

2021 Annual Report to The School Community



School Name: Monbulk College (8065)



- 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 15 March 2022 at 01:32 PM by Mark Quinlan (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 07 April 2022 at 02:24 PM by Colin May (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

School Vision and Values

Monbulk College empowers our students to be proud, resilient, aspirational, creative, and critical members of the local and global community. Monbulk College staff, students and community believe in:

Respect – treating yourself, others, and the school environment with integrity and honesty; Embracing diversity; Treating others with kindness and compassion; Engaging in our community with empathy, pride, and self-awareness. Excellence – achieving success within a culture of high expectations; Promoting an aspirational and creative culture that celebrates success; Empowering each other to learn and grow ; Being a motivated, life-long learner and critical global citizen.

Responsibility – taking ownership of your personal and educational growth; Acting with honesty and resilience; Collaborating to create a safe, effective, and respectful school environment; Taking initiative in, and ownership of, all learning, and encouraging others to do the same.

School Purpose

The College aims to improve learning outcomes for all students and increase their empowerment as members of the learning community. This is important so that all students achieve sustained growth with a focus on Literacy and Numeracy. To do this, the College will continue using Professional Learning Communities as an engine for improving teaching and learning. In these communities, staff will work collaboratively and collectively build staff capability to effectively use data to inform their teacher practice and teaching programs. This will support teaching teams to present consistent learning opportunities to students across all classes. The College aims to evaluate and improve the Instructional Model and implement changes through a consistent and collaborative whole school approach. To achieve this, it is a priority to review the pedagogical framework linked to our Instructional Model. The College will increase student empowerment as members of our learning community to improve engagement, motivation and encourage the development of independent learning skills. To achieve this, we will actively promote the College's Vision and Values and build teacher capacity to create opportunities for authentic student agency in the classroom.

Workforce Composition

The staffing profile comprises approximately 45 staff, including 3 Principal Class, 3.5 Leading Teachers, 3 Learning Specialists and 36 teachers, 11 equivalent full time Education Support Staff and 1 Mental Health Practitioner.

School size, structure and geographic location

Monbulk College is a single campus, co-educational college located in the Dandenong Ranges where it services the local community. The College offers broad teaching and learning programs that are based on the Victorian Curriculum, covering all key learning areas for all students until they specialise in the later secondary years. Monbulk College also has strong co-curricular programs, including opportunities for students global exploration through travel to Japan and Europe (pandemic permitting), hosting students from sister schools, being involved in surf-lifesaving, engaging in inter-school sport such as Volleyball or studying Instrumental Music. Monbulk College offers senior secondary options including the Victorian Certificate of Education (VCE), Head Start and the Victorian Certificate of Applied Learning (VCAL). Students can study Vocational Education and Training (VET) subjects within these certificates. Monbulk College has built an educational model around the stages of learning comprising Junior School - Years 7 to 9 and Senior School - Years 10 to 12. Within this model of education, we are better able to meet the holistic needs of our students.

Social and enrolment characteristics

Monbulk College enjoys outstanding physical resources that will provide students with the best possible educational opportunities. The modern facilities with research-based pedagogical practices represent an exciting opportunity for all students where we will continue to build and embed the school's culture and values. A total of 556 students were enrolled at this school in 2021, 1% were Aboriginal or Torres Strait Islanders and 2% of students had English as an additional language. Students attending the College come from a range of socio-economic backgrounds. The Student Family Occupation and Education (SFOE) Index (0.3440) for Monbulk College indicates a low to medium level of social disadvantage.

Framework for Improving Student Outcomes (FISO)

In 2021, Monbulk College continued work on the 3 DET priority goals of:

1. Learning, catch-up and extension priority - PLCs established, IEPs developed for targeted students,
2. Happy, active and healthy kids priority - student leadership training, respectful relationships team
3. Connected schools priority - attendance at Dandenong Ranges network activities

In 2021, Monbulk College's Annual Implementation Plan (AIP) focused on implementation of Key Improvement Strategies related to the FISO dimensions of: Evaluating impact on learning; Empowering students and building school pride; Networks with schools, services and agencies; and Building Practice Excellence. This included:

- Implementation of Professional Learning Communities (PLC) and using meeting time as protected time to facilitate the work
- Leadership constantly refining, monitoring and ensuring that professional learning met the needs of staff in the implementation of Literacy and Formative Assessment approaches
- Teachers working in PLC groups and focusing on the problems of practice aligned to key improvement strategies
- Developing Individual Education Plans (IEP) for targeted groups of students - Tutor Learning Initiative (TLI), Middle Years Literacy & Numeracy Support (MYLNS) and Program for Students with a Disability (PSD) funded students. The impact of the programs were measured through data sets, key teacher/student/parent reflections and measures of student learning confidence.
- MYLNS and TLI despite our best efforts were impacted by remote learning. Whilst students have progressed in their learning we have not met the target of 1.0 learning growth for all.
- Developing the Respectful Relationships (RR) team and completing the base line assessment. An action plan was developed but we were unable to proceed with implementation due to COVID lockdown. Review of the RR curriculum has not occurred. Next year, some further tasks that meet the actions on the RR Action Plan need to be undertaken
- Staff engaging in network events through Dandenong Ranges Network (DRN) and atEAST QA activities
- Conducting online parent information sessions and student progress conferences using MS Teams/WebEx
- Implementing and embedding the Monbulk College 4 year Literacy Plan through PLCs
- Targeting, ongoing and relevant professional learning regularly delivered to support a whole school approach for teaching literacy across the domains
- Developing an understanding that all Monbulk teachers are educators of literacy and developing language within their own domain, subject and classrooms
- Continuing to develop formative assessment strategies as a way to understand where learners are at
- Staff completed online professional learning sessions to develop their skills and knowledge with remote learning
- Demonstration lessons
- Positive gains in the School Staff Survey showed some evidence of their impact. This was impacted by the remote learning periods. The use of Compass lesson plans and a common template showed positive changes in teacher practice and student learning outcomes.

Achievement

In 2021, Monbulk College continued to respond to the global COVID-19 pandemic. As a result of the response required to the pandemic many elements of the 2021 Annual Implementation Plan were put on hold in order to continue to support a continued whole school shift to flexible and remote learning. Specifically at Monbulk College this led to the further development of remote learning structures to support all students to continue their learning from home. The structures to support remote learning built upon the school's pedagogical model and made strong connections to good practice already evident across the College.

In 2021, Monbulk College completed a school review. Some of the highlights were:

- Staff collaboration - PLCs were introduced with the targeted focus on collaboration for consistency, to reduce the difference between classrooms and further develop resources and a documented curriculum
- Student voice and agency - Monbulk Student Voice (MSV) had increased its profile within the school. Students and

parents reported that the college was a welcoming, inclusive environment that supported student connectedness and pride in the college

- Community engagement - Parents, staff, and students reported the importance of the college's connections and partnerships within the community

The review team developed a new strategic direction (2022 to 2024) which includes the following goals:

- Improve learning outcomes for all students

- Increase student empowerment as members of the learning community

- Develop students as healthy, resilient, and connected members of the school community

In addition to these DET priority goals, the college included a school goal of improve student achievement in literacy throughout the College with key improvement strategies focused on developing and implementing a whole school Literacy Plan and developing knowledge and understanding around assessment. Continued work in documenting and embedding literacy teaching approaches and strategies needs to be written into curriculum documents to ensure that these approaches are continued. Further work around the instructional model and developing learning intentions and success criteria will aid the development of student 'I can statements' that support student agency in learning.

Students in Years 7 through to 10 continue to improve in both literacy and numeracy although the progress has been somewhat slower than expected. This is an area that the college needs to continue to focus on as the data shows a lower percentage of students at Year 9 achieving at or above bench mark growth. This data is lower than previous years.

In 2021, the VCE cohort achieved a subject median of 27. Fifty-eight (58) students completed their VCE. The college had 28% of students in the top 30% of the state and 8% in the top 10% of the state. 4% of our students received VCE study scores of 40 or more and the School - Study Score Mean was 27. 43% of our VCE students completed at least one Vocation Education Training (VET) units of competency (UoC), well above the state average. These outstanding results have been achieved through the outstanding work of our students, and the support provided by the Monbulk College Teachers, especially at Year 12. Additionally we had 29 students (90%) offered a university place and 3 students (10%) with a TAFE offer. This means that 100% of our students who applied through VTAC got an offer. Overall an outstanding achievement and well ahead in our region.

The number of students who completed the VCAL certificates was 12 - intermediate (4) and senior (8). Our VCAL successes range from students in courses to full time employment. Some of these destinations include: Carpentry, Warehousing, Automotive, Hospitality and Child Care

A range of additional literacy/numeracy support in the classrooms and withdrawal groups were trialled in Years 7 to 10 classes in 2021 with some success. In 2022, additional classes and students will access the program to further enhance student literacy/numeracy outcomes. Several students were identified as suitable for acceleration of their learning and were provided with access to higher level learning in selected subjects.

All students in the Program for Students with a Disability (PSD) in 2021 had an Individual Education Plan (IEP) and each term met with the Student Support Groups. All funded students had an integration aid assigned to them directly, this was above and beyond their class teacher, this offered daily support and guidance during remote and onsite learning. Some students who faced additional challenges at home attended school during the lockdown and were supported by both teachers and integration aids in rooms.

As a school we are extremely proud of the transition that was made by students and staff to flexible and remote learning. The resilience and perseverance of our students is also reflected by the professional and dedicated work of all our staff who rapidly transitioned into a different teaching and learning mode so that our students would still be able to maximise their learning potential. Parents and families have also played a crucial role in supporting and encouraging students through the challenges brought about by the 2021 pandemic.

Engagement

The 2021 school year continued to provide many challenges to students, staff and the school community as we worked to ensure continuity of quality learning for all students. A significant component of this work was around maintaining

students engagement with their school and their learning during the period of remote and onsite learning in 2021. New challenges meant the school had to become adaptable and agile in order to respond in this space and as a school community we are justifiably proud of the manner in which this work was undertaken to support our students.

Engagement in learning continues to be a priority for Monbulk College. The college has continued to focus on a differentiated approach to learning and teaching programs to improve student outcomes. In 2021, the College utilised Microsoft Teams and Compass to successfully move in and out of Remote Learning, whilst working consistently to maintain student engagement in learning. Student connectedness to school was monitored through a daily check in, that not only asked students to self-rank their engagement in learning but monitored their wellbeing. The College used some adjusted processes to reach out to students and ensure that they were able to access supports as needed – both in their learning and wellbeing.

In 2021, the College focused on key improvement strategies (KIS) related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing, intentional and, in 2021 included programs such as School Leaders Program, Towards Success/Study Skills/Transition Program along with student mentor partnerships. A range of opportunities for student voice and development of student agency continued to be nurtured along with a review of student leadership across the school. Students were also authentically engaged as stakeholders in the school review process via forums and surveys.

In 2021, Monbulk College continued to work with families to ensure students were at school and learning during onsite/remote learning instruction. The college continued to connect with parents/students, via Compass, requesting them to notify the school of any absences. There was follow-up by Year level leaders for extended periods of student absences. The college works closely with the re-engagement officer to support chronic absences and return to school processes. Our attendance during remote learning was lower to the attendance while onsite, when compared to other years.

In 2021, the College continued to support Pathways Education through the Year 9 Careers Education Program, Morrisby Testing and Careers Practitioner Interviews, Work Experience, significant Pathways Counselling processes from year 9 through to Year 12 to both enable and accurately prepare students for future study and employment in both VCE, VET, Headstart and VCAL programs.

Wellbeing

During 2021 health and wellbeing supports to students, staff and their families were modified and a key ingredient in ensuring learning continuity for all students across the College. This approach included building on the strengths and connections of our highly capable and supportive wellbeing team that includes the Assistant Principal Team, Student Wellbeing Coordinator, Mental Health Practitioner, and Regional School Nurse. This team is supported by Year Level Leaders who maintain strong links with our student cohort.

Additionally, college wellbeing staff were assigned specific students and families that required further support with additional challenges faced during remote learning. Integration aids were assigned to specific students with daily contact for learning support being provided. We had a number of vulnerable students attending onsite during remote learning where we were able to support them more holistically.

Student connectedness to school was monitored through a daily check in, that not only asked students to self-rank their engagement in learning but monitored their wellbeing. The College used some adjusted processes to reach out to students and ensure that they were able to access supports as needed – both in their learning and wellbeing.

A 'zero tolerance' approach to bullying, restorative approach to conflict resolution, significant teachers in the Junior School, a teacher-student mentoring program through Study Skills in the Senior School; and holistic systemic sharing of student learning information provides support to students and staff. Programs such as The School for Student Leadership, Farm School and TAFE Taster programs continued to be offered in 2021 along with programs such as Towards Success and Advance which aim to develop leadership and community links.

The effective support of student and staff wellbeing will be essential in 2022 as the school transitions back to more usual operations in the wake of the pandemic.

Our students completed the "Attitudes to School Survey" in 2021. Student participation and results in the survey were

much lower than expected. Highlights were: life satisfaction at the 45th percentile; and not experiencing bullying at the 50th percentile.

Staff satisfaction, according to the Staff Opinion Survey, showed that the overall mean score for the whole school was higher than state, network and similar secondary schools. Highlights were: school leadership focusing on instructional leadership; professional learning; and teaching and learning.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, performing within the median 60% of all Victorian Schools. To build parent involvement we conducted a number of workshops/sessions. For example - COVID stress information sessions regional workshops, Elevate sessions, Immersive reader workshops and reducing stress.

Finance performance and position

Monbulk College maintained a sound financial position throughout 2021. The 2020 to 2024 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. In 2021, the College building program continued, although it was limited due to COVID-19. The College looks forward to the completion of Stage 3 of the Building Program in 2022, with the delivery of new Technology, Arts, STEM and general classrooms which should see the delivery of the major components of the masterplan. Much of the College's funds were committed to projects such as classroom furniture and equipment for the new classrooms, MYLNS teacher funding is provided in the cash grant, and the College engages with a range of MOU's to support student engagement (MDLC, Box Hill TAFE, CFA) although many of these were unable to run in their usual capacity. Due to remote learning, the College spent less than usual on resources that are used in the classroom which will be put towards increased program engagement in 2022.

The effective use of the school's resources for 2021 was reflected in two main components; the use of allocated SRP funding and locally raised funds. With the new facilities, additional expenditure was required to ensure that classrooms and study spaces were adequately resourced. Acquisition of subject-specific learning materials, additional furniture and provision of technology infrastructure across the College was extensive.

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

<https://www.monbulkcol.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 556 students were enrolled at this school in 2021, 256 female and 300 male.

2 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).

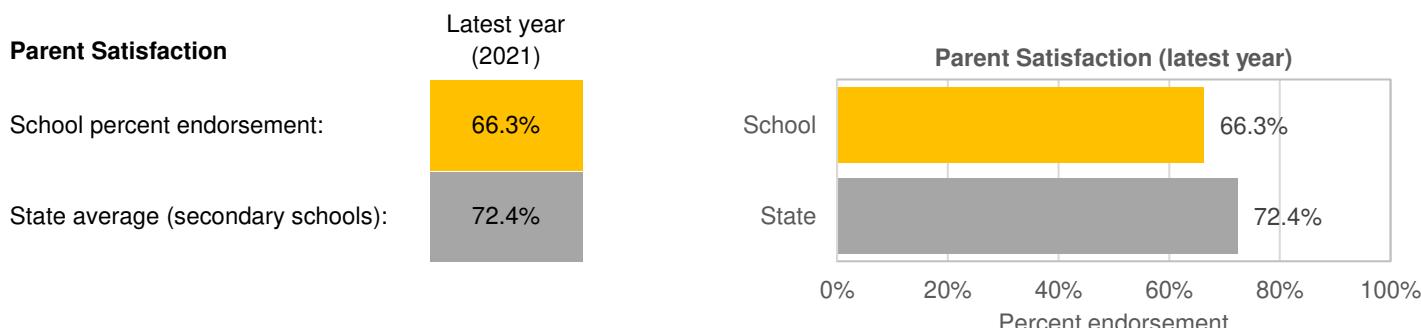
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

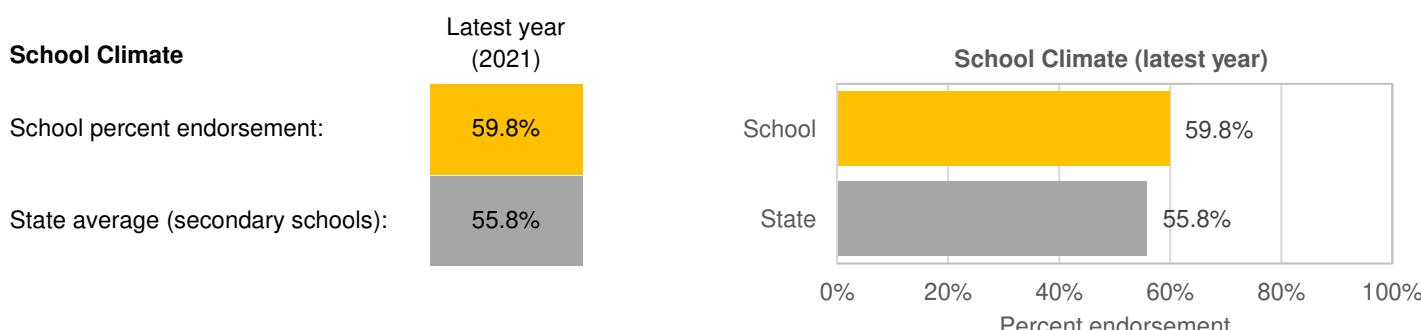


School Staff Survey

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:

67.8%

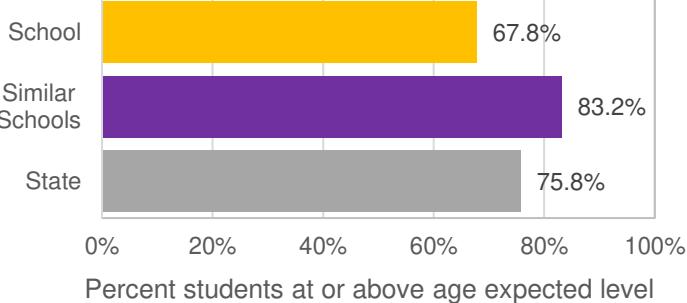
Similar Schools average:

83.2%

State average:

75.8%

English (latest year) Years 7 to 10



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

74.0%

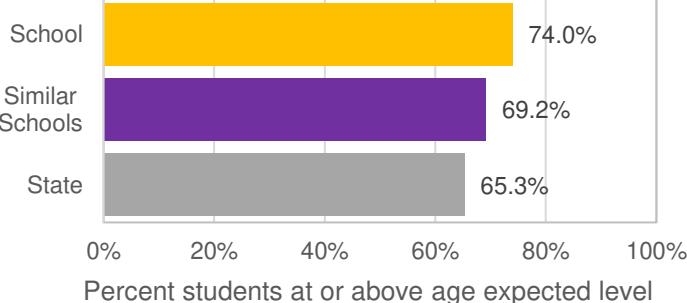
Similar Schools average:

69.2%

State average:

65.3%

Mathematics (latest year) Years 7 to 10



ACHIEVEMENT (continued)

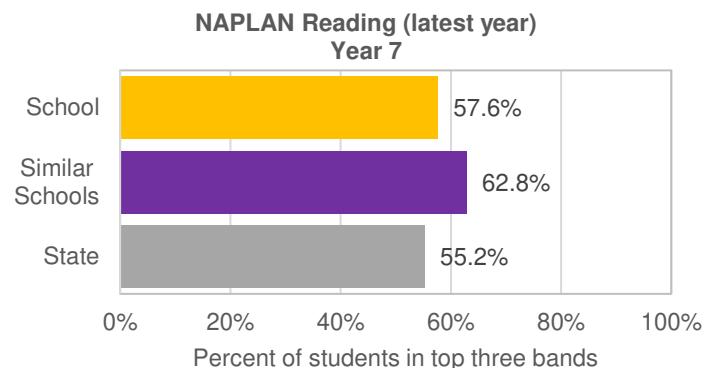
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NAPLAN

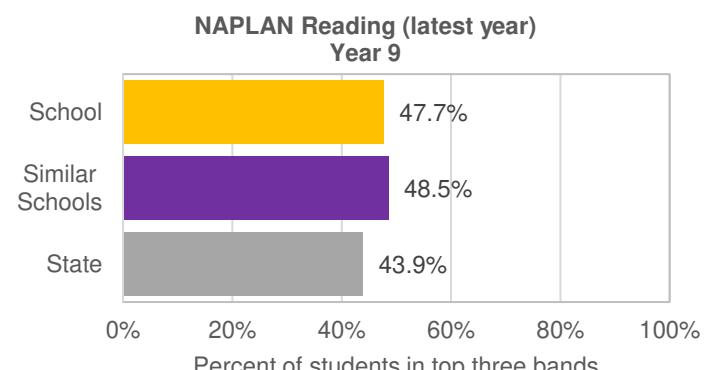
Percentage of students in the top three bands of testing in NAPLAN.

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

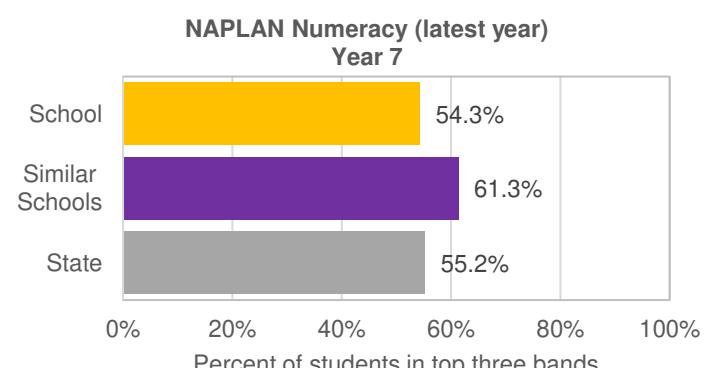
Reading Year 7	Latest year (2021)	4-year average
School percent of students in top three bands:	57.6%	53.8%
Similar Schools average:	62.8%	62.1%
State average:	55.2%	54.8%



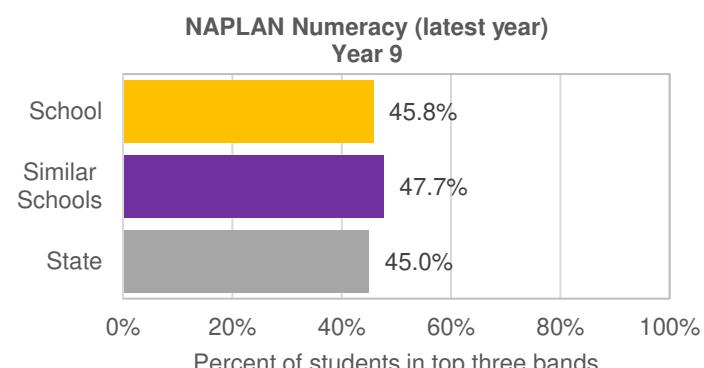
Reading Year 9	Latest year (2021)	4-year average
School percent of students in top three bands:	47.7%	46.8%
Similar Schools average:	48.5%	50.8%
State average:	43.9%	45.9%



Numeracy Year 7	Latest year (2021)	4-year average
School percent of students in top three bands:	54.3%	54.8%
Similar Schools average:	61.3%	60.9%
State average:	55.2%	55.3%



Numeracy Year 9	Latest year (2021)	4-year average
School percent of students in top three bands:	45.8%	46.0%
Similar Schools average:	47.7%	49.7%
State average:	45.0%	46.8%



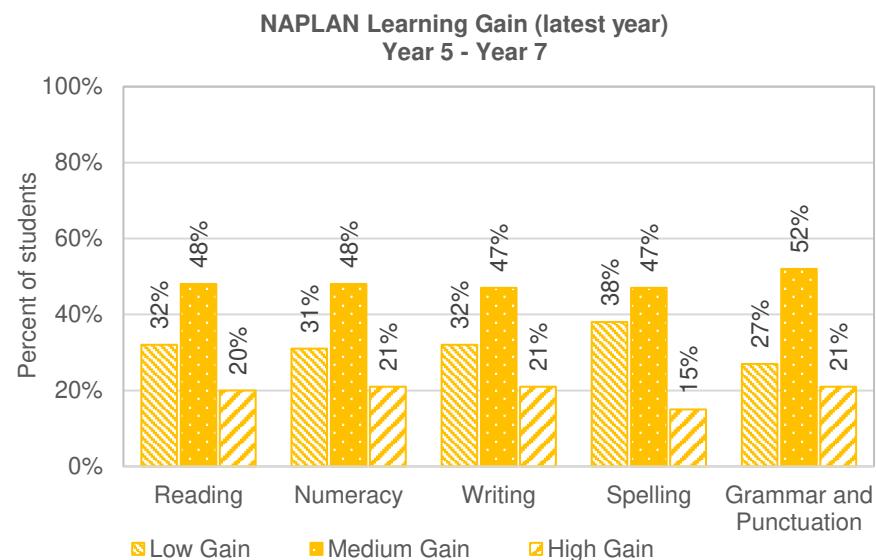
ACHIEVEMENT (continued)

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'.

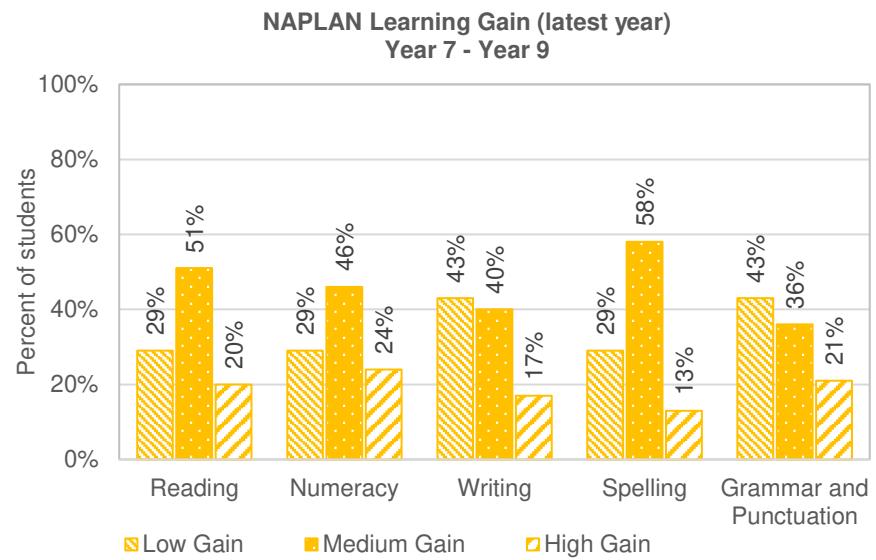
Learning Gain
Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	32%	48%	20%	23%
Numeracy:	31%	48%	21%	23%
Writing:	32%	47%	21%	24%
Spelling:	38%	47%	15%	23%
Grammar and Punctuation:	27%	52%	21%	22%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	51%	20%	23%
Numeracy:	29%	46%	24%	24%
Writing:	43%	40%	17%	23%
Spelling:	29%	58%	13%	24%
Grammar and Punctuation:	43%	36%	21%	23%



ACHIEVEMENT (continued)

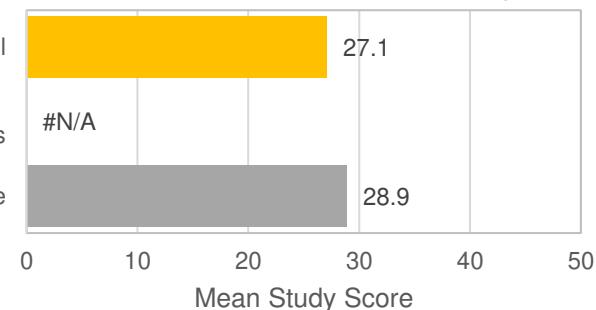
Victorian Certificate of Education (VCE)

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	27.1	27.1
Similar Schools average:	28.3	NDA
State average:	28.9	28.9

Victorian Certificate of Education (latest year)



Students in 2021 who satisfactorily completed their VCE:

94%

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

31%

VET units of competence satisfactorily completed in 2021*:

66%

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

81%

* 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

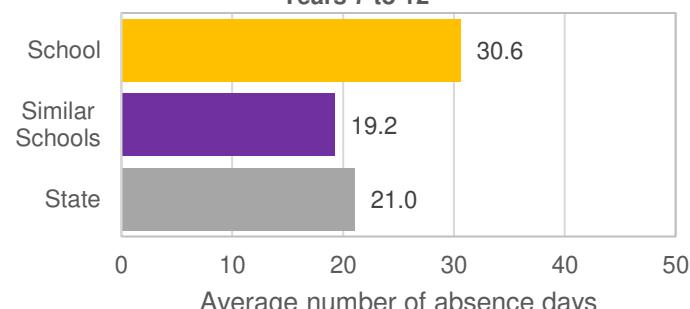
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	30.6	22.9
Similar Schools average:	19.2	18.6
State average:	21.0	19.6

Student Absence (latest year)
Years 7 to 12



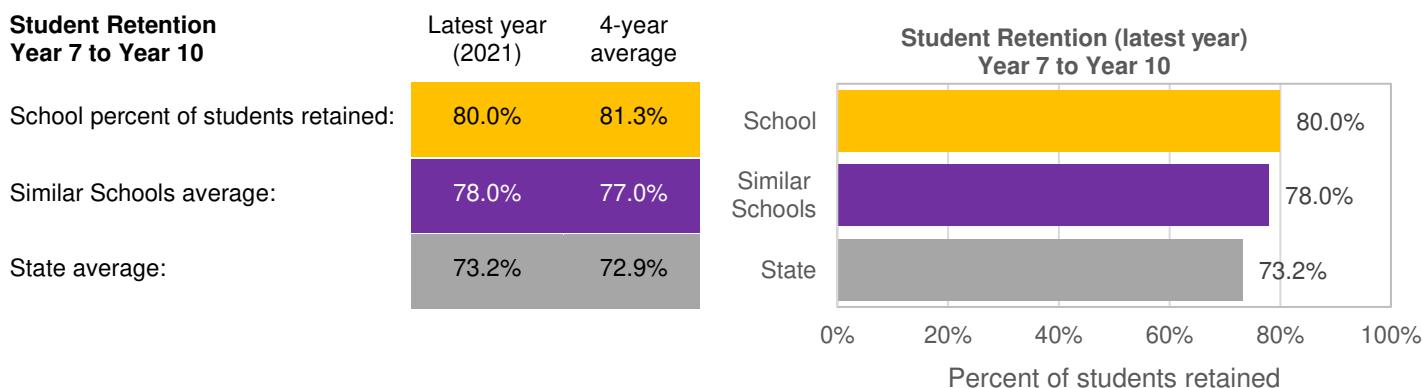
ENGAGEMENT (continued)

Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	85%	79%	84%	84%	89%

Student Retention

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

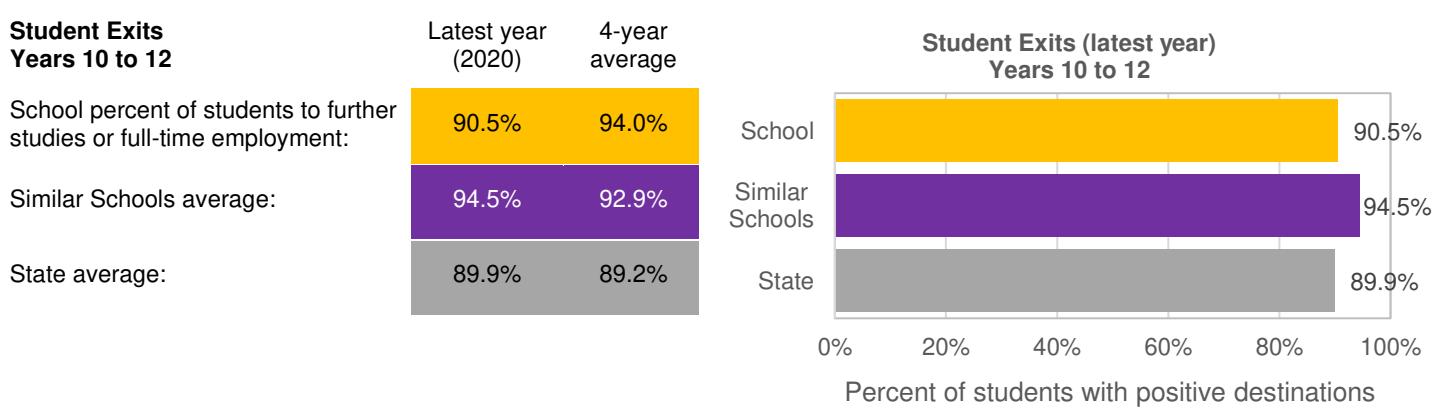


Students exiting to further studies or full-time employment

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'.



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.

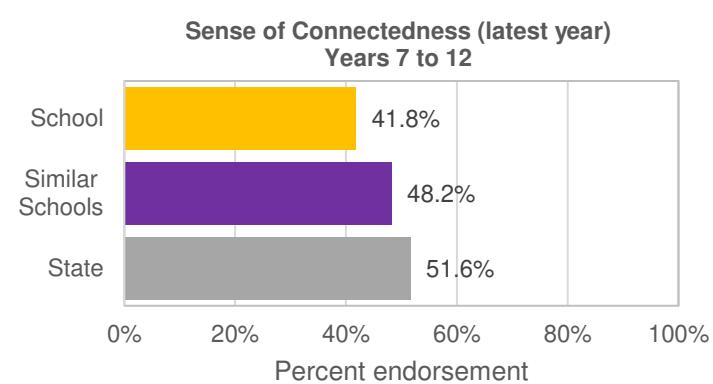
Student Attitudes to School – Sense of Connectedness

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:	41.8%	46.1%
Similar Schools average:	48.2%	52.4%
State average:	51.6%	54.5%

Sense of Connectedness (latest year) Years 7 to 12



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.

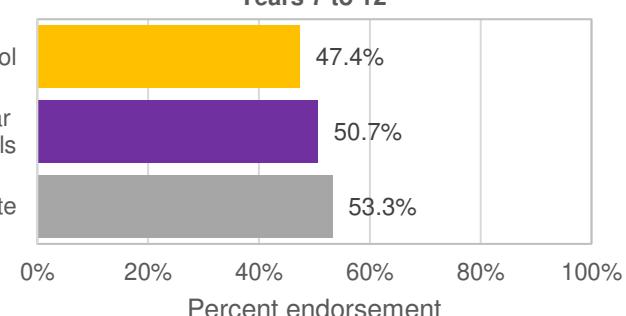
Student Attitudes to School – Management of Bullying

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:	47.4%	49.0%
Similar Schools average:	50.7%	56.0%
State average:	53.3%	56.8%

Management of Bullying (latest year) Years 7 to 12



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	\$6,413,107
Government Provided DET Grants	\$1,086,481
Government Grants Commonwealth	\$0
Government Grants State	\$9,800
Revenue Other	\$22,721
Locally Raised Funds	\$444,430
Capital Grants	\$0
Total Operating Revenue	\$7,976,540

Equity ¹	Actual
Equity (Social Disadvantage)	\$52,717
Equity (Catch Up)	\$35,220
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$87,938

Expenditure	Actual
Student Resource Package ²	\$6,041,008
Adjustments	\$0
Books & Publications	\$2,277
Camps/Excursions/Activities	\$141,284
Communication Costs	\$16,037
Consumables	\$138,982
Miscellaneous Expense ³	\$143,028
Professional Development	\$18,036
Equipment/Maintenance/Hire	\$123,796
Property Services	\$204,627
Salaries & Allowances ⁴	\$179,668
Support Services	\$58,889
Trading & Fundraising	\$126,379
Motor Vehicle Expenses	\$1,741
Travel & Subsistence	\$0
Utilities	\$67,904
Total Operating Expenditure	\$7,263,656
Net Operating Surplus/-Deficit	\$712,884
Asset Acquisitions	\$13,350

- (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	\$1,098,586
Official Account	\$48,590
Other Accounts	\$0
Total Funds Available	\$1,147,177

Financial Commitments	Actual
Operating Reserve	\$178,503
Other Recurrent Expenditure	\$665
Provision Accounts	\$0
Funds Received in Advance	\$317,900
School Based Programs	\$50,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$193,000
Capital - Buildings/Grounds < 12 months	\$95,000
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$140,000
Capital - Buildings/Grounds > 12 months	\$220,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,295,068

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.