellbeing team will partner with smiling mind in 2022 and help introduce Smiling mind and mindfulness to our school community. Our future planning will align closely with the work of our Allied Health team where together we hope to co-create individual toolboxes for our students that support their self-regulation of emotions. We aim to improve our approach to data collection and use data from staff with fidelity to justify supports provided.

The allied health team worked collaboratively with classroom staff to support students to engage in learning during 2021. The introduction of the structured sensory motor program in selected classrooms has seen a reported increase



in engagement in students following their participation in the program. Occupational therapists worked alongside classroom staff to identify the specific sensory needs of individual students, and at what times of the day this input was most required. A program for that room was then developed to support these needs, and introduced as a circuit with the support of an OT. The benefits of student participation in the sensory motor program were seen almost immediately. After engaging in activities tailored to meet their specific sensory needs prior to a work task, classroom staff reported an increase in time spent and engagement on the task.

The occupational therapy team also worked with classroom teams to roll out a school wide program focused on interoception (identifying body signs and signals), resulting in the creation of a States of Regulation passport. The passport is designed to provide students with a variety of sensory supports and regulation strategies that enable them to be ready to learn throughout the school day. OTs supported teachers to engage students in lessons designed to help them identify different body signs and signals in relation to certain body parts, how these signals can change in response to different stimuli, how adding body signs and signals together can indicate what emotion they may be feeling (linking to emotions identified on the States or Regulation poster) and finally what strategies students can use that help them feel ready to learn within the classroom. In 2022, OTs are planning to support classroom teams to teach students to complete a body scan to reliably identify what emotion they may be feeling at that point in time, and then access sensory supports specific to them.

Increasing student access to communication was also a focus of the allied health team in 2021. Working with selected classrooms, student iPad's were locked into their communication systems and paper based copies of AAC systems were placed within arm's reach of students within the classroom. This resulted in staff having greater access to communication systems all the time within the classroom, leading to more language models for students being produced throughout the day. Students in these classrooms also benefited from greater access to their communication systems, with some students beginning to use their system to support a variety of communication functions.

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## Finance performance and position

The final 2021 financial result for Warringa Park School was a surplus of \$8,457,808

The breakdown of extraordinary revenue that the school has received from the Student Resource Package during the 2021 year is as follows:

In the month of July the school drew cash down from the SRP credit to cash surplus from previous year for \$500,000 as well as in September the amount of \$2,000,000. In October and additional \$500,000 was drawn down to support the 2022 budget.

Additional funding the school received from (State/Commonwealth) beyond the Student Resource Package during 2021:

- Advance \$19,600
- Relocatable (new portables) \$8,000
- PMSS Grant \$3,214
- PLC Coaching \$3,792
- Australian Sporting in Schools \$3,400
- FFE Grant \$64,675.80
- Migrant Resource Centre \$2,000
- Regional Arts Vic (Creative Workers in Schools) \$3,850

**For more detailed information regarding our school please visit our website at <https://warringapark.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 574 students were enrolled at this school in 2021, 157 female and 417 male.

29 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

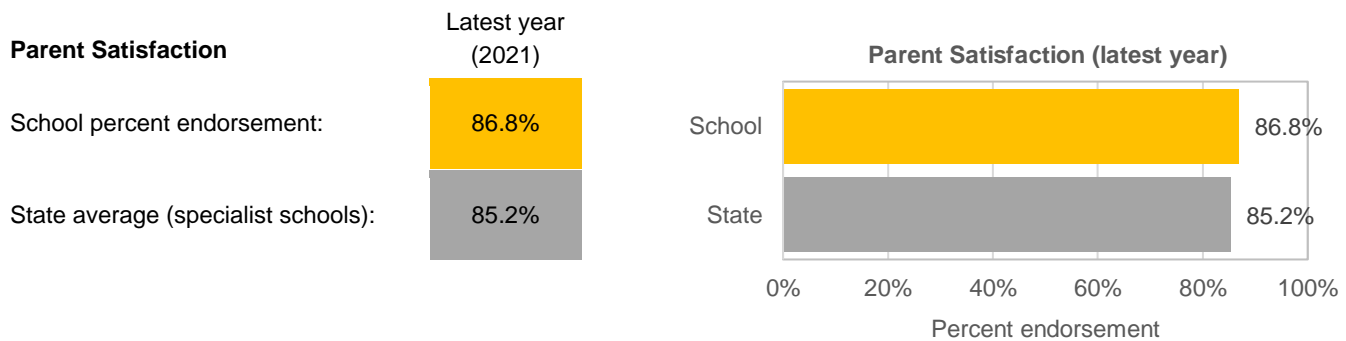
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

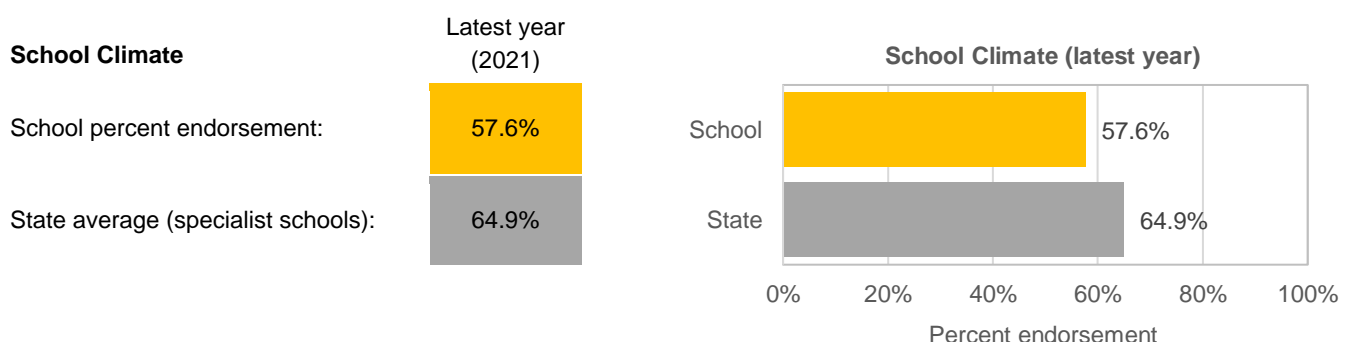


### School Staff Survey

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.



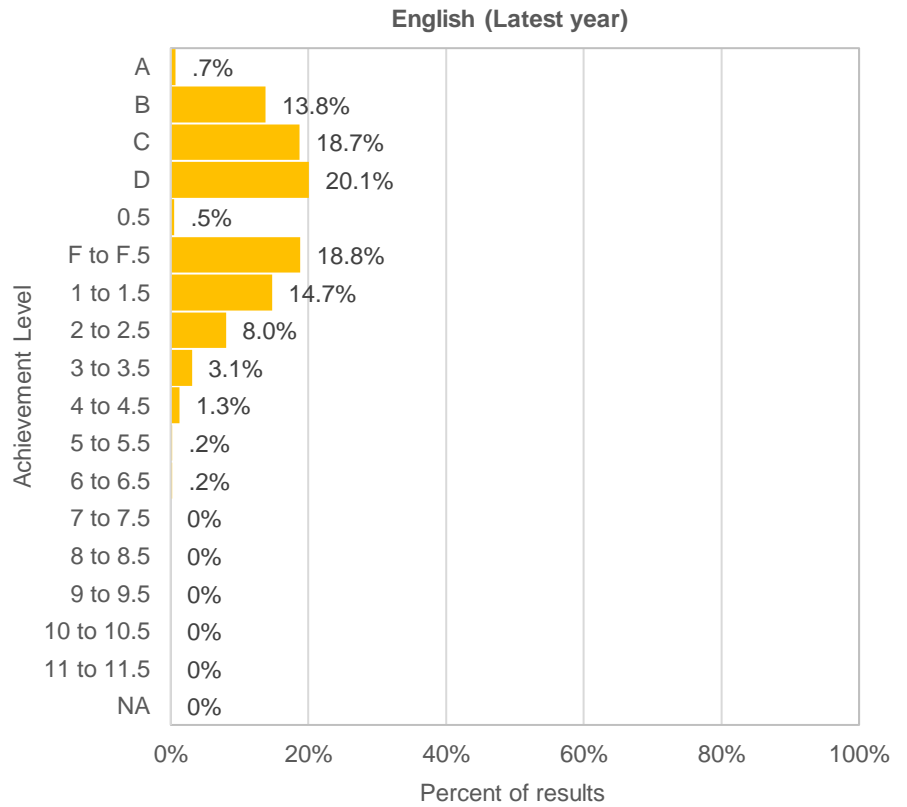
## ACHIEVEMENT

### Teacher Judgement of student achievement

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

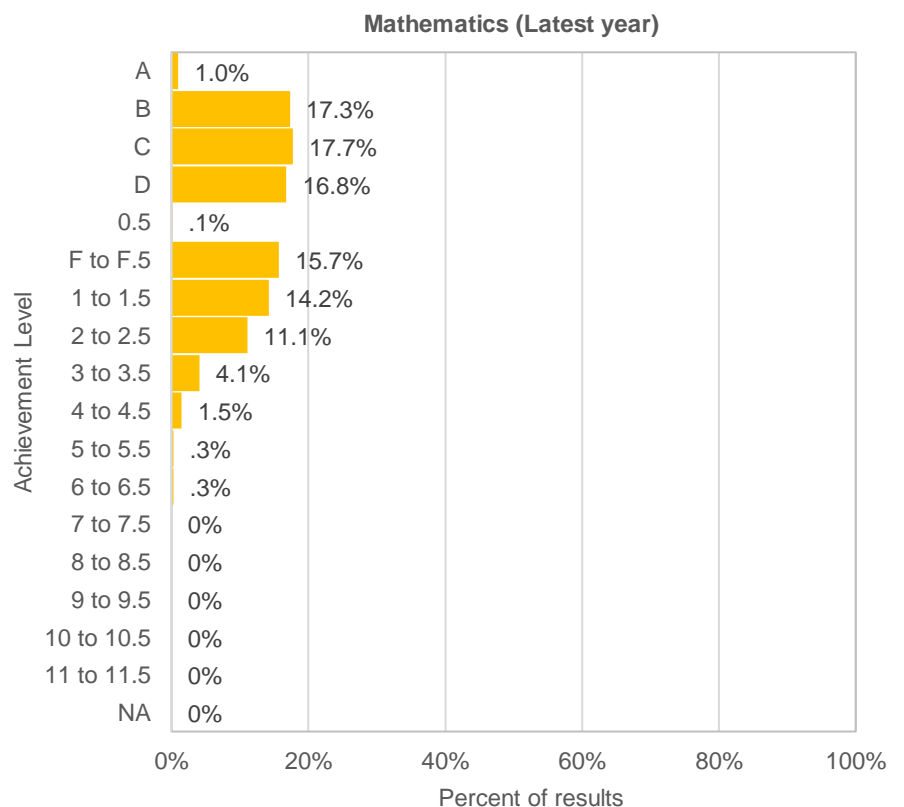
#### English

Achievement Level	Latest year (2021)
A	0.7%
B	13.8%
C	18.7%
D	20.1%
0.5	0.5%
F to F.5	18.8%
1 to 1.5	14.7%
2 to 2.5	8.0%
3 to 3.5	3.1%
4 to 4.5	1.3%
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	1.0%
B	17.3%
C	17.7%
D	16.8%
0.5	0.1%
F to F.5	15.7%
1 to 1.5	14.2%
2 to 2.5	11.1%
3 to 3.5	4.1%
4 to 4.5	1.5%
5 to 5.5	0.3%
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:	25.4	28.4	42.4	35.1	33.0

### 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:	100.0%	100.0%	100.0%	100.0%	100.0%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$24,773,763
Government Provided DET Grants	\$4,478,222
Government Grants Commonwealth	\$6,756
Government Grants State	\$44,956
Revenue Other	\$72,800
Locally Raised Funds	\$85,663
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$29,462,160</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$291,980
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$291,980</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$16,320,178
Adjustments	\$0
Books & Publications	\$5,760
Camps/Excursions/Activities	\$51,746
Communication Costs	\$90,410
Consumables	\$166,280
Miscellaneous Expense <sup>3</sup>	\$105,400
Professional Development	\$44,064
Equipment/Maintenance/Hire	\$711,247
Property Services	\$855,576
Salaries & Allowances <sup>4</sup>	\$803,298
Support Services	\$570,997
Trading & Fundraising	\$33,432
Motor Vehicle Expenses	\$39,341
Travel & Subsistence	\$19
Utilities	\$135,483
<b>Total Operating Expenditure</b>	<b>\$19,933,231</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$9,528,929</b>
<b>Asset Acquisitions</b>	<b>\$7,820</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,954,721
Official Account	\$56,351
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$2,011,073</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$473,039
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$19,041
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$67,297
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$1,000,000
Maintenance - Buildings/Grounds < 12 months	\$76,379
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,635,756</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.*