

2021 Annual Report to The School Community



School Name: Woodmans Hill Secondary College (8491)



- 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 28 April 2022 at 01:19 PM by Stephen Fields (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 25 May 2022 at 10:57 AM by Soraya Hepburn (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

Visions & Values

Woodmans Hill Secondary College has high expectations and aspirations for our whole community, based on a shared belief that every student can experience good growth in all aspects of their development. By focusing on the individual needs of all of our students, we consistently strive to create an inclusive environment in which every student believes that they belong here and are able to develop and maintain deep connections and positive relationships with a wide range of people. We design high quality learning experiences that enable students to develop resilience, so that they are equipped to deal with all of the challenges they will face in their lives. We want all of our students to want to come to school every day to learn and grow, sharing our belief that they can self-determine their own pathway to success. All staff aim to work collaboratively with our students and their families so that they are fully prepared to seize every opportunity that life presents them.

At Woodmans Hill Secondary College, we promote respect as the foundation for the inclusive community that we strive to create. Ours is a school that expects our students, families and staff to empathise, understand and accept each other for who we are and who we want to be. We expect our students to learn to value themselves and others and to behave positively and constructively in a learning environment that is safe, secure and encouraging and that they have co-constructed.

At Woodmans Hill, we aim to develop determined learners who see the opportunity to learn in the mistakes that they make and who have the resilience to respond to any adversity that they may face. We create a wide range of contexts that challenge our students and provide a variety of supports to gradually release responsibility so that our students develop into highly motivated adults who can self-regulate.

At Woodmans Hill Secondary College, we encourage our students to strive for personal excellence. We want our students to believe that they are on a journey of growth and that through challenge, feedback and support they are committed to being on a life-long journey of learning and development. We teach our students that progress is not always linear and that set-backs can provide them with the impetus for significant learning and growth to occur. Through self-motivation, we want our students to feel optimistic for their futures and secure in the knowledge that their endeavours are valued and celebrated by the college.

Our aim at Woodmans Hill Secondary College is to create the best context possible for our students, families and staff to thrive and grow. Through high quality teaching, feedback and care, we want all of our students to achieve the aspirational goals that they set in life, so that they can be happy, fulfilled and successful adults on whatever pathway they choose to follow. We expect all members of our community to share a sense of pride in what we stand for and to make a positive difference in their own lives and the lives of their communities.

Our Purpose

At Woodmans Hill Secondary College, we understand how important it is to develop future citizens who are caring, empathetic, inclusive and optimistic for a future in which they will need to be problem-solvers and advocates for their communities. We need our students to be able to communicate with clarity, to feel connected to others and to be committed to a life-long learning journey in which they are able to self-determine their pathway.

Enrolment Profile

A total of 484 students were enrolled at Woodmans Hill Secondary College in 2021, 218 female and 266 male. 3 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Staffing Profile

A total of 70 staff work at Woodmans Hill Secondary College in 2021, with 50 FTE staff and 20 PTE. Of this, 41 were

teaching staff, 19 were administrative ES & 8 were learning support ES. 3 members of staff were mental health practitioners whilst the school employed 4 peripatetic music teachers. 1 member of the teaching team was employed as part of 'Teach for Australia'. 1 member of the teaching staff identifies as First Nations. The school's leadership structure comprised of 1 Principal, 1 Assistant Principal, 1 Leading Teacher and 2 Learning Specialists.

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

Geographical Location

The school is located in East Ballarat, close to the freeway that leads to Melbourne. The school sits on extensive grounds and has experienced significant refurbishment and upgrading over the course of the last few years.

Programs for Overseas Students

Woodmans Hill does not currently run programs for overseas students.

Framework for Improving Student Outcomes (FISO)

A key part in our School Strategic Plan is to develop the capacity of teachers to activate student agency in learning so that students can act as partners in their own learning.

As a school, we have been collaborating within Professional Learning Communities (PLCs) for 3 years which has enabled us to develop norms and agreements that will further support this work as we look to improve on the 51% positive endorsement from students in 2021 (Students Attitude to School Survey) regarding their sense of confidence in their own learning. Overall for self-regulation and goal setting, 51% of students provided a positive endorsement: within this category of the survey, 60% of students stated that they came to class willing to learn, but only 40% are asked to set goals.

The school will focus on the development of an 'Expertise Pathway' for all teachers which will include a focus on increasing teacher knowledge so that they can target individual students at their point of need, whilst being able to co-construct and implement developmental rubrics so that students are aware of what progression looks like in each subject. This will allow us to enhance the capacity of staff to develop and integrate quality curriculum, assessment, data literacy and instructional best practice, underpinned by the FISO improvement cycle.

Another key area of our work is our focus on improving engagement for all students from Year 7 and 12 by reducing the average number of days absent per student from 24.74 in 2020 to 17 by 2024. It is our aim to see a reduction in the percentage of students with more than 20 days absent from 47 per cent in 2020 to 30 percent by 2024. We will look to strengthen opportunities for students to participate in the design and implementation of school programs and policies, student-led learning, belonging and engagement opportunities. We will continue to embed a culture of high expectations and aspiration based on continuously improving student outcomes. Critical to this is our need to foster the social and emotional wellbeing of all students from Year 7 to 12. Considering the upheaval our students have gone through over the course of the last two years, it is critical that we focus on these areas if we are to increase our students' sense of their own resilience, their respect for diversity and their sense of connectedness to our school's values. We have plans in place within our Annual Implementation Plan (AIP) for a whole school approach in building staff capacity so that they can effectively support complex social, emotional and wellbeing needs. All of this is

dependent on us strengthen authentic learning partnerships between students, teachers and parents, carers and kin.

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

In English Years 7-10, 63.1% of students were at or above age expected standards compared to 61.8% for similar schools (state average 75.8%). In Mathematics Years 7-10, 64.2% of students were at or above age expected standards compared to 54 % for similar schools (state average 65.3%).

NAPLAN

In Year 7 Reading, 56.1% of students were in the top three bands compared to 44.6% for similar schools (state average 55.2%). In Year 9 Reading, 43.9% of students were in the top three bands compared to 33.4% for similar schools (state average 43.9%).

In Year 7 Numeracy, 50% of students were in the top three bands compared to 44.4% for similar schools (state average 55.2%). In Year 9 Numeracy, 33.3% of students were in the top three bands compared to 32.7% for similar schools (state average 45%).

In 2021, the English team focused on;

- * refining of data and assessment practice with differentiated assessments to be linked to Individual Education Plans (IEPs)
- * revising rubrics based on moderation of artefacts and lesson observation
- * use of 2020 data to determine gaps in knowledge and skills
- * introduction of DIBELS assessment.
- * regular moderation and 'check-in' points established for the English team as part of their weekly meetings including a focus on student growth, students at risk, students in need of extension, class patterns & best practice
- * consistency of Learning Intentions and Success Criteria that link to the unit rubrics with scheduled mid-unit check-ins ensure whole team consistency, especially when adjusting units.

Students identified through data were extended and supported (and where appropriate supported to participate in the DET High Ability Program/Tutor program/MYLNLS) with (IEPs) established.

In 2021, the Mathematics team used NAPLAN item analysis to;

- * inform the implementation of a common approach to decoding written questions
- * used work samples to moderate & monitor the success of the decoding process and document impact of new approach
- * differentiated Maths teaching was continually developed, improved upon and documented

Assessment, moderation and feedback was used to identify misconceptions. The aim was to develop IEPs for high ability students which would be regularly reviewed through conferencing with students and fed into team planning. Learning goals were to be set with students to drive differentiated teaching and regularly reviewed and tracked. Because of remote learning, this target setting was disrupted and impacted on the progress of some of our students.

There is now consistent moderation in Junior English and Maths and an increased understanding of progression points to inform targeted feedback. Learning specialists have led teams in strengthening pedagogical understanding. Moderation of assessments has been ongoing which has led to more accurate teacher judgements with greater spread in results.

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. The school mean VCE study score was 28.4 bands compared to 25.8% for similar schools (state average 28.9%). 10% of VCE study scores were 37+ (2021 target was 7%). The average study score in English was 27 (22.5 in 2021) and 28 in Maths (22.2 in 2021). The dux of the school recorded our highest ATAR of 94.9. 100% of students satisfactorily completed their VCE.

Our VCE leader implemented a data tracking initiative which incorporated termly meetings with all teachers to collaboratively evaluate action plans based on 2020 data along with the senior team, all students received intervention and mentoring which enabled staff and students to set goals, review progress and provide timely support. The strategic deployment of tutors in English, Maths and Humanities allowed the school to support students and staff to address the impact of remote learning in 2020 and 2021. All staff were involved in generating a culture of high expectations which led to a culture of success being developed.

Students with additional needs

The data has guided the Learning Support program in 2022 and decisions around the suite of Tier 3 adjustments provided to our students with disabilities. These adjustments are geared to address the individual needs of our students who have individual challenges we need to address. In summary, Students are making progress at Woodmans Hill because we are providing students a voice over what types of support they need and providing adjustments and programs, tailored to meet their individual needs.

Tier 3 Interventions:

1. Individual Support Program:

* 27 students are enrolled in the Individual Support Program and attend the learning support centre replacing one subject in the week.

This time (1:1) is used for a range of functions:

- * to check-in with students (for those who have identified feelings of anxiety and require regular check-ins across the week)
- * to give assistance with organization (for students who identified needing assistance with their organization) of their locker, colour coding books, organizing their books/portfolios etc
- * to use art/craft, games, reading and low-stimulus activities (for those students experiencing cognitive fatigue, requiring more breaks in their school week).
- * to assist students with classwork or homework (for those students who identified needing assistance with their learning)

2. Social Skills Program:

* 23 students are enrolled in our social skills program (for year 7/8's, those students who identified needing support with social interactions and making friends)

3. Integration Aide support in classes

* 47 students benefit from having an integration aide assist with their learning in class time

Identified Needs for Students with Disabilities

Year 7

Of the year 7 cohort in 2022, 14 students with disabilities, receive support in the LS program. Of these 14 students, 8 have Tier 3 funding (equivalent), 6 do not.

- * 50% identified feelings of anxiety and require regular check-ins across the week
- * 42.8% identified needing support with social interactions and making friends
- * 35% identified in their IEP meeting that they need support with regulating their emotions, requiring a break out safe space to attend to calm themselves
- * 21.4% experience cognitive fatigue, requiring more breaks in their school week

Year 8

Of the year 8 cohort in 2022, 8 students with disabilities receive support in the LS program. Of these 14 students, 7 have Tier 3 funding (equivalent), 1 does not.

- * 85% experience cognitive fatigue, requiring more breaks in their school week
- * 42% identified needing assistance with regulating their emotions
- * 42% identified needing assistance with their learning in classes

Year 9

Of the year 9 cohort in 2022, 11 students with disabilities receive support in the LS program. Of these 11 students, 5 have Tier 3 funding (equivalent), 6 do not.

- * 77% identified feelings of anxiety and require regular check-ins across the week
- * 44% experience cognitive fatigue, requiring more breaks in their school week
- * 33% identified needing assistance with their learning in classes

Year 10

Of the year 10 cohort in 2022, 5 students with disabilities receive support in the LS program. Of these 11 students, all 5 have Tier 3 funding (equivalent)

- * 40% identified feelings of anxiety and require regular check-ins across the week
- * 80% experience cognitive fatigue

Engagement

The school average number of absence days for Years 7 to 12 in 2021 was 28.3 compared to 26.3 for similar schools (state average 21 days). Whilst COVID had a significant impact on our attendance, we were able to refine our engagement processes throughout 2021 to track non-attenders and provide a range of interventions that significantly re-engaged students, especially when we returned to face-to-face teaching.

In 2021, we further developed our Attendance Policy and structures around following up persistent non-attendance, providing clarity to parents and students about attendance.

Home Group provided a clear structure for extra-curricular support for students. Through this forum, our staff could discuss attendance, engagement and connection to school. Home Group was reflected on in an overwhelmingly positive way within both staff and student forums at the end of 2021.

Home Group also provided students with wellbeing and mental health supports throughout the school, supporting staff to have conversations with students about mental health and to make referrals when needed.

Student engagement during remote learning increased at Woodmans Hill Secondary College during the course of 2021. In particular, home group teachers were a key part of checking in and touching base with students and identifying students who required more supports. To support student engagement during the transition back to school, Year Level Leaders and sub-schools ran cohort-wide cultural wellbeing events which aimed to build back connection to each other and their staff. In 2022, we will see a significant development in the Tier II supports that are offered to small

groups of students in order to address their engagement/wellbeing needs. A calendar of small group intervention programs will be developed, based on the data which helps us to identify student need. Mental Health funding and support from SFYS will enable a broader range of programs than even before.

The establishment of Home Group during a year of significant disruption and disconnection from school was another highlight. Though it did not result in the significant shift in attendance data for 2021, we did receive positive feedback from staff and students. In 2022, this will be further developed. Attendance and wellbeing will continue to be a focus for home group teachers, but in addition we will see the development of significant cultural events throughout our junior school, senior school and indeed across the whole college community that will support students to have more enjoyable shared experiences during the school day and outside the classroom.

Staff knowledge of and awareness of the 'whole learner' and confidence in having conversations with students around mental health and wellbeing. We provided professional learning around how to support students in home group and we plan to continue this in 2022, firstly with our new junior school and senior school staff and then with our general staff. The more that our students experience 'care' from their teachers in this domain, the more connected and known that they will feel. We hope that this will lead to an increase in connection and attendance.

Wellbeing

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).

Students in our school recorded 48.8% endorsement compared to 45.4% in similar schools (51.6% state average).

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).

Students in our school recorded 48.6% endorsement compared to 48.7% in similar schools (53.3% state average).

Whilst we did not reach our ambitious target due to the impact of COVID, there was still much to acknowledge with regards to the improvements we have made in this area. The staff's collective focus on student wellbeing within Home Group and our revised pastoral care structure had a significant impact on keeping students engaged and connected to school, especially during periods of remote learning. Through lesson observations, staff forums and staff survey there are clear indications that teachers valued opportunities to support students within Home Group. Staff expressed great pride in being able to create bonds with their Home Groups and have committed to improving practice.

Home Group will be reviewed and updated for 2022 and beyond, considering staff and student feedback. A working group have created greater alignment between Home Group, KLAs and whole school celebrations to strengthen school culture and celebrate the different aspects of engagement at Woodmans Hill.

Next year, we have purchased and plan to complete the Resilient Youth survey early in the year which will inform our interventions to support student wellbeing and mental health over the course of the year. The school is also planning for a term 3 funding for the Mental Health initiative. As part of our revised leadership structure, we have recruited experienced Learning Specialists as heads of the sub-school to develop culture and increase students' feelings of connectedness through a calendar of events aimed at re-generating pride in their school. Across the pastoral care teams, we will increase the time allocated for year leaders to work with students in order to address any wellbeing concerns.

Finance performance and position

Financial Performance and Position

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

2021

Revenue	Actual
Student Resource Package	\$6,501,707
Government Provided DET Grants	\$1,402,838
Government Grants Commonwealth	\$1,951
Government Grants State	\$7,016
Revenue Other	\$33,444
Locally Raised Funds	\$228,833
Capital Grants	\$0
Total Operating Revenue	\$8,175,788

Equity 1	Actual
Equity (Social Disadvantage)	\$630,200
Equity (Catch Up)	\$55,117
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$685,318

Expenditure	Actual
Student Resource Package 2	\$6,731,583
Adjustments	\$0
Books & Publications	\$12,952
Camps/Excursions/Activities	\$70,669
Communication Costs	\$17,065
Consumables	\$171,564
Miscellaneous Expense 3	\$81,000
Professional Development	\$24,414
Equipment/Maintenance/Hire	\$264,749
Property Services	\$248,137
Salaries & Allowances 4	\$195,019
Support Services	\$58,586
Trading & Fundraising	\$69,427
Motor Vehicle Expenses	\$570
Travel & Subsistence	\$239
Utilities	\$58,756
Total Operating Expenditure	\$8,004,731

Net Operating Surplus/-Deficit \$171,057

Asset Acquisitions \$7,490

- (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	\$1,603,715
Official Account	\$65,681
Other Accounts	\$0
Total Funds Available	\$1,669,397

Financial Commitments	Actual
Operating Reserve	\$207,260

Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$124,150
School Based Programs	\$226,824
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$239,677
Asset/Equipment Replacement < 12 months	\$38,499
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$218,811
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,055,221

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.

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 484 students were enrolled at this school in 2021, 218 female and 266 male.

3 percent of students had English as an additional language and 4 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).

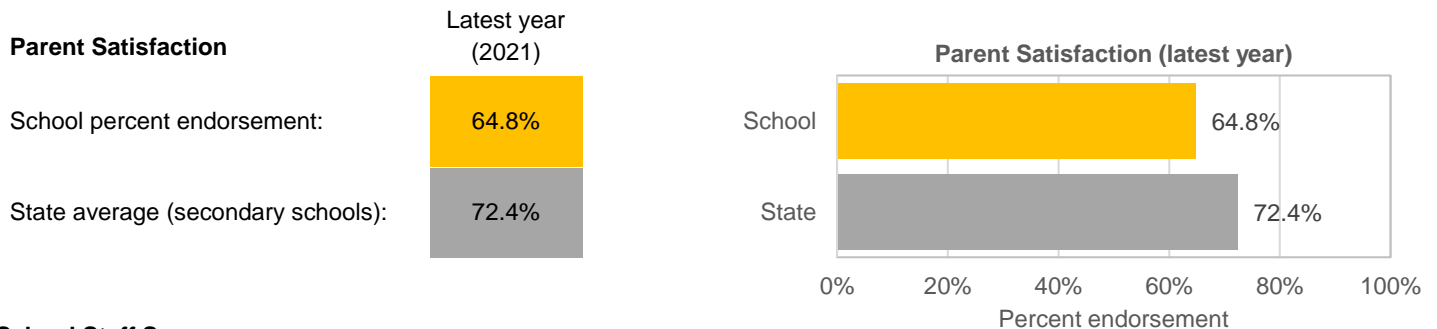
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

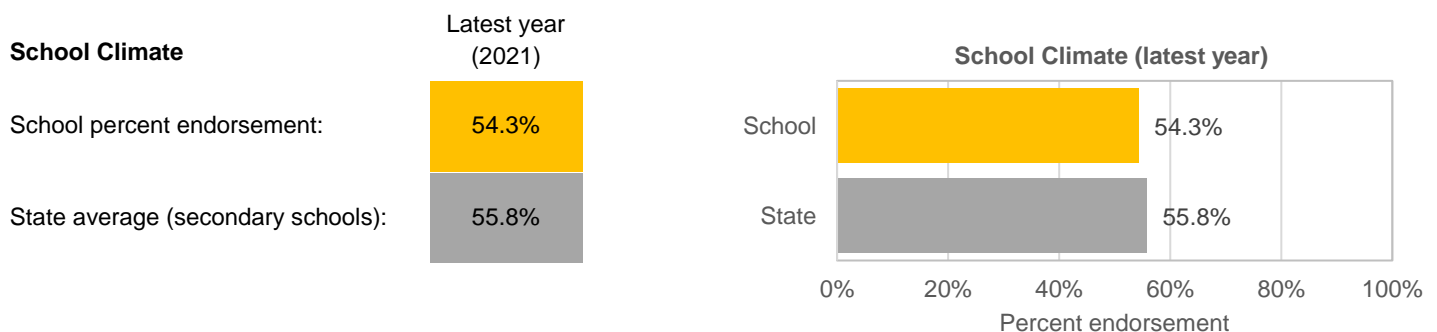


School Staff Survey

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

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:

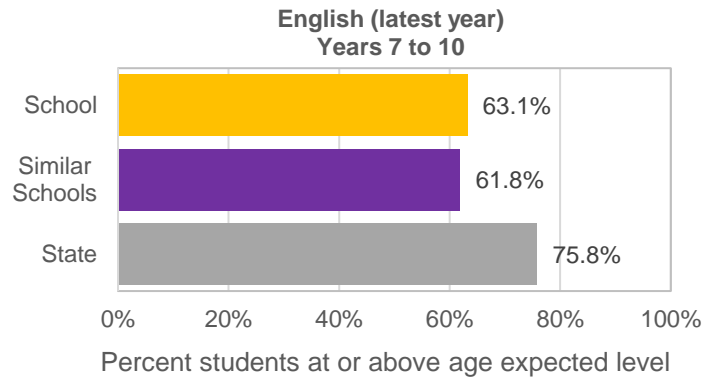
63.1%

Similar Schools average:

61.8%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

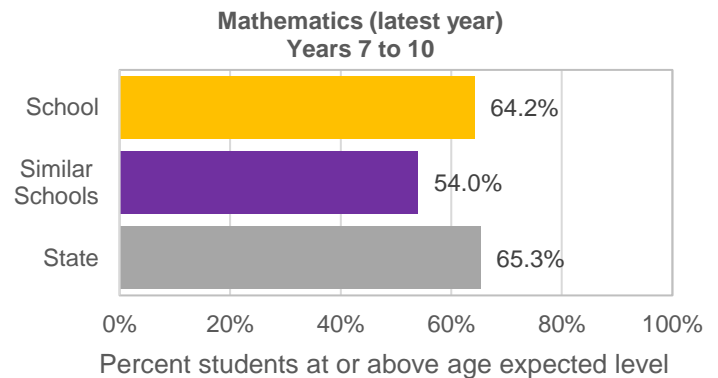
64.2%

Similar Schools average:

54.0%

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.

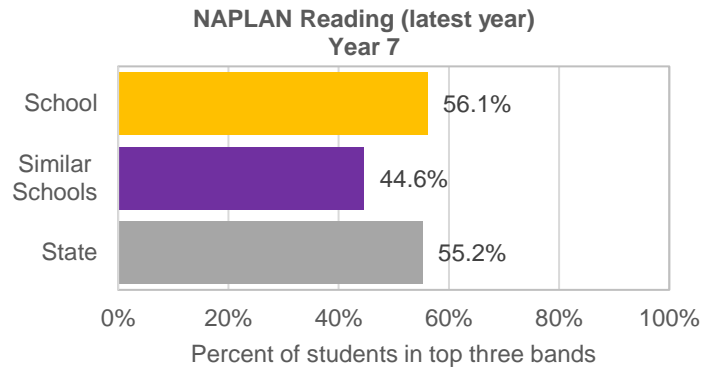
NAPLAN

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.

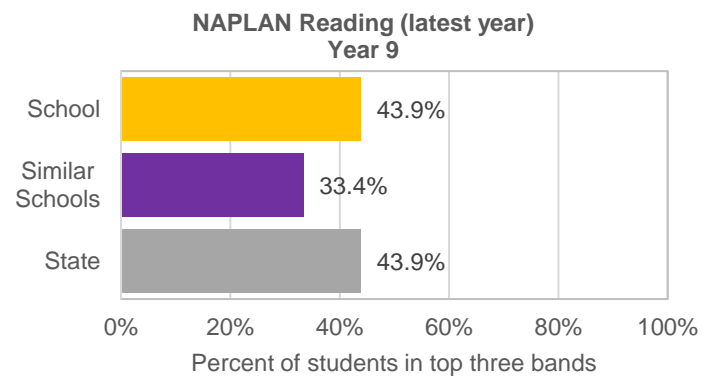
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.1%	52.8%
Similar Schools average:	44.6%	45.2%
State average:	55.2%	54.8%



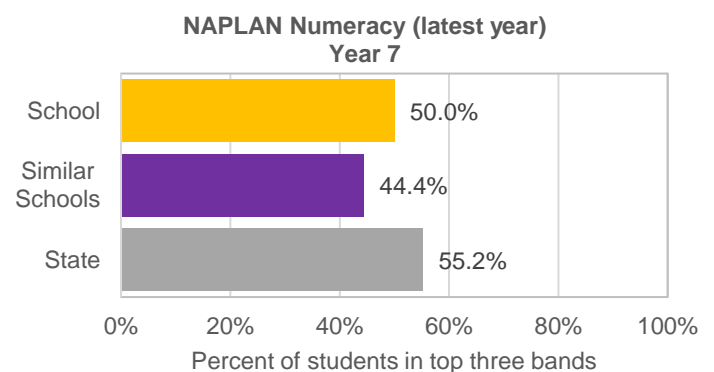
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	43.9%	40.6%
Similar Schools average:	33.4%	35.8%
State average:	43.9%	45.9%



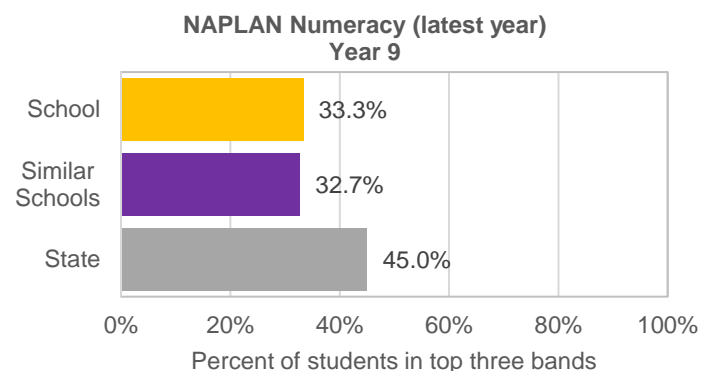
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	45.3%
Similar Schools average:	44.4%	44.5%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	33.3%	32.2%
Similar Schools average:	32.7%	35.4%
State average:	45.0%	46.8%



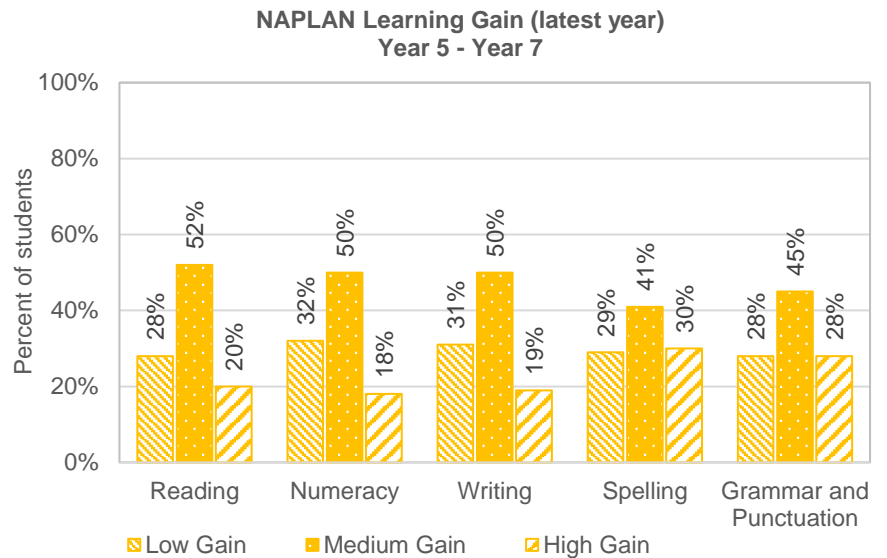
ACHIEVEMENT (continued)

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'.

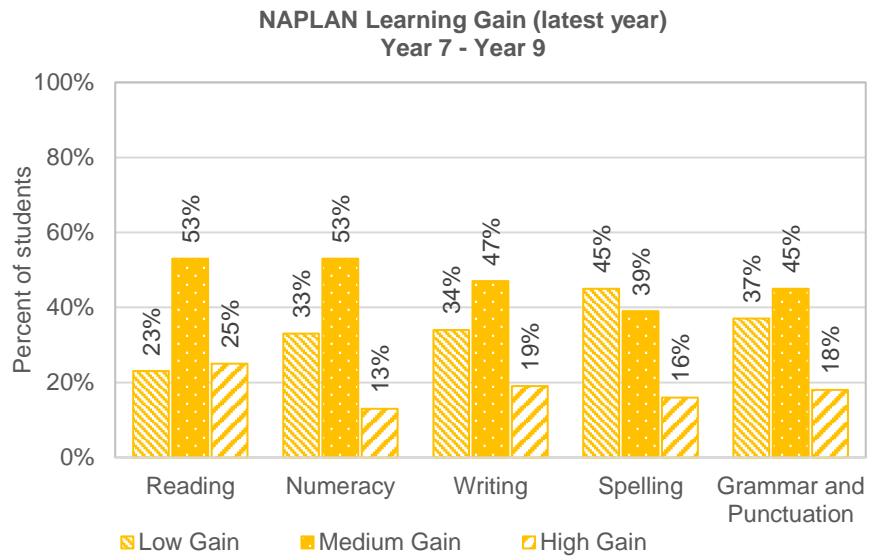
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	28%	52%	20%	17%
Numeracy:	32%	50%	18%	17%
Writing:	31%	50%	19%	17%
Spelling:	29%	41%	30%	19%
Grammar and Punctuation:	28%	45%	28%	17%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	53%	25%	20%
Numeracy:	33%	53%	13%	20%
Writing:	34%	47%	19%	18%
Spelling:	45%	39%	16%	18%
Grammar and Punctuation:	37%	45%	18%	18%



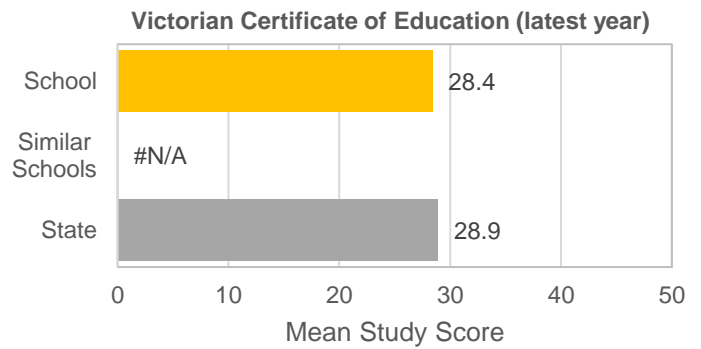
ACHIEVEMENT (continued)

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.

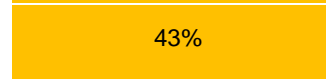
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	28.4	25.9
Similar Schools average:	25.8	NDA
State average:	28.9	28.9



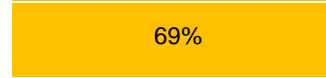
Students in 2021 who satisfactorily completed their VCE:



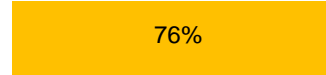
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2021*:



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



* 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.

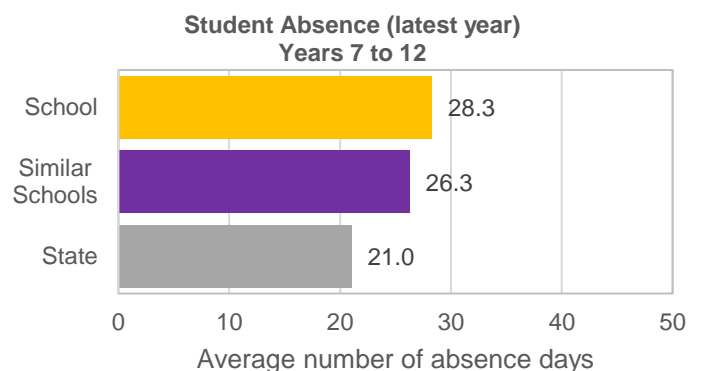
ENGAGEMENT

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:	28.3	26.4
Similar Schools average:	26.3	24.6
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

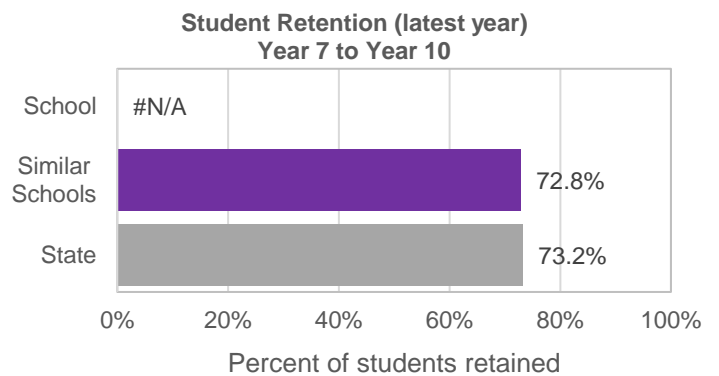
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	87%	87%	81%	84%	91%	89%

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:	NDA	NDA
Similar Schools average:	72.8%	72.6%
State average:	73.2%	72.9%



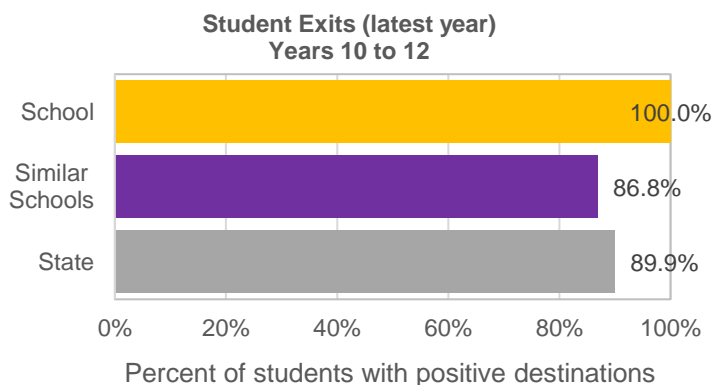
Students exiting to further studies or full-time employment

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:	100.0%	100.0%
Similar Schools average:	86.8%	85.5%
State average:	89.9%	89.2%



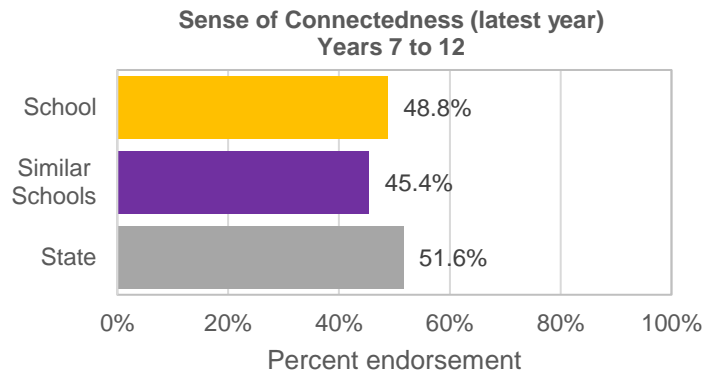
WELLBEING

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:	48.8%	48.9%
Similar Schools average:	45.4%	47.6%
State average:	51.6%	54.5%

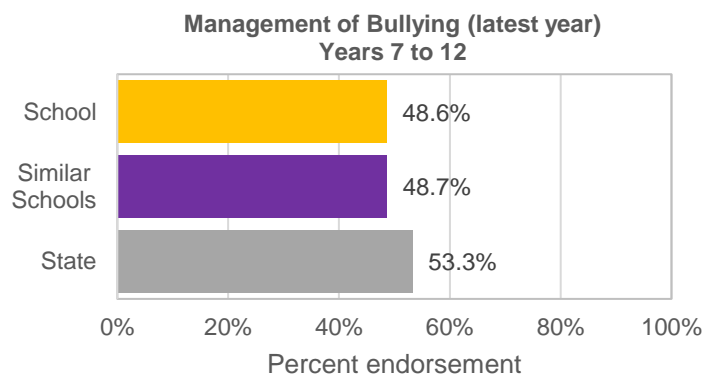


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	48.6%	48.5%
Similar Schools average:	48.7%	51.1%
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	\$6,501,707
Government Provided DET Grants	\$1,402,838
Government Grants Commonwealth	\$1,951
Government Grants State	\$7,016
Revenue Other	\$33,444
Locally Raised Funds	\$228,833
Capital Grants	\$0
Total Operating Revenue	\$8,175,788

Equity ¹	Actual
Equity (Social Disadvantage)	\$630,200
Equity (Catch Up)	\$55,117
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$685,318

Expenditure	Actual
Student Resource Package ²	\$6,731,583
Adjustments	\$0
Books & Publications	\$12,952
Camps/Excursions/Activities	\$70,669
Communication Costs	\$17,065
Consumables	\$171,564
Miscellaneous Expense ³	\$81,000
Professional Development	\$24,414
Equipment/Maintenance/Hire	\$264,749
Property Services	\$248,137
Salaries & Allowances ⁴	\$195,019
Support Services	\$58,586
Trading & Fundraising	\$69,427
Motor Vehicle Expenses	\$570
Travel & Subsistence	\$239
Utilities	\$58,756
Total Operating Expenditure	\$8,004,731
Net Operating Surplus/-Deficit	\$171,057
Asset Acquisitions	\$7,490

- (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	\$1,603,715
Official Account	\$65,681
Other Accounts	\$0
Total Funds Available	\$1,669,397

Financial Commitments	Actual
Operating Reserve	\$207,260
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$124,150
School Based Programs	\$226,824
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$239,677
Asset/Equipment Replacement < 12 months	\$38,499
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$218,811
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,055,221

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.