

2021 Annual Report to The School Community



School Name: Boort District P-12 School (8882)



- 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 21 March 2022 at 11:05 AM by Lee-Anne Sherwell (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 21 March 2022 at 11:06 AM by Tanya Maher-Toose (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 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

Our vision is to empower our students and staff to work together to become active and valued community members. We provide a safe and supportive learning environment which fosters independent, resilient lifelong learners. Victorian government schools are child safe environments. Our school actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. The school's Child Safety Code of Conduct is available on the school's website.

- Thinking creatively and independently.
- Acting with integrity and honesty.
- Showing tolerance and respect for others.
- Displaying a sense of fairness.
- Acting in a safe and respectable manner.
- Pursuing excellence in all areas.
- Developing resilience within individuals

We strive to increase the number of students in the top two bands of NAPLAN and decrease those students achieving low benchmark growth in reading, writing and numeracy. We also wish to see our mean VCE study score be at 31.5 and our study scores over 37 to be at 20%.

To improve learning, we will work towards decreasing absences for those students who have 20+ days away from school and for those F-6 students who have more than 3 days absence.

With Covid impacting on school connectedness and communication, we will be focussing on student wellbeing and staff wellbeing.

Boort District P-12 School is located approximately 100km Northwest of Bendigo. The school was formed through the merger of Boort Primary School and Boort Secondary College in 2012. The school grounds include an indoor multi-purpose hall, three main buildings with central open spaces, a Technology/Arts building and a number of new portable structures. The grounds include two separate adventure playgrounds, two basketball and netball courts and an oval.

Boort District P-12 School had an enrolment of 208 students in 2021 ranging from Foundation to Year 12. Secondary curriculum offers TAFE options through the North Central Trade Training Centre as well as VCAL and VCE. Mixed level classes run at Years 8, 9 and 10. Primary levels do contain some straight year levels and others are multi-level. Over the past four years, enrolments have been maintained between 208 and 215 students. The Student Family Occupation (SFO) index was 0.36 in 2021 and the Student Family Occupation Education (SFOE) index was 0.3409 in 2019–20.

The staffing profile of Boort District P-12 School includes a Principal and Assistant Principal, two Leading Teachers, two Learning Specialists twenty-one teachers, and nine Education Support (ES) staff on various time fractions.

Framework for Improving Student Outcomes (FISO)

With Covid once again forcing us into remote learning, adapting to flexible delivery of curriculum was required. All students had access to devices (iPads or laptops) and were able to visually communicate each day with teachers. Years 7-12 relied heavily on google classroom to receive handouts/documents etc. but teachers also ran webex classes each period. Explicit teaching of curriculum as well as class discussion and group work still continued with use of breakout rooms. These efforts all supported our goals of achieving a mean VCE score of 31 and improving NAPLAN results for Years 7 and 9 in Reading and Numeracy. There is no doubt that remote learning had an impact on some

students and their progress. However, some goals were achieved. Year 9 students achieved 38% in the top two bands of NAPLAN (Numeracy) exceeding our SSP (School Strategic Plan) goal of 35%. Year 9 also achieved the SSP goal of less than 25% of students in Numeracy having low benchmark growth - they achieved only 14%. Year 3 students reached the target of 60% in the top two bands of NAPLAN (reading) and have made progress towards reaching their SSP goals in Writing and Numeracy. It was pleasing to note that no student was in the bottom bands of Year 3 in Numeracy. Year 5 students achieved the SSP goal of less than 25% with low benchmark growth in Reading (they had only 19%). They have not reached the writing goal of less than 25% with low benchmark growth but they did reduce their percentage from 2019 and are only 6% off reaching their target. Both Year 7 and Year 5 have been most impacted by remote learning.

The use of the tutors in Numeracy and Literacy across both Secondary and Primary were effective. Numeracy was the focus in Primary, working with the students who most needed support. Testing showed improvement for these students. NAPLAN was conducted at the beginning of the tutor programme for Primary students so no visible effect was seen there. The Primary programme worked as a withdrawal programme, across Years 1-6, with small groups of students receiving instruction across 5 days of the week for one term. The Secondary students focused on Literacy and their programme was an 'in-class' programme where the tutor worked with a small group of selected students at Year 11, Year 10 and Year 9. The classroom teachers were pleased with the progress students made as written work was more descriptive, structured correctly, used evidence from texts and concentrated on spelling and grammar.

The MYLNS programme ran in Literacy with small class groups to allow for more concentrated and at need teaching. There was no Numeracy MYLNS coordinator as we could not attract one but Maths classes at Years 10 and 9 were split to support explicit teaching.

The staff were involved with a review of the Instructional model which continued into the very start of 2022. Reviewing what the model was trying to deliver for students and how it worked for teacher planning became the focus.

Discussions from the School Review of 2020 were used as a focus for this work. A more streamlined and easily understandable model has been produced and all teaching staff are knowledgeable as to its requirements for use in planning and how HITS can be used within their delivery. This will be communicated to families during early 2022. A XUNO review also took place to consider workload of staff in progressive reporting. Staff workload over remote learning increased quite substantially and requests from staff to consider how progressive reporting can add more to that remote learning workload was reviewed, discussed, surveyed and consulted. The result was a re-defining of roles associated with Xuno, a clear and consistent model for setting up tasks and clearly documenting requirements for teachers based on the number of periods taught for each subject. Further work will go into this review for Primary staff in 2022. A parent / carer Xuno survey was also sent out at the end of 2022 in digital and hardcopy forms.

Unfortunately, there were only 14 responses. These have been collated and will be presented to staff in relation to developing responses and further improving staff use of this communications and reporting tool.

Student staff and family wellbeing was a huge focus for 2021. Documenting student engagement (or lack of) with remote learning, communication with families and staff working from home, organising camps and excursions to run so students did not feel like they were missing out and trying to keep morale up for those on-site, were areas of focus. Through all this, student connectedness to school suffered but families felt that communication was excellent.

Achievement

As highlighted in the area above, we did meet some NAPLAN goals from our Strategic Plan - Low numbers achieving low benchmark growth for Year 5 in Reading, Year 9 in Numeracy as well improving the percentages of students achieving in the top two bands of NAPLAN - Year 9 Numeracy, Year 3 Reading.

The remote learning period saw a lot of innovative methods used to support student engagement and achievement. Being a BYOD (Bring Your Own Device) school served us well throughout remote learning as students were not scrambling to find a way to connect with teachers. All Junior Primary classes had a daily check-in and a reading session. These sessions may have been whole class or individual learning groups. LOTE classes were also conducted on a regular basis. Work at home packs were created for all students in F-6 and covered all areas of the curriculum including Art and LOTE.

Secondary classes had multiple avenues of curriculum delivery. Students were expected to log on to webex classes each period and teachers made use of google classroom, google documents, google Jamboard etc., to deliver material. As we move beyond lockdowns, VCE teachers in particular, will offer webex as an alternative delivery method to those who are home due to illness or Covid related isolation.

Engagement

While our absence levels are well below that of similar schools or state average (sitting at 8%), the very few students who have 20+ days absence are a focus of wellbeing. Contact is made with parents or carers and all options are considered as we endeavour to re-engage students. Options include: work sent home to complete, possible reduction in subjects studied, flexible learning days, work experience or work placement (if applicable), contact with SSS and engagement of external agencies. During remote learning, some of the options could not be put in place due to restrictions but contact with families was constant.

To keep everyone connected during lockdowns the school used its Facebook page to upload staff dances, student work and student videos.

When lockdowns ceased, our focus was on whole school engagement in activities - Athletic Sports days, Christmas activities, fancy dress days and celebrations for Year 12.

2022 will also see a strong focus on student wellbeing. Transitioning back to school life involves reforming relationships and reacquaintance with rules of behaviour - wellbeing will look at these areas to start 2022 then move on to rebuilding connectedness. There is a disparity in ideas of connectedness as the parent opinion survey shows student connectedness at 80% positive endorsement while the student survey only shows 55% positive endorsement.

The Elevate Study skills programme went ahead (via webex) and student involvement was excellent. This was designed to develop confidence around study for the Year 11 and Year 12 exams - VCE results (mean study score of 31.5) indicate skills sessions helped as did the support given to students from staff.

Wellbeing

We did have students attending onsite during remote learning - the Out of Home Care students, at risk students and those who needed supervision came on-site to work. They enjoyed the varied activities given them as they also played sport, socialised with people not of their year level and had some more personalised support as the numbers on-site were small.

Student Support Group meetings still ran during 2021, whether in person or via webex. Maintaining this level of support and communication aided student engagement and achievement. PSD students attended on-site as parents required. They did find it more difficult to progress through work left as the initiative and perseverance required to complete all set work is more difficult if not amongst your peers.

Close monitoring of students, staff and families occurred during remote learning to gauge attendance and engagement. This google document was accessed by all staff and monitored by the Wellbeing Coordinator. Contact was made with any student/family who appeared to be absent more than a couple of times. Occasionally, more inventive and personal intervention was needed so this was carried out by the Police or Leadership team members. Staff were monitored by Leadership team members who would make regular calls to those who were working from home. Staff were rostered to be on-site to cover yard duty or to simply work in a classroom.

When students returned on-site, every effort was made to run whole school activities (Athletics Sports, dress-up days, canteen treats, Easter or Christmas activities). During 2022, we plan to have as many whole school activities as possible that also encourage families to return to school.

Finance performance and position

The surplus showing, of \$198,000 is very healthy but is committed. Most of our revenue comes from the DET - whether through the student support package or through other government grants. These grants include: sporting grants, Tutor Initiative, MYLNS, Mental Health Practitioner and Disability Inclusion funding. This money is spent on the students through splitting classes, providing staff to work in the classes or to run programmes for the students. The Mental Health Practitioner is a position we will continue to advertise. The MYLNS funding is used to add smaller classes at Years 8 to 11 to allow teachers to support the learning of those who are identified as needing support. This funding is also used to give a time allowance to staff members to do the administration and testing part of MYLNS. The tutor initiative, in 2021, focused on Numeracy in the Primary areas (supporting students who needed extra help to reach expected levels of achievement) and Literacy in the Secondary levels (supporting students who had reached expected level and needed support to exceed this).

The tutor funding will continue in 2022 and will be used for Numeracy (high achievers) in Primary levels and Literacy (middle achievers) in the Secondary levels.

Committed funds to be spent in 2022 will include over \$100,000 on the irrigation upgrade. This project has been in the pipeline for a few years and money has been saved to pay for the works to be completed.

We will continue to focus our efforts on attracting suitable teaching and Education Support staff. Our student support package uses more than \$3m on staffing each year. There is usually very little left over in the credit side of the budget (staffing) at the end of each year. All surplus money is in the cash and has been accumulated for targeted projects (irrigation, asphaltting, landscaping, replacing furniture).

For more detailed information regarding our school please visit our website at

www.boortds.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 208 students were enrolled at this school in 2021, 115 female and 93 male.

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

Overall Socio-Economic Profile

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

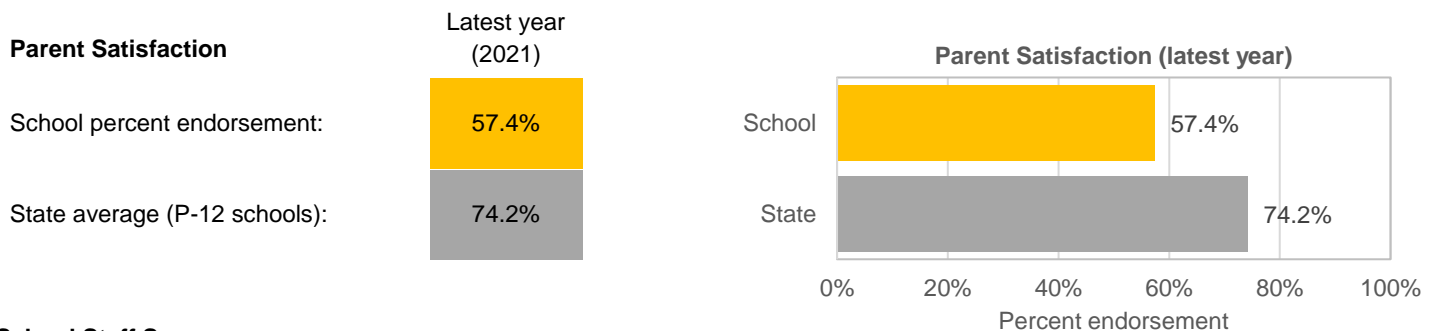
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

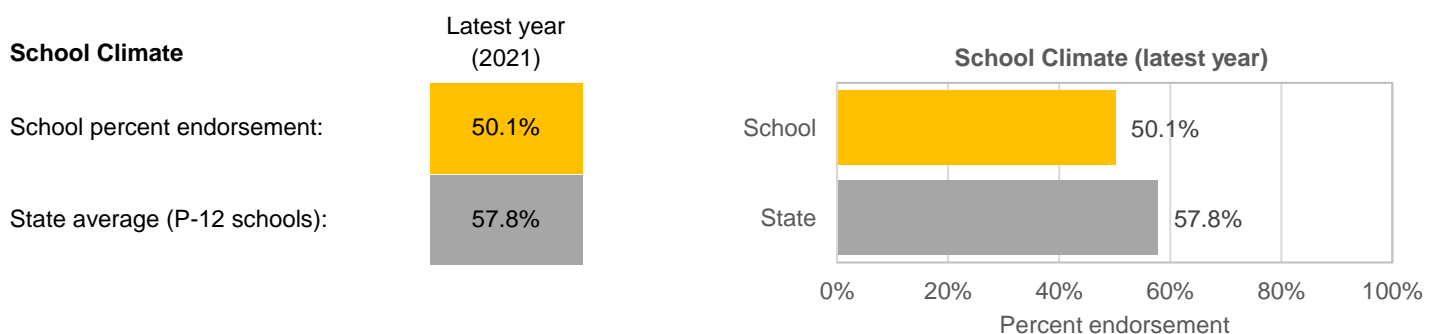


School Staff Survey

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

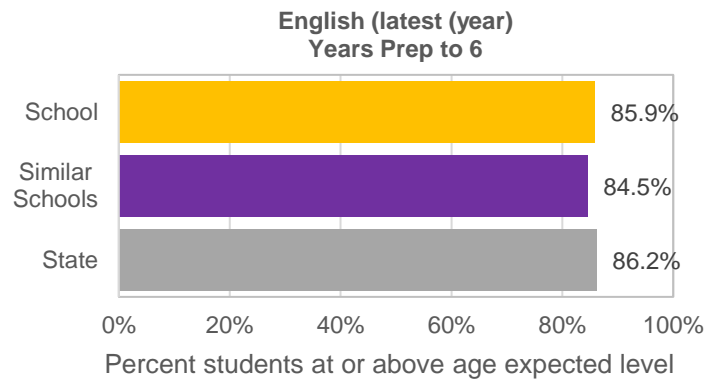
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

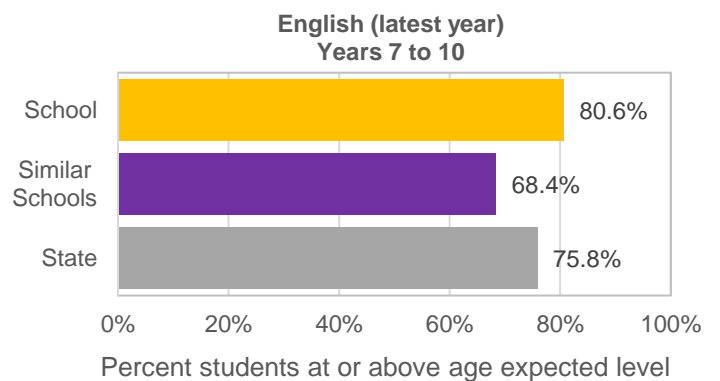
English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	85.9%
Similar Schools average:	84.5%
State average:	86.2%



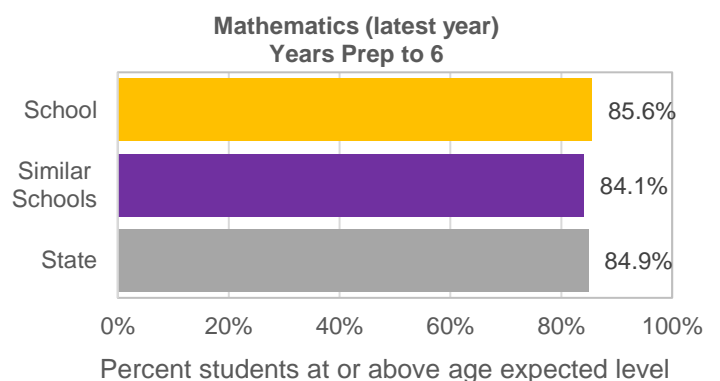
English Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	80.6%
Similar Schools average:	68.4%
State average:	75.8%



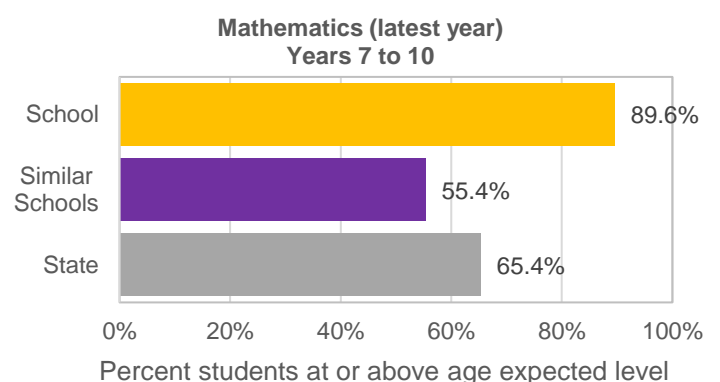
Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	85.6%
Similar Schools average:	84.1%
State average:	84.9%



Mathematics Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	89.6%
Similar Schools average:	55.4%
State average:	65.4%



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.

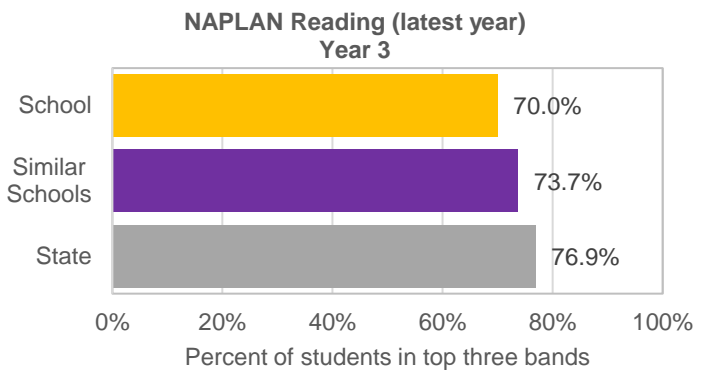
NAPLAN

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.

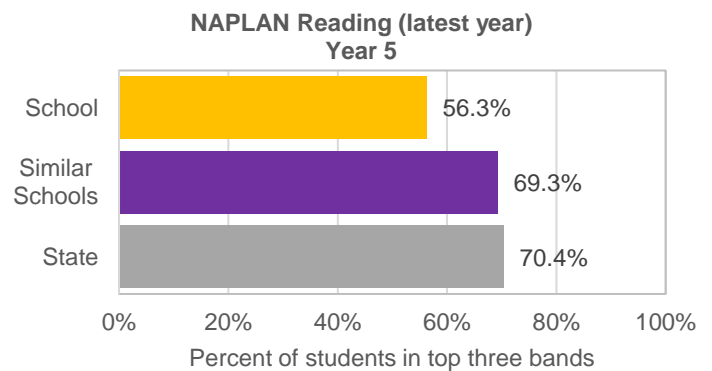
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.0%	58.1%
Similar Schools average:	73.7%	74.5%
State average:	76.9%	76.5%



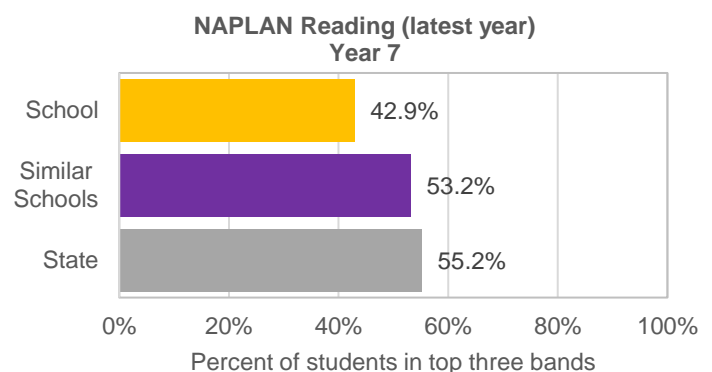
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.3%	60.0%
Similar Schools average:	69.3%	67.1%
State average:	70.4%	67.7%



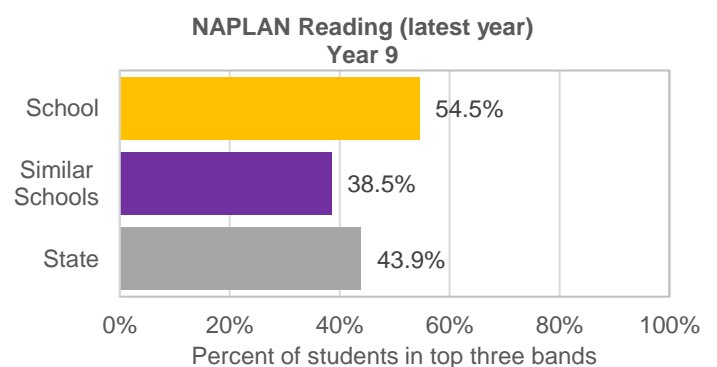
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.9%	45.8%
Similar Schools average:	53.2%	52.2%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.5%	53.2%
Similar Schools average:	38.5%	45.9%
State average:	43.9%	45.9%



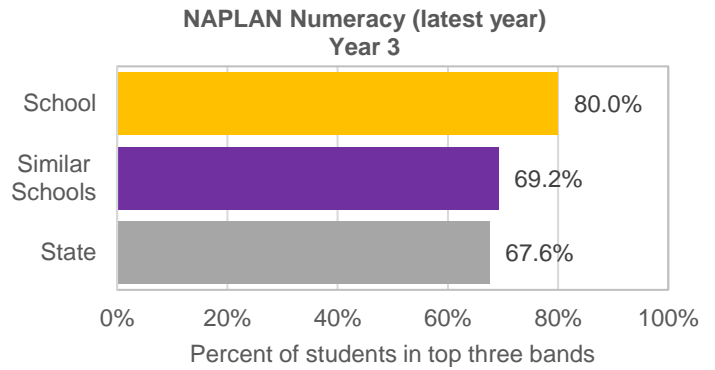
ACHIEVEMENT (continued)

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 (continued)

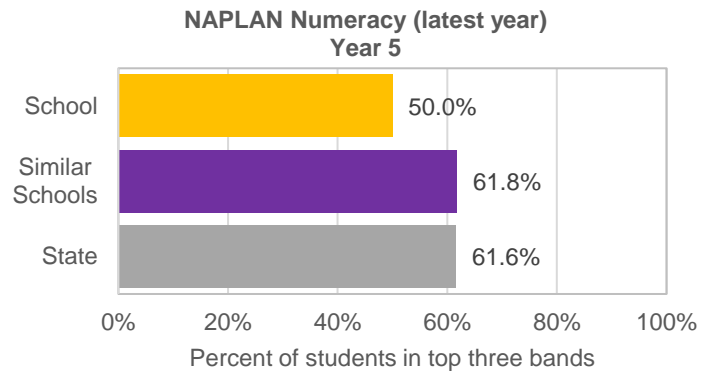
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	62.8%
Similar Schools average:	69.2%	70.6%
State average:	67.6%	69.1%



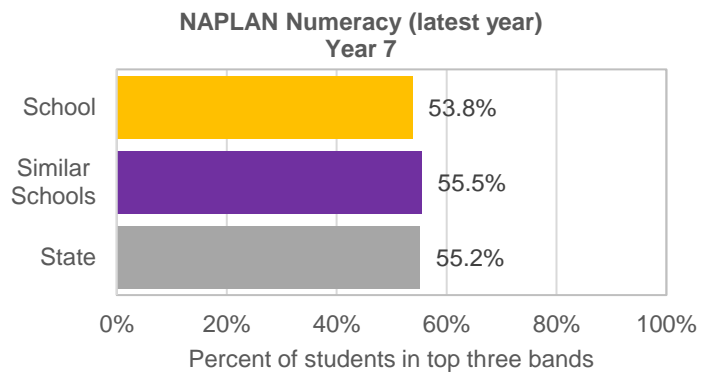
Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	55.6%
Similar Schools average:	61.8%	60.2%
State average:	61.6%	60.0%



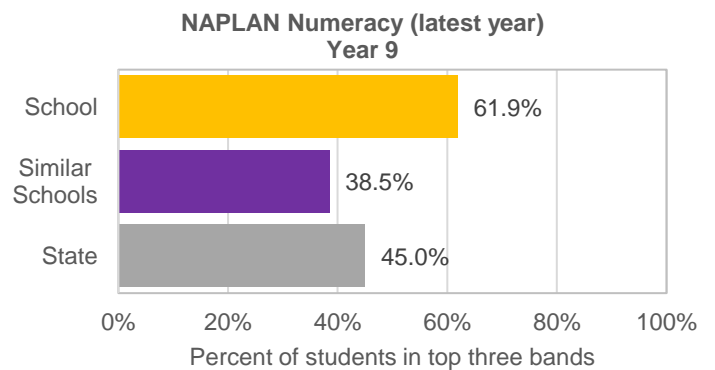
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.8%	63.8%
Similar Schools average:	55.5%	55.7%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.9%	55.0%
Similar Schools average:	38.5%	47.4%
State average:	45.0%	46.8%



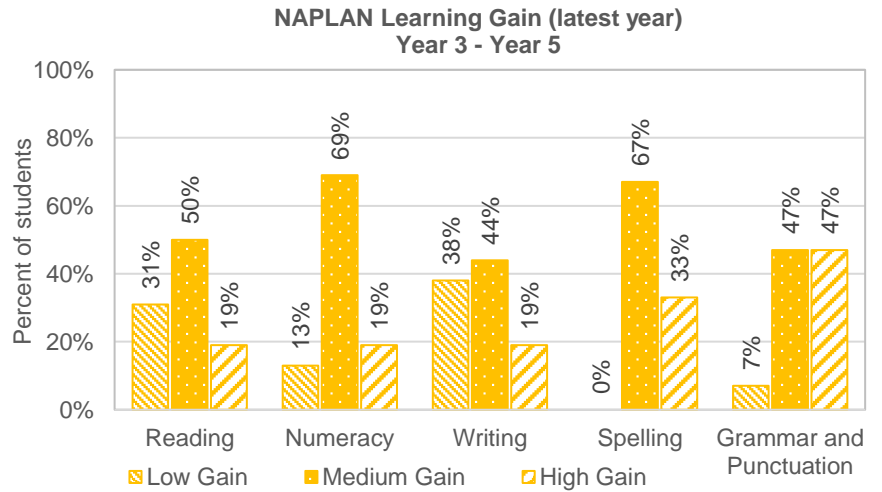
ACHIEVEMENT (continued)

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'.

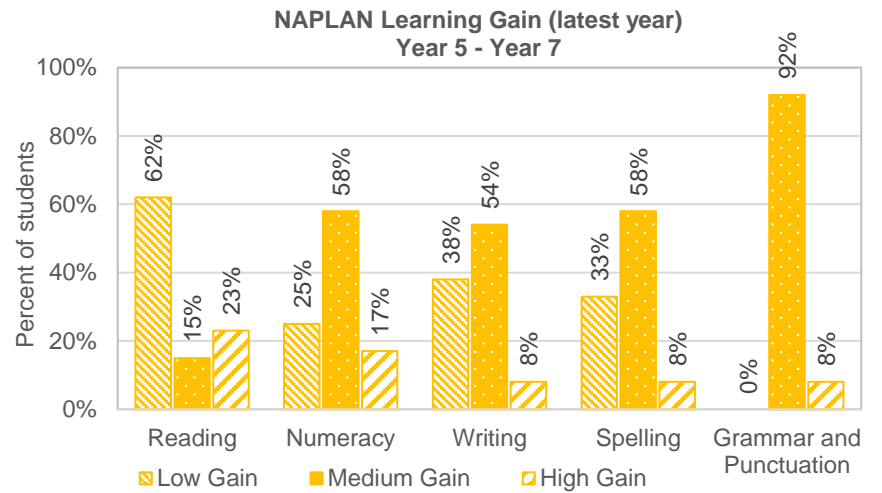
**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	50%	19%	21%
Numeracy:	13%	69%	19%	24%
Writing:	38%	44%	19%	19%
Spelling:	0%	67%	33%	19%
Grammar and Punctuation:	7%	47%	47%	19%



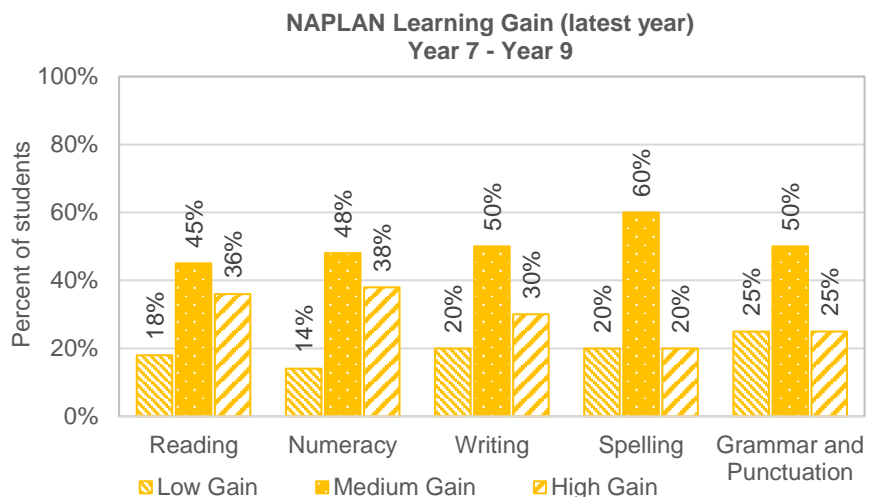
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	62%	15%	23%	21%
Numeracy:	25%	58%	17%	24%
Writing:	38%	54%	8%	19%
Spelling:	33%	58%	8%	24%
Grammar and Punctuation:	0%	92%	8%	25%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	18%	45%	36%	19%
Numeracy:	14%	48%	38%	22%
Writing:	20%	50%	30%	19%
Spelling:	20%	60%	20%	22%
Grammar and Punctuation:	25%	50%	25%	24%



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.

Victorian Certificate of Education (VCE)

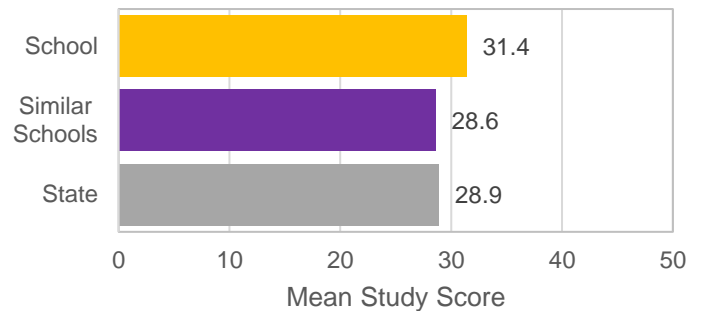
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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	31.4	30.3
Similar Schools average:	28.6	28.4
State average:	28.9	28.9

Victorian Certificate of Education (latest year)



Students in 2021 who satisfactorily completed their VCE:

81%

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

18%

VET units of competence satisfactorily completed in 2021*:

95%

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

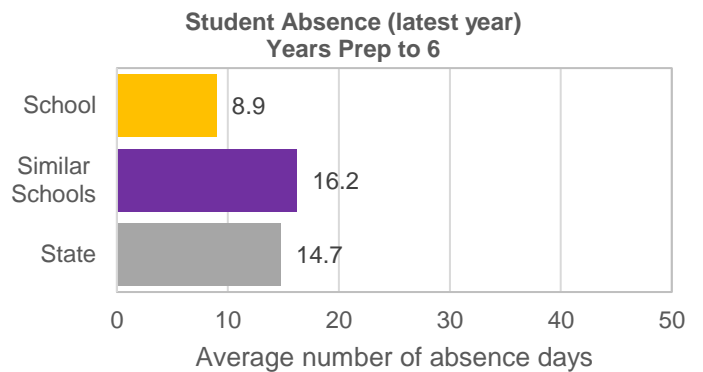
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 COVID-19.

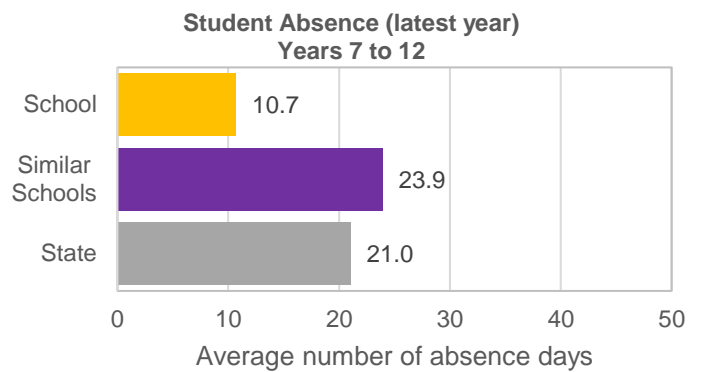
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	8.9	9.5
Similar Schools average:	16.2	15.7
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	10.7	11.4
Similar Schools average:	23.9	21.0
State average:	21.0	19.6



Attendance Rate (latest year)

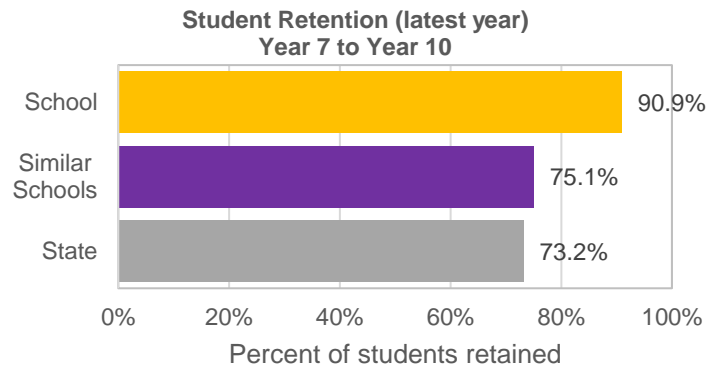
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	94%	96%	95%	95%	97%	96%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	93%	95%	92%	95%	96%	98%	

ENGAGEMENT (continued)

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:	90.9%	87.0%
Similar Schools average:	75.1%	74.4%
State average:	73.2%	72.9%

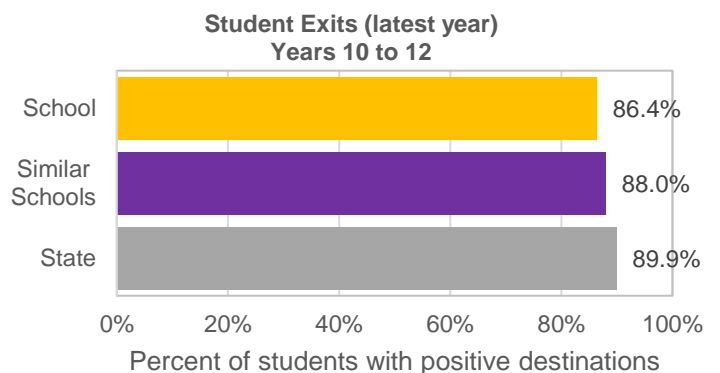


Students exiting to further studies or full-time employment

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:	86.4%	92.5%
Similar Schools average:	88.0%	86.8%
State average:	89.9%	89.2%



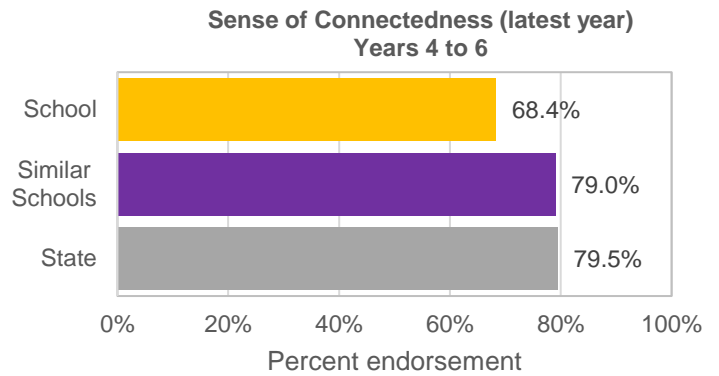
WELLBEING

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

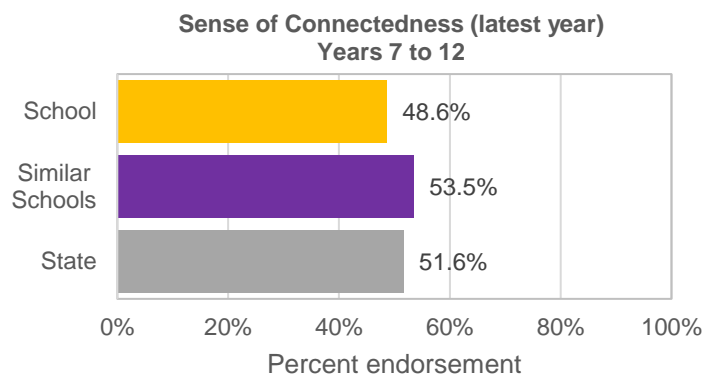
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	68.4%	79.6%
Similar Schools average:	79.0%	80.7%
State average:	79.5%	80.4%



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.

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	48.6%	57.5%
Similar Schools average:	53.5%	56.5%
State average:	51.6%	54.5%



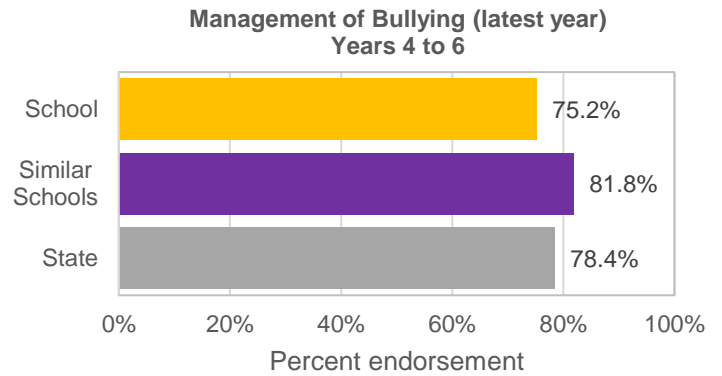
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

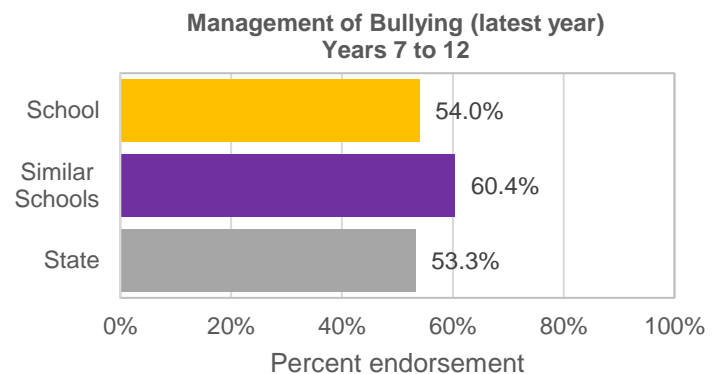
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	75.2%	83.0%
Similar Schools average:	81.8%	82.4%
State average:	78.4%	79.7%



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.

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	54.0%	61.3%
Similar Schools average:	60.4%	64.0%
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	\$3,324,846
Government Provided DET Grants	\$543,378
Government Grants Commonwealth	\$8,600
Government Grants State	\$57,743
Revenue Other	\$27,224
Locally Raised Funds	\$115,029
Capital Grants	\$0
Total Operating Revenue	\$4,076,820

Equity ¹	Actual
Equity (Social Disadvantage)	\$28,014
Equity (Catch Up)	\$9,377
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$37,391

Expenditure	Actual
Student Resource Package ²	\$3,262,062
Adjustments	\$0
Books & Publications	\$2,384
Camps/Excursions/Activities	\$30,864
Communication Costs	\$2,559
Consumables	\$84,410
Miscellaneous Expense ³	\$18,205
Professional Development	\$17,426
Equipment/Maintenance/Hire	\$50,643
Property Services	\$168,390
Salaries & Allowances ⁴	\$82,244
Support Services	\$81,473
Trading & Fundraising	\$30,978
Motor Vehicle Expenses	\$2,866
Travel & Subsistence	\$0
Utilities	\$44,036
Total Operating Expenditure	\$3,878,540
Net Operating Surplus/-Deficit	\$198,280
Asset Acquisitions	\$34,575

- (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 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$783,295
Official Account	\$24,222
Other Accounts	\$10,072
Total Funds Available	\$817,590

Financial Commitments	Actual
Operating Reserve	\$91,777
Other Recurrent Expenditure	\$11,826
Provision Accounts	\$5,722
Funds Received in Advance	\$7,686
School Based Programs	\$211,866
Beneficiary/Memorial Accounts	\$10,072
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$42,287
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$22,270
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$196,221
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$55,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$804,727

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.