

# 2021 Annual Report to The School Community



**School Name: Bellarine Secondary College (8250)**



- 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 28 April 2022 at 08:14 PM by Wayne Johannesen (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 08:24 PM by Sally Edgerton (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 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.

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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

The Mission of Bellarine Secondary College is to provide a high quality education in a safe, respectful and inclusive environment so that students are empowered to meet current and future challenges and lead a fulfilling life within our local and global community.

The College is a vibrant learning environment where student individual learning needs are central to our educational practices. Students develop as respectful, responsible and resilient individuals who grow in confidence to make a positive contribution to their community with the skills to sustain positive pathways.

The College values provide whole school clarity around our educative purpose and links the three essential components of the Bellarine Secondary College's commitment to preparing students for a lifetime of learning: Respect, Resilience and Responsibility. The College aims to develop powerful learners with the skills and attributes to be effective, adaptive lifelong learners prepared for the challenges of our ever changing world.

Bellarine Secondary College is the only state secondary college on the Bellarine Peninsula, approximately 20km south-east of Geelong, and is one of 23 schools in the Barwon Network. The College is located in a rural coastal community which is experiencing significant growth, with the establishment of new housing estates and a population that is increasing dramatically.

The College is situated on two campuses; the Ocean Grove Campus (Year 7 and 8) and the Drysdale Campus (Year 9 to 12), with a confirmed enrolment of 1278 students in 2021 with 586 (46%) female and 692 (54%) male. 1 percent of students had English as an additional language and 2% identified as Aboriginal or Torres Strait Islander.

The structure of the College is largely informed by its dual campuses (Junior and Senior) and has a strong and evolving House Structure which underpins the support of the College learning environment, student support and wellbeing. The structure of Student Support has been further strengthened with the introduction of Leaders of Learning at both the Junior (Year 7&8) and Middle Years (Years 9&10) to complement the existing Leader of Learning; Later Years (11 & 12) in 2021. The introduction of Student Support Hubs at Years 7&8 and 9&10 has strengthened the consistency of practice at the College and the support provided for students to ensure they are ready to learn. The structures and processes around the Student Support Hub continue to evolve and will extend into a Year 11 and 12 Hub in 2022 with the completion of the new Later Years Centre (The Yani-iny-ngitj Centre. This is Wadawurrung and translates to 'We walk to the future').

Learning in Year 7 and 8 focuses on providing students with a common breadth of essential learning covering each of the 8 learning areas of the Victorian Curriculum. Students at Year 9 begin to exercise choice in their learning in the Arts and Technology and student pathways becomes more individualized as they progress through Year 10 and access the VCAL and VCE pathways in the Later Years.

The College prides itself on being an inclusive educational setting, as the only public secondary school serving the local Bellarine Peninsula community. The College provides explicit programs for students with disabilities and diverse needs and strives to provide individualized learning for all. The Disability and Inclusion Reform, launched in 2021, provided a platform on which the College will be able to enhance the provision of support for students with special needs and has led to the review of the structures of support for these students across the College for 2022 and beyond.

The Student Family Occupation and Education index places the College in the mid band at 0.4167. The Colleges socio-economic band value is considered to be medium and remains consistent to values recorded in 2019/20. In 2021 there were a total of 229 equity funded students which further informed the College's commitment to meeting the individual needs of students and supporting programs to reduce the gap in student opportunity and achievement.

Student enrolments in 2021 were from the designated neighborhood area (DNA) which covers the Bellarine Peninsula

and includes 11 Partnership Primary Schools, and students from families re-locating onto the Bellarine Peninsula.

In 2021 the College had 93.3 equivalent full time teachers, 5 Principal Class and 37.0 non-teaching staff. No staff have reported as being indigenous.

The College community's experience of the COVID-19 pandemic, including remote and flexible learning, continued to have a significant impact on the normal school operations in 2021. The College's one to one laptop program and the structure of the Bellarine Classroom model, which provided a common structure for the presentation of learning, alongside staff commitment to providing continuity of essential learning and an active support of staff and student wellbeing meant that the transition in and out of remote and flexible learning was relatively successful. Online fatigue became very evident as the year progressed and the College moved in and out of virtual learning. The College found that while some students thrived during remote and flexible learning, increasingly others found the experience to be particularly challenging. This was particularly the experience of those considered to be most vulnerable and less engaged in their learning (for a range of reasons).

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## Framework for Improving Student Outcomes (FISO)

The College maintained its focus on statewide priorities of 'Excellence in Teaching and Learning' and 'Positive Climate for Learning' in 2021. This very important agenda sat next to a continued commitment to building the capacity of the School Improvement Team to drive school improvement and improved student outcomes.

The College also sought to respond to the disruption caused by the COVID-19 pandemic by supporting students to catch up and extend in regards to both literacy and numeracy, support improved student wellbeing and engage more actively with College parents and families in order to reconnect with the College community. The DET Tutoring Learning Initiative (TLI) provided for tutoring in both literacy and numeracy which allowed additional support to be directed to students most affected by the disruption of 2020 and 2021. This saw tutoring at Year 8, 11 and 12 in both Literacy and Numeracy. The introduction of Parent Forum's across the year endeavored to re-connect parents and families with the College and involved both face to face and online forums, depending upon the social restrictions and advice in place at the time.

The College priority of Excellence in Teaching and Learning' saw a continued focus on the development of the agreed and guaranteed essential curriculum. Teachers collaborated within Professional Learning Communities to ensure that the curriculum was documented in each of the key learning areas across the College. The audit of curriculum documentation in December 2021 confirmed that while this work was well progressed generally, there were pockets where this work needed to continue to ensure it was both viable and agreed. Class teachers continued to meet in Professional Learning Teams despite the disruptions and challenge of doing so online and again engaged in learning via the PLC Inquiry Cycle which sought to build a data informed approach to teaching and learning which ensured that the learning needs of each student were being met. The learning through the PLC Inquiry Cycle was diverse, with many teams of staff engaging in the active use of formative assessment to gather feedback on student learning and guide their teaching. This learning will remain a focus in 2022.

The development of the College's Instructional Model; The Bellarine Classroom model, continued in 2021. The model was renewed to present teachers with a research informed structure to guide their practice. The focus in 2021 was on developing classroom entry routines, the use of Learning Goals, Start Up activities to activate learning and Reflection activities to provide feedback on student progress. Learning Walks confirmed that there was again significant diversity in the capacity of staff to both engage with this learning and align their classroom practice with the College's instructional model. This also remains a focus for 2022 as the College seeks to embed consistent practice in all classrooms across the College.

The continued use of Pivot surveys to elicit student feedback regarding teacher practice continued across 2021, despite the disruption, at times, of online learning. The data collected from these surveys informed teacher reflection and allowed teachers to adapt their practice on the basis of the feedback received from students in their classes. The College aims to use this data on a larger scale in 2022, including to reflect on the practice at PLC, Sub-School and

Whole School level.

The College's School Wide Positive Behavior Supports were again reviewed in 2021 and adapted to reflect the focus on positive recognition of behaviors that reflect the College's values of Respect, Responsibility and Resilience. The SWPBS Matrix was further refined to reflect practice and the introduction of Student Support Hub's in sub-schools across the College. Celebration Assemblies were introduced at Years 9-12 to support the Positive Recognition initiative, to recognize and celebrate student achievement and attendance. These assemblies have become embedded in the College calendar and are a feature of the College program at the end of each Term.

2021 saw the establishment of the framework on which to build further student voice and agency. This involved the renewal of the Student Representative Council with the introduction of Form Group Captains at Years 7-9 and Year Level Representatives at Years 10-12 which will provide a vehicle for stronger engagement with and amongst students in 2022 and beyond.

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## Achievement

Year 7 to 9, Reading High Gain at 23% in 2021 compared to Similar Schools which achieved a High Gain of 21%. The school percent of students in the top three bands in Year 9 NAPLAN Reading (45.5%) in 2021 is greater than both the Similar Schools average (41.3%) and the State average of (43.9%). This reflects the teaching of explicit reading strategies in Year 7-9 English and remains a focus given the importance of reading for learning.

In Numeracy the changes in the Mathematics curriculum to identify the essential learning and the focus on high impact teaching strategies has resulted in a high gain of 29% compared to similar schools of 21%. At Year 9, however, the School percent of students in the NAPLAN top three bands (41.0%) is comparable to Similar Schools average (41.6%) but lower than the State average (45.0%) reflecting the need to further extend students in this area of their learning.

The Writing High Gain of 28% from Year 7 to 9 was very strong compared to Similar schools who achieved High Gain of 20%.

Teacher Judgements of student achievement in English at Years 7-10 was not as positive and reflected 74.5% of students at or above age expected standard compared to 77.1% in similar schools and 75.6% state average.

In regard to Mathematics at Years 7-10, Teacher Judgments reflected 63.6% of students at or above age expected standards compared to 68.5% average in similar schools and 65.3% across the State.

The School mean study score in VCE in 2021 of 27.25 was greater than the College's four year average of 26.5 and reflected an increase from 26.48 in 2020. The school mean study score in 2021 was, however, less than both the Similar School average of 27.8 and State average of 28.9. Importantly the School mean study score was at its highest for the past 4 years.

The Mean Study Score in VCE English continued to increase from 25.35 in 2020 to 25.98 in 2021. This contrasted with a decrease in the Mean Study Score in 2021 across the Region.

The School Mean Study in Further Mathematics similarly increased in 2021 from 26.34 to 29.09 in 2021 which was above both the State Mean and Region Mean.

97% of students completed the Victorian Certificate of Education in 2021.

42% of Year 12 students completed at least one Vocational Education and Training (VET) unit of competence in 2021, which alongside student achievement in the Victorian Certificate of Applied Learning reflects the diversity of the Later Years program at the College. The VCAL satisfactory completion rate of 71% reflects the impact of the Redemption program at Year 12 which supported students to redeem unsatisfactory work and achieve successful completion.

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## Engagement

The College priority of increasing student attendance was significantly compromised again in 2021 as a result of the uncertainty of onsite teaching and learning and the repeated periods of remote and flexible learning. The subsequent disruption made the challenge of addressing absences very challenging and were a significant impediment for the College in terms of its capacity to meet its targets around attendance.

While student attendance for remote and flexible learning began promising, it became very quickly apparent that online fatigue was posing a significant challenge. The College committed to regular parent contact to encourage attendance at online classes but found that attendance remained a concern, particularly for students who were the most vulnerable. The average number of absence days for the College in 2021 was 32.3, which was higher than the four year average of 27.8 and higher than both the Similar Schools average (21.5) and State average (21.0). The attendance rate by year level in 2021 was Year 7 (86%), Year 8 (82%), Year 9 (79%), Year 10 (82%), Year 11 (88%) and Year 12 (90%).

The ACE Program (Attend, Connect and Engage) continued to be very successful in engaging a cohort of students who have a history on poor attendance. The program continued to target students who engaged online during periods of remote and flexible learning but who found it difficult to attend onsite for face to face teaching and learning, for a variety of reasons. This initiative has been very successful for this cohort of students and will continue in 2022.

The College continued to invest significant resources in Operation Newstart and the Ready, Set, Work program at Year 10 to connect and engage students at risk.

Student retention from Year 7 to Year 10 reflects that 73.1% of Year 7 students who join the College in Year 7 remain at the school at Year 10. This is similar to the State average of 73.2% but below Similar Schools average of 80.5%.

The percentage of students exiting to further studies or full time employment was 91.3% in 2020 which was below the four year average of 87.4% greater than the Similar Schools average of 88.6% and the State average of 89.9%.

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## Wellbeing

The College Wellbeing Team is comprised of 3 Wellbeing staff with 1.0 FTE at the Year 7 and 8 campus and the equivalent of ?? at the Year 9-12 campus at Drysdale. Alongside these staff the College employs a School Nurse (0.4 FTE) and two Mental Health Practitioners (1.1 FTE) who support students across the College.

The College continues to be well supported by Head Space which is situated alongside the Drysdale Campus and in the vicinity of the Ocean Grove Campus and which support the College Wellbeing staff to meet the needs of students of the College.

While the impact of the pandemic in 2021 limited the active support of the volunteers associated with the Mentoring Program at the Ocean Grove campus, the network of volunteers continues to be a very valuable resource for the College and will again provide fabulous support for students in 2022.

The Wellbeing Improvement Plan continues to guide the improvement agenda guiding the ongoing development of the provision of wellbeing services across the College. Importantly this plan is data informed and sets a very clear path for:

- building mental health literacy and resilience amongst students,
- increasing staff capacity to support mental health and wellbeing,
- developing the active use of data to inform priorities and actions related to improving student wellbeing,
- developing a consistent school-wide tiered approach to supporting student wellbeing, engagement and academic progress,
- increasing student voice related to wellbeing.

2021 saw the development of the Learning for Life curriculum at Years 7-9 which has a strong wellbeing focus and aims to build student connections with peers and a significant teacher. The College established a partnership with The Resilience Project and integrated curriculum resources into the Learning for Life curriculum.

All College staff engaged in two professional learning days lead by Nairn Walker with a focus on understanding student capacity and providing support for students from emotional, social or financial disadvantage. This learning will help to build the capacity of staff to support the wellbeing of students.

The Sub-School Leaders, Leaders of Learning: Senior/Middle and Junior and House Leaders completed Mental Health First Aid training in 2021 to further increase the support of students at the College.

The College Wellbeing Team developed a comprehensive calendar of events and programs to support student wellbeing across the College which included whole school celebrations, awareness days and structured small group work.

The Wellbeing Team responded to high needs issues such as suicide ideation and self-harm with the development of a formal College response to suicide and the development of policy and procedures to inform a consistent response to incidents of self-harm which reflects best practice.

The College engaged with Professor Lindsay Tunbridge of Youth Dimensions to survey students to understand their wellbeing status and risk taking behaviors in order to inform a strategic approach to the provision of wellbeing across the College.

The Sense of Connectedness Years 7-12 (percent positive endorsement) in 2021 was 42.5% which is lower than the both the Similar Schools average (47.0%) and the State average (51.6%) and remains a challenge for the College. The introduction of the Learning for Life program in 2022 and the renewed focus on Student Voice and Agency aims to address this area of opportunity.

The Student Attitude to School survey also indicated that the Management of Bullying remains as an area requiring focus given the College's positive endorsement of 42.3% remains lower than the Similar Schools average (49.4%) and State average (53.3%). Student Forums were conducted in 2021 which provided the opportunity to better understand the issue of bullying at the College which will inform future strategies to address this issue.

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## Finance performance and position

Bellarine Secondary College finished 2021 with a net surplus of \$125,543.

Student enrolments continue to remain stable. 2021 saw the continued challenges brought about by Covid-19 with many camps, excursions and extra-curricular activities cancelled or postponed until 2022.

The COVID-19 pandemic also had a significant impact on expenditure in regard to both salaries and service providers with a significant cost associated with the need to replace both teaching and non teaching staff across the college. The need to use commercial agencies to replace staff also brought a further cost to the College beyond that of a significantly increased cost of replacement staff.

DET continued to provide additional funding for cleaning to ensure that facilities were cleaned to a high standard and that the College remained safe for students and staff when they were on site.

The College capitalized on periods of remote and flexible learning to complete capital works onsite, including the upgrade to our portables on the Ocean Grove Campus and repairs to our Science wing at the Drysdale campus. Each brought a significant cost.

2021 saw a significant spend on professional learning for all College staff with a focus on developing the capacity of staff to support the wellbeing of students by enhancing their understanding of ways in which we can support students



who experience social, emotional and/or economic disadvantage.

2021 also saw a significant investment in both professional learning and coaching for the College Leadership Team in order to build the capacity of this team to lead school improvement.

The support provided by targeted DET Initiatives continued into 2021, programs such as Student Excellence and the VCE Revision Initiative provided funding to support students to both extend high achieving students and support access to VCE revision lectures that previously might have been out of reach for rural and regional students due to the additional travel and accommodation cost. These initiatives were part of a suite of changes aimed to bridge the divide between country and metropolitan schools.

Funding to support the Disability and Inclusion Reform was received in the second semester of 2021 and was used, in part, to employ the College's Disability and Inclusion Leader for 2022.

**For more detailed information regarding our school please visit our website at**  
<https://www.bellarinesc.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 1278 students were enrolled at this school in 2021, 586 female and 692 male.

1 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).

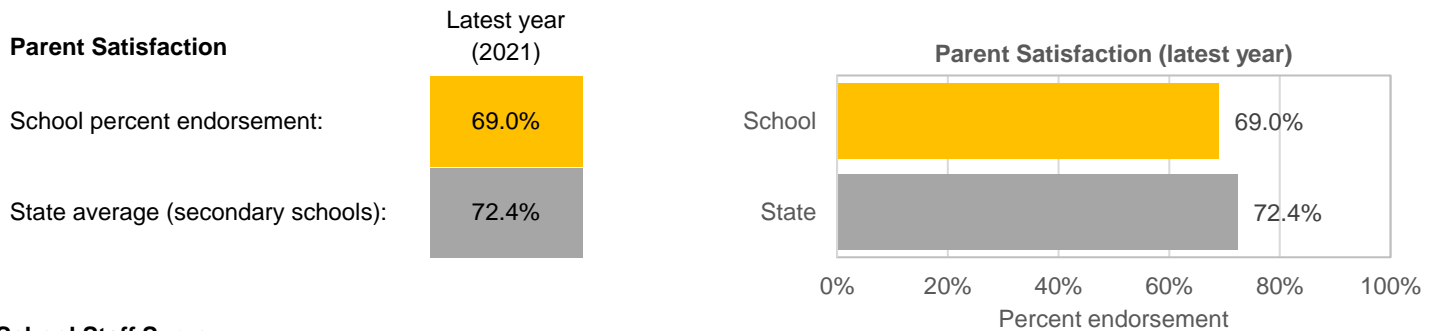
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

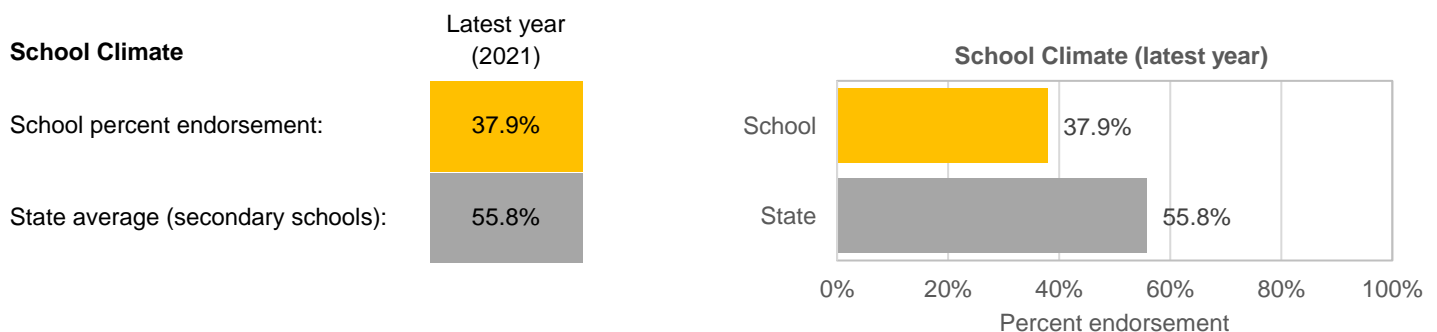


### School Staff Survey

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:

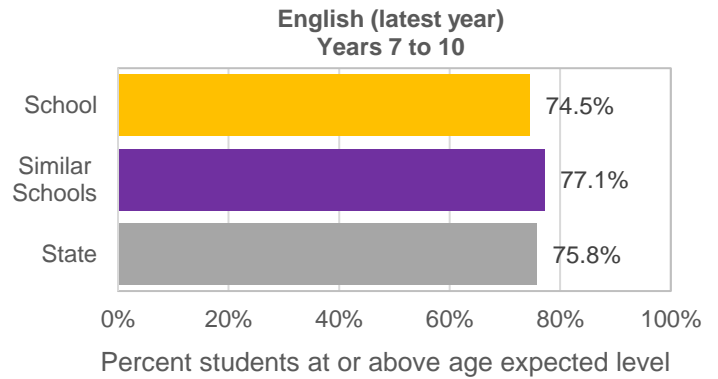
74.5%

Similar Schools average:

77.1%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

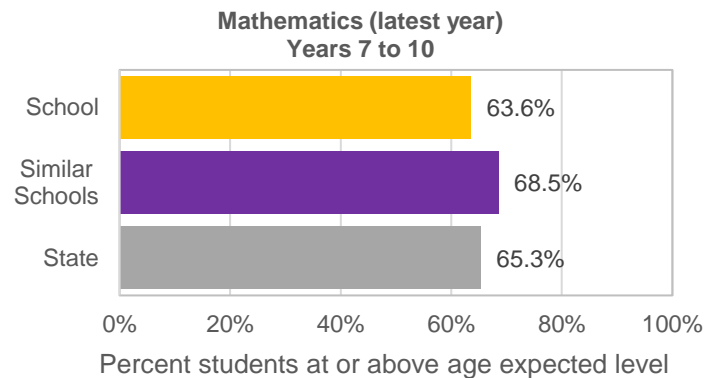
63.6%

Similar Schools average:

68.5%

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.

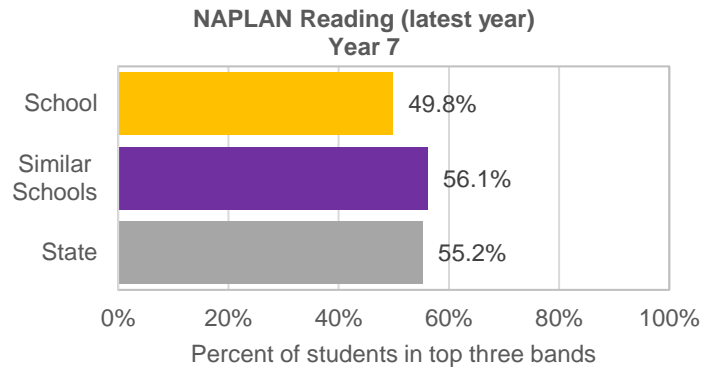
**NAPLAN**

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.

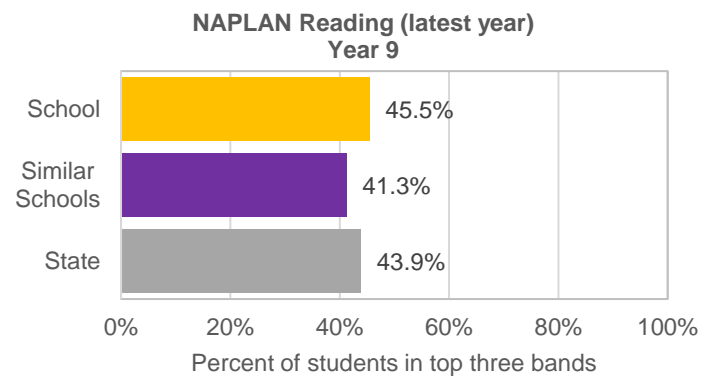
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	49.8%	53.5%
Similar Schools average:	56.1%	56.5%
State average:	55.2%	54.8%



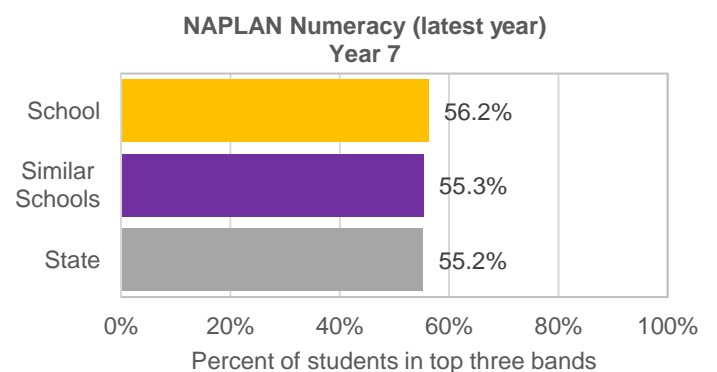
**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	45.5%	45.9%
Similar Schools average:	41.3%	44.3%
State average:	43.9%	45.9%



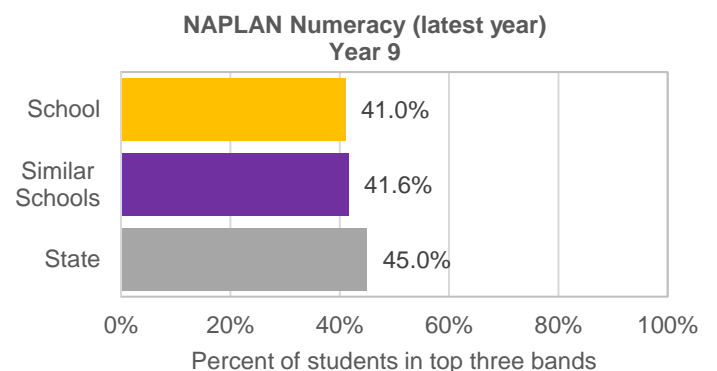
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.2%	57.0%
Similar Schools average:	55.3%	56.2%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	41.0%	42.2%
Similar Schools average:	41.6%	44.5%
State average:	45.0%	46.8%



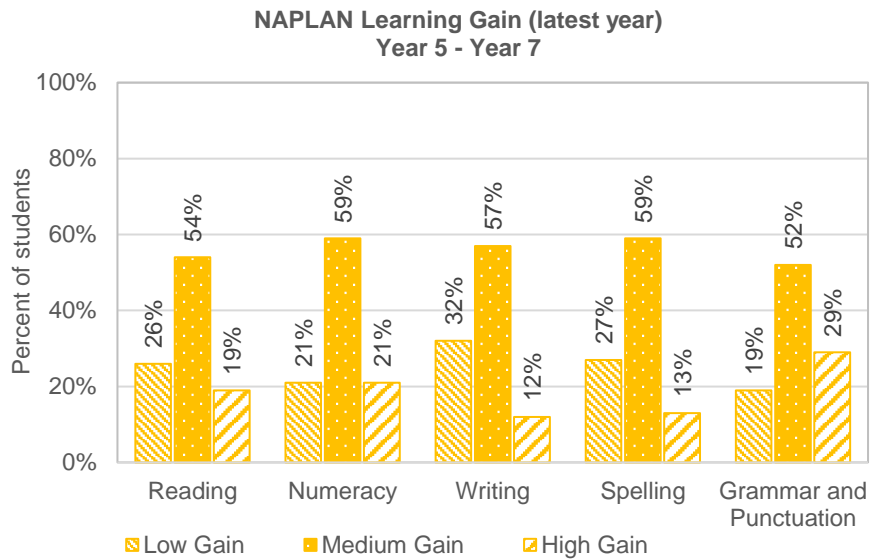
**ACHIEVEMENT (continued)**

**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'.

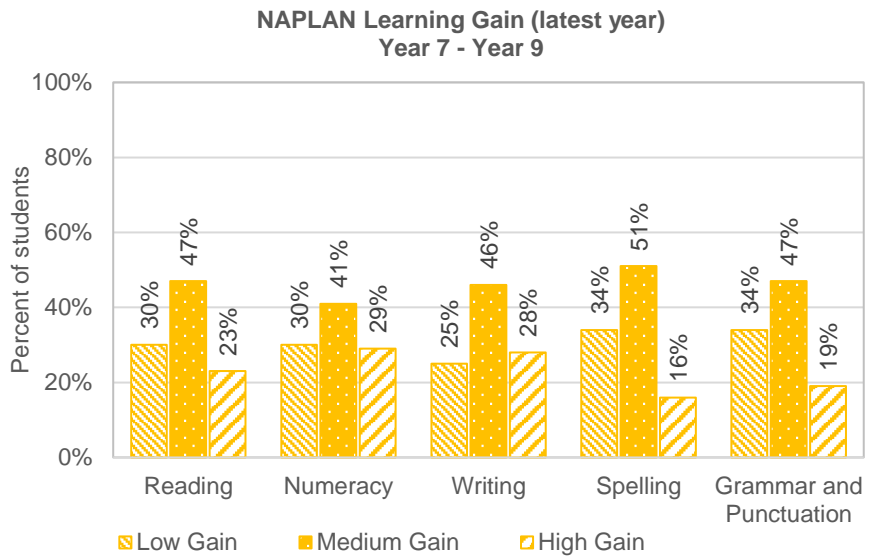
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	26%	54%	19%	19%
Numeracy:	21%	59%	21%	19%
Writing:	32%	57%	12%	20%
Spelling:	27%	59%	13%	21%
Grammar and Punctuation:	19%	52%	29%	20%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	30%	47%	23%	21%
Numeracy:	30%	41%	29%	21%
Writing:	25%	46%	28%	20%
Spelling:	34%	51%	16%	20%
Grammar and Punctuation:	34%	47%	19%	21%



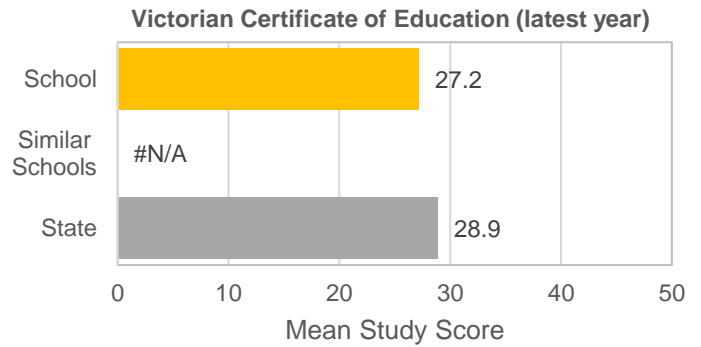
## ACHIEVEMENT (continued)

### Victorian Certificate of Education (VCE)

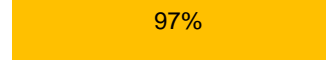
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	27.2	26.5
Similar Schools average:	27.8	NDA
State average:	28.9	28.9



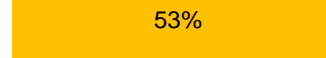
Students in 2021 who satisfactorily completed their VCE:



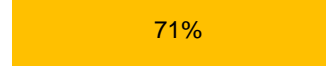
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



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.

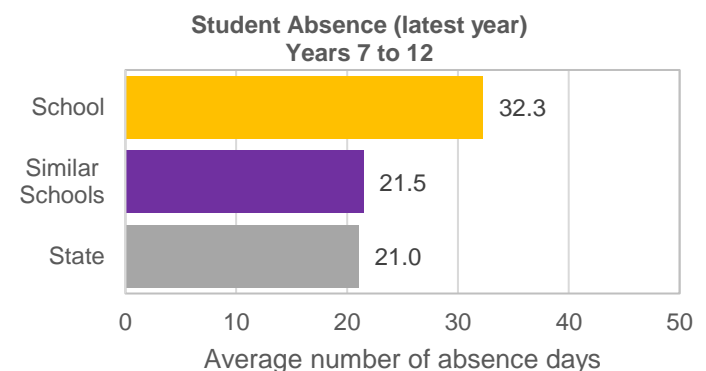
## ENGAGEMENT

**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:	32.3	27.8
Similar Schools average:	21.5	19.9
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

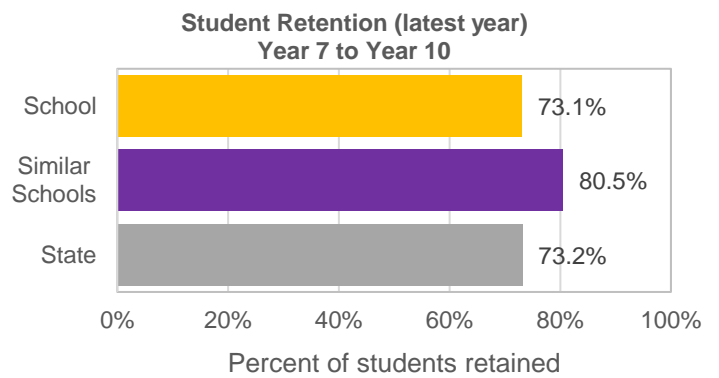
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	86%	82%	79%	82%	88%	90%

**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:	73.1%	75.8%
Similar Schools average:	80.5%	78.9%
State average:	73.2%	72.9%



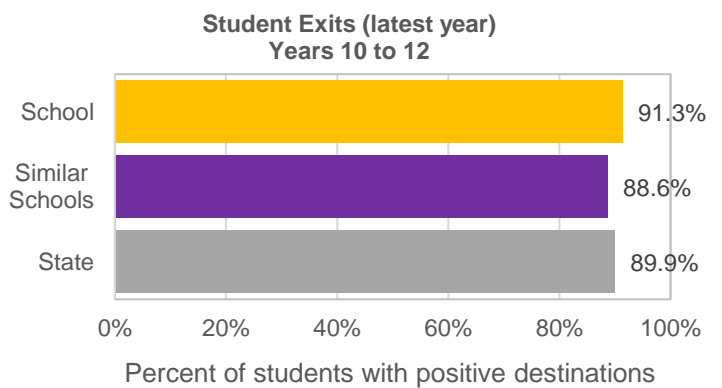
**Students exiting to further studies or full-time employment**

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:	91.3%	87.4%
Similar Schools average:	88.6%	88.7%
State average:	89.9%	89.2%



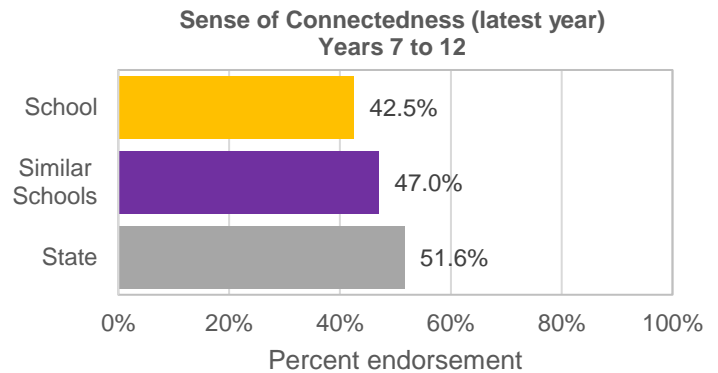
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	42.5%	46.8%
Similar Schools average:	47.0%	51.1%
State average:	51.6%	54.5%

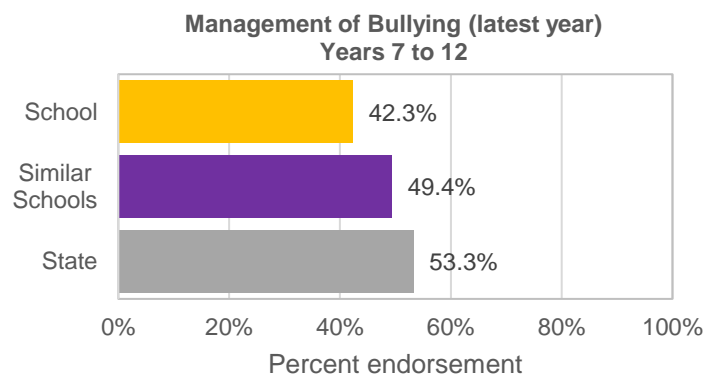


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	42.3%	48.3%
Similar Schools average:	49.4%	54.4%
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

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$14,112,561
Government Provided DET Grants	\$2,761,769
Government Grants Commonwealth	\$4,645
Government Grants State	\$274,606
Revenue Other	\$53,702
Locally Raised Funds	\$932,333
Capital Grants	\$5,000
<b>Total Operating Revenue</b>	<b>\$18,144,616</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$377,700
Equity (Catch Up)	\$86,908
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$464,608</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$13,959,281
Adjustments	\$0
Books & Publications	\$8,813
Camps/Excursions/Activities	\$223,151
Communication Costs	\$40,373
Consumables	\$798,189
Miscellaneous Expense <sup>3</sup>	\$90,359
Professional Development	\$106,056
Equipment/Maintenance/Hire	\$211,621
Property Services	\$743,369
Salaries & Allowances <sup>4</sup>	\$488,093
Support Services	\$1,038,464
Trading & Fundraising	\$139,150
Motor Vehicle Expenses	\$3,950
Travel & Subsistence	\$0
Utilities	\$163,206
<b>Total Operating Expenditure</b>	<b>\$18,014,073</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$125,543</b>
<b>Asset Acquisitions</b>	<b>\$23,323</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 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	\$2,046,529
Official Account	\$251,641
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$2,298,170</b>

Financial Commitments	Actual
Operating Reserve	\$605,034
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$165,286
School Based Programs	\$354,316
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$262,478
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$209,007
Capital - Buildings/Grounds < 12 months	\$341,050
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$75,949
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$87,488
<b>Total Financial Commitments</b>	<b>\$2,100,608</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.*