

2021 Annual Report to The School Community



School Name: Hopetoun P-12 College (8904)



- 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 14 March 2022 at 08:37 AM by Graeme Holmes (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 16 March 2022 at 10:13 AM by Tash Anderson (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

Hopetoun P-12 College strives to meet the individual needs of all students. The College promotes high expectations, accountability and feedback to produce responsible, respectful and collaborative citizens in a changing society.

Our Values

- Respect - we show compassion for the feelings, abilities and rights of others and ourselves.
- Responsibility – we manage our own behaviour to achieve our goals.
- Teamwork – we work together to help everyone achieve their goals.

These core values underpin all we do within and across our College. We use these values to ground our decision making, to develop and implement our policies and to deliver our day-to-day teaching and learning program. They form the basis of our interaction with students, amongst staff and with the broader community. These core values also underpin student management and student wellbeing as well as all aspects of our leadership and school management. They help to provide the direction and purpose for our College.

Current Context

Hopetoun P-12 College is situated in the rural community of Yarriambiack Shire, approximately 385 kilometres to the North West of Melbourne. The College was formed in 2012 through the amalgamation of Hopetoun Primary School and Hopetoun Secondary College. The school grounds include an indoor basketball stadium, outdoor shade areas, an adventure playground, sand pit and cubby house. The grounds also include a sheep feedlot and an orchard developed and run by the school's Victorian Certificate of Applied Learning (VCAL) students.

The main building is a typical 1960s build with science classrooms, food technology and general-purpose rooms. Further buildings include a Technical Trade Centre (TTC) building used for metalwork and woodwork, a music room, library, art rooms and detached sheds used for a range of purposes.

Rebuild

Our College is currently in a rebuild phase. An allocation of \$10.5 million towards an upgrade has meant that all of 2021 has been a planning year to develop a complete rebuild of the main school. The school will decant into relocatable buildings in 2022.

Enrollments

Enrollment in 2021 was 77 – 41 females and 36 males. Enrollments are relatively stable around the 75-80 mark.

The Student Family Occupation (SFO) category is 0.55 and our SFOE is 0.49 (2021).

The staffing profile of Hopetoun P-12 College includes 15 EFT (Equivalent Full Time) teachers, including a Principal and five Leading Teachers (a substantive Leading Teacher and three acting Leading Teachers) supported by six EFT Education Support Staff, including learning support, wellbeing support, administration, a gardener, a canteen manager and cleaner. We have no staff who identify as Aboriginal or Torres Strait Islanders and we do not offer programs for overseas students.

Curriculum

Hopetoun P-12 College provides a Foundation to Year 10 program through the Victorian Curriculum and a Year 10 to 12 program through the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) and access to Victorian Education and Training (VET).

Students have access to the Wimmera Virtual School, and the Southern Mallee Cluster VET and VCAL provision enabling students to access more options.

Framework for Improving Student Outcomes (FISO)

Hopetoun P-12 College commenced a new School Strategic Plan in 2021 following-on from our school review which was completed in December 2020. Our goals and strategies were aligned with FISO. Our key FISO domains, goals and strategies were aligned with the state-wide approaches required in response to the pandemic. Building practice excellence, empowering students and building school pride along with connected schools were the main areas of focus throughout 2021. Our aim was to improve student achievement and learning growth as well as continue to engage and re-engage students in their learning.

In order to achieve these goals, we worked hard on building staff capability in teaching and learning. We accessed PLC training, focused on High Impact Teaching Strategies and continued to build teacher knowledge and skills in the use of our instructional model.

In order to enhance student engagement we strengthened the home group structure, enhanced our pastoral care approaches and implemented wellbeing checks during remote learning. We introduced a progressive system of reporting so that parents received a report every five weeks indicating aspects of attendance, attitude and achievement. A clear emphasis on growth mindset was also promoted school-wide to continue with both academic and the 'happy, active and healthy kids priority'. Student voice and the development of student agency became quite difficult due to extended periods of remote learning and these will become part of our 2022 priority.

Our 2022 FISO Priorities

The introduction of FISO 2.0 has provided the opportunity for us to refine and crystallize our strategies for 2022. The two FISO outcomes of learning and wellbeing are central to our planning for 2022. All five of the core elements (teaching and learning, assessment, engagement, leadership, and support resources) are important with two predominating for 2022; teaching and learning and engagement. The actions for 2022 will be:

- Build staff capacity in assessment, including moderation and reporting, to identify and meet student learning needs.
- Further implement the Hopetoun P-12 College Teaching and Learning Instructional Model incorporating high impact teaching strategies.
- Embed positive wellbeing and mental health approaches in staff professional practice.
- Activate student voice, agency and leadership to strengthen student participation and engagement in learning.

Achievement

Our School Strategic Plan (2020-2024) goal for student achievement is to improve literacy and numeracy outcomes for all students. In 2021, we emphasized learning growth in reading writing and numeracy as key indicators of enhanced achievement. The percentage of students in the top bands in NAPLAN and teacher judgments were key indicators of progress.

In order to improve student achievement and enhance growth we implemented a range of school improvement strategies throughout the year. Some of the strategies included:

- PLC training.
- Staff capability building on High Impact Teaching Strategies (HITS), especially differentiation, collaboration, feedback and metacognition.
- An ongoing emphasis on each of the elements of our school instructional model which is based on Hattie's approach to effective teaching.
- Implementation of MYLNS – capability building, in-class support, co-teaching and individual and group student support.
- Tutoring across the College, mainly in reading across most year levels.
- Accessing high-quality and sustained professional learning such as Andrea Hillbrick.

The impact of these strategies along with the cumulative effect of professional learning, expertise and staff capability over time brought measurable learning gain and achievement. The percentage of students above age expectations in teacher judgments in both English and Maths was above similar schools and state in both Prep to Year 6 and in Year 7 to 10. We had very strong results amongst the Year 9 cohort in 2021 with 50% of the year level in the top three bands in NAPLAN reading and 37% in NAPLAN Numeracy. Further, our VCE mean study score was an impressive 31, well above state and similar schools. VCE completion rates were 100% and VCAL a strong 94%.

Direction for 2022

Our challenge is to continue to improve in areas where we need greater focus. To do this, we will build staff capability in assessment, including moderation and reporting. In particular, we will emphasise the imperative of formative assessment and ways in which this is embedded in our instructional model. We will also continue to build knowledge in understanding, analysing and using student achievement data. The Hopetoun P-12 College Instructional Model will continue to be featured in school professional learning throughout 2022. We will extend previous work on differentiation to include strategies for differentiation in all Domains, including the Arts and Humanities. The integration of the HITS into our instructional model will also continue to be central to our work in 2022.

Continuous building of staff capability through professional learning monitored and recognised through Peer Learning Walks, walk-throughs, professional conversations and associated forms of feedback will provide evidence of impact of our strategies.

Engagement

The overall goal for 2021 in student engagement was to empower students and build school pride. Our strategies to achieve this were implemented throughout the school year, however, the stop-start remote learning-face-to-face times throughout the year reduced the impact of the actions we implemented. Some of the actions included enhancing the role of the Year Level Coordinators (YLC) and build positive relationships. The role of the YLC was automatically enhanced during remote learning as the Year Level Coordinators became the major conduits between school and home. Positive relationships were built through the Webex links between staff and parents as well as with the students. One of the positives of our actions in 2021 was the continued emphasis on growth mindset. Staff professional learning followed by activities for students during pastoral care and class lessons enhanced student perception on their learning and their approach to schooling. We continued to use the SWPBS approach to student engagement and wellbeing and our core values of respect, responsibility and teamwork continued to be central to our student engagement strategy. Indicators of student engagement include attendance and retention. Student absences in Years 7-12 were lower than similar schools. In particular, Years 11 and 12 students had high attendance rates well into the 90% category. We used a range of strategies to address student absences. We were determined to ensure there were very few unexplained absences hence we followed up regularly to hold others to account. Some strategies included:

- Daily phone calls.
- Three-day follow-ups.
- Weekly monitoring by our Wellbeing Officer who phoned every parent when absences were unexplained.
- Insistence on the provision of doctor's certificates for extended absences due to illness, especially amongst the Year 10-12 students.
- Referral of extended and stubborn absences to Area and Regional officers.
- Referral to Child First where poor attendance was part of a broader family issue.

Another indicator of student engagement is retention amongst students from Years 7 to 10. Our retention rate in 2021 was an impressive 91% which was well above similar schools and the state average. Further, our tacking of student exits to further studies and employment was an impressive 100%.

Directions for 2022

Student engagement will continue to be important in 2022. Our School Strategic Plan (2020-2024) continues to provide our goal of "To improve the engagement of all students in their learning." We will continue to emphasise the importance of full attendance, regardless of year level. Parents will receive a report on attendance rates at the end of every five-week cycle through our reporting structure. The attendance figures will mirror the Department's categorization of absence levels which highlight to parents the importance of attendance. We will also continue to follow-up all unexplained absences.

School connectedness will be addressed through improving consultation with students, increasing the representation of students on various school committees, improving the structure of SRC so that they have clear purpose and goals and through enhanced student agency.

Wellbeing

Student wellbeing continued to be a high priority for Hopetoun P-12 College in 2021. The school year started positively with face-to-face learning then quickly slipped into remote learning which then became a year of intermittent remote and face-to-face. The students, despite the repeated transitions, managed very well overall. The Year Level Coordinators took on an enhanced role of monitoring and supporting students. We implemented regular wellbeing checks through surveys, Webex and phone calls. The links between school and home were strengthened through the process. When at school, we continued to monitor and support students to ensure their wellbeing and connection as best as possible. Our Wellbeing Officer supported students, especially those students who struggled to maintain commitment or motivation.

Student sense of connectedness, one element in the Student Attitudes to School Survey, is a key indicator of engagement. Our data, while lower than hoped, indicates that our Year 7-12 students have almost identical results to similar schools and to the state-wide results. The data indicates that our results were higher in 2021 than our four-year average which may be an indicator that remote learning had little impact on student connectedness. It is a challenge to raise the sense of connectedness however it is a focus we need to highlight in 2022.

Another indicator of student wellbeing is the management of bullying at school. It is pleasing to note that the Year 7 to 12 students were very positive in reporting that any incidence of bullying is managed well. Our school is well above similar schools and state for the management of bullying which is an indicator that staff and wellbeing officers are active in immediate follow-up.

Directions for 2022

Our goal for 2022 in wellbeing is to embed positive wellbeing and mental health approaches. To do this, we will embed strategies such as emotional intelligence, Zones of Regulation, continue with growth mindset and focus more directly on our school values. We will also employ staff to support mental health initiatives as well as access the Mental Health Fund Menu to ensure we are providing the necessary wellbeing and mental health support for all students.

Finance performance and position

Hopetoun P-12 College's budgeting processes are structured to ensure that student needs are addressed. We ensure that we have staffing to offer the courses and pathways required by the students as well as the day-to-day cash budgets needed to support learning programs. We received just over \$2.5million in our SRP which was a combination of staffing (credit) and cash. We used our credit budget to employ teaching and support staff, especially ensuring we provided staff for MYLNS, for tutoring and additional education support staff to assist unfunded students with special needs. The surplus was due to our inability to attract additional staff (e.g. Chaplain, Languages, Education Support) as well as due to a surplus in our cash budgets.

Our equity money was used strategically to employ staff to provide additional classroom and online support for our students from disadvantaged backgrounds. We also used some of our equity funds to provide whole-school and part-school wellbeing and learning activities.

We received capital grants funding of \$80,000 which was targeted for maintenance of the amenities block in the school Stadium.

The delivery of additional learning programs such as camps, excursions, wellbeing presenters, external providers and the like were curtailed due to COVID restrictions hence permission was sought from some providers to carry program funds into 2022 (e.g. Sports Boost).

Salaries and allowances covered employment for canteen, additional support and the employment of a CRT on a short term position while expenditure on support services included VET fees which rose due to more students undertaking VET courses.

We commence the 2022 school year in a strong financial position. We have set aside funds to resource school-based programs such as support for VCE and welfare, enrichment, SWPBS and some funding to support our excellent VCAL program. We have also carried forward funds to replace computers and for equipment replacement in the Trade Training Centre.

Funds have also been set aside for contingencies associated with the Rebuild program. For example, we will be hiring

Hopetoun P-12 College

skips, laying paths, hiring shelter and relocating equipment and resources from the main building into the relocatables at our expense to alleviate some of the costs of the tight Rebuild budget. We also anticipate needing to purchase some new equipment and fittings for the new building.

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 77 students were enrolled at this school in 2021, 41 female and 36 male.

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

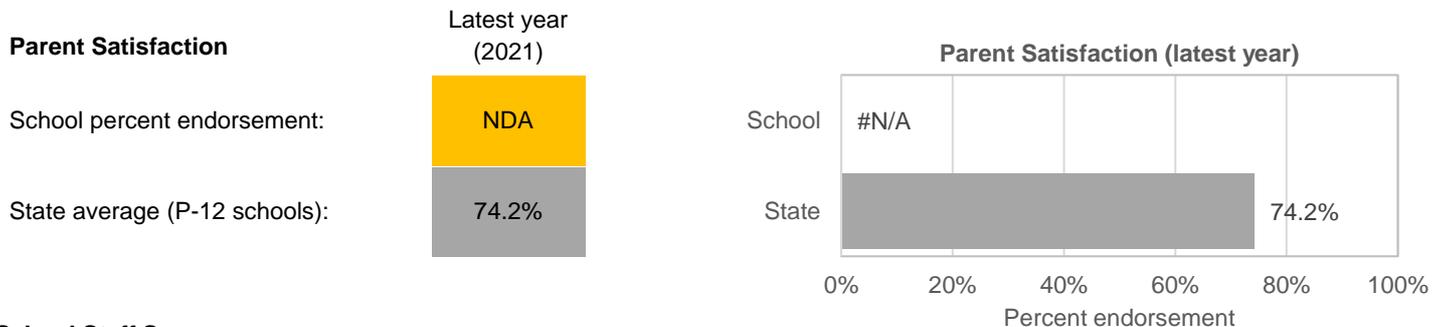
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

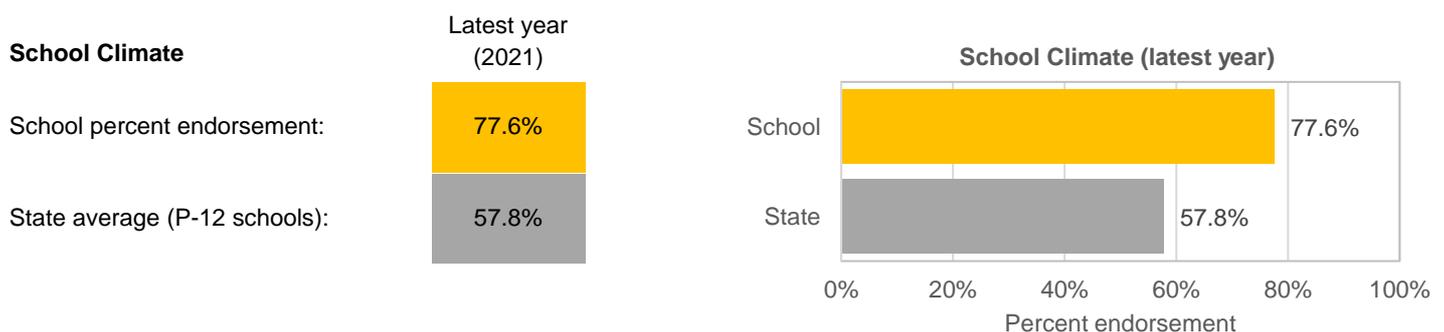


School Staff Survey

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

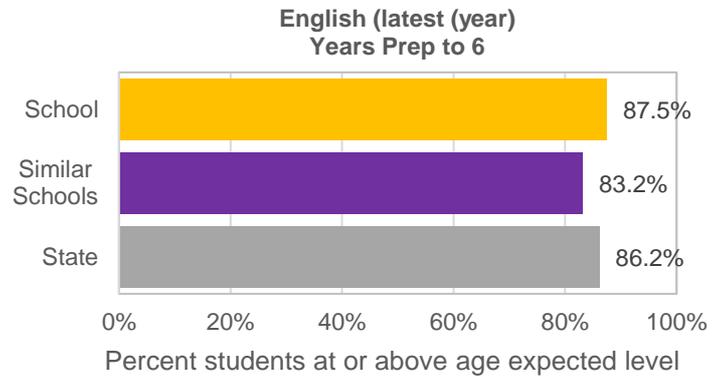
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

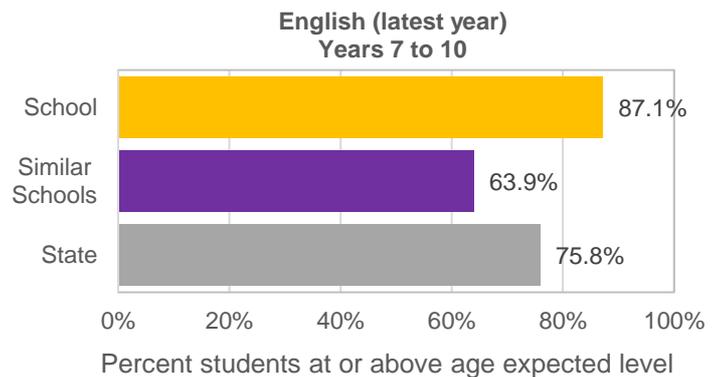
English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	87.5%
Similar Schools average:	83.2%
State average:	86.2%



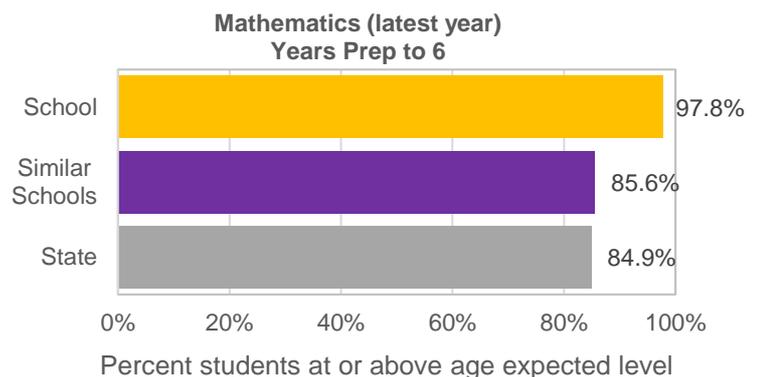
English Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	87.1%
Similar Schools average:	63.9%
State average:	75.8%



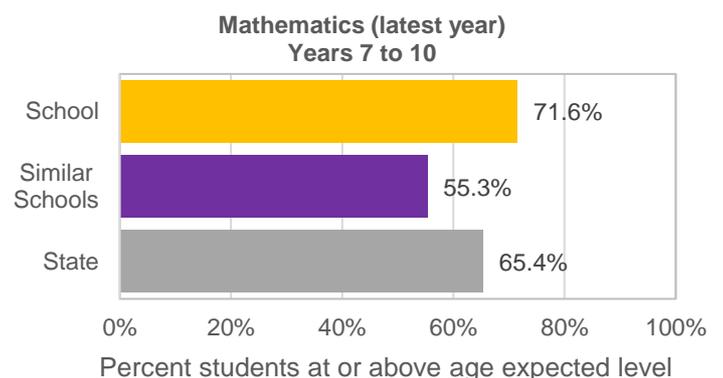
Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	97.8%
Similar Schools average:	85.6%
State average:	84.9%



Mathematics Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	71.6%
Similar Schools average:	55.3%
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.

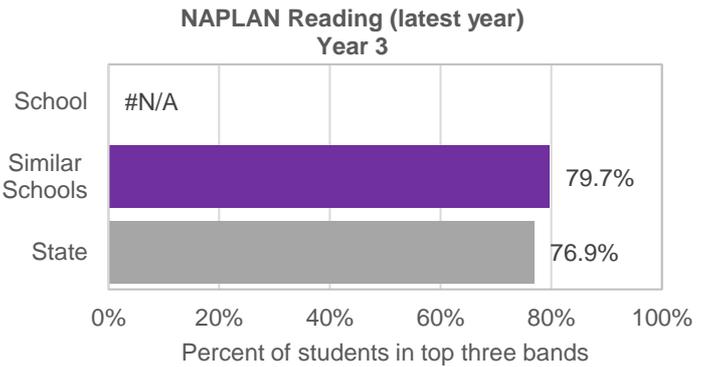
NAPLAN

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.

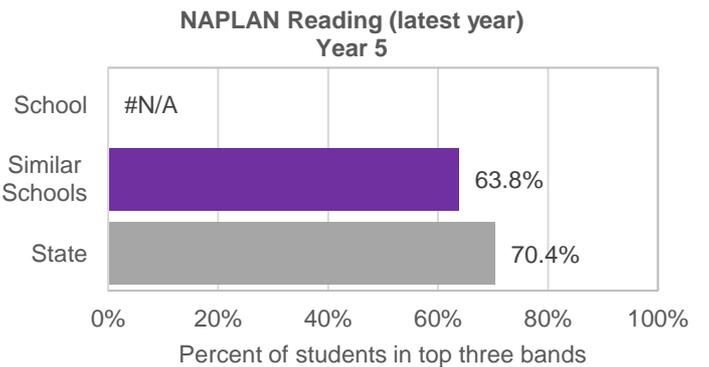
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	37.5%
Similar Schools average:	79.7%	70.9%
State average:	76.9%	76.5%



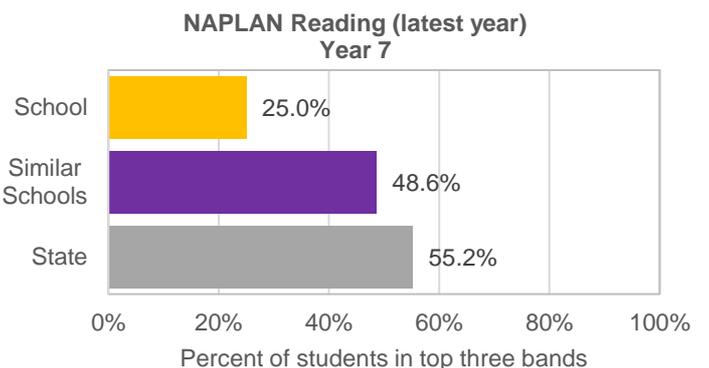
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	40.0%
Similar Schools average:	63.8%	64.0%
State average:	70.4%	67.7%



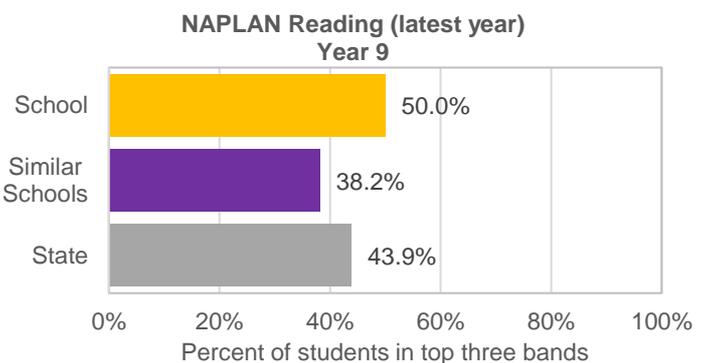
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	25.0%	39.1%
Similar Schools average:	48.6%	49.4%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	37.5%
Similar Schools average:	38.2%	42.9%
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.

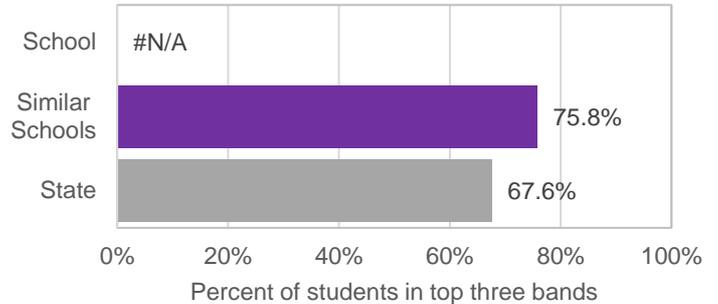
NAPLAN (continued)

Numeracy Year 3

School percent of students in top three bands:

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	50.0%
Similar Schools average:	75.8%	68.8%
State average:	67.6%	69.1%

NAPLAN Numeracy (latest year) Year 3

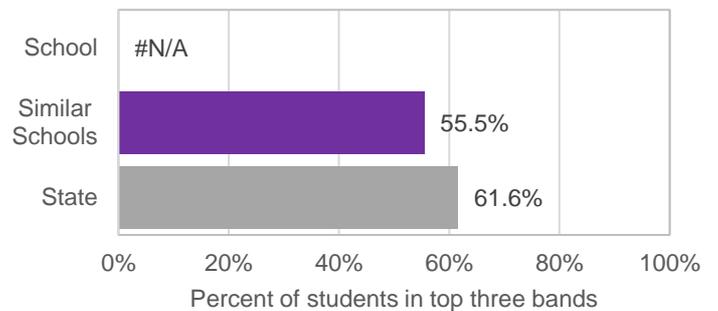


Numeracy Year 5

School percent of students in top three bands:

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	44.4%
Similar Schools average:	55.5%	56.8%
State average:	61.6%	60.0%

NAPLAN Numeracy (latest year) Year 5

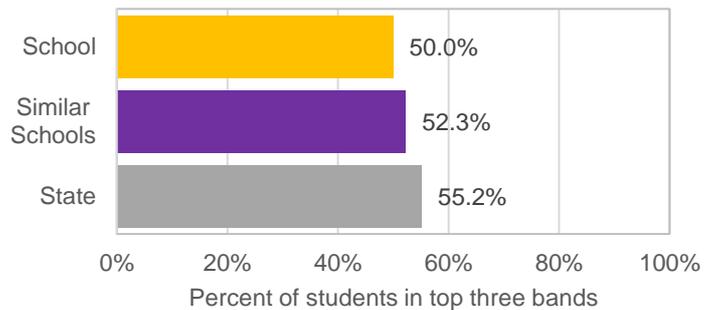


Numeracy Year 7

School percent of students in top three bands:

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	39.1%
Similar Schools average:	52.3%	54.4%
State average:	55.2%	55.3%

NAPLAN Numeracy (latest year) Year 7

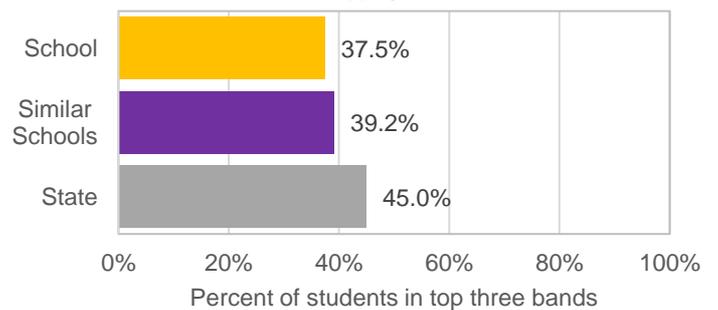


Numeracy Year 9

School percent of students in top three bands:

	Latest year (2021)	4-year average
School percent of students in top three bands:	37.5%	62.5%
Similar Schools average:	39.2%	45.7%
State average:	45.0%	46.8%

NAPLAN Numeracy (latest year) Year 9



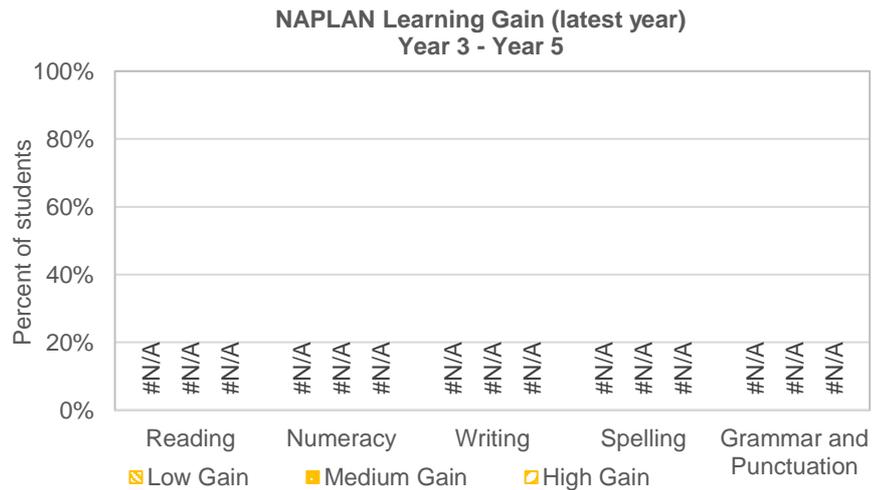
ACHIEVEMENT (continued)

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'.

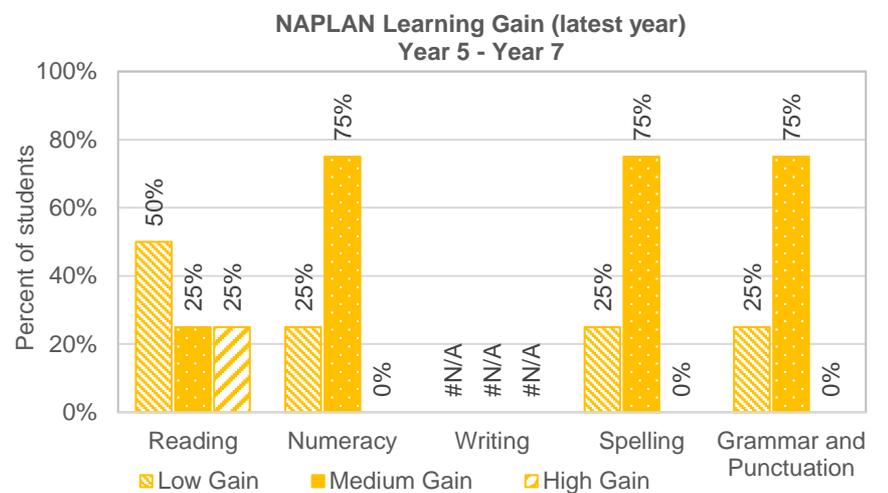
**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	24%
Numeracy:	NDA	NDA	NDA	23%
Writing:	NDP	NDP	NDP	16%
Spelling:	NDP	NDP	NDP	17%
Grammar and Punctuation:	NDP	NDP	NDP	25%



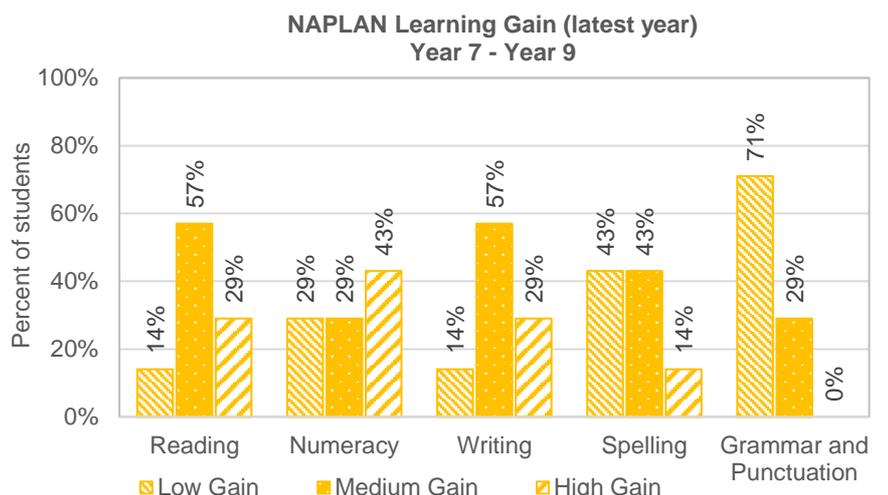
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	50%	25%	25%	21%
Numeracy:	25%	75%	0%	23%
Writing:	NDP	NDP	NDP	18%
Spelling:	25%	75%	0%	26%
Grammar and Punctuation:	25%	75%	0%	23%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	14%	57%	29%	18%
Numeracy:	29%	29%	43%	22%
Writing:	14%	57%	29%	18%
Spelling:	43%	43%	14%	21%
Grammar and Punctuation:	71%	29%	0%	22%



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.

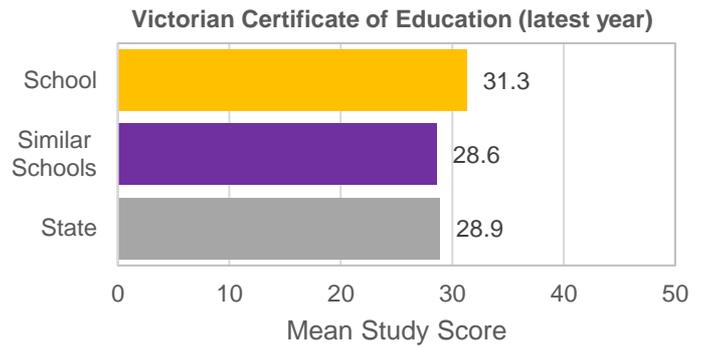
Victorian Certificate of Education (VCE)

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	31.3	27.9
Similar Schools average:	28.6	28.2
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:	100%
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:	51%
VET units of competence satisfactorily completed in 2021*:	74%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	94%

* 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

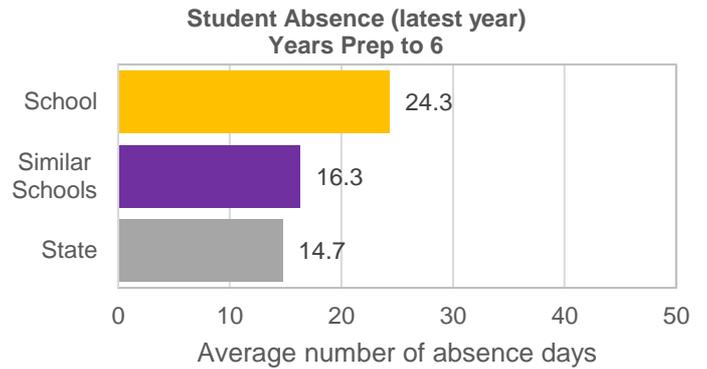
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

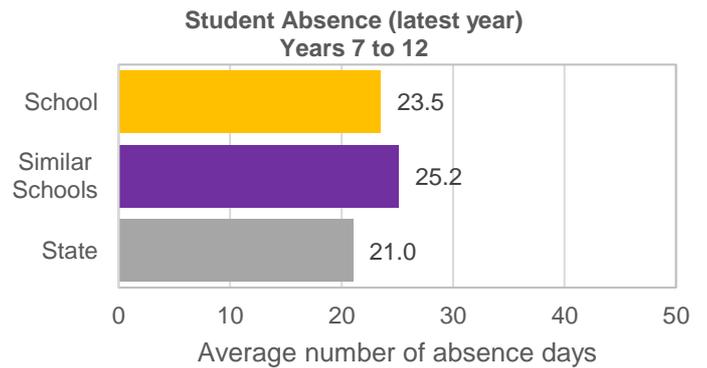
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	24.3	24.6
Similar Schools average:	16.3	15.1
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	23.5	22.0
Similar Schools average:	25.2	22.3
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):	NDP	84%	92%	88%	87%	NDP	87%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	75%	90%	87%	88%	93%	94%	

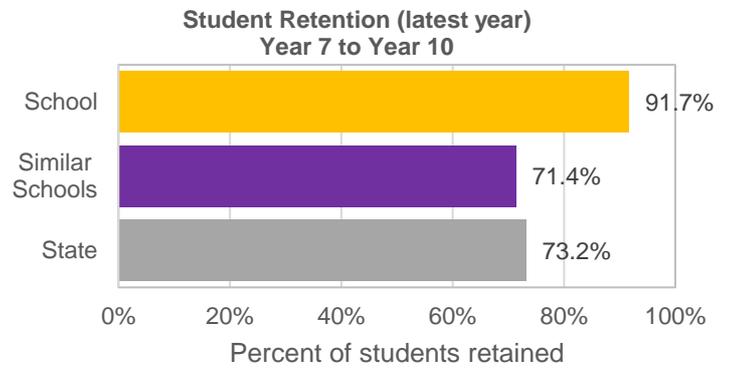
ENGAGEMENT (continued)

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:	91.7%	71.4%
Similar Schools average:	71.4%	70.6%
State average:	73.2%	72.9%



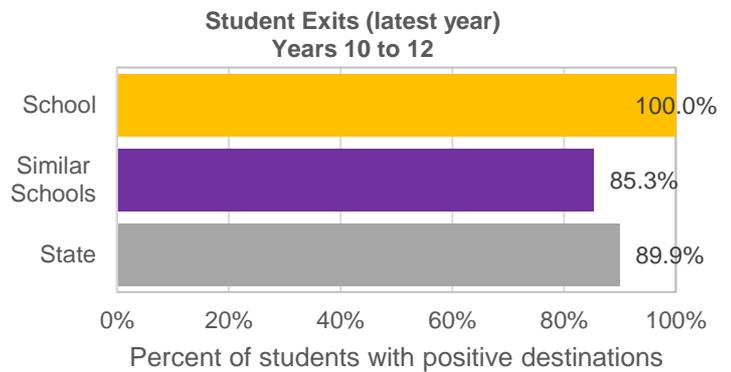
Students exiting to further studies or full-time employment

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%	97.1%
Similar Schools average:	85.3%	85.0%
State average:	89.9%	89.2%



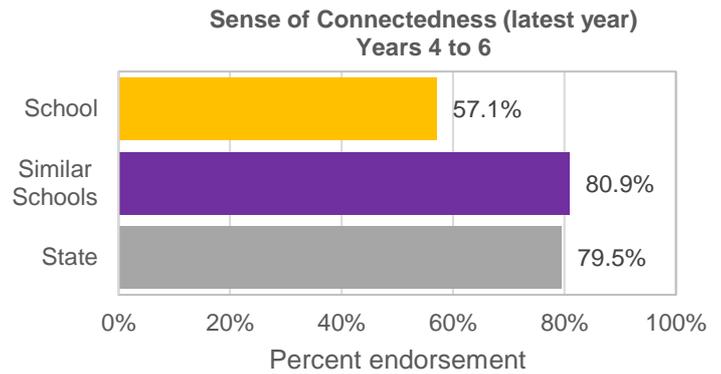
WELLBEING

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

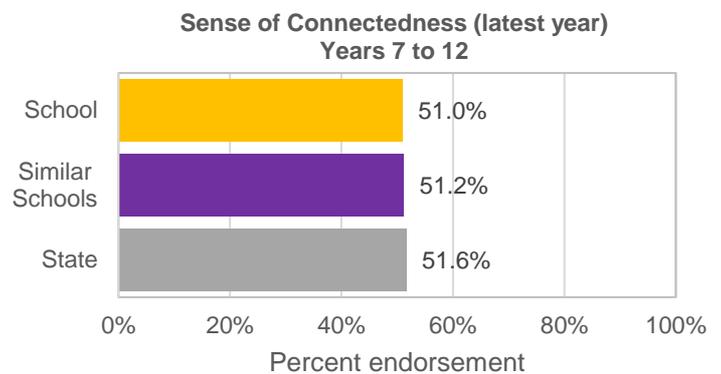
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	57.1%	57.6%
Similar Schools average:	80.9%	79.9%
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:	51.0%	50.9%
Similar Schools average:	51.2%	54.3%
State average:	51.6%	54.5%



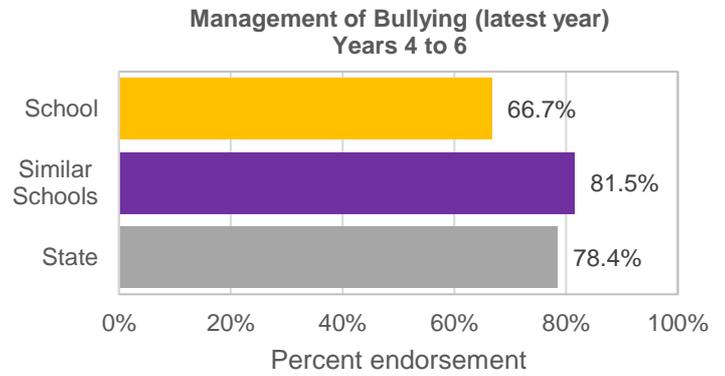
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WELLBEING (continued)

Student Attitudes to School – Management of Bullying

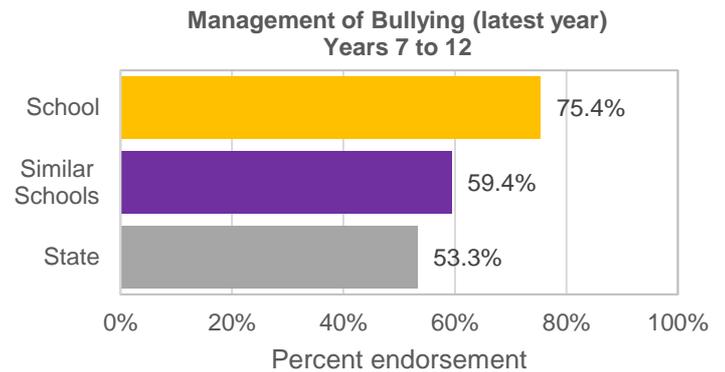
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	66.7%	60.6%
Similar Schools average:	81.5%	80.9%
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:	75.4%	72.4%
Similar Schools average:	59.4%	61.7%
State average:	53.3%	56.8%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,510,258
Government Provided DET Grants	\$667,245
Government Grants Commonwealth	\$0
Government Grants State	\$26,588
Revenue Other	\$5,497
Locally Raised Funds	\$71,436
Capital Grants	\$80,000
Total Operating Revenue	\$3,361,024

Equity ¹	Actual
Equity (Social Disadvantage)	\$76,861
Equity (Catch Up)	\$6,861
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$83,722

Expenditure	Actual
Student Resource Package ²	\$2,354,104
Adjustments	\$0
Books & Publications	\$5,069
Camps/Excursions/Activities	\$38,337
Communication Costs	\$5,268
Consumables	\$53,418
Miscellaneous Expense ³	\$15,395
Professional Development	\$15,953
Equipment/Maintenance/Hire	\$67,367
Property Services	\$24,642
Salaries & Allowances ⁴	\$39,842
Support Services	\$115,067
Trading & Fundraising	\$38,068
Motor Vehicle Expenses	\$3,459
Travel & Subsistence	\$575
Utilities	\$31,265
Total Operating Expenditure	\$2,807,830
Net Operating Surplus/-Deficit	\$473,194
Asset Acquisitions	\$142,948

- (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	\$803,005
Official Account	\$18,643
Other Accounts	\$0
Total Funds Available	\$821,648

Financial Commitments	Actual
Operating Reserve	\$72,169
Other Recurrent Expenditure	\$145
Provision Accounts	\$2,000
Funds Received in Advance	\$0
School Based Programs	\$368,610
Beneficiary/Memorial Accounts	\$5,270
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,660
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$118,363
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$236,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$812,217

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.