2021 Annual Report to The School Community

School Name: Templestowe College (8823)

- 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 28 April 2022 at 06:55 PM by Peter Ellis (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 28 April 2022 at 07:29 PM by Claire O'Sullivan (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

In 2021 Templestowe College, or TC as it is known, undertook the final year of its strategic plan for the period 2018-2021. The school vision for this strategic plan is "to co-create high quality learning experiences within an inclusive and supportive community".

In 2021, our diverse, yet inclusive community, numbered just over 1230 students. This enrolment was the same as in 2020. We are a proudly diverse community including a reduced (due to COVID travel restrictions) yet active cohort of 17 International students. The number of students with disabilities was 36. The school continues to carefully manage the number of enrolments, with demand for places at the school continuing to far exceed spaces available. For 2021, TC had 78 equivalent full time teaching staff and 41 equivalent full time educational support staff, of which 1 are Aboriginal or Torres Strait Islander. Of these staff, 4 were new in 2021.

TC is located 17 km east from the centre of Melbourne, on 6.5 ha of land. The site incorporates significant green space, including a well-developed permaculture garden. The majority of the buildings are 45 years old, but are generally in a good state of repair. Other facilities include a recently renovated Arts and Science wings, a recently built Performing Arts Centre and several sporting spaces (both indoors and outdoors). In 2021 a new astroturf area was built along with various other small maintenance projects, such as the renovations of toilets and beautification of outside areas of the school.

Over the past ten years, TC has introduced major educational innovations, such as the removal of Year levels, all students having their own Individualised Learning Plan (ILP), students having choice of over 150 electives and moving to an optional uniform. The school has a focus on supporting students to become self regulating learners who are able to follow their own pathway that is relevant to them as individuals. TC is able to support all students to follow their pathway, whether it be scored VCE, non scored VCE, VCAL or alternative tertiary entry. These innovations have led to a large amount of interest from educators, both within Australia and oversees, which have led to TC running its own staff professional development sessions for those external to the school.

In 2021 TC received an excellence award in the category of Australian Government School of the Year at the Australian Education awards.

Framework for Improving Student Outcomes (FISO)

In 2021, the three broad FISO goals for our school community; increasing collaborative learning, supporting students for their next stage of learning, and increasing opportunities for connectedness at a range of levels within and through the wider community continued to take on a different look due to the changing nature of learning throughout the year.

In the AIP, the school had 3 goals in addition to the DET set Goal 0. One of these additional goals included the creation of PLCs with a focus around high impact learning strategies in the areas of VCE, Literacy, Numeracy and point of need teaching. The second target was based on the school using developmental rubrics. The focus was on staff creating these and then using these with students consistently across the whole school. The third goal was to improve levels of connectedness for students projects with the wider community. This target had more barriers to implement given the difficulties of the ongoing lockdowns. This focus developed into strengthening the relationship between families and the school as well as implementing the new student leadership model across the school.

For remote learning, our school wide use of Microsoft Teams was well managed by both students and staff and our IT implementation and support was second to none. Following on from the experience in 2020, there were very few issues, especially when transitioning from online to in person learning, and vice versa, as the use of MS Teams was part of the common everyday practice at Templestowe College.

In response to the impact of remote learning on students in 2020 and ongoing through 2021, a range of intervention

programs were developed and implemented. An clear process was conducted which identified students who were supported by the Reading Recovery program, MYLNS programs and the Tutor Learning Initiative. These programs were overseen by an Assistant Principal in alliance with other leaders. The Tutor Learning Initiative used existing staff to support students through a relational model to firstly reengage with learning.

In 2021, the Learning specialists within the school introduced PLCs, using the DET framework. Unfortunately the nature of working remotely made this difficult to build momentum, but this will remain an initiative for 2022. Other DET initiative implemented included the appointment of a Mental Health Practitioner at the beginning of term 3 to work alongside the current team of Educational Psychologist, Social Workers and Youth Workers currently in place.

As part of the strategic employment of leaders within the school, leadership positions were created and employed to in the area of leading the implementation of the new Senior Secondary Certificate, Whole School Operations and the 2022 initiative of Community Integrated Learning which encompasses many areas of students developmental learning and Community building initiatives.

2021 saw the implementation of the Talent Management Framework which identified leaders at various points on their leadership development to give structured career development opportunities and mentoring. TC continued to work closely with other schools in the area as part of a Principal network, supporting each other throughout the year. Other system wide contributions included having an intern as part of the Unlocking Principal Preparation program, presenting at various conferences both in Australia and to overseas audiences, and to hosting numerous visits from other schools. TC also took part in the pilot project for the new DET process for VRQA Compliance, working closely with DET as the pilot school in this project.

A large proportion of term 4 was spent focusing on the Strategic planning process. TC was found to be VRQA compliant in all areas with an update to all curriculum documentation, whilst also carrying out a thorough self evaluation as part of the FISO process.

Achievement

2021 was another year affected by the global pandemic where our students maintained the excellent achievement despite the numerous challenges we faced. Our students, once again, responded exceptionally well to the interruptions and remote learning, drawing on the skills fostered by the school around independence and adaptability. Our staff were well prepared for remote learning and supported by the online learning platforms Teams and Onenote to continue to deliver high quality learning opportunities for students.

TC is a school that prides itself on every student having the opportunity to have advocacy over their own educational journey. Achievement is demonstrated in multiple ways and determined by individuals in relation to their own journey, with 100% of students above Entry level having an Individualised Learning Plan.

Teacher judgments determined through assessment against Victorian Curriculum levels, take place twice each year. PAT-R testing is a common format used to identify and support individual progress in Literacy and our Maths Pathways program data guides our Numeracy Program. In 2021 we worked with identified students on a spelling mastery program to develop key competencies.

With the adoption of the Maths Pathways program in our Entry and FLE maths courses the school made the decision to report student numeracy skills based on the mastery principle. This has resulted in the reported level of student achievement in mathematics being below expected levels and the state average. We believe that this is a far more accurate reflection of actual student knowledge and allows us to target our students individual pathways far more expertly.

Students on our Program for Students with a Disability (PSD) set and worked toward their learning goals. These had to be modified and adapted throughout the year as the interruptions to learning had an especially consequential effect for many of these students.

The percentage of our students in Years 7-10 judged by their teachers to be above or at the expected standard for reading was well above the state average.

The percentage or our students in the top 3 bands of achievement on NAPLAN in the Year 9 test was significantly above the state average but below similar schools. This is an area of focus for the coming years.

TC's parent community support the use of additional mechanisms used by the school for feedback, such as a Work and Study Habits Index (WASHI), including a measure for progress relative to self, that is completed twice each term.

TC offers multiple pathways for students in their learning, however the most common pathway is still the VCE. Another option is VCAL and in 2021 we saw continued high numbers of students being offered employment at the conclusion of their VCAL certification.

2021 saw our VCE results mean score above the state average at 29.2. Our study scores above 40 maintained from 2020 at 6.7% of scores.

The school continues to support students to demonstrate growth attainment for those students engaged in achieving a Study Score and subsequent ATAR be yond the measure of a study score.

Given the focus upon self-regulation and student-led learning, virtually all graduates transition successfully into tertiary education or into employment and remain in first choice courses throughout. A very high number of students access post-Year 12 learning and employment-based opportunities.

Engagement

In 2021, as has been the case for several years, Templestowe College continued to be above both state and similar school level for school safety and connectedness. Reflecting success concerning many of our targets for goal 3 in the strategic plan: "Increase the opportunities for connectedness at a range of levels within the school and wider community." Such achievement of targets results from fostering a community that feels safe together, active development of the wellbeing team, community teams, our Connect program and activities to build connections to groups within the school being implemented.

 Various wellbeing and mental health initiatives and opportunities for maintaining student connectedness, whether learning was taking place on-site or remotely, were explored throughout the year. Achieving pleasing results for building community spirit and continued connection with the school for our students.

The school continued its focus on connectedness. The refinement of our Community Executive Teams enhanced this work and overall positive outcomes. These teams worked closely with our vertically arranged demographical groupings of students and assigned community staff to build a safe and inclusive environment for our students. Additionally, we maintained an active community events calendar (sometimes completed virtually) and the continuation and further iteration of our Connect program.

Our students' attitude to school survey reflected a combined percentage endorsement of both positive and neutral at 87%, above both state, network and similar schools.

Templestowe College had a self-assessment rating of excellence in empowering students and building school pride by activating student voice and agency and focusing on building connectedness.
And in setting expectations and promoting inclusion through strengthening the health and wellbeing of students and developing intellectual engagement.

 2021 saw the continued building of our Community Executive Teams' support mechanisms for students and families. We introduced the JMS email tracking system to manage correspondence with families and enable families direct access to their respective communities. This was managed by our two full-time educational support staff employed in

2020, whose focus was primarily on attendance follow-up and Community Team administration. This feature assisted our improvement in unexplained student absences per student from an average of 12 in 2020 to 6.7 in 2021. We also achieved a positive increase in student absences between 0-9 days from 37% in 2020 to 41% in 2021 and a reduction in student absences over 20 days by 4%.

Wellbeing

Active adherence to actioning and aligning all that we do as a College to our core philosophy, policies, and mode of interaction within the community continued to foster student, family, and community wellbeing. Examples include policies such as "Yes is the Default" answer to any request from students, parents, and staff, and the "One Person Policy". As a community, we actively seek, promote, listen to, and incorporate student voices in our decision-making processes.

Student wellbeing was supported by our primary pastoral system of students being academically and pastorally connected to a Community that stays with them throughout their time at the College, building connections both with students and families. During a year heavily disrupted by COVID, we still maintained a robust virtual presence within these communities and the school more broadly through our use of various virtual community and engagement-based programs developed. This included community aligned Connect groups that maintained a virtual connection throughout these times of remote Learning and regular virtual community-based assemblies. Our extensive administrative and support team and the Principal Group were overarching and supporting all communities.

Student voice continued to be incorporated where possible into aspects of the life of the school. However, this was an increasing challenge due to the remote nature of extensive periods of the year. Student voice and agency is an aspect of our college culture we aspire to reinvigorate with an intentional focus on developing how this can function in 2022.

Subject selection was driven by student choice. Despite the added complexity of being completed entirely remotely in 2021, we saw increased numbers of participation by students and enhanced staff, students and parent training and involvement around the process. Providing our students with highly individualized subject options and a flexible timetable grid for students to select the course of their choice.

In mid 2021 we employed a full-time Mental Health Practioner (MHP). This role was funded by the Department of Education and rolled out across the inner east region during the middle of the year. In addition to supporting identified students at risk, the MHP also leads the development of school-wide approaches to holistic student growth programs and point of need developmental Learning. These can include coordinating programs to align with our community themed learning weeks (2022), Peer Support, Sexual Education workshops, Respectful Relationships, etc.

In Term 3 we hired a Leading Teacher to lead our Learning Supports program, focussing on our PSD funded students and students with additional needs. This role will commence at the beginning of 2022.

In late Term 4, we hired an Acting Leading Teacher to coordinate our Community Integrated Learning program as a schoolwide strategic focus entering 2022. This role will lead the development of various community-integrated learning opportunities within the school context, aimed at improving the connection and wellbeing of students as they connect their areas of passion with the broader community.

Finance performance and position

The major component of College Revenue for 2021 at $12,268,022 was the Student Resource Package (DET Staff Funding). It represented 82.4% of Total Operating Revenue of $14,892,132. Student Resource Package (SRP) expenditure at $12,241,342 made up 79.5% of all College expenditure giving a salary surplus of $20,017. These funds are to cover salaries of staff included as SRP expenditure but not SRP funded and include the International Student Program, Elite Sports Development Program – Basketball and additional IT Support.

The College received $1,389,990 in Department Grants including $933,901.71 in SRP Cash Funding and $311,912.77

for Overseas Fee-Paying Students. Note the Term 4 Overseas Fee-Paying Student funds were delayed and not received from DET prior to 31 December 2021. Other Department Funding of $144,175.52 was also received. This included the $11,000 Digital Divide Grant and $50,000 for the International Student Program Support Funding. An amount of $39,600 was also received from the Camp Sport Excursion Fund-CSEF to financially assist eligible students to attend/participate in various school activities.

Parent Payments for 2021 totaled Items $915,064.82 a decrease of $200,086.18 due to the change in amount invoiced to families for Essential Learning Items in line with the Parent Payment Policy. However, Camps and Excursions at $246,010 were up $66,341, Hire of School Facilities at 93,157 up $68,742, Trading Operations (incl Canteen) at $162,780 up $35,376 on 2020. Charities/Collections at $22,000 was down $2,820 on last year, however, Other Locally Raised funds were up $57,548 to $107,905.

Total Expenditure for 2021, excluding the SRP Expenditure noted above was $3,147,495 down $20,157 on 2020. Salaries and Allowances expenditure at $603,065 was a decrease of $54,985 on last year. This expenditure included salary and salary related expenditure on School Local Payroll for Casual Relief Teachers, Specialist Teachers including Instrumental Music, Non-Teaching Support Staff for additional Administration, Information Technology Services, Integration Services, Sustainability, Canteen, Elite Sports Development Program (ESDP) and Student Tutors.

Camps and Excursions expenditure was at $274,894 an increase of $96,985, Support Services expenditure at $795,897 down $131,767 on 2020, Trading and Fundraising at $97,239 up $13,385, Utilities expenditure $143,410 up $2,691, Equipment/Leases/Hire $201,705 down $114,302, Motor Vehicle Expenses $18,017 up $18,017, Consumables $415,295 up by $31,835 on 2020 expenditure. Property Services costs $161,990 were down by $27,114 on last year.

College funds available at 31 December were $717,442. After deducting Financial Commitments of $527,870 the College had a Discretionary Reserve of $189,171.

For more detailed information regarding our school please visit our website at www.tc.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 1238 students were enrolled at this school in 2021, 563 female and 675 male.

7 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).
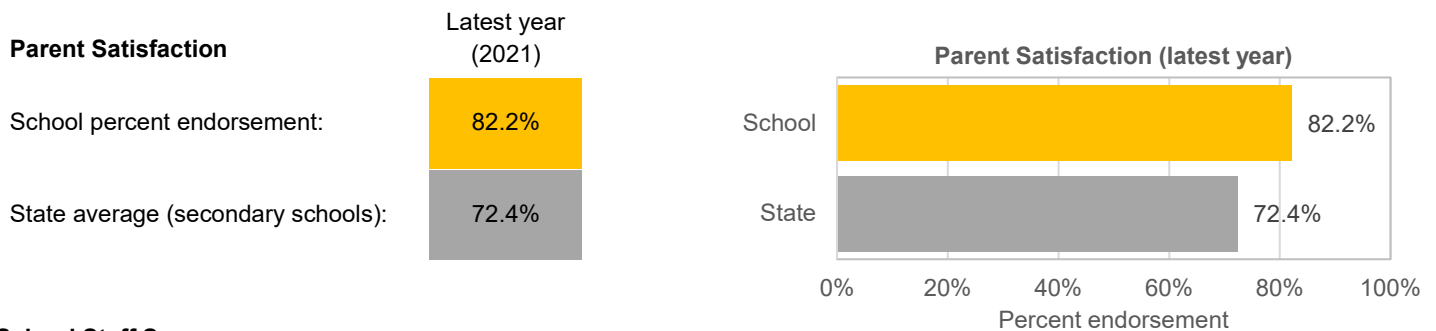
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

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.
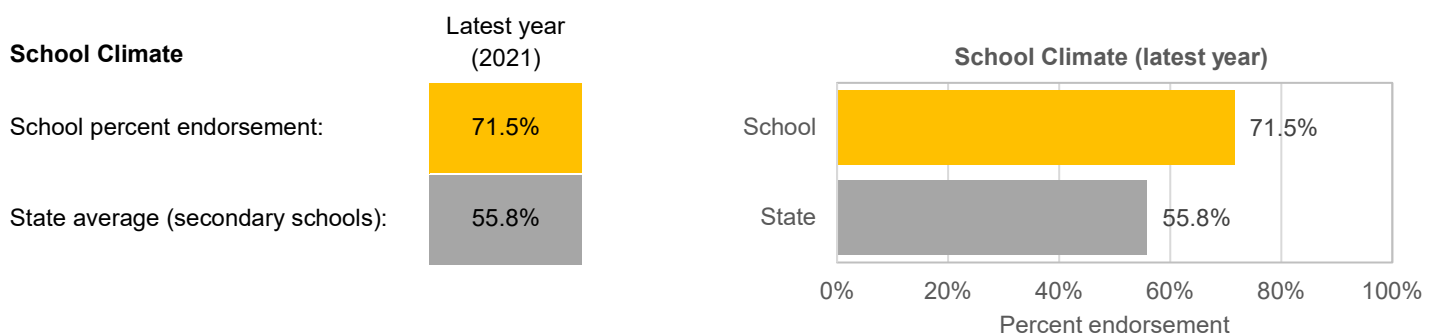
Parent Satisfaction	Latest year (2021)
School percent endorsement:	82.2%
State average (secondary schools):	72.4%

Parent Satisfaction (latest year)

School	82.2%
State	72.4%

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.

School Climate	Latest year (2021)
School percent endorsement:	71.5%
State average (secondary schools):	55.8%

School Climate (latest year)

School	71.5%
State	55.8%

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:	84.9%
Similar Schools average:	91.5%
State average:	75.8%

English (latest year)
Years 7 to 10

School 84.9%
Similar Schools 91.5%
State 75.8%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level
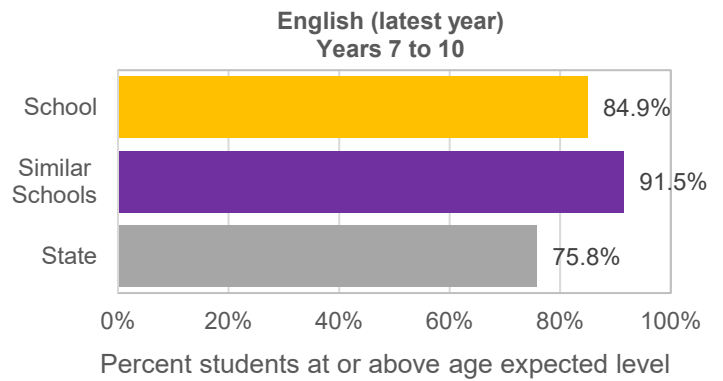
Mathematics
Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:	31.8%
Similar Schools average:	81.0%
State average:	65.3%

Mathematics (latest year)
Years 7 to 10

School 31.8%
Similar Schools 81.0%
State 65.3%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level
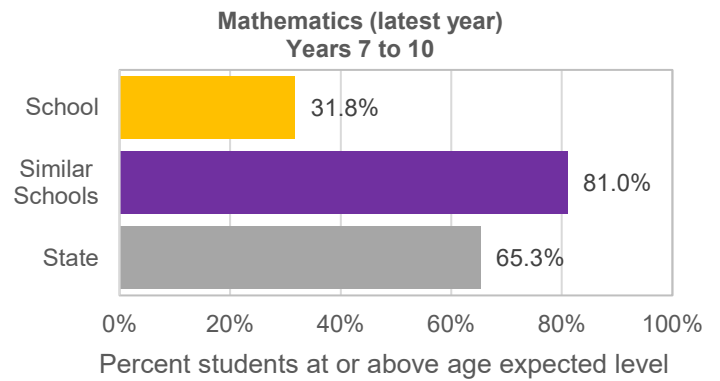
ACHIEVEMENT (continued)

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.
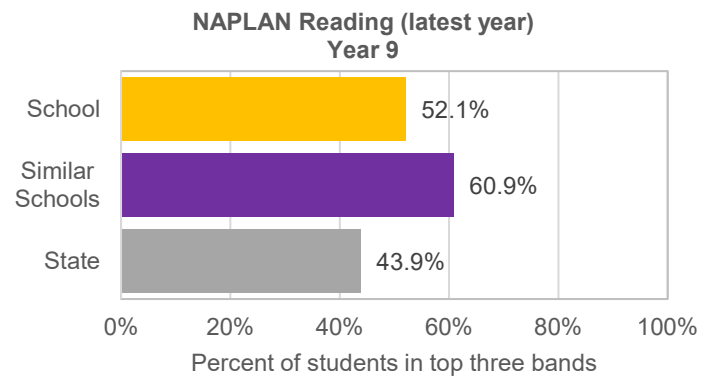
Reading Year 7	Latest year (2021)	4-year average
School percent of students in top three bands:	73.9%	71.2%
Similar Schools average:	75.4%	74.2%
State average:	55.2%	54.8%

NAPLAN Reading (latest year) Year 7

School	73.9%
Similar Schools	75.4%
State	55.2%

Percent of students in top three bands
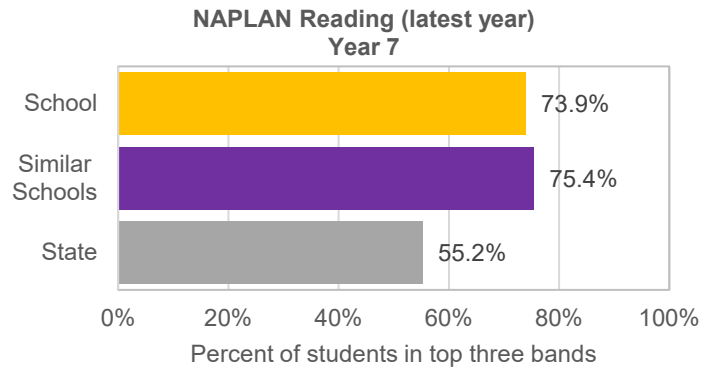
Reading Year 9	Latest year (2021)	4-year average
School percent of students in top three bands:	52.1%	61.9%
Similar Schools average:	60.9%	63.6%
State average:	43.9%	45.9%

NAPLAN Reading (latest year) Year 9

School	52.1%
Similar Schools	60.9%
State	43.9%

Percent of students in top three bands

Numeracy Year 7	Latest year (2021)	4-year average
School percent of students in top three bands:	64.7%	64.6%
Similar Schools average:	75.0%	75.0%
State average:	55.2%	55.3%

NAPLAN Numeracy (latest year) Year 7

School	64.7%
Similar Schools	75.0%
State	55.2%

Percent of students in top three bands
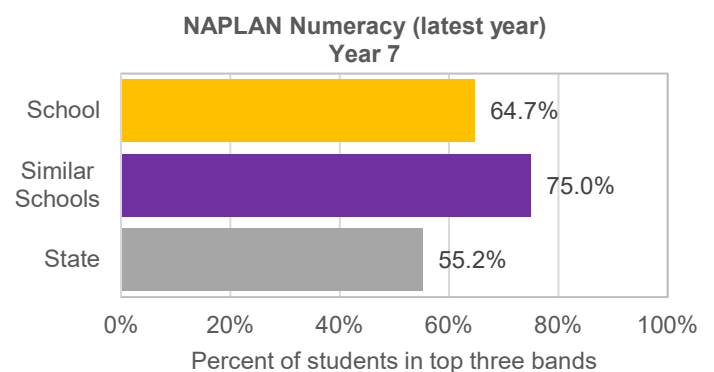
Numeracy Year 9	Latest year (2021)	4-year average
School percent of students in top three bands:	50.8%	58.3%
Similar Schools average:	63.7%	65.6%
State average:	45.0%	46.8%

NAPLAN Numeracy (latest year) Year 9

School	50.8%
Similar Schools	63.7%
State	45.0%

Percent of students in top three bands
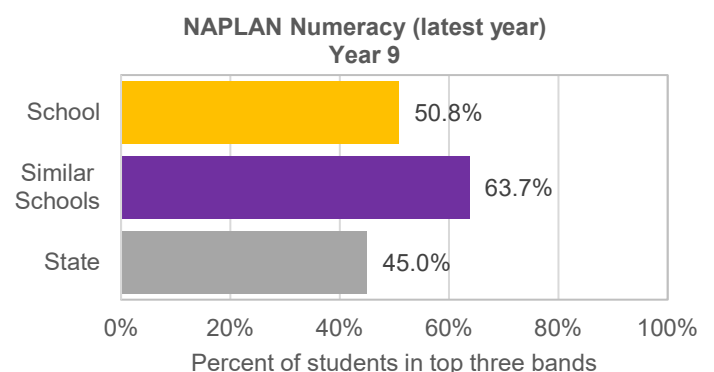
ACHIEVEMENT (continued)

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:	19%	58%	23%	28%
Numeracy:	21%	54%	25%	27%
Writing:	36%	46%	19%	27%
Spelling:	29%	48%	23%	26%
Grammar and Punctuation:	32%	48%	20%	26%

NAPLAN Learning Gain (latest year)
Year 5 - Year 7
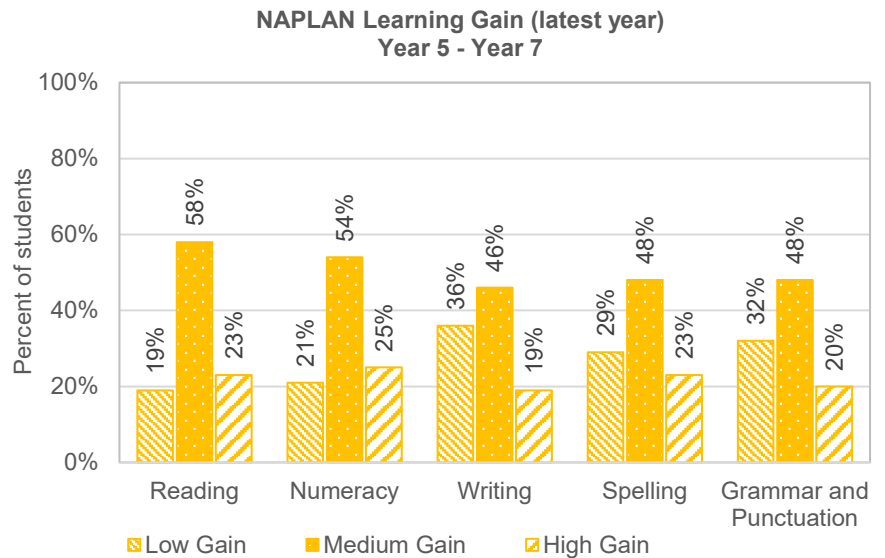
Learning Gain
Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	43%	26%	27%
Numeracy:	27%	49%	24%	28%
Writing:	31%	44%	24%	27%
Spelling:	26%	42%	32%	30%
Grammar and Punctuation:	25%	53%	22%	26%

**NAPLAN Learning Gain (latest year)**
Year 7 - Year 9
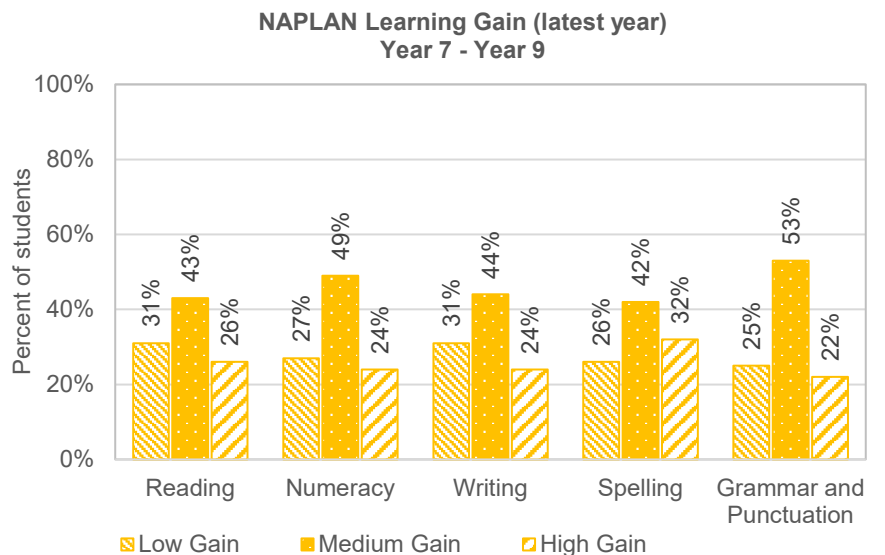
ACHIEVEMENT (continued)
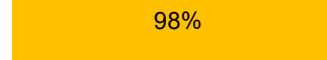
Victorian Certificate of Education (VCE)

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.
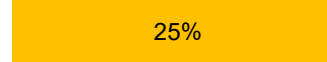
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	29.2	29.2
Similar Schools average:	30.2	NDA
State average:	28.9	28.9

Victorian Certificate of Education (latest year)

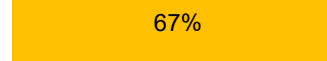|	Mean Study Score
School	29.2
Similar Schools	#N/A
State	28.9
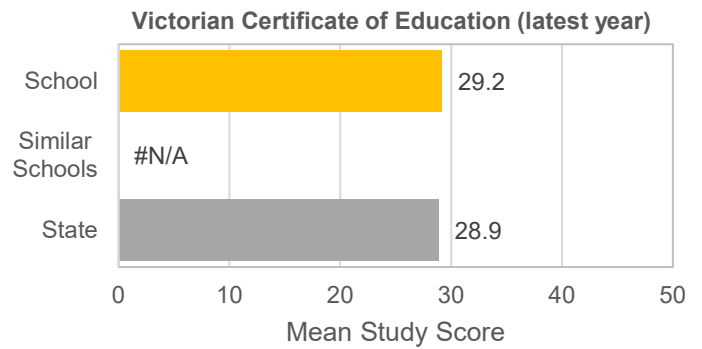
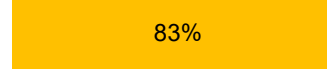|	
Students in 2021 who satisfactorily completed their VCE:	98%
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:	25%
VET units of competence satisfactorily completed in 2021*:	67%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	83%

* *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.*
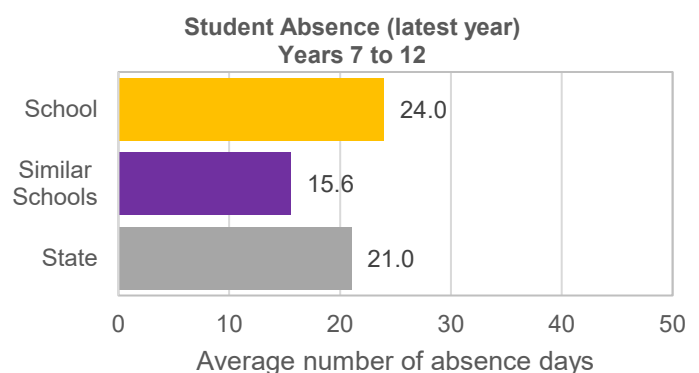
ENGAGEMENT

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:	24.0	24.7
Similar Schools average:	15.6	15.3
State average:	21.0	19.6

Student Absence (latest year) Years 7 to 12

	Average number of absence days
School	24.0
Similar Schools	15.6
State	21.0

ENGAGEMENT (continued)

Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	90%	89%	85%	88%	86%	91%

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:	74.5%	74.8%
Similar Schools average:	81.8%	80.8%
State average:	73.2%	72.9%

Student Retention (latest year) Year 7 to Year 10

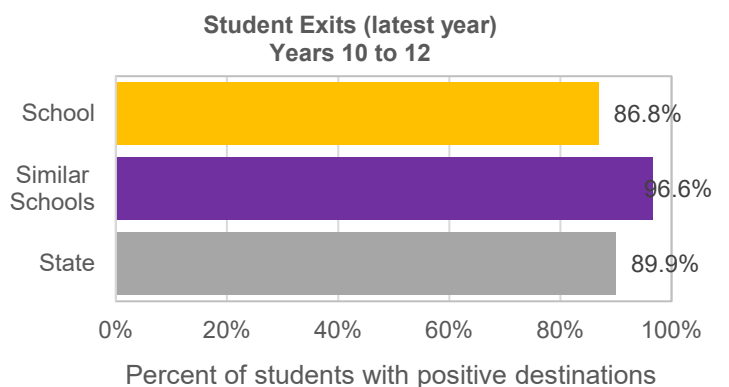|	Percent of students retained
School	74.5%
Similar Schools	81.8%
State	73.2%
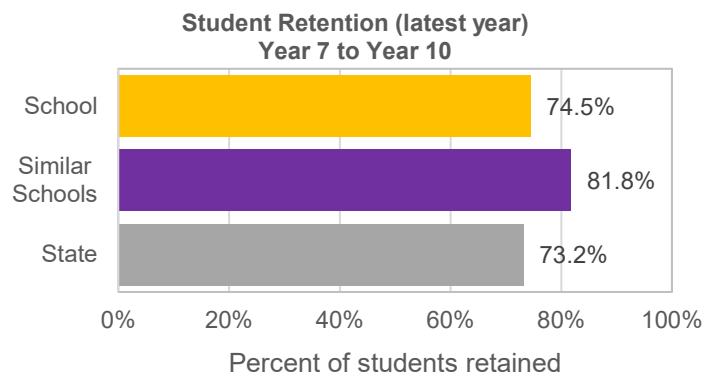
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	86.8%	88.0%
Similar Schools average:	96.6%	96.0%
State average:	89.9%	89.2%

Student Exits (latest year) Years 10 to 12

|	Percent of students with positive destinations
School	86.8%
Similar Schools	96.6%
State	89.9%

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:	59.6%	67.4%
Similar Schools average:	52.5%	56.1%
State average:	51.6%	54.5%
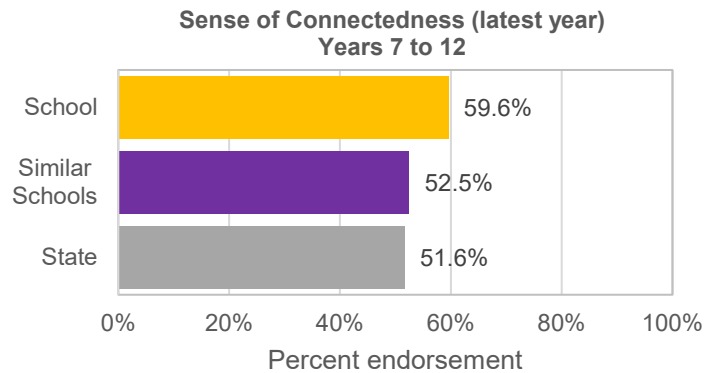
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

**Sense of Connectedness (latest year)
Years 7 to 12**

School 59.6%
Similar Schools 52.5%
State 51.6%

0%   20%   40%   60%   80%   100%
Percent endorsement

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).

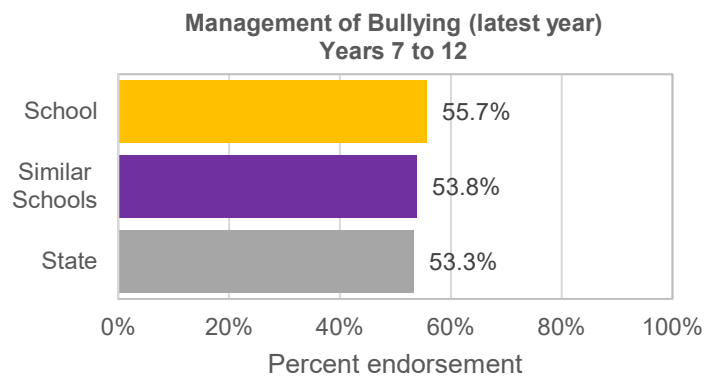| Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	55.7%	64.9%
Similar Schools average:	53.8%	58.0%
State average:	53.3%	56.8%

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

**Management of Bullying (latest year)
Years 7 to 12**

School 55.7%
Similar Schools 53.8%
State 53.3%

0%   20%   40%   60%   80%   100%
Percent endorsement

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$12,268,022
Government Provided DET Grants	$1,389,990
Government Grants Commonwealth	$16,427
Government Grants State	$7,175
Revenue Other	$82,486
Locally Raised Funds	$1,128,031
Capital Grants	$0
Total Operating Revenue	**$14,892,132**

Equity [1]	Actual
Equity (Social Disadvantage)	$37,830
Equity (Catch Up)	$38,994
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$76,823**

Expenditure	Actual
Student Resource Package [2]	$12,241,342
Adjustments	$0
Books & Publications	$0
Camps/Excursions/Activities	$274,894
Communication Costs	$46,768
Consumables	$415,295
Miscellaneous Expense [3]	$323,939
Professional Development	$44,552
Equipment/Maintenance/Hire	$201,705
Property Services	$161,990
Salaries & Allowances [4]	$603,065
Support Services	$795,897
Trading & Fundraising	$97,239
Motor Vehicle Expenses	$38,653
Travel & Subsistence	$89
Utilities	$143,410
Total Operating Expenditure	**$15,388,837**
Net Operating Surplus/-Deficit	**($496,705)**
Asset Acquisitions	**$184,103**

(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	$618,419
Official Account	$69,726
Other Accounts	$29,297
Total Funds Available	**$717,442**

Financial Commitments	Actual
Operating Reserve	$507,303
Other Recurrent Expenditure	$22
Provision Accounts	$0
Funds Received in Advance	$385,136
School Based Programs	$142,831
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$2,978
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$4,929
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$1,043,199**

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.