

2021 Annual Report to The School Community



School Name: Rowville Secondary College (8734)



- 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 06 April 2022 at 09:40 AM by Julie Kennedy (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 26 April 2022 at 10:21 AM by Gavin Nash (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

Rowville Secondary College's (RSC) mission is "Nurture strengths to grow curious and powerful learners".

We believe everyone can reach their full potential when they feel supported within their community.

We know that all of us have skills, talents and passions that represent our individual strengths that we must use to reach our potential.

We believe that a growth mindset allows individuals to understand that the journey of learning and trying to improve is more important than the final destination.

We believe that curiosity drives motivation for life-long learning

We believe that powerful learners have agency and ownership of their own learning which allows them to adapt and grow in a changing world.

We care about students' academic growth as well as their physical, social and emotional health and well-being. We put the student at the centre of everything we do. We have developed structures and processes for ensuring that each child is well known, empowered and part of a vibrant, caring community. RSC's moral purpose is to give young people the knowledge and skills they need to be successful in a rapidly changing world and prepare them for the possibility of having a range of different jobs, some that don't exist yet, using technology that hasn't been invented yet. The workforce of the future will need to be creative, collaborative and resilient problem-solvers. That is why at RSC, we have adopted a strength's based approach to education that values diversity and uses students' passions to motivate individuals to be curious and powerful learners.

RSC provides a multitude of pathway options for every student, ensuring that each individual is provided with the opportunity to fulfil his or her potential. Our focus is on high expectations, mastery and a strong sense of the importance of learning. Working through an individual's strengths increases confidence and promotes self-esteem. This enables students to take risks with their learning, even in subject areas and disciplines that they find challenging. Students enrol in one of four learning programs:

Rowville Institute of the Arts (RIA) based at the Eastern Campus offers an integrated arts and academic education for talented and aspiring students who love dance, drama, media, music and/or visual art. Students spend one-third of the curriculum completing specialist and broad arts subjects that are enriched in a variety of ways including Artists in Residence, workshops led by industry professionals and regular excursions and incursions. The 500 seat Performing Arts Centre and two specialist dance studios allow students to participate in authentic performance and exhibition opportunities at an industry acclaimed standard.

Rowville Sports Academy (RSA) based at the Eastern Campus is a full time integrated academic and sporting program for students that love Football (Soccer), Basketball, Golf, Australian Rules Football, Volleyball, Tennis, Cricket and Netball. Students spend one-third of the curriculum working with highly qualified sporting coaches to develop their skills, talent, strength and conditioning. The exceptional facilities available in the RSC Sports Precinct allow students to be supported by physiotherapists, exercise psychologists, dieticians, and podiatrists. An intensive leadership program is also an integral part of the development of our young athletes.

Rowville Maths and Science Academy (MSA) based at the Western Campus promotes academic excellence and innovative thinking through an integrated, themed and practical curriculum for students who love maths and/or science. Students spend one-third of the curriculum completing innovative mathematics and science curriculum including design and exploration through extended projects. Research and real-life application of scientific method combined with an integrated robotics program underpins acceleration, enrichment and promotion of STEM from year 7 to year 12.

Rowville General Excellence (GE) based at the Western Campus is an academic program that provides for diversity of talent and interest. It has the broadest range of both core curriculum and elective subjects and allows students to explore and discover their strengths and passions. It provides curricula and extra curricula opportunities for students who love a combination of arts, sports, mathematics, science, language, literature, technology and humanities subjects. In year 11 and 12, students can select to complete VCE, VCAL, HEADSTART, VET or SBAT.

All 'Program for Students with a Disability' students have an individual learning plan developed. These students are supported by an Integration coordinator and team of Integration aides to assist them in working towards achieving their goals. A new role of Director of Inclusion and School Wide Positive Behaviour will be introduced in 2022 with a focus on building capacity and aligning resources and supports around inclusive practices.

Our vertical house model supports the development of strong and positive connections between students and teachers; and to ensure that each and every one of our students feel safe and connected at school. Introduced in 2018, our houses include Mabo Dingos, Aston Kangaroos, Stynes Sharks and Walton Eagles. Student Leadership and SRC are responsible for arranging a variety of activities and events throughout the year for everyone to be part of. All of our students are supported to embrace their strengths, to nourish their sense of self, and to always tackle life's many challenges with a growth mindset and a curious outlook. Every student has a Learning mentor who is their advocate at school. Learning Mentors are committed to knowing students as an individual and as a learner. Learning Mentor Groups run every morning with students across all year levels forming strong friendships and interaction through mindfulness activities, building learning strengths, celebrating birthdays and sharing student success stories. Activities are designed to build student confidence and encourage them to take risks, shaping their identity as curious and powerful learners in a range of contexts. At Rowville Secondary College, we know that if our students are empowered as learners, actively contributing to both their own education and whole school initiatives, their self-efficacy is enhanced and they experience significant growth in motivation, wellbeing and achievement. As such, student agency is a fundamental component of both our culture within each and every classroom, as well as across our house system more broadly.

Our school offers a comprehensive program for International Students, from Years 7 to 12 and in our four programs. We support students through local homestay as well as an effective wellbeing program provided by regular celebrations and gatherings of our International Student Community.

The College employs 176.14 FTE staff and 3 Aboriginal or Torres Strait Islander staff members. There are 1800 students across two campuses. Rowville Secondary College is situated in the Eastern suburbs of Melbourne, Victoria.

Framework for Improving Student Outcomes (FISO)

In 2021 our priority was for students to demonstrate increased agency socially, emotionally and academically. Despite several pivots between remote and face-to-face learning, we successfully pursued our focus on the implementation of School Wide Positive Behaviour Support (SWPBS). SWPBS is a systems approach to social competence and academic achievement. While the implementation of SWPBS spans over several years, in 2021, we focused on clarifying expected behavior and developing our matrix. This was done collaboratively with all staff and set the foundations for the work of 2021 to be completed with fidelity to the SWPBS model.

Learning Area Leaders, members of the Teaching and Learning Team and members of the Principal Team engaged in extensive professional learning regarding Professional Learning Communities (PLCs). This laid the foundations for adaptive instructional leadership of our middle leaders to build collaborative inquiry into improving student outcomes. PLCs are a vehicle through which we achieve improved student outcomes through improving teacher practice and will integrate with SWPBS to support a disciplined and collaborative approach to achieving social, emotional and academic growth of students.

We have increased the median study score of 25 in 2020 to 26 in 2021. We also increased the pass rate at the completion of Year 12 from 97% to 98% and the percentage of 40+ Study Scores increased from 1.9% of student results in 2020 to 3.1% of student results in 2021.

While our NAPLAN benchmark growth from 7 – 9 did not yet meet the goal of 80% in the medium and high growth bands, we have engaged in a significant response to the way that the pandemic impacted the growth of some students. Changes between remote and face-to-face learning and the disruption caused more generally by the Covid-19 pandemic is likely to have impacted growth of some students impacting our overall results. In anticipated response, in

2021 there was continued focus on the Tutor Learning Initiative. Over 300 students were identified using a range of data sources to be supported by a dedicated tutor with both in class and small group withdrawals. The data identified that the expected growth of these students had been impacted by the pandemic and the work of tutors was to ensure that adjustments were being made to make learning accessible and promote academic growth and confidence.

Through Remote and Flexible Learning, PSD students were supported through the maintenance of a regular timetable to ensure regular access to Integration Aides. Appropriate learning programs were developed and monitored through regular parent and student check-ins in addition to SSGs.

Achievement

In 2021 Rowville Secondary College continued its consistent focus on improving student outcomes despite the on-going challenges of Remote and Flexible Learning. All staff worked collaboratively despite physical isolation as they embraced the virtual environment and in fact intensified sharing of resources and process within and across campuses. Many of these methods of collaboration will be continued through to 2022 and beyond as they have proven to be both effective and inclusive.

A focus on short cycle formative assessment increased methods of feedback both in digital forms such as through Office 365 Notebooks and Teams private channels as well as through Compass for both low stakes learning tasks as well as more significant summative assessments. Learning Areas have investigated research about effective assessment and have been trialing strategies around how and when to provide scores and feedback as we continually seek to improve student outcomes through continuous reporting and assessment.

Despite growth being impacted by the pandemic for some students across the state, we did see improvement in literacy and numeracy through some NAPLAN performance markers. For example, relative growth results showed a 3% increase in high growth for writing a 2% decrease in low growth for writing. Additionally, there was a 2% increase in high relative growth for numeracy and a 3% decrease in relative low growth for numeracy.

The parent opinion survey has provided insight into our broader sense of community. There was an overwhelming positive response (82%) for school communication which sat significantly above the state average of 77%. Additionally, 85% of parents reported positive endorsement for high expectations of student success. Only 5% registered a 'not positive' response to the provision of a stimulating learning environment. We continue to support our concept of broader community so that we are all working together to nurture strengths to grow curious and powerful learners.

Engagement

The continuation of periods of remote learning in 2021 presented similar challenges to 2020 with regards to student engagement, however, our staff were again highly successful in further refining and innovating our practices to ensure student engagement remained a central pillar of the student experience at Rowville Secondary College. In particular, our ability to remain agile and transition quickly and efficiently between onsite and remote learning, and to emulate a "normal" school day online via Microsoft Teams, was indicative of the time and resource that our college has put into professional learning and growth in this field. Equally important, was the peer to peer, teacher to student, and teacher to parent relationships that have been developed across our house system that were crucial to the high levels of resilience that we observed across our community. Throughout 2021 our Learning Mentor sessions continued to thrive and provided a strong sense of connectedness for our students and their families. Our Learning Mentors undertook several attendance audits throughout the year to identify student disengagement during both face to face and remote learning. Students identified in this process were assigned targeted supports appropriate to their context – in many cases this included a student support group meeting and engagement with our wellbeing team for support or further referrals. In addition, work across all learning areas has continued with regards to ensuring that differentiated programs were implemented to support the different needs of each of our cohorts. This has included significant improvements to

our NCCD processes, the introduction of the Tutor Learning Initiative, and the refinement of our SSG practices and ILP implementation across all programs and cohorts.

Wellbeing

The introduction of the House system and the extended role of the Learning Mentor is ensuring that every student in the college has a significant adult in the school that they can approach and more importantly has an in-depth knowledge of that student including educational, emotional and social needs. The vertical nature of the Learning Mentor group focuses on building stronger relationships between students across the college especially across cohorts. This was especially relevant in 2021 with the students in remote learning for a significant part of the year with the Learning Mentor checking in with the students at the start of each day to ensure they were doing OK. Over 60 students were identified as not having access to either the internet or a computer with the college providing all these students with a device and/or internet access.

Year 7 Transition has been a significant focus including the consolidation of a Year 7 Learning Centre and the strong work of the Year 7 Learning Mentors who work with the feeder primary schools to develop a profile of each student prior to them commencing at Rowville Secondary College. It was identified that with the ongoing disruption to face to face learning the Year 7 students required more support which led to this cohort starting the 2021 school year a day earlier than the rest of the college, an ongoing transition program during term 1 as well as an ICT onboarding day to aid in the student's smooth transition into secondary college. Our work in this area was supported by the Attitudes to School data which indicated a 76.7% positive response for School Transitions

While the student's sense of connectedness is pleasing, student voice and agency is developing through increased student leadership opportunities including Learning Mentor representatives and House Captains. Even during Remote Learning the student leaders ran online assemblies with the students to ensure they remained connected and celebrate achievement. Once again, the Attitude to School data reflected a 75.7% positive response for Connectedness and 68.8% for Student Voice.

The Wellbeing team is ably led by our two Wellbeing Coordinators with support from not only DET personnel but also psychologists and social workers. The team works closely to meet the ever-increasing needs of the student cohort while at the same time supporting parents on an individual basis and parent professional learning opportunities. With Covid restricting "in person counselling" the team were still able to support students and parents through Microsoft Teams. While referrals continued through the normal process including Learning Mentors or House Leaders, the school community was able to contact the Wellbeing Team directly through a generic link with anyone in the team able to access and provide advice. Rowville Secondary recognized the mental health challenges for all students post Remote Learning and employed two Mental Health Practitioners as part of the DET initiative. While one on one counselling is a major priority for the MHPs the development of intervention programs such as anxiety has been vital, and they have become an integral part of the Wellbeing Team.

The college identified during lockdown that prolonged screen time was having a detrimental effect on the wellbeing of both students and staff which led to the implementation of "screen free" periods of the day as well as encouraging activities which took the students outside with a variety of tasks and competitions. One example was a photo competition which required the students to capture images from the outside environment.

Highlights include

- The development of a SAFE group for our LGQTBI students
- A strong mentoring program which included a diverse multi-disciplinary group of volunteers who worked with at risk students
- A ten percent increase of students who were serviced by Wellbeing
- The implementation of a "Tuning into Teens" program which was strongly supported by the parent body

Finance performance and position

In 2021 Rowville Secondary College continued a program of effectively allocating resources to meet the unique requirements of our four strength-based learning programs.

During the year ended December 31, 2021, the College embarked on a process of moving staff previously paid through

the local payroll paid by the School Council onto the central payroll paid by the Department of Education to improve efficiency and financial control which resulted in an amount of \$689 235 repayable to the Department of Education in 2022. This amount is fully accounted for in the schools FINANCIAL POSITION at December 2021.

This also contributed towards an Operational surplus of \$ 148 503 for the year ended 31 December 2021 despite the College experiencing a substantial decrease in Parent contributions as well as a decrease in earnings derived from hiring out the sporting facilities and performing arts centre and a decrease in earnings derived from the Colleges swimming pool joint use agreement. The surplus will be fully utilised in 2022 as a contribution towards funding the repayment to the Department of Education

The College anticipates a lag in the normalization of Parent contributions and the recovery of earnings derived from the hiring out the sports and performing arts facilities and income from the swimming pool joint use agreement and therefore projects an operational deficit in 2022 with an attendant repayment to the Department of Education in 2023. As the Colleges revenue stream normalises and cost saving measure take effect, the College projects that the amount repayable to the Department of Education will decrease on a year-by-year basis.

The differentiated learning model has been streamlined to improve its efficiency without affecting its outcome of improving literacy & numeracy. This model continues to be funded by way of Equity Funding plus a substantial investment by the School Council.

The Vertical School House system has been further extended to provide students with a sense of belonging and connection to their peers, the school, and the staff. This system, together with the Learning Mentor system has proved extremely successful.

In addition, the College continues to deliver and expand:

- Cutting edge access to online resources whilst providing a platform with enhanced student digital safety, all of which more than proved its worth during the home-schooling time during Covid-19 lockdowns,
- CCTV coverage of substantial parts of both campuses to assist with student management and anti-social behaviour including bullying,
- Additional IT staff to manage and develop the school's IT network and infrastructure as well as assist students where necessary,
- Facilities staff to ensure that the College's infrastructure is a clean, safe, and welcoming place that's students feel secure and enjoy attending
- School wide positive behaviour resources

Rowville Secondary College was the lead school in the Knox Innovation Opportunity and Sustainability Centre (KIOSC), which is a shared learning environment, inspiring students to prepare for careers of the future managed by the Swinburne University on behalf of a consortium of Schools. We continue to hold considerable KIOSK funds on behalf of the Consortium of Schools for capital and staffing purposes.

Our School Funds are fully committed in accordance with our approved priorities to achieve the best possible student experience and outcomes, based on community feedback

We aim to be a great place to learn and work as well as be the best partner we can be with parents and the community

For more detailed information regarding our school please visit our website at
<https://www.rowvillesc.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 1837 students were enrolled at this school in 2021, 869 female and 968 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

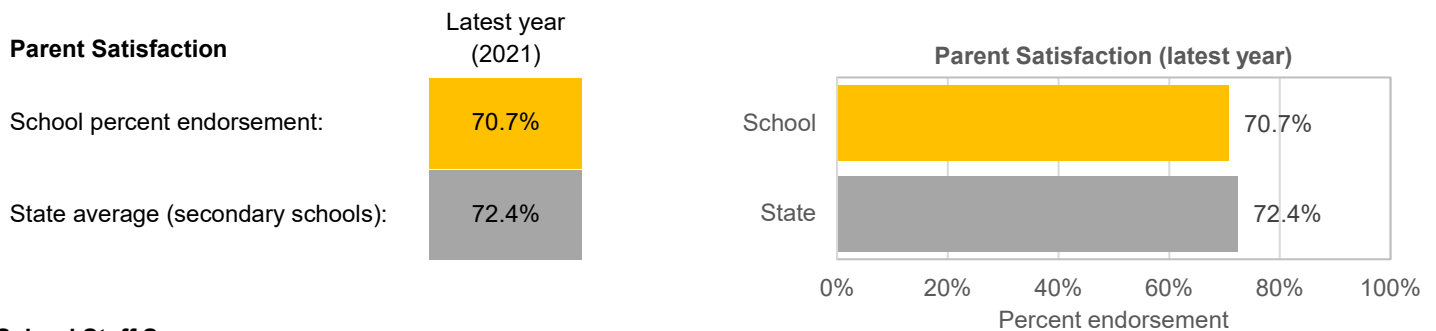
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

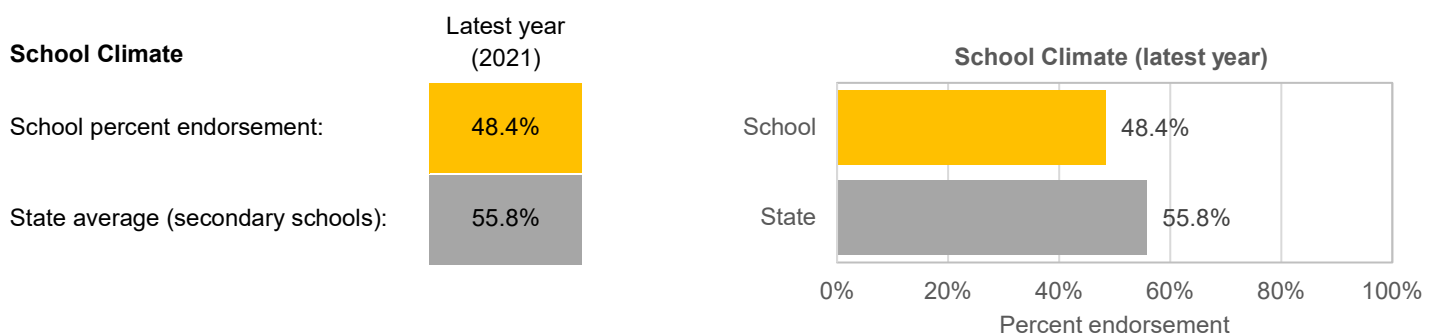


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

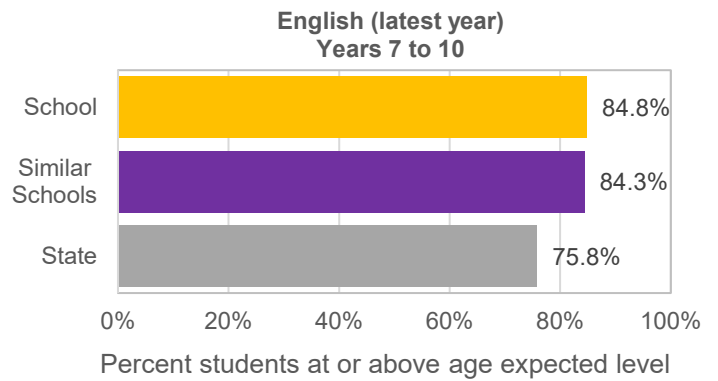
84.8%

Similar Schools average:

84.3%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

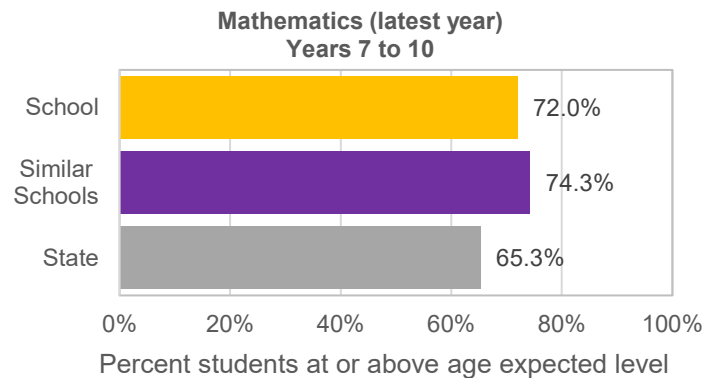
72.0%

Similar Schools average:

74.3%

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.

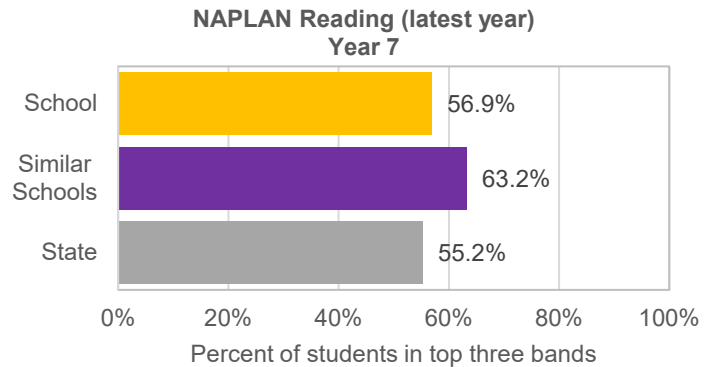
NAPLAN

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.

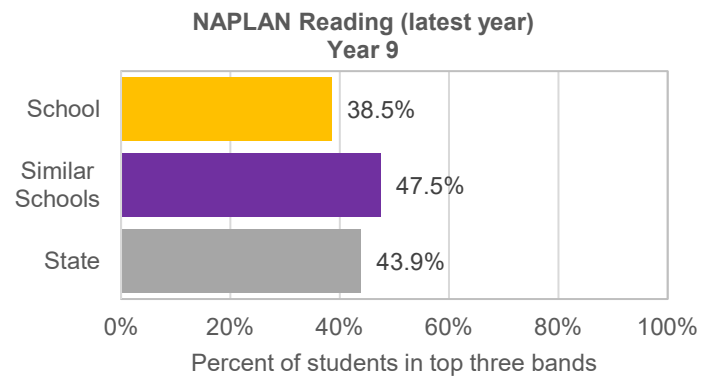
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.9%	56.3%
Similar Schools average:	63.2%	62.7%
State average:	55.2%	54.8%



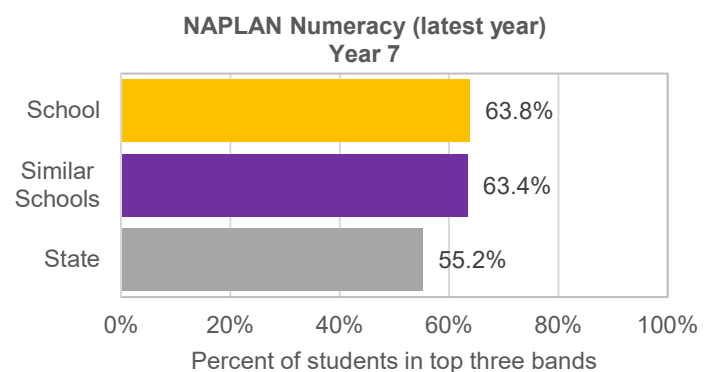
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.5%	37.0%
Similar Schools average:	47.5%	49.6%
State average:	43.9%	45.9%



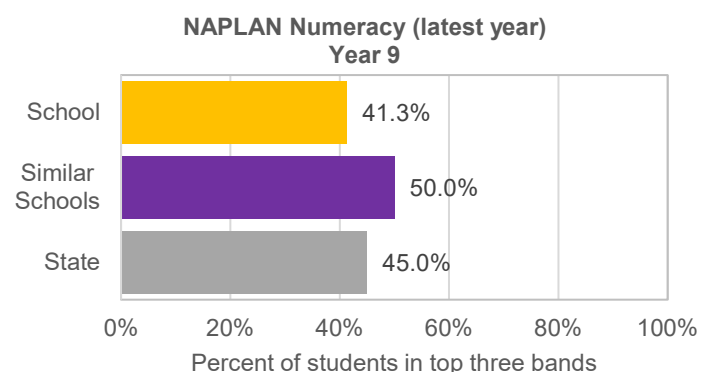
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.8%	60.0%
Similar Schools average:	63.4%	63.4%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	41.3%	40.7%
Similar Schools average:	50.0%	51.7%
State average:	45.0%	46.8%



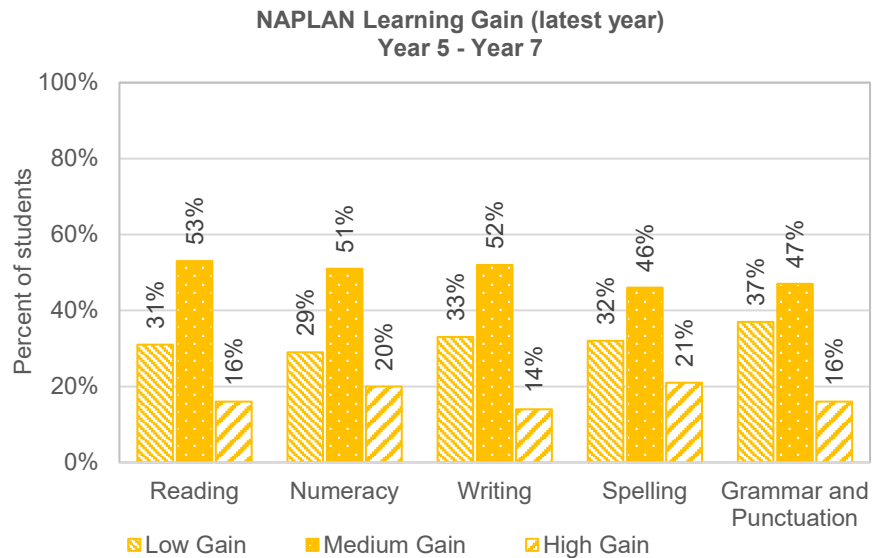
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

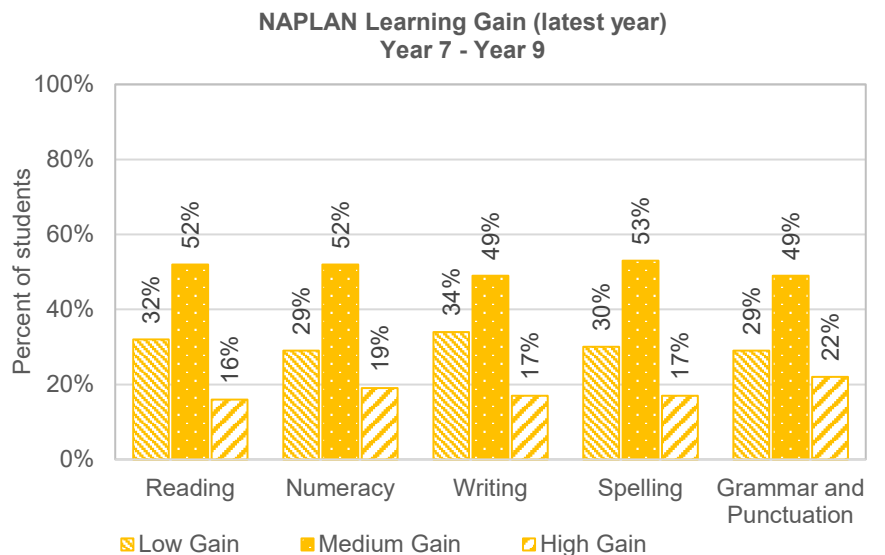
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	53%	16%	22%
Numeracy:	29%	51%	20%	21%
Writing:	33%	52%	14%	22%
Spelling:	32%	46%	21%	23%
Grammar and Punctuation:	37%	47%	16%	22%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	32%	52%	16%	24%
Numeracy:	29%	52%	19%	23%
Writing:	34%	49%	17%	23%
Spelling:	30%	53%	17%	23%
Grammar and Punctuation:	29%	49%	22%	24%



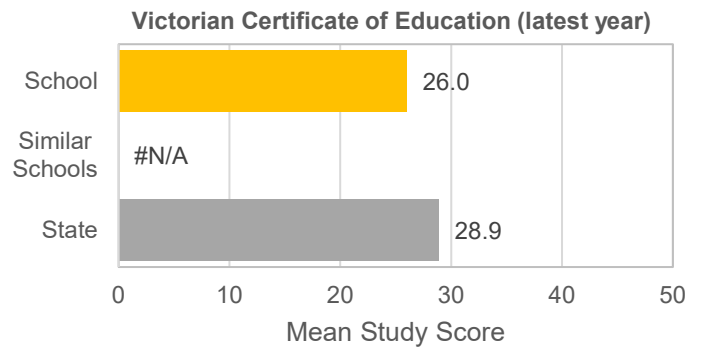
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

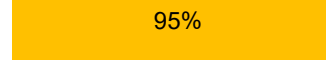
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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	25.8
Similar Schools average:	29.0	NDA
State average:	28.9	28.9



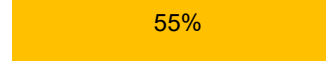
Students in 2021 who satisfactorily completed their VCE:



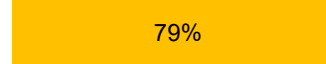
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2021*:



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



* 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.

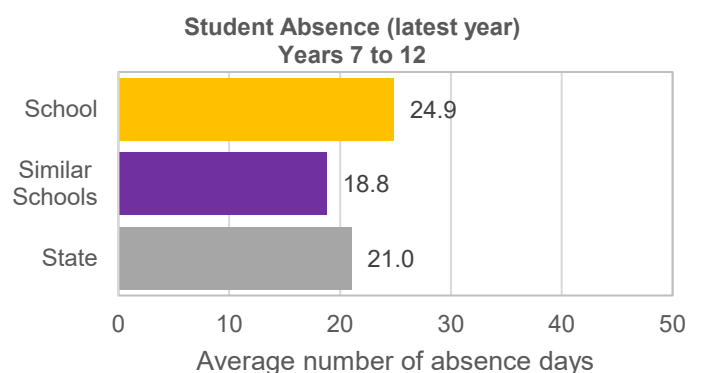
ENGAGEMENT

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:	24.9	19.8
Similar Schools average:	18.8	17.4
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

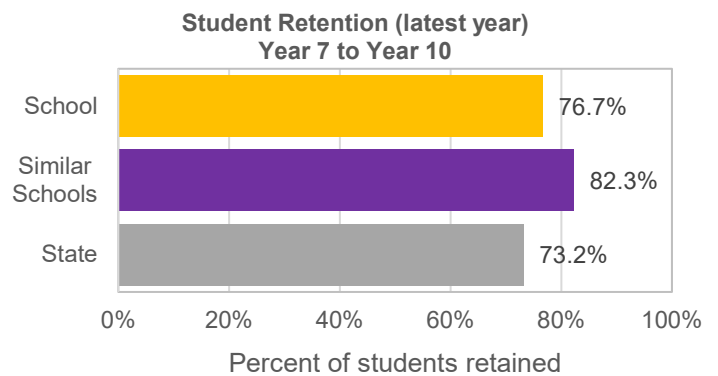
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	91%	87%	84%	86%	88%	90%

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:	76.7%	74.6%
Similar Schools average:	82.3%	80.8%
State average:	73.2%	72.9%



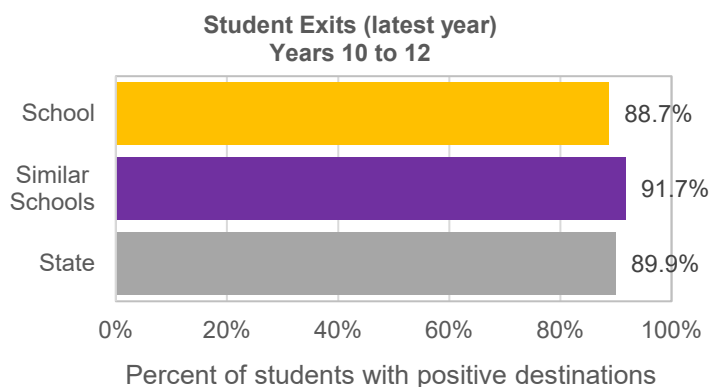
Students exiting to further studies or full-time employment

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:	88.7%	87.4%
Similar Schools average:	91.7%	90.8%
State average:	89.9%	89.2%



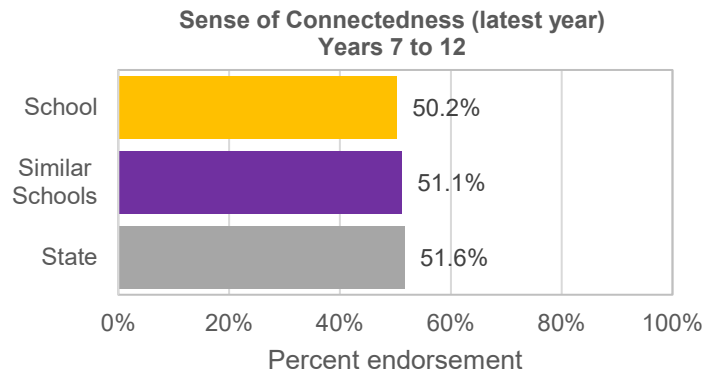
WELLBEING

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 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	50.2%	52.8%
Similar Schools average:	51.1%	54.3%
State average:	51.6%	54.5%

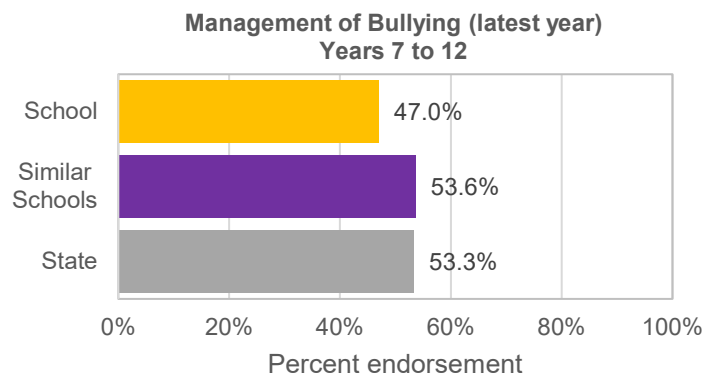


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	47.0%	50.7%
Similar Schools average:	53.6%	57.5%
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	\$18,044,656
Government Provided DET Grants	\$2,024,694
Government Grants Commonwealth	\$38,783
Government Grants State	\$111,125
Revenue Other	\$244,593
Locally Raised Funds	\$3,367,730
Capital Grants	\$0
Total Operating Revenue	\$23,831,581

Equity ¹	Actual
Equity (Social Disadvantage)	\$222,771
Equity (Catch Up)	\$98,455
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$321,226

Expenditure	Actual
Student Resource Package ²	\$18,718,120
Adjustments	\$0
Books & Publications	\$16,780
Camps/Excursions/Activities	\$398,861
Communication Costs	\$79,060
Consumables	\$355,198
Miscellaneous Expense ³	\$297,872
Professional Development	\$43,953
Equipment/Maintenance/Hire	\$117,216
Property Services	\$366,819
Salaries & Allowances ⁴	\$819,809
Support Services	\$2,100,213
Trading & Fundraising	\$46,648
Motor Vehicle Expenses	\$10,493
Travel & Subsistence	\$0
Utilities	\$312,037
Total Operating Expenditure	\$23,683,079
Net Operating Surplus/-Deficit	\$148,503
Asset Acquisitions	\$455,494

- (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	\$3,320,261
Official Account	\$176,419
Other Accounts	\$273,193
Total Funds Available	\$3,769,873

Financial Commitments	Actual
Operating Reserve	\$792,438
Other Recurrent Expenditure	\$7,234
Provision Accounts	\$41,231
Funds Received in Advance	\$1,055,182
School Based Programs	\$331,211
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$789,454
Repayable to the Department	\$689,235
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$54,982
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$550,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$4,310,967

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.