

2021 Annual Report to The School Community



School Name: Heathmont College (8816)



**HEATHMONT
COLLEGE**

- 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 11 April 2022 at 12:35 PM by Kerryn Sandford (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 02 May 2022 at 11:51 PM by Henk Westerveld (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

Heathmont College is a co-educational, years 7 - 12 secondary school located in the suburb of Heathmont in the Maroondah network. In 2021, enrolment numbers grew to 691 students with relatively even proportions of male and female students (54% male:46% female). 6 students (1%) had English as an additional language and 16 (2%) identify as Aboriginal or Torres Strait Islander.

The International Student Program has been significantly impacted by COVID-19 and the limits and restrictions to international travel. As a result, the college has closed its English Language Centre and reduced the level of program that is offered with only Level 1 accreditation from mid 2021 onwards. The English Language Centre was closed early in 2020 although our International liaison officer has continued to support those students who have remained with the college to the end of 2021. Department funding grants have assisted the college to maintain the program for the students still engaged without additional SRP funds being required.

Across 2021, a total of 97 staff were employed at the college, a figure made up of 63 teaching staff and 34 Education Support (ES) staff.

The school's socio economic profile continues to be listed as low-medium with our SFOE decreasing slightly from 2020 indicating that the school population is becoming for affluent. The school had 159 equity funded students in 2021.

Framework for Improving Student Outcomes (FISO)

Whilst continued lockdowns and periods of remote learning had significant negative impacts on both student learning and wellbeing, the college maintained its focus on school improvement across 2021 with a range of strategies implemented and ongoing evaluation of practice occurring. The following outlines the major work completed against each dimension of the Framework for Improving Student Outcomes completed across the year.

Teaching and Learning

Across 2021, a number of programs were introduced to enhance teaching and learning at the college. The Tutor Learning, QuickSmart and MYLNs programs combined to form the Learning Support program and through this, more than 200 students received individual or small group support to catch up in areas of Literacy and Numeracy. The coaching program to support teacher development was also launched with initial focus on supporting the Leadership team to implement a coaching approach in each of the leadership portfolios. In addition, Professional Learning Communities were re-introduced with each of the leadership team being supported to adopt a coaching approach to the leadership of a PLC group. Every teaching member of staff and some education support staff were engaged in PLC groups in both semesters 1 and 2.

Professional learning on whole school approaches to Literacy and Numeracy were also held, as was familiarisation with the Department's AMPLIFY strategy for student leadership, voice and agency.

The curriculum offerings and documentation was audited against the Victorian Curriculum and areas for improvement flagged for 2022 with documentation of curriculum a key focus, moving forward. A new Instructional Model was researched and developed across 2021 to further improve teaching and learning at the college.

Assessment

The assessment offerings at the college were investigated and refined in 2021 with the introduction of the Academic Assessment Services testing product for Years 8 and 10. This testing processes enables the collection of data of student progress in key areas of Literacy and Numeracy development as well as the identification of student reasoning prowess and enables the college to identify underperformance and areas of strength for individual and cohorts of students. Additional testing platforms were trialed for MYLNs and Tutoring students.

An assessment schedule, outlining the nature and timing of key assessments held at the college, began to be developed and this work will continue in 2022. Changes to the way in which assessment is viewed at the college has begun to shift with a greater emphasis being placed on diagnostic and formative assessment and a change in the language around summative assessments to incorporate a more 'growth mindset' approach to performance.

Engagement

Introduction of the AMPLIFY strategy at the college and the inclusion of a 'student voice' PLC in each semester saw awareness of the use of student feedback and voice increase across 2021. The Principal Advisory Group (PAG) was also developed in 2021 and this volunteer body of students provided important feedback directly to the principal on various matters including student attitudes to school, the school classroom environments and the uniform policy. Members of the student leadership body were also, for the first time, included in the School Improvement Team who investigated the school's progress against the various goals of the AIP and SSP. Learning walks were introduced to support this work and a member of the student leadership team was included in this process of classroom observation. The PIVOT student perception tool was introduced to the college to provide students with the opportunity to give their teachers specific and direct feedback on the teaching and learning experience. The data provided through this survey was used by many staff to support their performance and development process (Statement of Expectations) in 2021. Staff worked on the development of High Impact Engagement Strategies and a working paper was developed to outline these. Work around these strategies will continue into 2022 and beyond.

Key programs that had been introduced across 2019/2020 such as 9Life, the Sports Academy and the Excellence and Enrichment Program (EEP) were evaluated with key changes being suggested for 2022. These programs continue to develop and evolve and target greater engagement from particular cohorts of students at the college.

The house system was also evaluated for effectiveness against its stated aims and changes made to the overall structure to include Year Level Coordinators were introduced for 2022 on the basis of feedback received from staff, students and parents.

Leadership

In 2021, the college engaged in widespread consultation with the community to revisit and redevelop our school values with an aim to further establishing our school vision and mission statements. Whilst the work on the school vision and mission is ongoing, the new school values are:

Curiosity – We have a desire for learning and a sense of hope and positivity. We celebrate growth when we understand new things

Compassion - We respect each other and celebrate our differences. We show kindness to ourselves and others to help us build the resilience to achieve together

Community – We strive to build positive connections. We listen and respect all contributions and work together so everyone feels a sense of belonging

The college also engaged with the community to seek feedback on current uniform policy, initiating changes based on this feedback in 2021 and further changes for 2022.

To support the development of a strong, trust based working culture for staff and students, clarification around roles and expectations for the Leadership team and positions of responsibility was a key focus for 2021, with position outlines and descriptions being developed that contained clear lines of responsibility and scope for each position. The leadership team structure was reviewed and modifications made for 2022 to support the aims and objectives of the college.

Support and Resources

In the wellbeing and positive education area, a number of new initiatives were also implemented including the Raise Mentoring program (for vulnerable students in Years 9 and 10 to connect with an adult mentor), the Student Wellbeing Action Team (SWAT) run by Maroondah City Council engaged four of our Year 10 students in an action research project aimed at improving an element of their school experience (Flourish / SWEL curriculum) and we had four Year 9 students involved in the School for Student Leadership program (formerly known as the Alpine School) in term 4.

The college continued to support an additional counsellor in the Wellbeing team and a Mental Health Practitioner role was also added to this team with support of funding from the Department. A new Secondary School Nurse also began at the college in 2021 and the support of this role for the Health program, Respectful Relationships and other wellbeing initiatives has been much appreciated.

The building program continues at the college with the new Sports Stadium being opened early in 2021. A grant through Regional Arts Victoria supported the college to work with a local Aboriginal Artist to develop an indigenous garden and sculpture adjacent to the new stadium. This garden has become a key focal piece for the college and involved many of the college students and staff in its creation. Work continued towards the new Performing Arts build to be added to the new stadium and the school secured funding to re roof areas of the school, remove asbestos from roofing.

The college also introduced a canine member of staff to the wellbeing team, our HOPE dog joined the college as a new

puppy and across 2021 has undergone training to support her to take on her role in supporting the wellbeing and learning of all students and staff at the college.

Achievement

The mean VCE study score was 26.03 which is lower than the state mean of 28.92. VCE and VCAL unit completion rates are 95% which is a slight increase and is above the state average. The introduction of PLCs saw increased opportunities for teachers focus on teacher improvement and use data to inform practice. Acknowledging the need for a common, consistent approach to best practice, a Heathmont instructional model was designed. There was more of a focus on collaboration within the houses and curriculum areas. A Literacy Learning Specialist was appointed. Coaching was taken up by a number of teachers and a coaching approach was used for the Statement of Expectation process. Professional Learning relating to Numeracy was launched and created opportunities for staff to identify numeracy needs within their curriculum area as well as their own numeracy needs. The 9Life program was reviewed and changes made to the structure of the program, allowing for more community-based opportunities. The tutoring program continued, supporting students who required additional supports. Teacher judgements are most accurate (compared to NAPLAN) for the middle band in Numeracy for Year 7s. There has been an increase in the percentage of students in the Top 2 bands for Reading, Writing, Spelling and Numeracy at Year 7 and Spelling and Grammar and Punctuation at Year 9. There has been a significant increase in the percentage of students receiving a study score of 29-36 in VCE English, Health and Human Development, History, Further Maths, Food Studies, Drama, Media, Visual Communications and Design and Studio Arts. In the Staff Opinion Survey, the percentage of respondents who responded positively to Teaching and Learning questions that include Practice improvement, Planning, Implementation and Evaluation has increased. In particular, significant increases were seen in positive responses to the items of Professional Learning to improve practice, Use student feedback to improve practice and Use evidence to inform teaching.

Students receiving PSD funding were supported to meet their stated goals through a well structured Student Support Group process.

Engagement

To support student engagement during the transition back to onsite learning, our school developed a HOPE Dog Initiative where we looked at the benefits of training a wellbeing dog. The dog has begun training and working in the college and she supports many staff and students in her daily work. The college joined the Dogs Connect Program and our HOPE Dog Initiative was developed. The focus for this program is to integrate the dog into a number of lessons and classes as a teaching tool to build student awareness around their social and emotional development. Throughout the year, the college also continued to develop plans related to the change from PSD to DI Profiles. This focussed on a team approach to identify engagement needs across the school. To aid this transition, the development of HC HIES working paper that can be used in conjunction with HITS was a significant piece of work. The consolidated work of three Leading Teachers allowed deep understanding and development relating to engagement, wellbeing and learning - FISO 2.0. This in turn provided a vehicle to generate conversation and coaching in the realm of engagement strategies to ensure authentic learning for students and staff, The development of HEIS document proved instrumental in the development of the 2022 model that identifies a structure fo bring FISO 2.0 into full focus.

To further support student learning and engagement, the College looked for ways to optimise the lessons learned from lockdowns and remote learning. While many students were actively attending classes after lock down, we saw a rise in students who were physically present but not necessarily psychologically present. This provided the school with the ability to focus activities centred on engagement in learning. The school used the expertise in the House Structure to develop ways to engage students in varied learning opportunities. Where students and parents could identify that returning to school and society was proving to increase student anxiety, we sought to develop a hybrid system where students could continue to remote in for explicit teaching. This has benefited students who are either too anxious to rejoin the wider school community or indeed too unwell to do so.

The College began the design phase of a Flexible Learning Option which involved staff self nominating to a working party and looked at a number of options. The design of such a facility is still the the concept/design phase as we conduct more research about the viability and need for a FLO linked to Heathmont College.

Wellbeing

Heathmont College continued to play a lead role in the Maroondah Positive Education network in 2021 by conducting a termly Workshop Week, with Positive Education Principles the focus of professional learning sessions generated by and provided to the network. The Flourish and SWEL curriculum continued to be modified, improved and delivered to students, even throughout remote learning, to support the school's goal in providing wellbeing skills and learning to students. In order to identify further needs of students and increase responsiveness, Student Pulse was set up, requiring significant communication with parents and/or guardians. Work also commenced on implementation of School Wide Positive Behaviours in the school, with the first step of consulting all community stakeholders about school values yielding consensus on three final values; compassion, community and curiosity. The wellbeing team were proactive throughout all of 2021 in checking in with vulnerable students as well as developing and delivering resources to support all students and staff across this time. Raise mentoring in particular targeted support for students identified as needing additional one on one mentoring and support.

Finance performance and position

The College has finished the year in a stable position. Our financial position shows a deficit, this is a managed deficit relating to staffing.

All funds have supported and will continue to support student learning to achieve improved outcomes in all areas of learning with an emphasis on literacy and numeracy.

The financial position of the college was impacted during 2021 by the global pandemic. Revenue projections for International Students and subject fee collections were reduced and refunds were provided to families for activity based programs that were unable to proceed as planned. Communication expenditure on items such as postage exceeded projected estimates during the period of remote learning.

Using Equity funds we have continued to employ a literacy support officers for the Quicksmart. We have engaged tutors for numeracy and literacy to assist and enhance the learning of students due to the strains of working remotely for such a long period of time.

Significant improvements funded during 2021 included the commencement painting of the classrooms throughout the College, the completion of the Stadium as well as our Indigenous sculpture garden has made our college a more vibrant space for our students, staff and community. Heathmont College will continue working towards bright engaging spaces for our students, staff and community.

For more detailed information regarding our school please visit our website at
<https://www.heathmont.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 711 students were enrolled at this school in 2021, 326 female and 385 male.

5 percent of students had English as an additional language and 2 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).

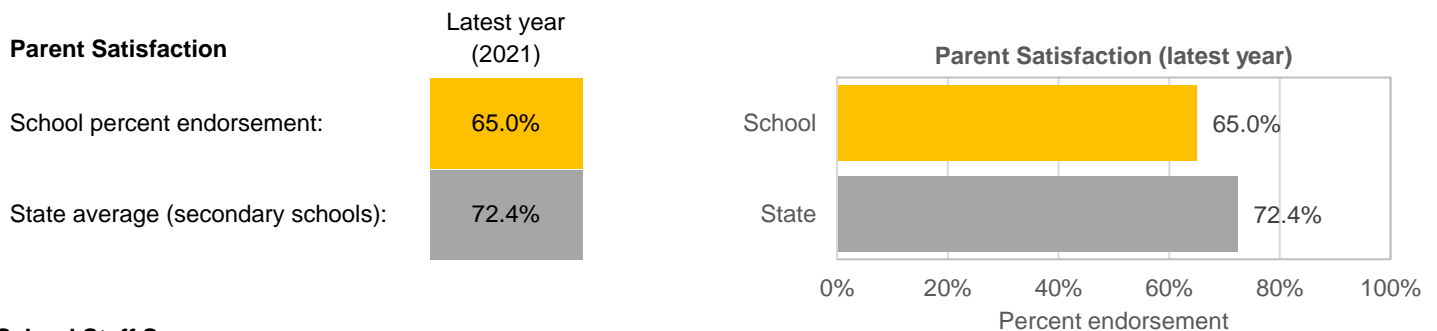
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

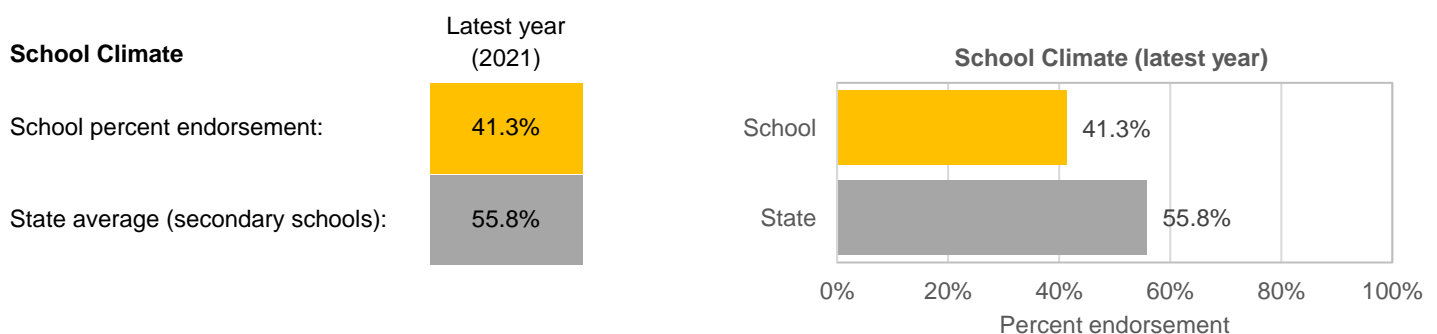


School Staff Survey

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:

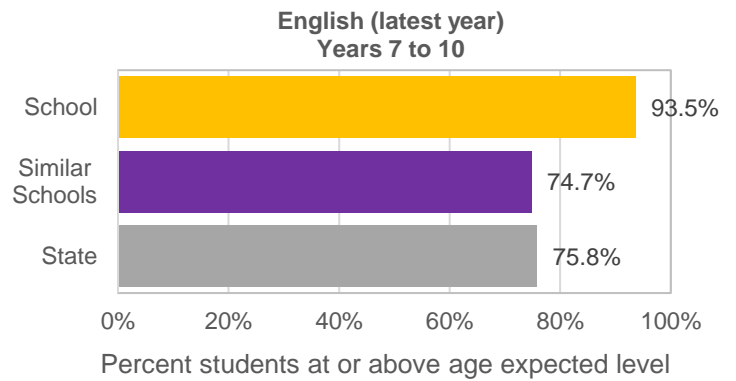
93.5%

Similar Schools average:

74.7%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

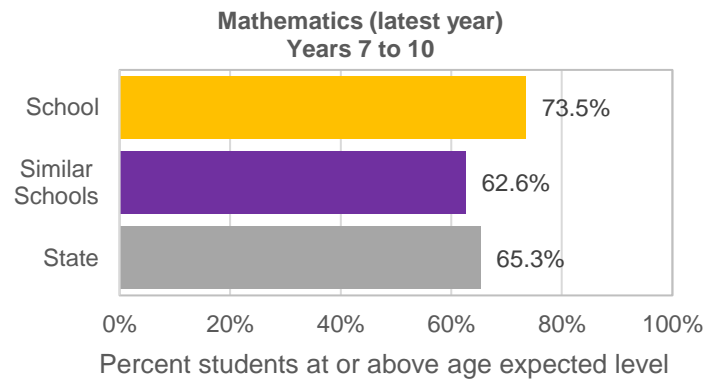
73.5%

Similar Schools average:

62.6%

State average:

65.3%



ACHIEVEMENT (continued)

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

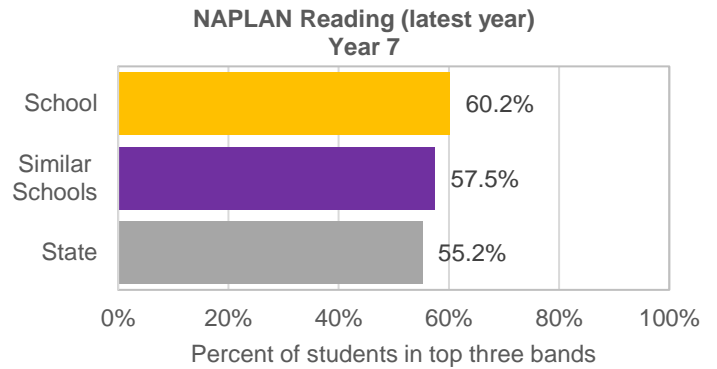
NAPLAN

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

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

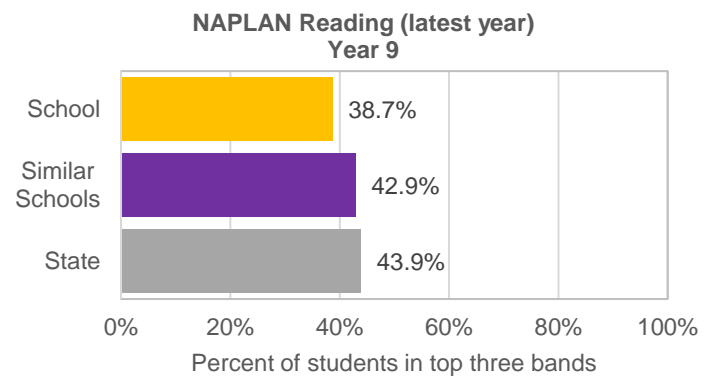
Reading Year 7

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 60.2% | 60.7% |
| Similar Schools average: | 57.5% | 55.4% |
| State average: | 55.2% | 54.8% |



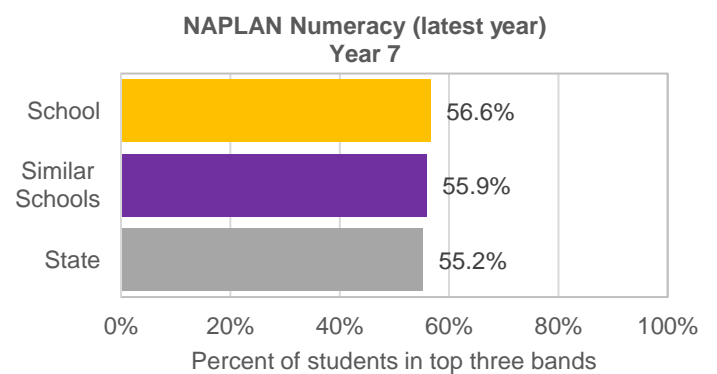
Reading Year 9

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 38.7% | 41.4% |
| Similar Schools average: | 42.9% | 45.2% |
| State average: | 43.9% | 45.9% |



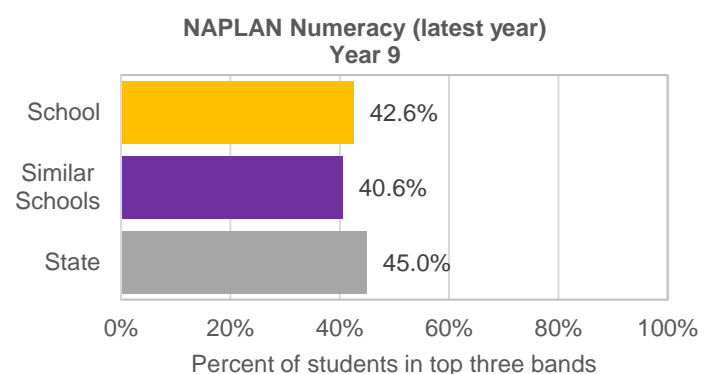
Numeracy Year 7

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 56.6% | 55.8% |
| Similar Schools average: | 55.9% | 54.8% |
| State average: | 55.2% | 55.3% |



Numeracy Year 9

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 42.6% | 41.5% |
| Similar Schools average: | 40.6% | 43.6% |
| State average: | 45.0% | 46.8% |



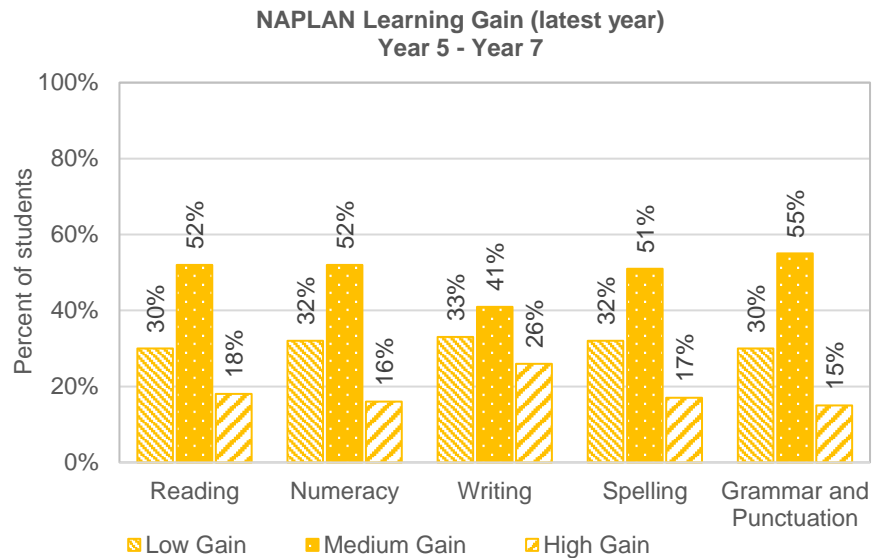
ACHIEVEMENT (continued)

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'.

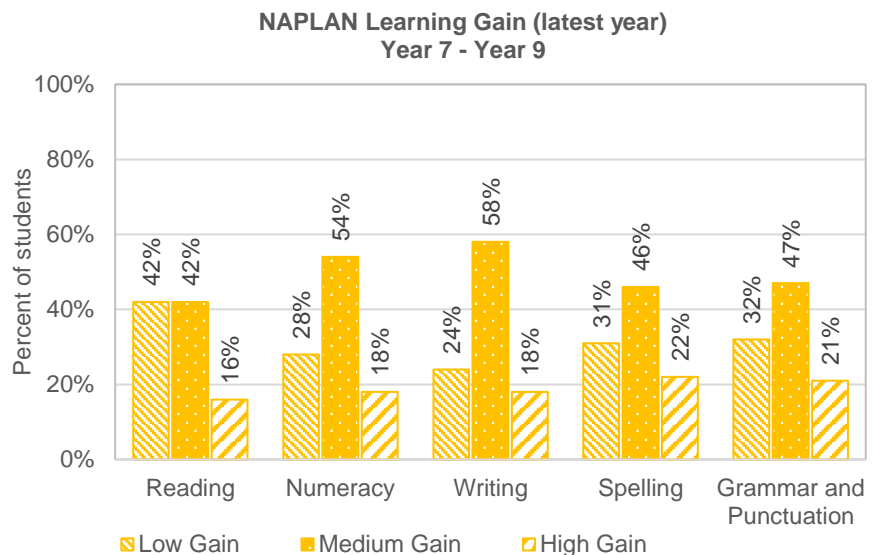
Learning Gain Year 5 (2019) to Year 7 (2021)

| | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading: | 30% | 52% | 18% | 21% |
| Numeracy: | 32% | 52% | 16% | 21% |
| Writing: | 33% | 41% | 26% | 22% |
| Spelling: | 32% | 51% | 17% | 21% |
| Grammar and Punctuation: | 30% | 55% | 15% | 20% |



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

| | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading: | 42% | 42% | 16% | 23% |
| Numeracy: | 28% | 54% | 18% | 22% |
| Writing: | 24% | 58% | 18% | 21% |
| Spelling: | 31% | 46% | 22% | 21% |
| Grammar and Punctuation: | 32% | 47% | 21% | 21% |



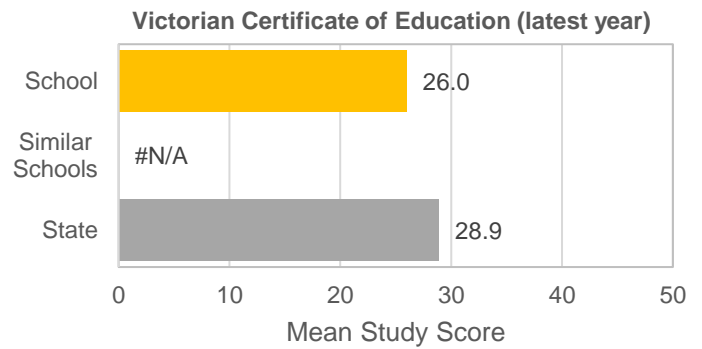
ACHIEVEMENT (continued)

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 | 26.0 | 25.9 |
| Similar Schools average: | 27.5 | NDA |
| 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:

26%

VET units of competence satisfactorily completed in 2021*:

58%

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

85%

* 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.

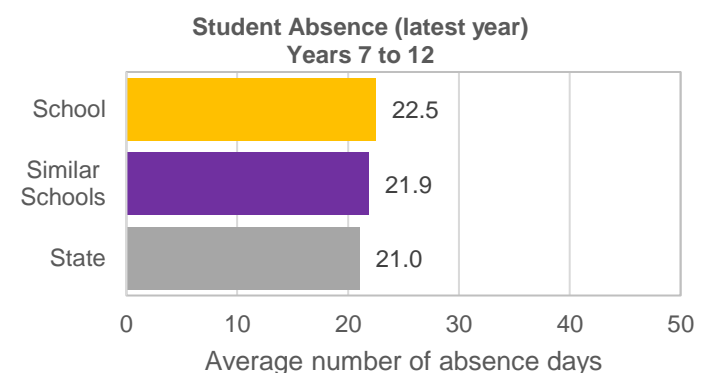
ENGAGEMENT

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: | 22.5 | 18.2 |
| Similar Schools average: | 21.9 | 19.9 |
| State average: | 21.0 | 19.6 |



ENGAGEMENT (continued)

Attendance Rate (latest year)

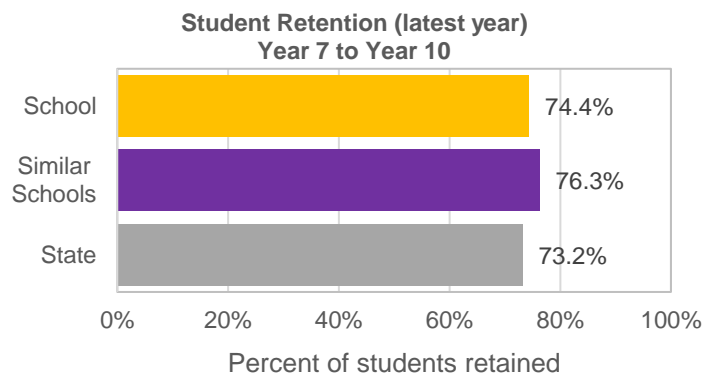
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2021): | 91% | 91% | 86% | 83% | 92% | 94% |

Student Retention

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

Student Retention Year 7 to Year 10

| | Latest year (2021) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percent of students retained: | 74.4% | 76.0% |
| Similar Schools average: | 76.3% | 75.5% |
| State average: | 73.2% | 72.9% |



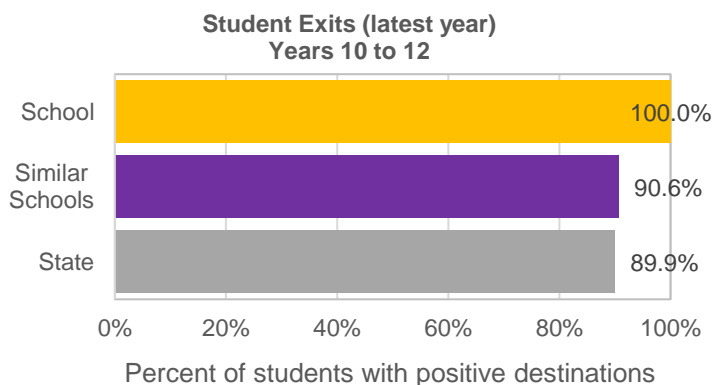
Students exiting to further studies or full-time employment

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% | 91.2% |
| Similar Schools average: | 90.6% | 89.5% |
| State average: | 89.9% | 89.2% |



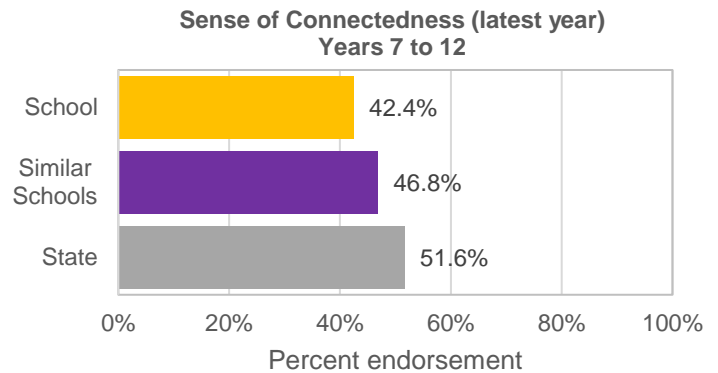
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

| Sense of Connectedness Years 7 to 12 | Latest year (2021) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percent endorsement: | 42.4% | 47.5% |
| Similar Schools average: | 46.8% | 50.2% |
| State average: | 51.6% | 54.5% |

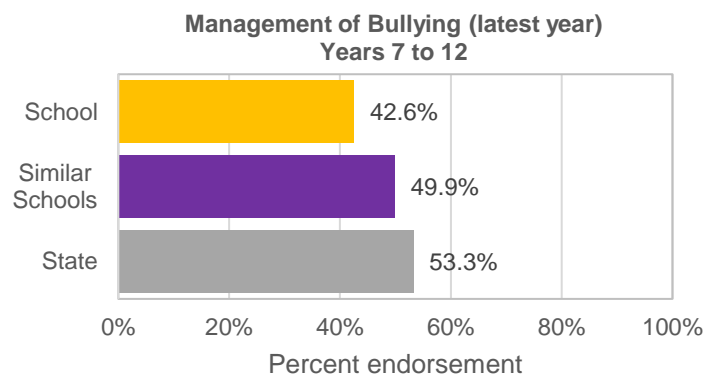


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

| Management of Bullying Years 7 to 12 | Latest year (2021) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percent endorsement: | 42.6% | 49.5% |
| Similar Schools average: | 49.9% | 54.5% |
| 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 | \$7,368,887 |
| Government Provided DET Grants | \$811,854 |
| Government Grants Commonwealth | \$45,790 |
| Government Grants State | \$40,521 |
| Revenue Other | \$25,679 |
| Locally Raised Funds | \$426,888 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$8,719,619 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$185,819 |
| Equity (Catch Up) | \$41,623 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$227,443 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$7,691,696 |
| Adjustments | \$0 |
| Books & Publications | \$3,834 |
| Camps/Excursions/Activities | \$113,541 |
| Communication Costs | \$18,627 |
| Consumables | \$130,734 |
| Miscellaneous Expense ³ | \$575,192 |
| Professional Development | \$40,109 |
| Equipment/Maintenance/Hire | \$224,031 |
| Property Services | \$257,340 |
| Salaries & Allowances ⁴ | \$6,064 |
| Support Services | \$325,347 |
| Trading & Fundraising | \$12,540 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$969 |
| Utilities | \$90,179 |
| Total Operating Expenditure | \$9,490,202 |
| Net Operating Surplus/-Deficit | (\$770,583) |
| Asset Acquisitions | \$17,424 |

- (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 | \$1,698,913 |
| Official Account | \$102,347 |
| Other Accounts | \$10,594 |
| Total Funds Available | \$1,811,854 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$258,380 |
| Other Recurrent Expenditure | \$453 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$65,305 |
| School Based Programs | \$438,000 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$200,000 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$300,000 |
| Maintenance - Buildings/Grounds < 12 months | \$40,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$1,302,138 |

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.