

# 2021 Annual Report to The School Community



**School Name: Mount Ridley P-12 College (8853)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 16 March 2022 at 03:33 PM by Carmelo Pagano (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 March 2022 at 09:28 PM by Mary-Anne Schmidt (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

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### School context

Mount Ridley P-12 College is dedicated to achieving excellence in teaching and learning, through innovative teaching practice and the promotion of core values and vital life skills. We are a community of active global citizens who are committed to life-long learning.

Our four main values that guide all practice and behaviours are:

- Respect and Tolerance
- Personal Success
- Honesty and Trust
- Responsibility

Each year the College Community agrees upon an Animating Principle which is aligned to and supports one of these values. In 2021 the Animating Principle of Be Honest, Build Trust was aligned to the value of Honesty and Trust.

Mount Ridley P-12 College completed its thirteenth year of operation this year, catering for Prep to Year 12 students. It employed 255.35 equivalent full-time staff: 8 Principal class members, 179.30 Teaching Staff, 55.05 Education Support Staff and 13.0 Tutors.

The educational focus of the College continues to provide our students with a challenging and engaging curriculum program in conjunction with a rich co-curricular program consisting of student leadership, sport and community involvement. The incredible learning experiences and strong focus on high expectations can be attributed to the dedication of our staff, the resilience of our hard working students and the support of our parents and families.

Demand for student places at the College remains strong and we have continued strains with the growing number of refugee families seeking enrolment. Many of these students have little or no English language ability and have been unsuccessful in accessing intensive support programs in Language Centres prior to commencing with us. To this end, we have had to devise tailored educational programs for them. We remain committed to developing the full potential of each student through the implementation of teaching and learning strategies that match the educational opportunities provided by the 21st century.

The Program for Students with a Disability (PSD) remains well-resourced with a wide variety of curriculum support materials and trained support staff. In 2021, the College had approximately 30 students who identified as Aboriginal or Torres Strait Islander. All identified PSD and ATSI students were provided with specific individual learning plans aimed at meeting their identified goals. Under both programs, each student worked towards the targets set in their Individual Education Plans.

During 2021 the College had 6 students enrolled in the international student program. These students had access to a dedicated international student coordinator, as well as various curriculum, engagement and wellbeing supports. New students were also provided with a tailored orientation program.

The COVID pandemic forced us all to make significant changes to the way we work, learn and relax. The need to provide online Teaching and Learning for a good part of the year, enabled teachers, students and parents to explore innovative and flexible ways of working together.

Despite the restrictions posed as a result of stemming the spread of the pandemic, the college continued to maintain an effective range of teaching and learning programs including Discovery Days, Student Assemblies, Mentor Activities, excursions, student presentations, weShare conferences, student performances and Graduation ceremonies - all of which were moved to virtual platforms.

Mount Ridley College continues its journey of many and varied accomplishments. For 2021, the following are worth

noting:

- expansion of the Principal Class team, with targeted portfolios to suit the growing needs of the College;
  - the introduction of a structured coaching program delivered by Learning Specialists;
  - successful refinement of online teaching and learning platforms, meeting the needs of our wide and varied student population;
  - development and continual refinement of detailed operational guidelines to support students, parents and staff in the implementation of online teaching and learning programs and wellbeing supports;
  - support of our community through the provision of devices along with technical support;
  - extension of the successful ACED select entry program into Year 11
  - continuation of Ready to Learn Interviews to support students and families from Years 7 to 10 as part of our Start Up program through online forums;
  - the continued use of data through targeted PLCs and greater emphasis on collaborative planning;
  - celebration of student work and talent through the College's annual Art and Technology Exhibition exhibited through a virtual interactive platform;
  - the MYLNS program focused on meeting the needs of Years 8 and 10 students;
  - the Tutor Learning Initiative was implemented across the College;
  - highly successful graduation celebrations for Prep, Year 4, 9 and 12 students providing a combination of onsite and live streaming means which enabled higher engagement levels with our wider community.
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## Framework for Improving Student Outcomes (FISO)

Our major focus areas / goals for the first year of our new strategic plan were:

1. To improve student learning growth and outcomes in Literacy;
2. To improve student learning growth and outcomes in Numeracy;
3. To empower students to be engaged learners and leaders;
4. To strengthen the social and emotional wellbeing of students.

We progressed these goals by:

- unpacking the Explicit teaching and Differentiation of High Impact Teaching Strategies (HITS);
  - providing professional development supporting the roll-out of HITS;
  - refining the guiding questions (referred to as DuFour questions) to support explicit and targeted classroom planning as part of the Professional Learning Community model;
  - adjusting the Unit Planners to match our Instructional Model;
  - implementing the MYLNS middle years Literacy and Numeracy support at years 8 and 10;
  - Implementing the Tutor Learning Initiative with a particular focus on target students in Prep to Years 10;
  - ongoing use of the Student Engagement team's tiered case management system to better meet the needs of individual students despite the need to move to online meetings, consultations and supports;
  - launch of the student engagement handbook;
  - facilitated online staff led student wellbeing support sessions;
  - provision of Professional Learning opportunities aimed at assisting staff in the more effective use of student data to inform improved teaching and learning practices;
  - continued staff online modules relating to Berry St and Calmer Classroom strategies.
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## Achievement

In 2021, despite COVID interruptions, the NAPLAN assessment was administered. Of particular mention, an area of improvement was in Years 3 and 5 Numeracy.

The College's intent to increase resource allocation in excellence in teaching and learning strived to gain improvements in student outcomes. Despite the challenges posed by the COVID pandemic, our focus on building practice excellence through a collaborative approach to improving pedagogy continued. After an extensive evaluation, the College implemented a refined and tailored version of Professional Learning Communities (PLC's) as well as a structured

coaching model. This included targeted training of Learning Area Coordinators and Learning Specialists in order for them to effectively lead their teams. There was further professional learning for staff throughout the year. During the remote learning period, we adapted elements of the PLC model to ensure collaborative data driven conversations continued.

According to Teacher Judgement results in 2021:

- the gap between English and Mathematics Teacher Judgement results Years 7 - 10 for similar to like schools remained unchanged from 2020;
- the English and Mathematics Teacher Judgement results for Prep - Year 6 continued to mirror those of similar schools;

The College's fifth full cohort of VCE students achieved a number of successes including:

- 97% of the students enrolled in VCE successfully completed their VCE and received their certificate;
- 100% of the students enrolled in VCAL successfully completed their credits and received their certificate;
- the median study score for VCE was 25 which was equal to the previous year and slightly above other secondary schools within our local cluster;
- the mean ATAR score was 52.25;
- the 2021 Dux achieved an ATAR score of 96.95, our highest to date;
- The top 10 ATAR scores ranged from 80.35 to 96.65 and there was a further increase of students achieving an ATAR above 70.

The Pathways data has revealed the continuation of the positive results trend established in previous years:

- 80% of the Year 12 cohort applied for a tertiary place
- 90% of the eligible graduating cohort received a tertiary offer for 2021.

We have progressed this area by:

- relaunching the updated PLC model with a focus on building staff capacity in best practice and collaborative planning
- introducing a structured coaching program delivered by Learning Specialists with a focus on the HITS, collegiate learning and peer feedback to effect pedagogical change;
- continued engagement of Rob Vingerhoets to work with targeted numeracy teams to improve pedagogical practice;
- continuing to expand our work with Educational Consultant, Glen Pearsall to work intensively with groups of teachers to further drive pedagogical change and empower them to observe and advise fellow teachers;
- undertaking intensive work, led by our data team, to train staff in the most effective ways of selecting, collecting and analysing data to inform teaching;
- use of Fountas and Pinnell (Prep to Year 6) and On-Demand testing (Year 4 to 10) to ensure more accurate and common baseline diagnosis;
- offering a limited (COVID affected) tutoring program to include both Middle and Senior Years students, facilitated by high achieving ex-students;
- consolidating the MYLNS program at Years 8 and 10 and the introduction of the Tutor Learning Initiative to support students impacted by remote learning;
- continuing with in-class support for EAL students across Prep to Year 9 and standalone classes in the senior years;
- ongoing use of Alicenne Stevens as an English studies consultant to support the VCE team in the development of moderation practices;
- continued work with the Later Years Network to provide PD for VCE / VET and VCAL staff and a focus on moderation practices.

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## Engagement

The promotion of high student engagement levels across the College continues to be emphasised. The College remains focused on stimulating positive levels of satisfaction in relation to the provision of an inspiring learning environment, promoting high student motivation levels, encouraging learning confidence and connectedness to their peers.

In 2021, despite COVID interruptions, the annual Student Attitudes to School survey was administered. Student

attendance rates declined across the College in comparison to 2019, which was clearly linked to COVID and remote learning. Exit data beyond year 10 is similar to like schools, there has been an improvement in exit destination over the last five years. This was impacted, however, by the reduction of external opportunities caused by COVID. Absences within the unapproved range continue to be minimal.

We have progressed this area by:

- expanding scheduled 'check-ins' of our students by their class and mentor teachers during the protracted period of remote learning;
- promoting the School Wide Positive Behaviour Matrix and clarifying expected positive behaviours in different contexts across the College both online and as students returned on-site learning;
- enhancing the support provided by the Student Services and Pathways teams for long term student absences and other engagement or wellbeing concerns;
- continuing the use of mini school administration officers to contact families of absent students and where appropriate, offer supports;
- ensuring that staff, particularly Mentor teachers follow up student absences and concerns in a timely manner;
- maintaining access to remote and flexible learning through the provision of devices and associated peripherals to our community;
- providing opportunities to re-engage students in extracurricular activities with a strong focus on emotional and social needs as they returned to onsite learning;
- continuing to provide opportunities for student leaders to participate in and lead various online forums including assemblies, celebrations, workshops, rewards and competitions.

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## Wellbeing

The College remains committed to maintaining a caring and cooperative school environment where students celebrate learning, feel safe and secure, are valued and are able to achieve individual success. Strong networks and relationships with parents, regional personnel and external agencies have enabled the College to better meet the needs of our students.

We have addressed this goal by:

- embedding the use of the tiered triage model to better meet the needs of individual students from a wellbeing perspective. Despite the challenges of COVID in 2021, meetings and supports were maintained through a blended model (online and face-to-face);
- maintaining the availability of external health services to support students particularly in the area of mental health;
- promoting understanding of students with special needs, through Professional Learning, and the development of a revised IEP template;
- embedding a tailored approach to promoting and supporting mental health and accepting diversity across the College, including but not limited to events such as RUOK?, Discovery Days, Harmony Day and Cultural Week activities;
- supporting wellbeing in general through a multidisciplinary team;
- targeting funding and grants to support inclusiveness across the College;
- building the capacity of engagement and wellbeing staff through targeted on-line and face-to-face PD;
- maintaining a full online program at the Community Hub offering classes on citizenship, English language, conversational English and play group activities;
- organising food hampers for vulnerable families, as well as connecting families to a range of agencies to support access to uniforms and educational resources;
- offering access to information sessions relating to COVID-19 health updates in a variety of community languages;
- liaising closely with the Department of Health for the purpose of setting up a community vaccination hub at the College for families requiring local access.

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## Finance performance and position

The total operating expenditure saw the College with a surplus. The College's commitment to supporting students in both remote and onsite settings was prioritised in several areas of spending and staffing. The staffing profile of our College has continued to be expanded with equity funding from DET helping to support the implementation of literacy and numeracy intervention programs. Significant investment has also continued to be made in meeting the growing needs of the EAL area and larger number of refugee families enrolling into the College.

Whilst, sound financial management processes have meant that we have been able to set aside funds in order to address the College's facilities development plan in light of continuing increases in student enrolments, these works were greatly limited by the lockdowns and inability to have trades working on site. A number of these projects have been moved for completion into the following year.

**For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at https://www.mountridleycollege.vic.edu.au](https://www.mountridleycollege.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 2612 students were enrolled at this school in 2021, 1187 female and 1425 male.

58 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).

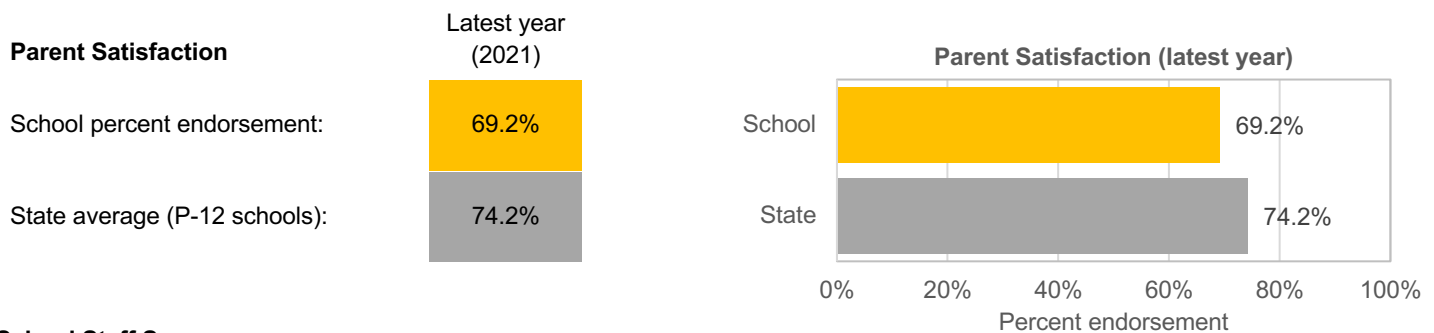
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

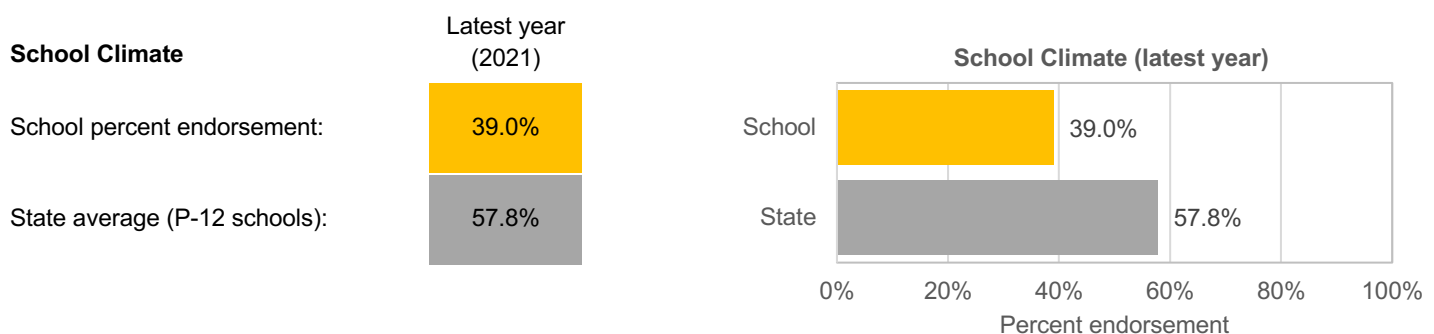


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

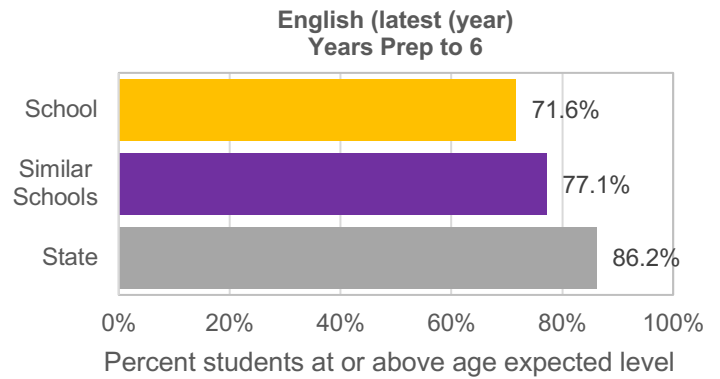
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

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

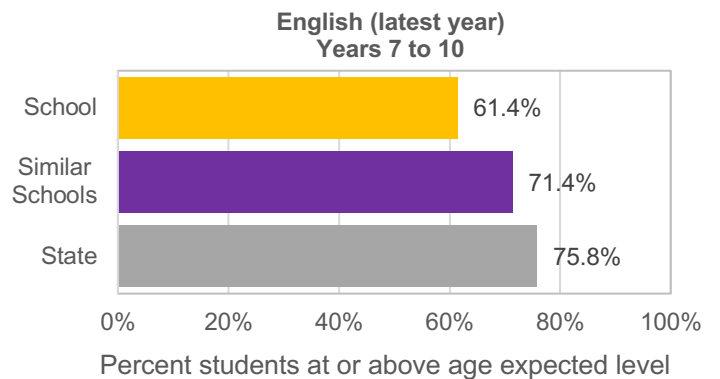
#### English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	71.6%
Similar Schools average:	77.1%
State average:	86.2%



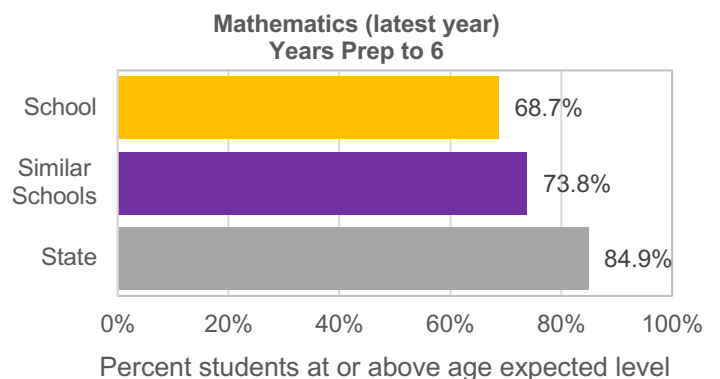
#### English Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	61.4%
Similar Schools average:	71.4%
State average:	75.8%



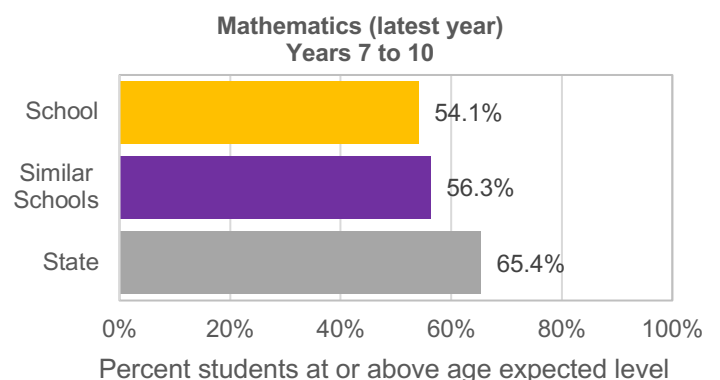
#### Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	68.7%
Similar Schools average:	73.8%
State average:	84.9%



#### Mathematics Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	54.1%
Similar Schools average:	56.3%
State average:	65.4%



**ACHIEVEMENT (continued)**

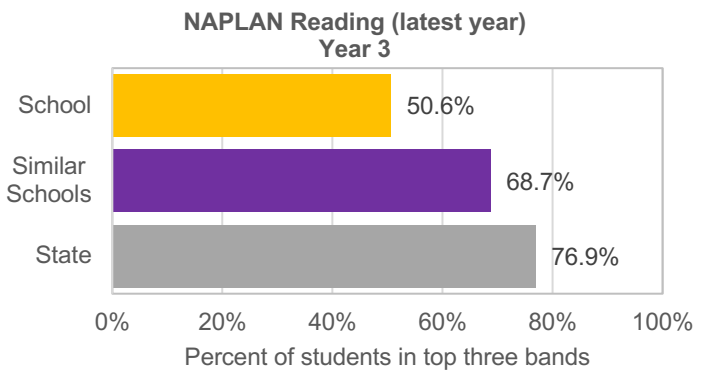
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**NAPLAN**

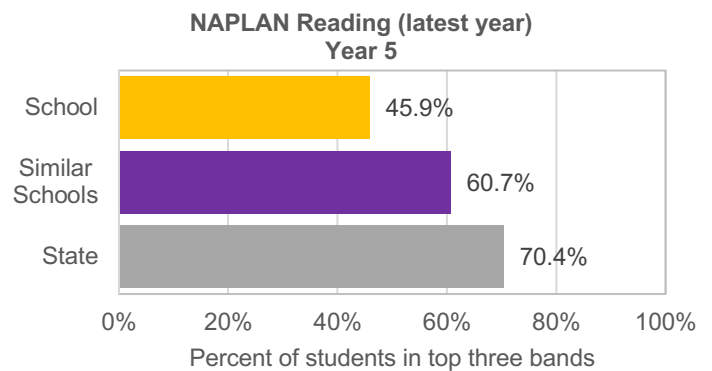
Percentage of students in the top three bands of testing in NAPLAN.

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

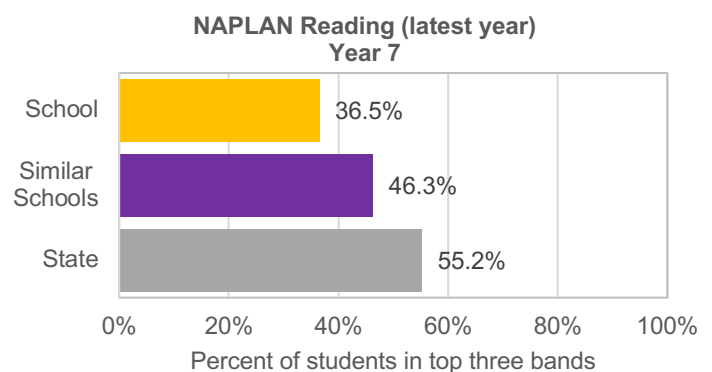
<b>Reading Year 3</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	50.6%	56.3%
Similar Schools average:	68.7%	68.6%
State average:	76.9%	76.5%



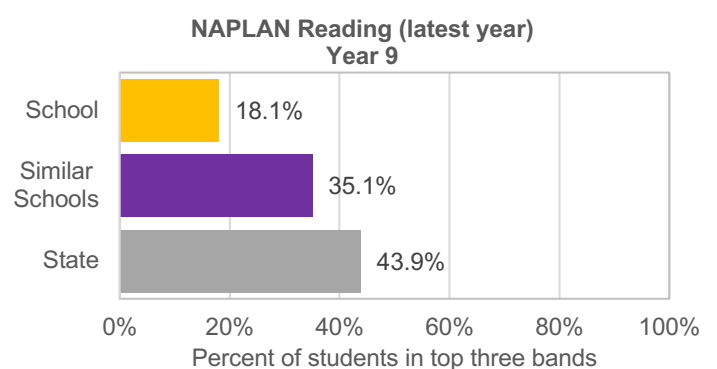
<b>Reading Year 5</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	45.9%	49.1%
Similar Schools average:	60.7%	58.1%
State average:	70.4%	67.7%



<b>Reading Year 7</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	36.5%	36.6%
Similar Schools average:	46.3%	45.3%
State average:	55.2%	54.8%



<b>Reading Year 9</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	18.1%	25.4%
Similar Schools average:	35.1%	36.1%
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**

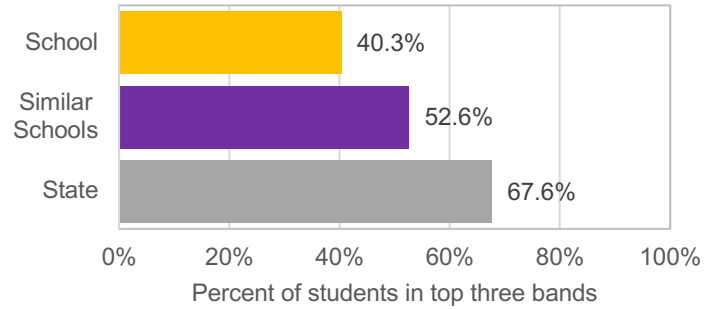
School percent of students in top three bands:

	Latest year (2021)	4-year average
School percent of students in top three bands:	40.3%	42.9%
Similar Schools average:	52.6%	56.4%
State average:	67.6%	69.1%

Similar Schools average:

State average:

**NAPLAN Numeracy (latest year) Year 3**



**Numeracy Year 5**

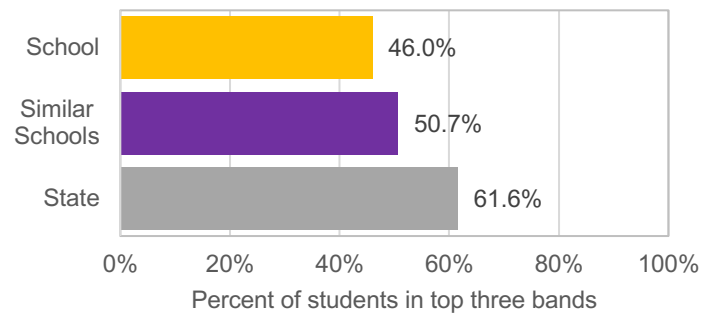
School percent of students in top three bands:

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.0%	37.8%
Similar Schools average:	50.7%	49.7%
State average:	61.6%	60.0%

Similar Schools average:

State average:

**NAPLAN Numeracy (latest year) Year 5**



**Numeracy Year 7**

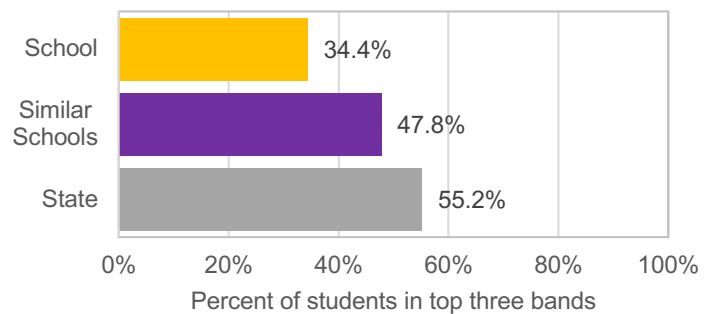
School percent of students in top three bands:

	Latest year (2021)	4-year average
School percent of students in top three bands:	34.4%	33.1%
Similar Schools average:	47.8%	46.6%
State average:	55.2%	55.3%

Similar Schools average:

State average:

**NAPLAN Numeracy (latest year) Year 7**



**Numeracy Year 9**

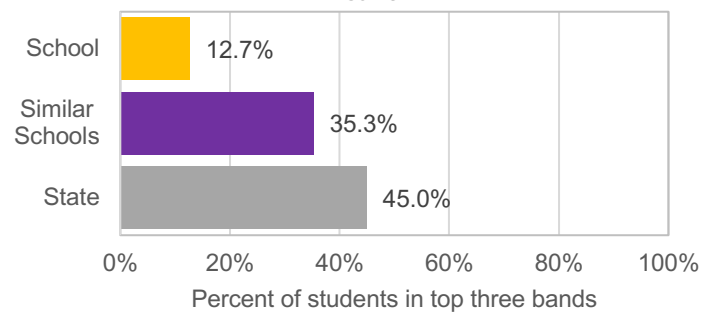
School percent of students in top three bands:

	Latest year (2021)	4-year average
School percent of students in top three bands:	12.7%	22.1%
Similar Schools average:	35.3%	36.6%
State average:	45.0%	46.8%

Similar Schools average:

State average:

**NAPLAN Numeracy (latest year) Year 9**



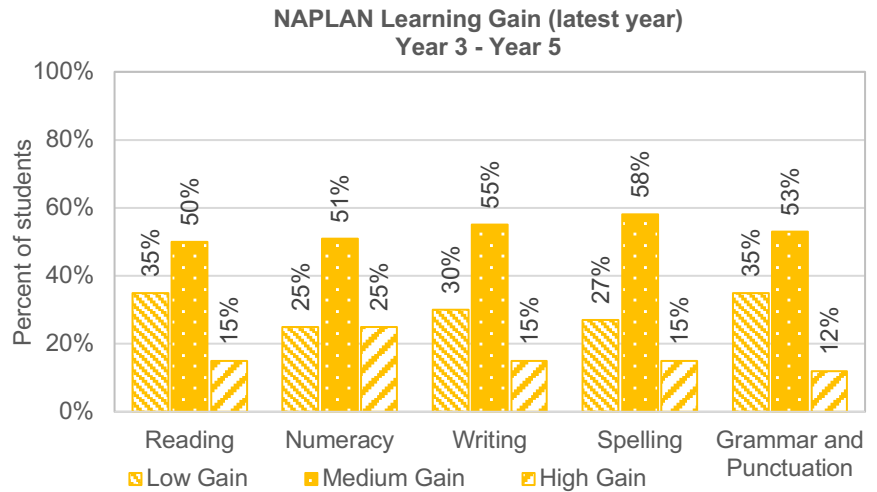
**ACHIEVEMENT (continued)**

**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'.

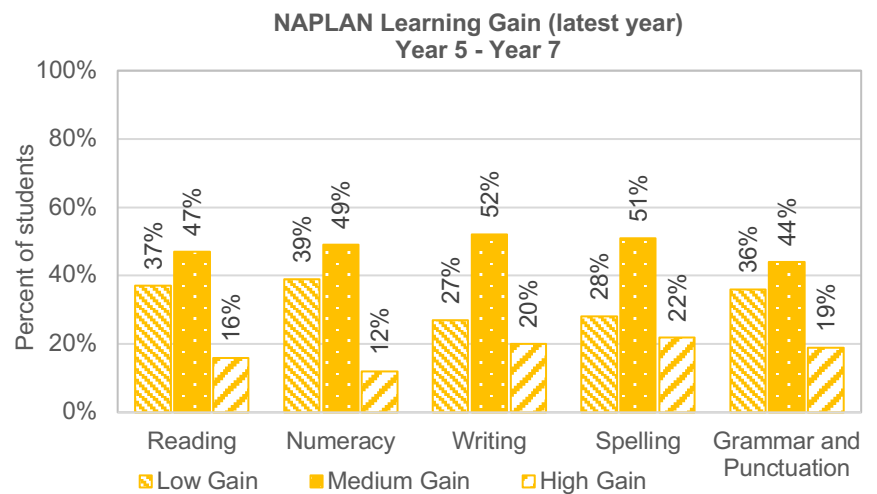
**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	35%	50%	15%	21%
Numeracy:	25%	51%	25%	24%
Writing:	30%	55%	15%	23%
Spelling:	27%	58%	15%	27%
Grammar and Punctuation:	35%	53%	12%	25%



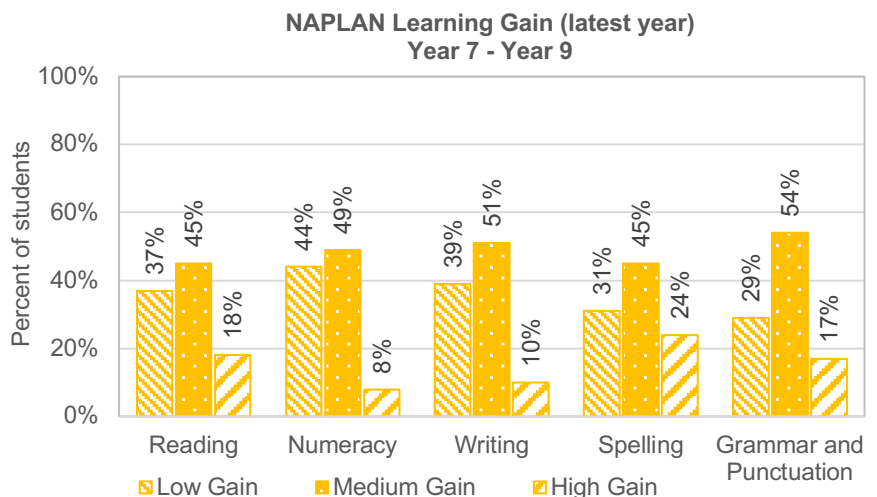
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	37%	47%	16%	23%
Numeracy:	39%	49%	12%	21%
Writing:	27%	52%	20%	22%
Spelling:	28%	51%	22%	24%
Grammar and Punctuation:	36%	44%	19%	21%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	37%	45%	18%	24%
Numeracy:	44%	49%	8%	22%
Writing:	39%	51%	10%	22%
Spelling:	31%	45%	24%	24%
Grammar and Punctuation:	29%	54%	17%	21%



**ACHIEVEMENT (continued)**

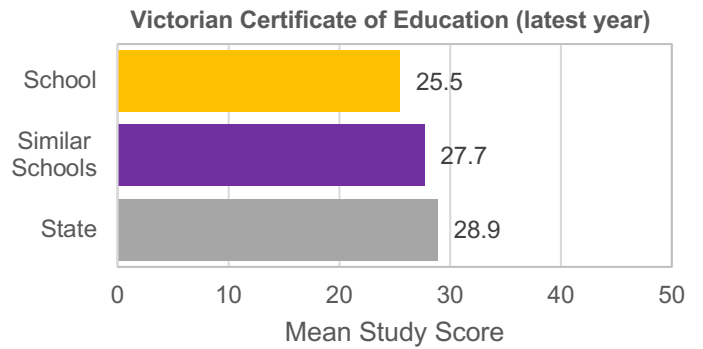
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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	25.5	25.3
Similar Schools average:	27.7	27.7
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:	97%
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:	39%
VET units of competence satisfactorily completed in 2021*:	76%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	100%

\* 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

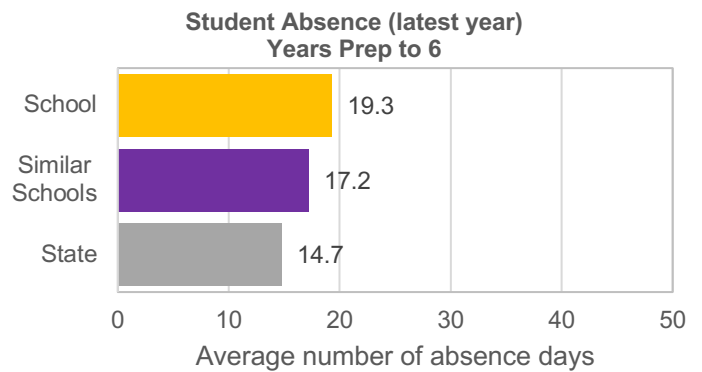
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

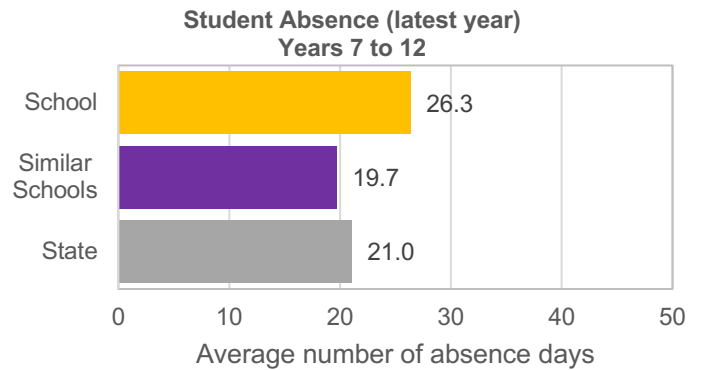
#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	19.3	19.5
Similar Schools average:	17.2	17.2
State average:	14.7	15.0



#### Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	26.3	23.7
Similar Schools average:	19.7	18.7
State average:	21.0	19.6



### Attendance Rate (latest year)

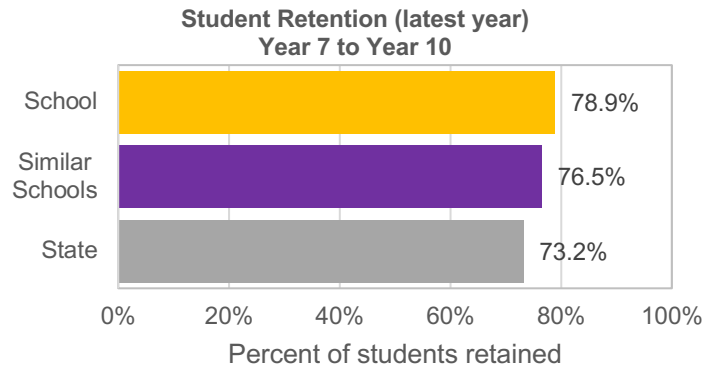
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	91%	91%	90%	91%	90%	89%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	89%	85%	84%	85%	89%	92%	

## 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:	78.9%	79.2%
Similar Schools average:	76.5%	74.0%
State average:	73.2%	72.9%

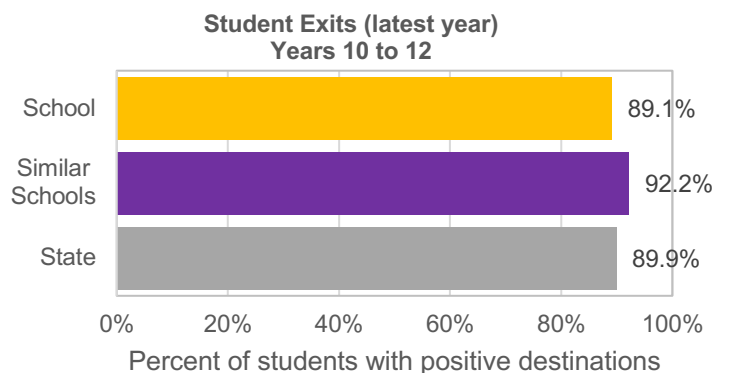


### Students exiting to further studies or full-time employment

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:	89.1%	85.6%
Similar Schools average:	92.2%	91.8%
State average:	89.9%	89.2%





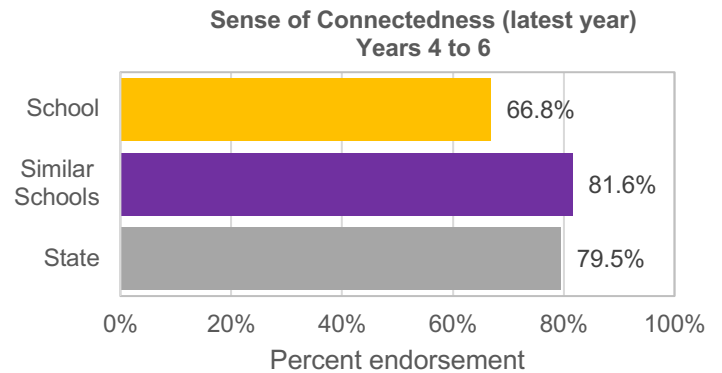
**WELLBEING**

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

**Student Attitudes to School – Sense of Connectedness**

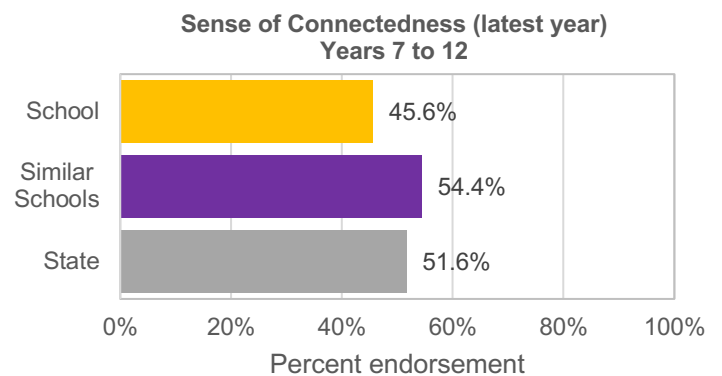
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	66.8%	67.5%
Similar Schools average:	81.6%	83.2%
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:	45.6%	48.9%
Similar Schools average:	54.4%	56.7%
State average:	51.6%	54.5%



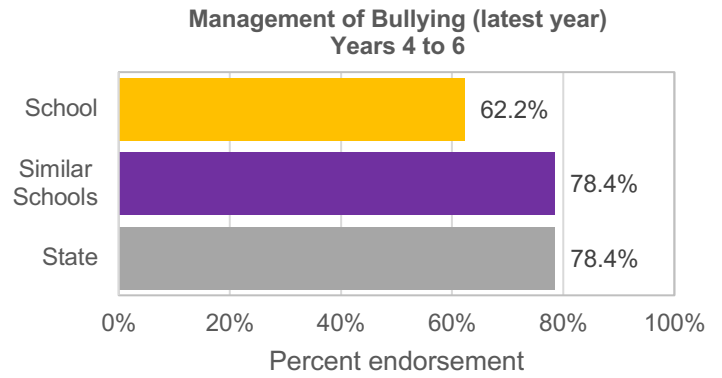
*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**WELLBEING (continued)**

**Student Attitudes to School – Management of Bullying**

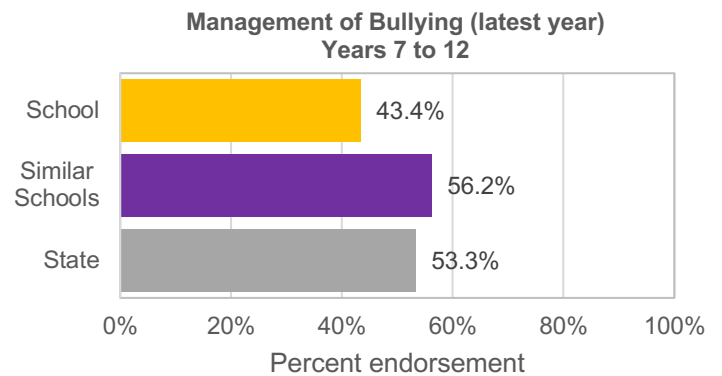
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	62.2%	64.4%
Similar Schools average:	78.4%	80.7%
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.*

<b>Management of Bullying Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	43.4%	46.8%
Similar Schools average:	56.2%	58.9%
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	\$31,091,103
Government Provided DET Grants	\$4,140,755
Government Grants Commonwealth	\$124,759
Government Grants State	\$26,989
Revenue Other	\$83,138
Locally Raised Funds	\$752,826
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$36,219,570</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$2,485,141
Equity (Catch Up)	\$266,894
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$2,752,036</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$25,300,452
Adjustments	\$0
Books & Publications	\$41,800
Camps/Excursions/Activities	\$140,126
Communication Costs	\$32,536
Consumables	\$497,739
Miscellaneous Expense <sup>3</sup>	\$35,985
Professional Development	\$100,185
Equipment/Maintenance/Hire	\$809,998
Property Services	\$513,359
Salaries & Allowances <sup>4</sup>	\$466,303
Support Services	\$845,958
Trading & Fundraising	\$53,365
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$199,351
<b>Total Operating Expenditure</b>	<b>\$29,037,156</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$7,182,414</b>
<b>Asset Acquisitions</b>	<b>\$23,264</b>

- (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	\$4,023,976
Official Account	\$35,456
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$4,059,433</b>

Financial Commitments	Actual
Operating Reserve	\$539,189
Other Recurrent Expenditure	(\$3,943)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$4,059,393
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$4,594,639</b>

*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.*