

2021 Annual Report to The School Community



School Name: **Berwick Secondary College (7603)**



- 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 16 May 2022 at 01:57 PM by Kerri Bolch (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 16 May 2022 at 02:30 PM by Phil Wightman (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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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 do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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. These levels 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

In 2021 our school motto 'Crescam', Latin for 'I shall grow', 'I shall increase' or 'I shall prosper' remained a touchstone for our learning community, and our experiences together provided us unique perspectives and the opportunity to learn and grow in new ways as a school community. I am very proud and grateful to our students, staff and families for the way they have responded and adapted to the frequent changes in teaching and learning this year.

Situated in the City of Casey, the high growth corridor of the South East, our College has a vibrant history in the Berwick community and global connections to alumni in a wide variety of fields. Berwick College is fortunate to have a number of specialist facilities including a Health and Wellbeing Centre, Performing Arts Centre, Music faculty with instrumental practice rooms, dance studio, hockey pitch, basketball stadium and fitness gym, with access to the Casey Athletics track, Edwin Flack oval and Leisure Centre. The College buildings are arranged by domain areas and include five science rooms, an Automotive workshop and a Technology Centre with engineering, building and construction areas which support Vocational Education and Training (VET) for our students. We have met with local members of parliament to discuss an extension to our basketball stadium to provide additional basketball courts in the City of Casey and we are hopeful of a positive outcome. We have also raised with members of parliament a future STEAM wing as outlined in our Master Plan.

We began the year focussing on IKEA: I - implementing with fidelity, K – knowing your students and their data, E – embedding our routines and A – allowing for the effects of 2020 which continued into 2021. The efforts of our students and staff to genuinely provide care and support to peers is commendable. Programs and strategies such as Literacy for Learning, increased moderation, masterclasses and the teacher/student mentor program all contributed to the strong improvement in VCE Median Study Scores, particularly in English. English leaders contributed to the work of the Victorian Association for the Teaching of English (VATE) and, as in previous years, several of our teaching staff built their capacity as senior teachers through becoming Victorian Curriculum and Assessment Authority (VCAA) examination assessors. Parent and student focus groups all strongly endorsed the College's performance. Our year 12 VCE students had the chance to attend their Orientation Day at Federation Uni and celebrated their final year of secondary education at Valedictory despite a very challenging year. Sharing in this unique experience brought a deeper level of camaraderie, community spirit, resilience and strength which will carry them into the next chapter of their lives. The whole staff commitment to strengthening student learning outcomes by embedding the College's instructional model, differentiated pedagogy, implementing evidence-based teaching and learning approaches and using multiple data sources in Professional Learning Communities has assisted in monitoring student growth and progress. I am grateful to our staff who acted as mentors, providing strong professional experience, guidance and development for 142 pre-service teachers as part of our partnership model with local universities.

Berwick College has a very supportive culture, one of growth that embodies our ICARE values; Inquiry, Co-operation, Achievement, Resilience and Empathy. When we operate every day under these values, ICARE, our school will flourish. In February we welcomed 10 new members of staff to our school community of 1664 students, 802 female and 862 male, including 308 new year 7 students, new students in years 8 - 12 and our year 12s (who enjoyed finally sitting on the steps in assemblies). The Student Family Occupation (SFO) index was 0.4179 and the Student Family Occupation Education (SFOE) index was 0.3747 in 2021. The staffing profile is made up of one principal, four assistant principals, 15 leading teachers, six learning specialists, classroom teachers and a business manager and includes instrumental teachers, a mental health practitioner, youth workers and learning and education support officers.

We were honoured and excited to be recognised and shortlisted in three categories of the Victorian Education Excellence Awards. We won the Outstanding Koorie Education Award, and our Learning Support Team and Business Manager were finalists. These awards recognise our inspirational teaching and support staff who improve the lives of our young people and go above and beyond the call of duty to deliver outstanding achievements for our students, community, and the Victorian government education system. Camps and tours, although an integral part of the College curriculum as they enable students to explore, extend and enrich their learning and their social skills development in a non-school setting, were not able to occur to their fullest extent in 2021. Before the evolving nature of COVID-19, students had the chance to compete at the annual Swimming and Athletics Carnivals and our Basketball Academy

students were both gold and silver medallists. Our Technology and Media students were represented in the annual VCAA Top Designs exhibition.

Our college nurse and the Wellbeing Team, including our mental health practitioner and chaplain, moved into our new Health and Wellbeing Centre at the beginning of this year and this new facility is now being enjoyed by staff and students. The wider community also has access to consultation rooms and external counselling services. Student leadership roles give students the opportunity to actively participate in decision-making processes that affect their learning and school experience, which will enhance the overall college community, improve student connectedness and engagement and build pride in the College. We inducted 39 student leaders who joined our four College Captains to serve as College ambassadors.

The College's flexible learning program is available for students in years 9-12 who are interested in VET and structured workplace learning. The College has specialised Basketball and Dance Academies and a High Achievers' Program. Our Basketball Academy students are National Champions and won state titles again this year. Our teachers of the Indonesian language and their students enjoyed a visit from a diplomat from the Department of Foreign Affairs and Trade (DFAT) as a result of our highly successful Bridge School Partnership with St Nikolaus Lokon High School, Indonesia. Our Koorie Education Team and staff provided strong support to our 21 Indigenous students. The College aims to create a learning environment that respects, acknowledges and celebrates Indigenous culture through pedagogy and practice and through implementing the key actions of our Reconciliation Action Plan. A strong partnership between the College and the community enhances the learning of our students. Professional relationships with the wider community, such as our feeder primary schools, Casey Tech School, the City of Casey, Federation University, Chisholm Institute and the Trade Careers Centre, and organisations such as the Victoria Police, Defence Force Australia, Apprenticeships Australia, the Rotary Club of Berwick and local businesses, have been of enormous benefit to our College and are highly valued. Our Facebook page recognises and celebrates both present students and alumni and recently featured two past students who competed in the 2021 Tokyo Olympics.

As we look forward to 2022, I am proud that we have kept our actions and plans centred on 'improving the learning' for our students and we will continue to create the best learning opportunities for their future.

Framework for Improving Student Outcomes (FISO)

Our Strategic Plan (2022 – 2025) tabled for Council members is the fruition of a rigorous review and complements the DET revised Framework for Improving Student Outcomes (FISO 2.0) which places learning and wellbeing at the centre of school improvement.

The 'Effective Approaches to Teaching Reading' Program, Communities of Practice (COP), Middle Years Literacy and Numeracy Support (MYLNS), Professional Learning Communities (PLC), Respectful Relationships, VCAL Community of Practice, and School Wide Positive Behaviour (SWPB) implementation have all been part of our work this year to improve student learning outcomes. The SWPB team was successful in obtaining the DET Silver Award and in 2022 will commence work towards Gold Certification. The Koorie Education Team will participate in the DET Self-Determination in Education Reform by hosting Campfire Conversations and will participate in the CNN Marrung Committee to continue to further empower Koorie learners, families, staff and the wider community.

Our staff continue to be heavily involved in implementing DET initiatives such as the 'HeadStart' Program which has successfully placed students in traineeships and apprenticeships. Berwick College is recognised for the provision of rich and varied pathways for all students. Led by our Careers department and our Student Learning Leaders and their assistants, course counselling sessions were conducted a little differently this year. Students received significant counselling in choosing a pathway suitable for their level of ability and career aspirations. Year 7 and 8 students create a careers e-portfolio (All About Me), year 9 students undertake formal testing using the Morrisby Profile and year 10 students conduct research activities based on career occupations. In year 11, students undertake career investigations using identified career target areas, which includes investigating future courses and/or training goals via VTAC or other relevant websites. Year 12 students prepare a career pathway plan in Term 1, then receive support to apply to their preferred pathway provider in employment or further education during Terms 3 and 4.

Looking to 2022, the School Review Panel recommended key directions that are reflected in the 2022 Annual Implementation Plan (AIP) which has a specific focus on Numeracy. In addition there will be an increased focus on attendance strategies and extending the College's comprehensive health and wellbeing programs.

Achievement

In 2021 Berwick College continued work on its strategic plan goal of improving student learning outcomes with a specific focus on Literacy and Numeracy.

Victorian Certificate of Education (VCE) & Victorian Certificate of Applied Learning (VCAL)

In 2021, 141 scored and 204 total year 12 students undertook VCE and 65 year 11 students undertook at least one year 12 VCE unit across 29 subjects at Berwick College. In 2021, 53 year 12 students undertook the Senior VCAL certificate. The percentage of satisfactory VCE completions was 96% and for VCAL the completion rate was 86%. The percentage of student study scores at or above 40 was 6.4% which compares very favourably with like schools.

The top ranked student achieved an Australian Tertiary Admissions Rank (ATAR) of 96.65 with 6% of students achieving an ATAR of above 90, 20% above 80 and 35% over 70. One student achieved a perfect score in Media. In a very difficult year our students have been very successful with their destinations. 92.52% of all students who applied received an offer to University/TAFE. 16.82 % of students were fortunate enough to receive multiple offers due to the strength of their results and applications.

Students were successful in their placements into the following quality destinations:

- 72 University
- 34 TAFE
- 15 Deferred study
- 45 Working full time
- 25 Apprenticeship
- 13 Private providers including dance and music programs

Student learning in years 7 through to 10 continue to improve in both literacy and numeracy although the progress has been somewhat slower than expected. The school met their target of having more than 25% of students in year 9 attaining high growth in Reading however our remaining targets were not achieved.

Successful strategies that were used to support our students included dedicated classes and withdrawal groups for literacy support, staff mentors for year 12 students, the DET Tutor Initiative, DET MYLNS program provided to year 8 and 10 students, dedicated classes enrolled in the DET High-Ability program, DET Literacy for Learning training, review of VASS data and curriculum delivery with year 12 teachers, Effective Reading strategies incorporated in year 7 curriculum and Professional Learning Communities meeting as small groups to analyse and monitor student data using the Department's Improvement Cycle.

During the pandemic our community had to adapt in various ways. Our teachers and students were able to come together in online platforms to continue the teaching and learning. Many of these online practices were highly successful and have now been integrated into common practice. A continued cycle of review, adaption and implementation has continued to allow Berwick College to evolve and maintain its success.

In 2021, Berwick College supported our largest ever group of students under the Program for Students with a Disability (PSD). Despite the challenges presented with another year of remote learning, students were well assisted by Learning Support Officers who were recognised, for their contributions to improving learning, as finalists in the Victorian Education Excellence Awards - Outstanding Education Support. Individual Education Plans monitor the achievement of learning goals which are established and reviewed each term through Student Support Group meetings. The College continues to focus on creating an inclusive environment for all learners.

Engagement

Student engagement at Berwick College remained strong with an emphasis on building positive relationships and ensuring that the individual learning needs of the students were met through promotion of attendance, retention in the same pastoral Learning Team, and a successful post school destination.

The College's vertical Learning Team structure consists of eight learning teams (including 63 home groups) with students ranging from years 7-11. The home group structure has evolved since returning from COVID's remote learning in 2021, into a horizontal model to target greater connectivity and specific intervention and support programs for students. This came about through students and staff being consulted and advocating for this model based on their return to school plan. All of this is underpinned by the College's 'ICARE' values: Inquiry, Co-operation, Achievement, Resilience, Empathy. Through each of these values the Home Group teacher forms a pivotal point of connection to the College for the student and parent.

Effective communication using Compass and the College's newsletter saw an increase in the engagement by our parent community in accessing school reports, attendance and assessment data. The College actively continued to maintain its connection to the community through online information evenings, virtual seminars and the official Facebook page. Regular contact was maintained to inform the community of the College's management of COVID-19 and the access to remote learning support for parents and students.

Student Engagement is measured by the Student Attitude to School Survey and the specific factor of Student Connectivity. The overall 2021 results show a slight decline from 2020, which was evident through two years of remote learning. There was, however, a strong level of engagement indicated by the new year 7 cohort which was fostered through the College's remote online transition program. The College used 'Google Classrooms' extensively to provide a range of online learning opportunities including virtual classrooms, online chats and hangouts, work submission and interactive activities to help students maintain connectivity with their peers and teaching staff.

Attendance

In 2021, the whole school absence rate was 21.3 days, which was above State by 0.3 days. The College actively monitored and tracked individual student data to ensure that we knew where each student was and what their level of engagement was throughout remote online learning. This included specific targeted intervention for our most vulnerable students, including PSD and First Nation students and ensured the provision of on-site learning at school and wellbeing support through our wellbeing team and student leadership.

The College's home group teachers actively supported students re-engaging during the transition back to onsite learning through pastoral care lessons on empathy and resilience, and understanding the impact that the time away from school had had on their mental health.

The College's student retention rate for students in year 7-10 continued to remain above State at 74.3% compared to 73.2%.

Wellbeing

We continued to prioritise wellbeing over the past 12 months and have been well supported by an outstanding multidisciplinary team including a nurse, chaplain, mental health practitioner, youth workers and social workers. Their support of all students, particularly our most vulnerable, is reflected in the Attitudes to School survey results. Despite the challenges of remote and flexible learning, the 2021 results in the area of Sense of Connectedness were similar to like schools and the State.

Berwick College has a slightly higher percent endorsement to both like schools and the State when measuring Management of Bullying. The Bullying Prevention Survey undertaken each semester, SWPBS and implementation of the Respectful Relationships curriculum have supported our targets in this area. Dedicated homegroup activities continue to link directly to the College ICARE values and Respectful Relationship themes. Teacher mentors developed IEPs with Indigenous students, focussing on individual goals, pathways, identity and pride in First Nations' Culture.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, achieving over 70% positive endorsement which was equal to the State mean. Feedback from parents during remote and flexible learning was also overwhelmingly positive.

In 2022 we will increase provision of service providers to effectively respond to the health, social and emotional needs of students and provide professional learning opportunities aimed at building parents' and staff knowledge to effectively respond to student health and wellbeing needs.

Staff satisfaction, according to the School Staff Survey, has been identified as an area to focus on as results were lower than the state and below 50% positive endorsement.

Finance performance and position

In 2021, Berwick College maintained a sustainable financial position with an operating surplus of \$7,597. This is primarily due to the savings made during remote learning where the demand for CRT staff required by the College reduced. We also reduced the cost of subjects for families as some educational resources for students were not required during on-line learning. The surplus allowed the College to upgrade out-dated classroom equipment and resources, as well as improve facilities across the College.

All College bank accounts maintained a sustainable balance and did not go into overdraft during the year. In 2022, the College expects a challenging financial year with the amendments to Parent Payment Policy, but will aim to be in a break-even financial position by the end of the year.

For more detailed information regarding our school please visit our website at
<https://www.berwickcollege.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 1664 students were enrolled at this school in 2021, 802 female and 862 male.

10 percent of students had English as an additional language and 1 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).

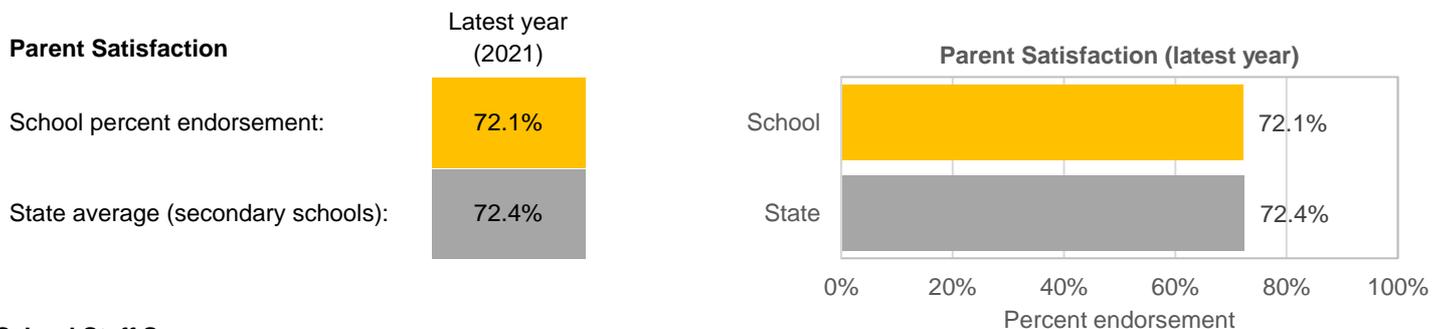
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

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.

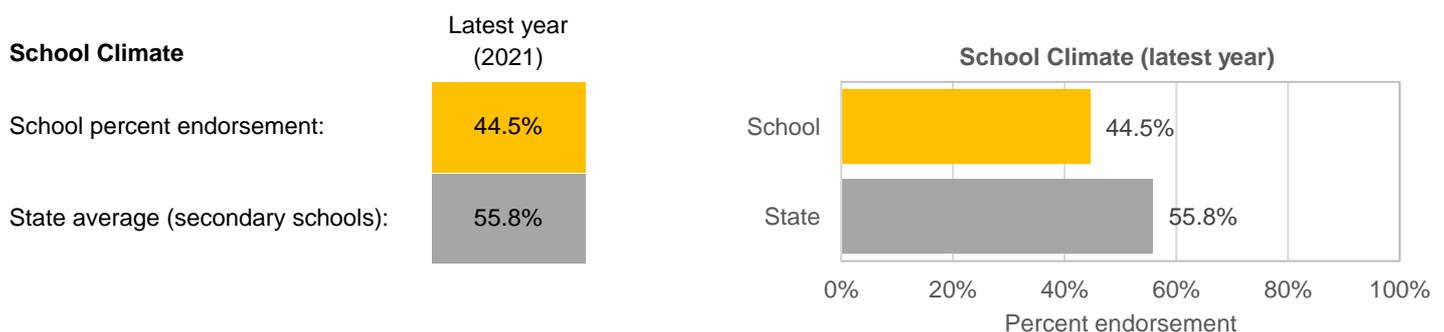


School Staff Survey

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

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

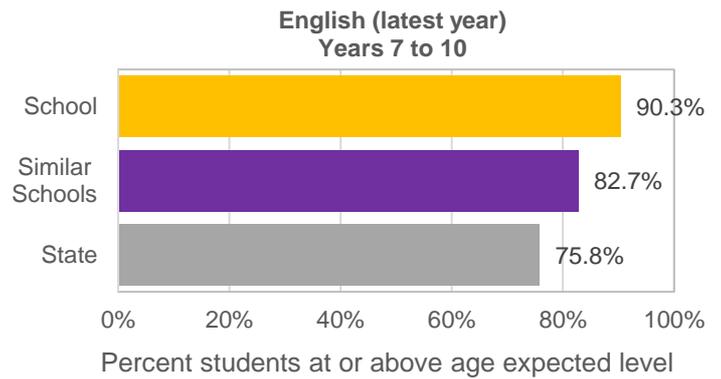
90.3%

Similar Schools average:

82.7%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

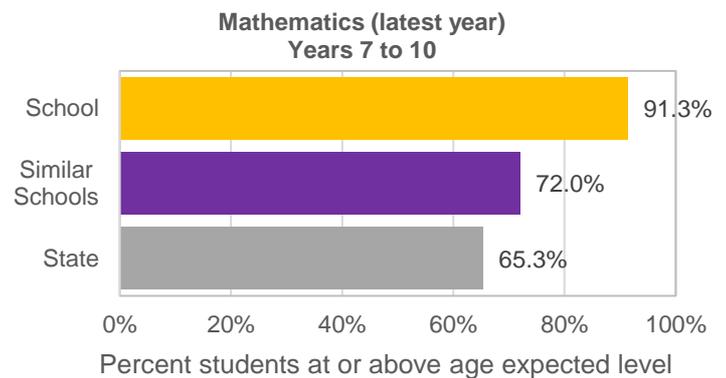
91.3%

Similar Schools average:

72.0%

State average:

65.3%



ACHIEVEMENT (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

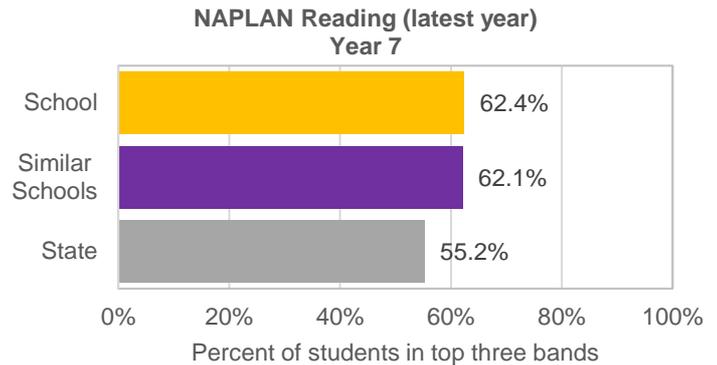
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

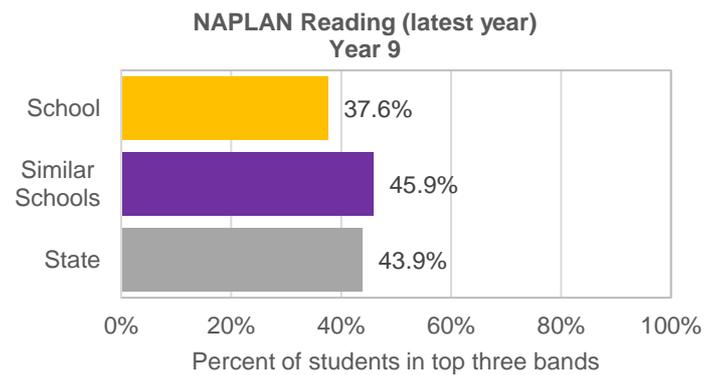
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.4%	59.9%
Similar Schools average:	62.1%	61.2%
State average:	55.2%	54.8%



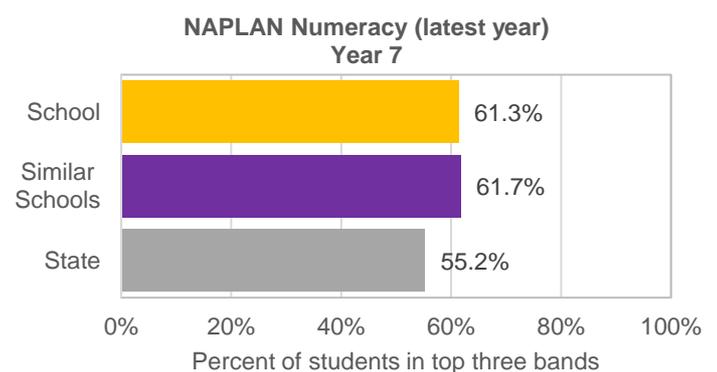
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	37.6%	43.1%
Similar Schools average:	45.9%	48.0%
State average:	43.9%	45.9%



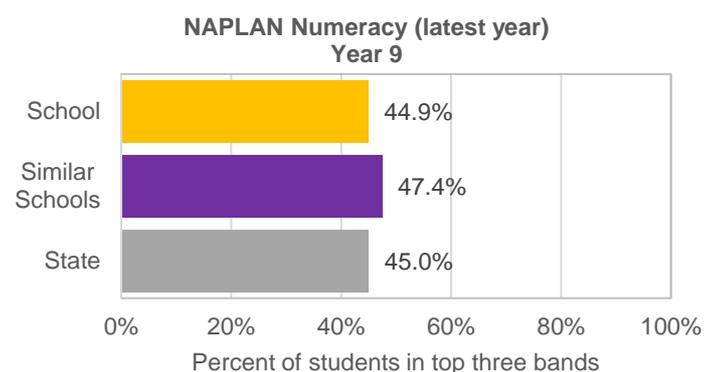
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.3%	61.5%
Similar Schools average:	61.7%	61.5%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.9%	50.0%
Similar Schools average:	47.4%	49.5%
State average:	45.0%	46.8%



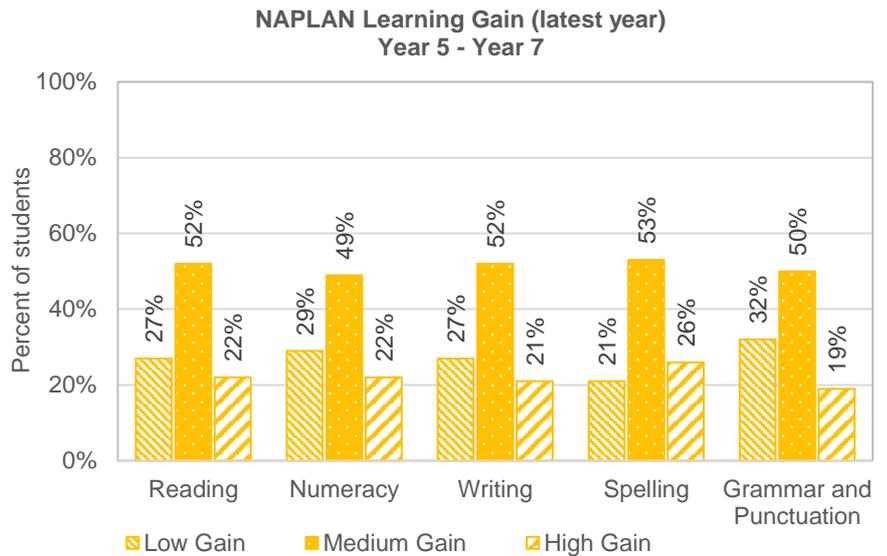
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

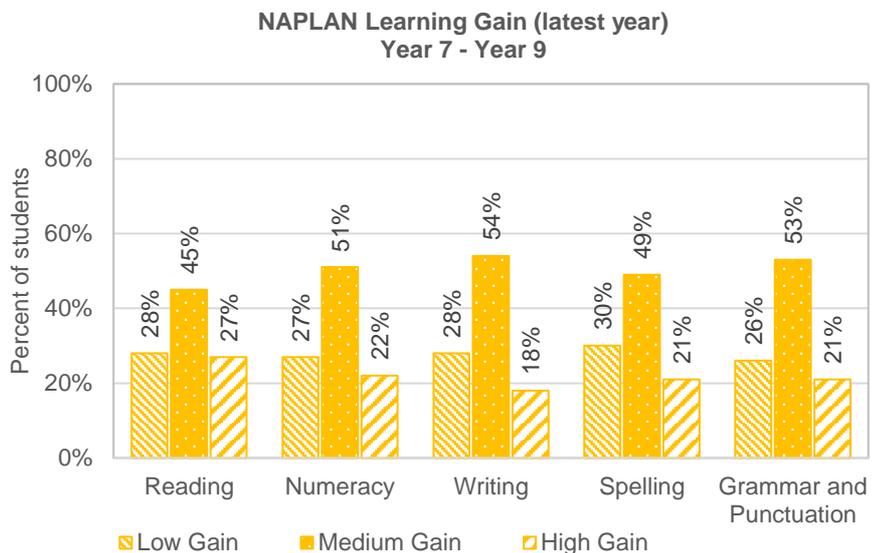
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	52%	22%	21%
Numeracy:	29%	49%	22%	21%
Writing:	27%	52%	21%	21%
Spelling:	21%	53%	26%	23%
Grammar and Punctuation:	32%	50%	19%	22%



**Learning Gain
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	28%	45%	27%	24%
Numeracy:	27%	51%	22%	23%
Writing:	28%	54%	18%	22%
Spelling:	30%	49%	21%	22%
Grammar and Punctuation:	26%	53%	21%	23%



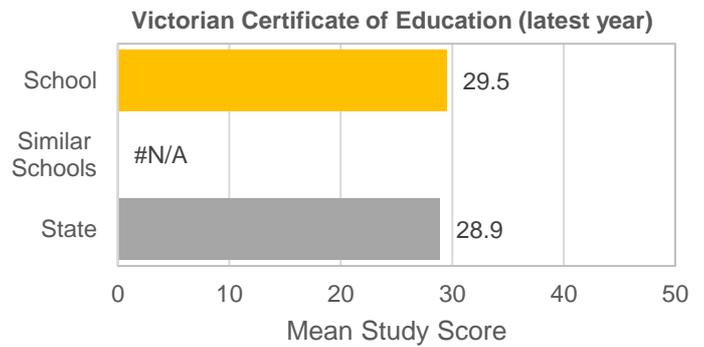
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	29.5	29.5
Similar Schools average:	28.6	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

96%

Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:

26%

VET units of competence satisfactorily completed in 2021*:

67%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

76%

* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

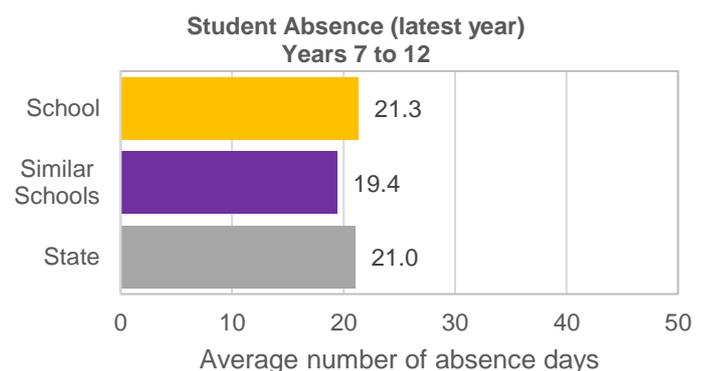
ENGAGEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	21.3	16.8
Similar Schools average:	19.4	17.9
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

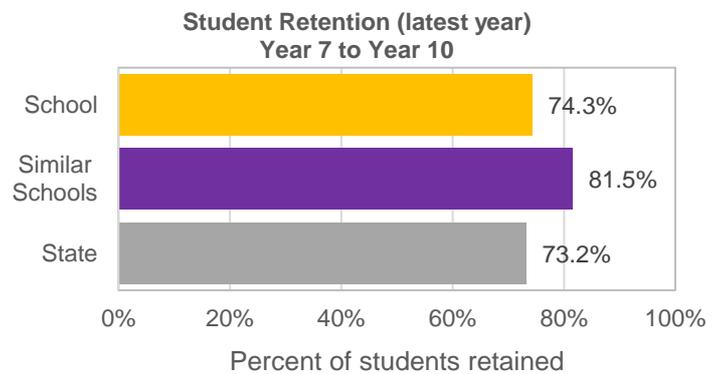
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	91%	90%	89%	87%	88%	91%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2021)	4-year average
School percent of students retained:	74.3%	74.7%
Similar Schools average:	81.5%	79.8%
State average:	73.2%	72.9%



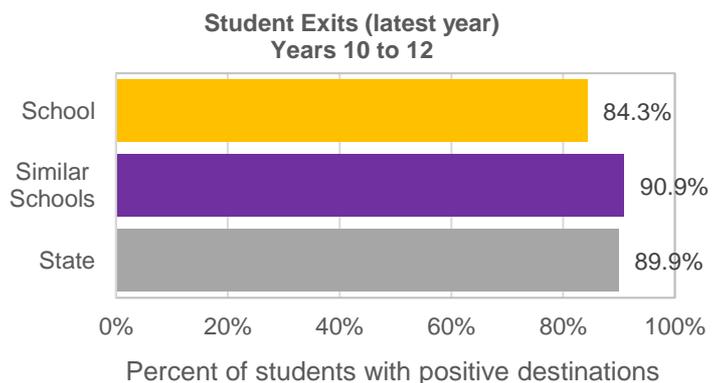
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school. Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	84.3%	83.2%
Similar Schools average:	90.9%	90.2%
State average:	89.9%	89.2%



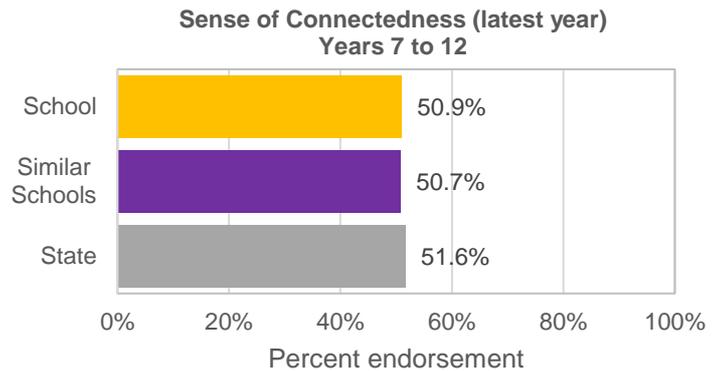
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	50.9%	53.2%
Similar Schools average:	50.7%	54.1%
State average:	51.6%	54.5%

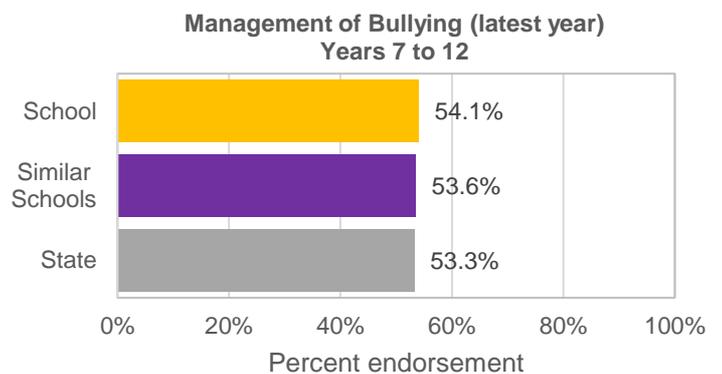


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	54.1%	57.5%
Similar Schools average:	53.6%	57.7%
State average:	53.3%	56.8%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$16,727,771
Government Provided DET Grants	\$2,134,284
Government Grants Commonwealth	\$0
Government Grants State	\$9,800
Revenue Other	\$262,946
Locally Raised Funds	\$866,651
Capital Grants	\$0
Total Operating Revenue	\$20,001,453

Equity ¹	Actual
Equity (Social Disadvantage)	\$227,342
Equity (Catch Up)	\$80,732
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$308,074

Expenditure	Actual
Student Resource Package ²	\$16,677,455
Adjustments	\$0
Books & Publications	\$10,650
Camps/Excursions/Activities	\$219,083
Communication Costs	\$39,423
Consumables	\$535,417
Miscellaneous Expense ³	\$158,482
Professional Development	\$42,021
Equipment/Maintenance/Hire	\$472,569
Property Services	\$63,087
Salaries & Allowances ⁴	\$1,097,955
Support Services	\$463,792
Trading & Fundraising	\$16,041
Motor Vehicle Expenses	\$29,787
Travel & Subsistence	\$0
Utilities	\$112,622
Total Operating Expenditure	\$19,938,384
Net Operating Surplus/-Deficit	\$63,068
Asset Acquisitions	(\$4,914)

- (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 10 Mar 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	\$789,401
Official Account	\$425,065
Other Accounts	\$38,882
Total Funds Available	\$1,253,348

Financial Commitments	Actual
Operating Reserve	\$542,494
Other Recurrent Expenditure	\$0
Provision Accounts	\$100,000
Funds Received in Advance	\$75,637
School Based Programs	\$350,216
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$180,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,253,347

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.