

# 2021 Annual Report to The School Community



School Name: Edenhope College (5432)



- 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 29 April 2022 at 03:35 PM by Trevor Mcclure (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

To be attested by School Council President

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### **School Profile**

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

#### **Achievement**

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

#### **Engagement**

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

#### **Wellbeing**

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## About Our School

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### School context

Edenhope College had 128 students enrolled at the start of 2021. This was a drop in enrolment from the previous year, 2019 (156). The school's leadership structure changed in 2021 from a Principal, an Assistant Principal and one Leading Teacher to being comprised of a Principal and an Assistant Principal.

Staff included 19 teaching staff (ongoing, contract and part-time), and 13 education support staff employees. The vision of the College is: 'Edenhope College will value the environmental, social, cultural and economic attributes of the local and regional context and include these to provide the best possible educational facility for its young people'. Edenhope College's motto is 'Dare to be Curious', we're striving towards students being more engaged in their learning environment. The values that the College embraces and celebrates are: We are Safe, We are Respectful and We are Willing to Learn. We continue to rollout SWPBS (School Wide Positive Behaviour Support), and are close to completing Tier 1 level.

Edenhope College is in the West Wimmera Shire, approximately 30 km from the border with South Australia. Edenhope is a rural centre with a gradually declining population. The nearest primary schools are St. Malachy's Catholic School in Edenhope, and the government primary school in Apsley (20 km away). The nearest secondary college is Goroke P-12, approximately 50km from Edenhope. Based on the College's Student Family Occupation and Education Index, which takes into account parents' occupations and education, Edenhope College is assessed as having a 'Low-Medium' overall Socio-Economic Profile.

The College follows the Victorian F - 10 Curriculum Continuum and Year 11 and 12 VCE/VCAL curriculum. Extra support is available in literacy and numeracy for students via programs such as MYLNS, Tutor Learning Initiative, F - 3 Read Write Inc, Multiliteracy, QuickSmart, the Victorian High-Ability Program as well as classroom point-of-need teaching. Through student agency the College refines and offers a Years 9 and 10 elective program inclusive of The Arts and Design (Multi-media, Photography, Ceramics/Sculpture, and Painting), Creativity (Drama and Technology (Food, Textile, Wood) domains. Senior pathways such as the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) are offered onsite; students have access to Vocational Education and Training in Schools (VETiS) programs at the Wimmera Trade Training Centres, and are able to further vocational programs such as School Based Apprenticeships, and Structured Workplace Learning. and Technology Visual Arts, Performing Arts (Drama and Music) and Agricultural Studies (utilising the college farm). Extra curriculum programs include Respectful Relationships; Advance Year 9 - 10 (The Duke of Edinburgh's Award program runs in this elective), Equestrian program, a full lunchtime activity program for both primary and secondary students and a sports program with opportunities for students to compete at a variety of levels.

The College accesses support professionals from DET for its wellbeing program and this is directed by the Core Wellbeing team. Onsite, we have student counselling services available at all times and we have paediatric support available through the 'By Five' Program, supported by Grampians Health and the local Health and Wellbeing Centre. Edenhope College has a chaplain for one day a week (we continue to pay half his costs, his provider Korous Connect pays the other half). Our funding for the chaplain was completely cut in 2021. Our wellbeing team is represented by a cross-section of staff and overseen by our Special Needs Coordinator. The Special Needs Coordinator facilitates SSGs (student support group meetings), for students with extra learning needs. All stakeholders are involved in this process as needed, families, teachers, leadership and outside counselling services. Edenhope College has always supported student wellbeing, but we have seen this as an area of greater opportunity to help our students during recent events. Wellbeing is intertwined with engagement within the learning environment and will remain a high focus alongside academia at Edenhope College.

In 2021, there was movement in staff, including a new principal, a new assistant principal and five new graduate teachers. This has had a positive impact within the learning environment and has been measured by positive movement in our student, parent and staff ATOSS data as well as the general 'feel' around the college. The trend for the majority of data from the school survey has greatly improved and a focus on communicating with all stakeholders will continue as we look to continue this positive trend.

The continuation of remote learning in 2021, did have negative effects on the College's learning environment. Although

there was a positive trend in student attendance compared to 2020, everyone in the learning environment is enjoying being back face-to-face without interruptions in 2022. You will notice later on in the report (graphs), that we are trending behind the state and other similar schools in quite a few areas. The context I would like to add to this is, while the data looks low, there has been positive gains made in most of the areas the graphs represent. There are also areas we have finished in front of the state average. We have a passionate, energetic, committed staff that is looking to continue providing the best outcomes for our students.

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## Framework for Improving Student Outcomes (FISO)



We (Edenhope College), have taken directive from our 2020 school review and are developing a more collaborative culture as a staff. We changed our meeting structure so data sharing and analysing became more prevalent. By implementing 'best practice' meeting processes we're looking to help create an environment that involves whole staff collaboration, inquiry, critical analysis (data), and reflection of practice. The College is moving (early 2022), towards implementing classroom observations consistently across all teaching and staff levels. The process involves teachers observing each other's classes, looking at predetermined focusses and then reflecting together to improve practice. To help guide these observations staff will use the newly established Edenhope College Instructional Model (IM), which was developed over 2021. The IM was built by all Edenhope College staff collaboratively using student and staff ATOSS data as sources of evidence, as well as gathering best practice from within our teaching staff, other schools and the Education Department.

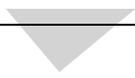
Edenhope College completed 2021 with an emerging status in the dimension of Teaching and Learning and will look to improve that to an evolving FISO status by the end of 2022 with the practices that have been put in place above.

MYLNS, TLI and F -3 Read Write Inc were the programs put in place across the school to help with gaps that remote learning created. A qualified staff, predominantly external from the school was employed and integrated into the classroom where needs were greatest. Individual learning goals were set by students, classroom and support program teachers, based on diagnostic testing and teacher judgement. The Tutor Learning Initiative program was put in place to targeted students who didn't reach 'their expected numeracy or literacy levels' in 2020 and had a cap of around 35 students from Grade 4 to year 12. MYLNS was a program that addressed low numeracy and literacy levels recorded from Year 7 and 9 Naplan results in 2020. These students were in Year 8 and 10 in 2021. Read Write Inc is a literacy base program held four lessons a week for Grades 3 down to Foundation students. As the classes were small in the primary school, individual teachers were able to spend more one on one time within their numeracy classes so additional support programs were not added there.

All funding was extended for the support programs this year and with a Learning Specialist now added to the MYLNS & TLI team (that is already in place from last year), students are able to keep benefiting!

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## Achievement



Below are the four-year targets for Edenhope College (due in 2024), that are in our School Strategic Plan. The trend (is measure by whether in most areas is positive and moving towards the targets set by the 2021 -2024 Strategic Plan. A lot of this has been achieved by a whole staff concerted effort to grow our Student Agency and involve them in as many forms of communication and seek their feedback as often as we can. Things that may have contributed to the positive change in the College's learning environment are the following: Year 9/10 elective program was altered on student feedback: The College has changed its teaching staff by around 50% over the last three years. Student agency has continued to be developed and has been a key focus area for us. We are emphasising building parent communication and are acting on key points from the 2020 school audit, that is:

- Changes in school leadership
- A concerted effort to build student and teacher moral/engagement
- Clear and honest two-way communication

The targets set in a school strategic plan are high and hard to achieve because schools should be stretching for best student outcomes. Continuing into 2022, Leadership is committed to continue fostering an inclusive, engaging, extended learning environment for all at Edenhope College.

By 2024 we aim to increase the percentage of students ‘meeting’ or ‘above’ benchmark growth in NAPLAN (benchmark set as a mean over three years prior to the start of the review period):

Trend	Currently
Year 7–9 Reading to increase from 83% (2019) to 95% or above	Negative 74%
Year 7–9 Writing to increase from 61% (2019) to 85% or above	Positive 81%
Year 7–9 Numeracy to increase from 76% (2019) to 90% or above.	Positive 82%
By 2024 increase mean VCE all study score from 24.5 (2019) to 30 (2024).	Positive 27.6

By 2024 increase the percentage of positive endorsement in the SSS:

Academic Emphasis from 33% (2019) to 65% or above	Positive 42%
Collective Efficacy from 35% (2019) to 65% or above	Positive 43%
Teacher Collaboration from 39% (2019) to 65% or above.	Positive 47%
Student growth as measured through: NAPLAN relative growth, PAT testing suite and evidence-based Teacher Judgements (Victorian Curriculum) show at least one year’s growth for one year’s learning over the life of the Strategic Plan.	

By 2024 increase the percentage of positive endorsement in the student AToSS (benchmark based on the combined Years 4–12 average)

Student voice and agency from 38% (2019) to 60% or above	Positive 73%
Self-regulation and goal setting from 55% (2019) to 70% or above	Positive 53%
Stimulated learning from 47% (2019) to 65% or above	Positive 56%
Motivation and interest from 50% (2019) to 70% or above	Positive 57%

By 2024 increase the percentage of positive endorsement in the Parent Opinion Survey (POS) (benchmark set as a mean over three years prior to the start of the review period)

Teacher communication from 45% (2019) to 66% or above	Neutral 45%
Stimulating learning environment from 59% (2019) to 73% or above	Negative 53%
Student voice and learner agency from 66% (2019) to 78% or above	Positive 77%
High expectations for success from 69% (2019) to 85% or above	Positive 90%
By 2024 decrease the percentage of students with 20 or more absence days	

Foundation–Year 6 from 35% (2020 year to date) to 28% (2024)	Positive 23%
Years 7–12 from 63% (2020 year to date) to 30% (2024)	Neutral 60%

## Engagement

### Building Student Agency

The first place we started in 2021 was a focus on building student agency. We de-briefed all students on previous ATOSS data (2020 student survey), as previous survey results didn’t seem to alter much and student results were lower than the state average. During class discussion, students gave clarity on why they answered questions certain ways. Through this process the general feeling was that student felt they were being listened to and overall survey results for 2021 improved. We will continue the process in 2022, looking for and listening to student feedback.

Student voice was the main reason the Year 9/10 elective program was changed. Students wanted more structure with

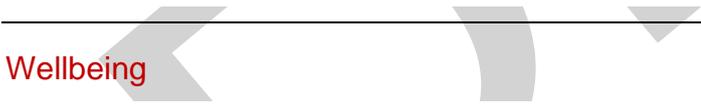
core lessons like PE and asked for it to return as a regular weekly subject instead of an elective. The school improvement team took on board and made the changes that the students wanted. It just so happened it served to strengthen curriculum delivery across the school by reinstating more time to core subjects, as well as giving students a better choice of electives.

Towards the end of 2021 a more robust student leadership process was introduced. Instead of just Primary, Middle School and Senior School Captains, other positions were added. A Primary and Senior Arts Captain, a School Sports Captain and rotating Primary School and Sports Captains were introduced. Students embraced this and all positions were filled to step into 2022.

Absences greatly improved in the primary area with the percentage of students missing more than 20 days schooling (over the year), dropping from 35% to 23%. The secondary absences dropped slightly from 63% of students having 20 or more days absent, down to 60%. This is an area the school will continue to work on. Covid was still influencing school attendance with bouts of remote learning in 2021.

Community Engagement was also a focus of the 2021 Annual Implementation Plan (AIP). This was an area that not a lot of gain was made due to covid. Things that were done to contribute were a complete change of Parent Teacher process (all staff and parents in the same room), accompanied by a free bbq cooked by the school captains. Good 'feedback' was received from parents and staff. Other things to contribute to community engagement were the school newsletter which was printed and shared regularly with the local kindergarten, for prospective parents. It was also shared with the local coffee shops. Leadership and the Primary F - 6 Leader worked closely with the local kindergarten to help with 2022 school transition. This was successful, gauged by our increased enrolments. News articles were sent on a fortnightly basis to the editor of the local paper. New staff made good connections within the local community, which has helped to lift the school profile. Community feedback has pointed to this!

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## Wellbeing

Wellbeing continued to be strengthened throughout 2021 at Edenhope College. A new wellbeing approach was established with a Core Wellbeing Team developed. This was headed by the Special Needs Coordinator and had the following members: Principal, Assistant Principal, Senior Welfare Officer, Primary Welfare Officer, Career/Pathway Coordinator and an ES staff representative. Fortnightly meetings were held consistently over the year. A school counsellor was hired towards the end of 2021 for two days a week to be available for senior students (a primary counsellor was already in place). The Wellbeing Call List initiative continued over 2021 (from 2020). Students were called on a regular basis when remote learning was in place to check how they were travelling and any concerns were recorded and acted on by the Core Wellbeing Team

John Hendry (Wellbeing Specialist), was hired through a special grant. His role was to assist the Core Wellbeing team set up and to help staff look at ways to promote wellbeing throughout the school. Staff from other local schools were invited and attended. John spent 20 years at Geelong Grammar in teaching and wellbeing roles.

The Respectful Relationship program was integrated back into our curriculum as a stand alone subject, from Foundation to Year 8. In 2022 it is being incorporated into the F - 10 Health curriculum.

PSD funded students and other identified students continued to be supported through the SSG program (Student Support Group). Academic and other supports were put in place, with advice from stakeholders in the learning community, to help students succeed at their level.

Staff wellbeing was also monitored closely and a concerted effort was made by leadership and staff association to base more staff functions during the year. When able to be held, they proved very successful and this showed in the positive staff ATOSS data.

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## Finance performance and position

Edenhope College had \$1,010,480 in the bank at the end of 2021. Maintenance projects were stagnant in 2021 largely due to Covid 19 and the availability of contractors to this end \$330,343 is committed to School Based Programs and Short Term Maintenance and Capital works projects in 2022, the remaining balance has been allocated to the indicative budget for 2022. Separate to this, the school finished with a Net Operating surplus of \$342,585 in 2021. This surplus was set up over 2020 and 2021 staff movement when the vacated principal, assistant principal, Leading Teacher and Learning Specialist roles were filled by internal or new staff. The surplus will be absorbed as enrolments continue to fall. In the context of declining enrolments, the school will endeavour to retain similar staffing levels and offer the widest range of subjects available, but sensitivity with time table ling and class sizes will be paramount to the liquidity of the school moving forward.

Equity revenue in 2021 was largely directed towards intervention programs such as QuickSmart Literacy and Numeracy, Muliti Lit, Read and Write Inc and the backfilling of staff absent for professional development.

In terms of general spending the school focused on improvements in the Primary area with new furniture, air conditioners and rooms painted, renewal of signage around the school and the Kowree Sports Stadium was also completed. In 2022 focus areas for improvements are boundary fencing, Agriculture Room, Music Room and the Kowree Sports Stadium.

**For more detailed information regarding our school please visit our website at**  
<https://edenhope.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 128 students were enrolled at this school in 2021, 62 female and 66 male.

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

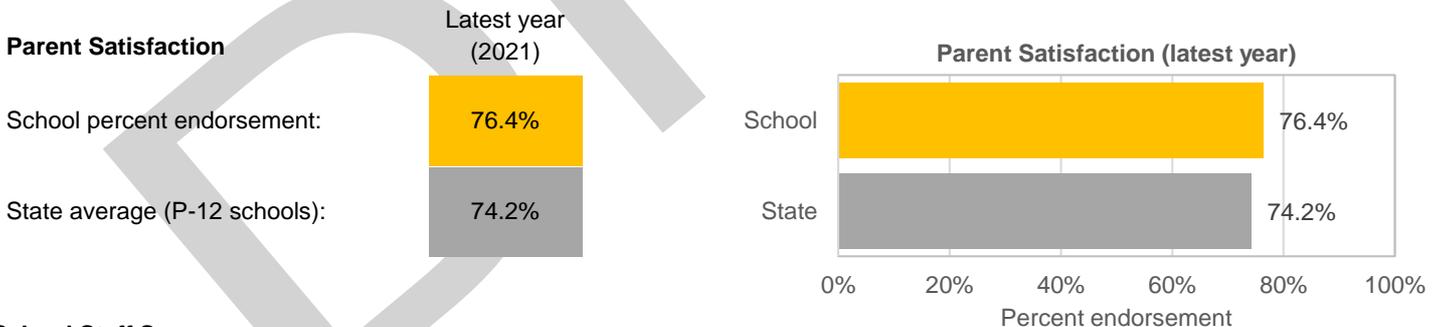
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

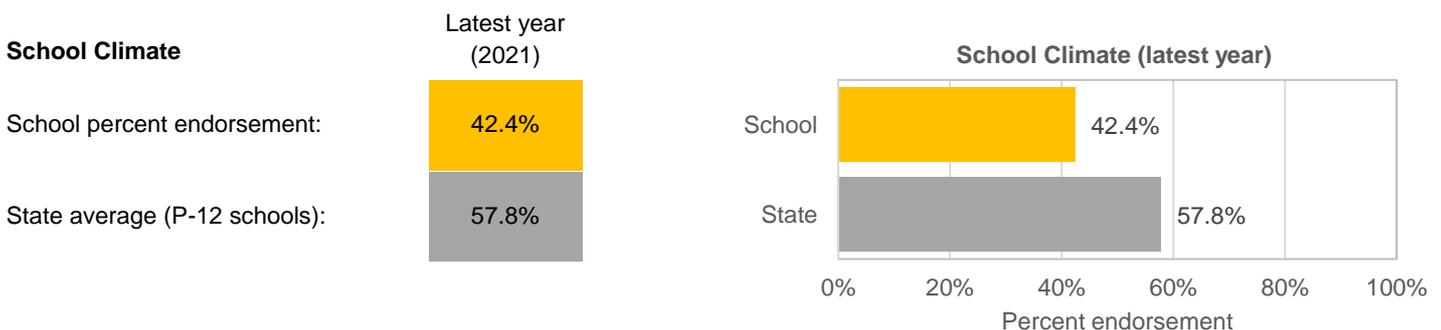


### School Staff Survey

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

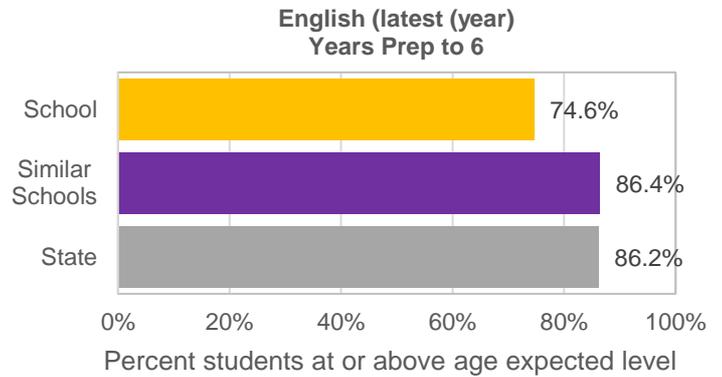
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

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

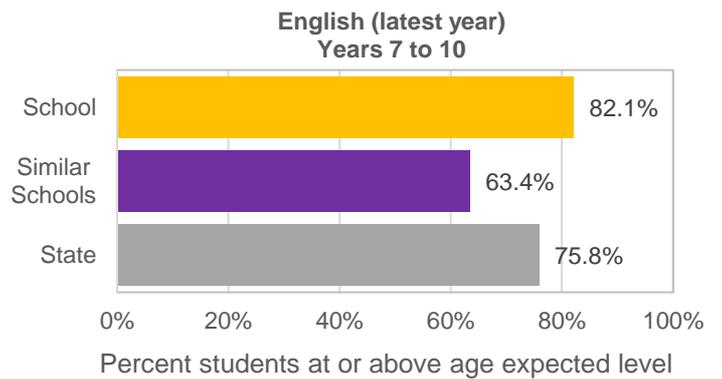
#### English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	74.6%
Similar Schools average:	86.4%
State average:	86.2%



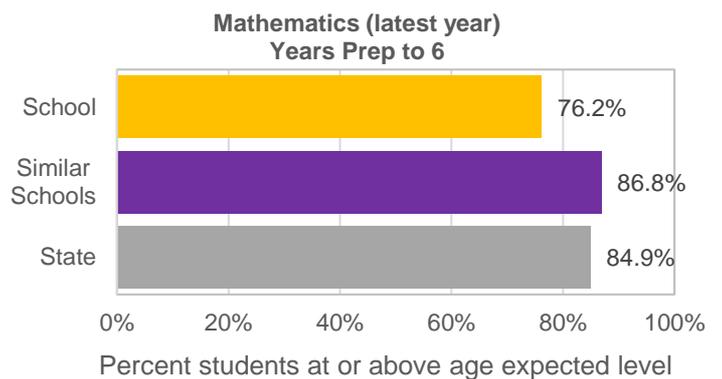
#### English Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	82.1%
Similar Schools average:	63.4%
State average:	75.8%



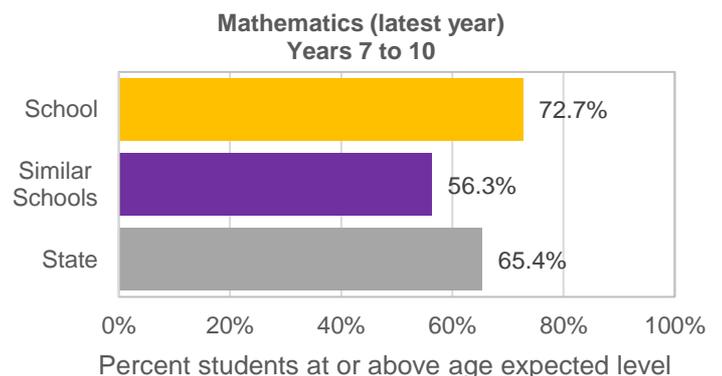
#### Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	76.2%
Similar Schools average:	86.8%
State average:	84.9%



#### Mathematics Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	72.7%
Similar Schools average:	56.3%
State average:	65.4%



**ACHIEVEMENT (continued)**

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

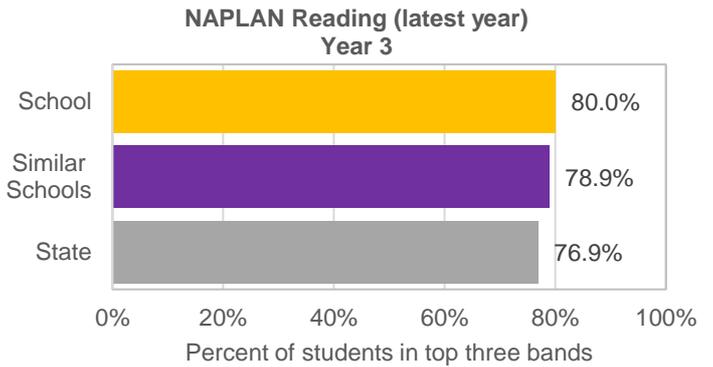
**NAPLAN**

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

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

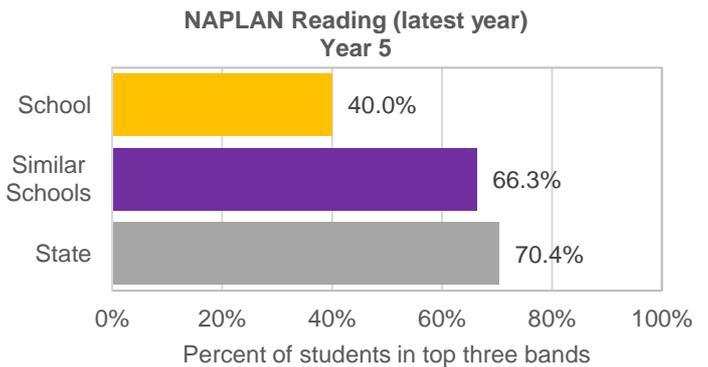
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	63.2%
Similar Schools average:	78.9%	71.8%
State average:	76.9%	76.5%



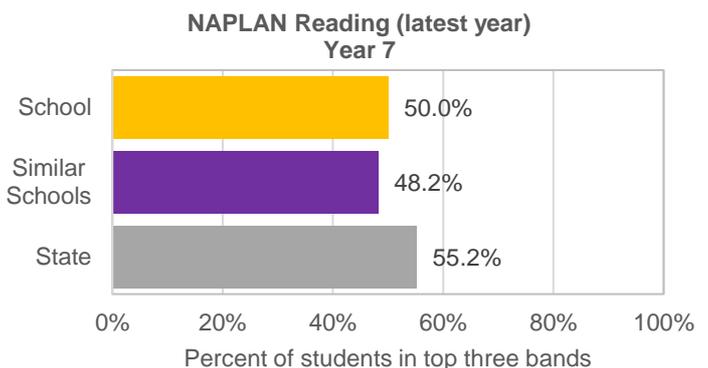
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	40.0%	73.7%
Similar Schools average:	66.3%	63.5%
State average:	70.4%	67.7%



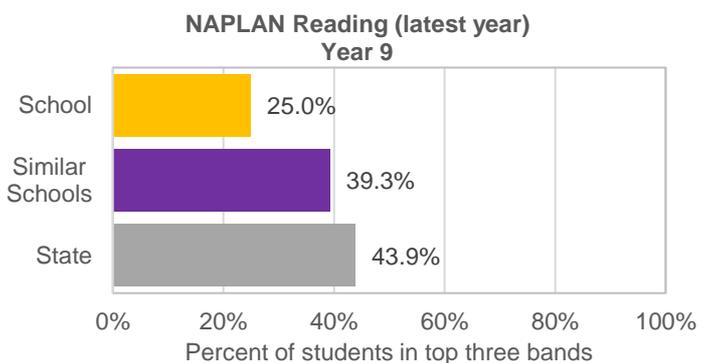
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	46.7%
Similar Schools average:	48.2%	49.2%
State average:	55.2%	54.8%



**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	25.0%	39.0%
Similar Schools average:	39.3%	43.4%
State average:	43.9%	45.9%



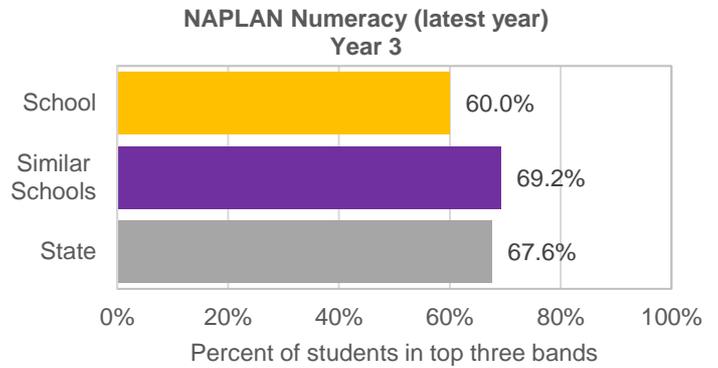
**ACHIEVEMENT (continued)**

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

**NAPLAN (continued)**

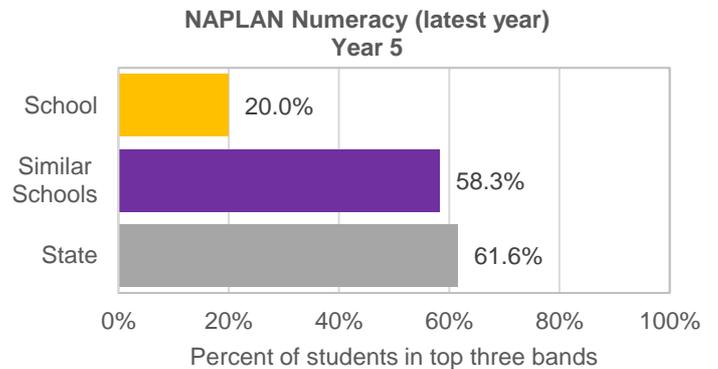
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	68.4%
Similar Schools average:	69.2%	66.6%
State average:	67.6%	69.1%



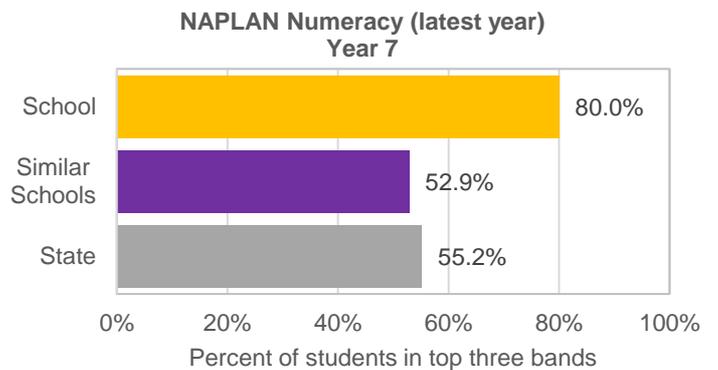
**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	20.0%	52.6%
Similar Schools average:	58.3%	56.3%
State average:	61.6%	60.0%



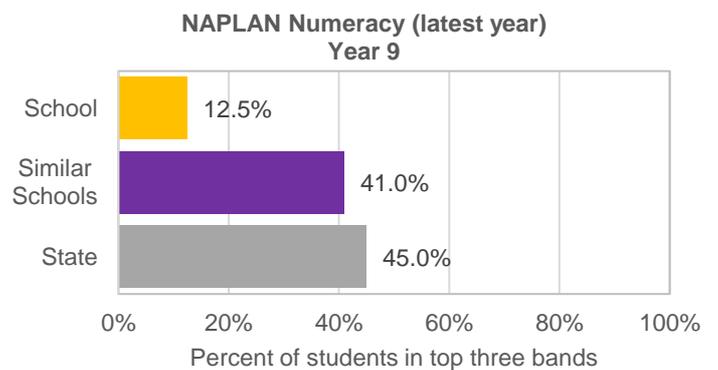
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	54.5%
Similar Schools average:	52.9%	55.6%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	12.5%	39.0%
Similar Schools average:	41.0%	46.1%
State average:	45.0%	46.8%



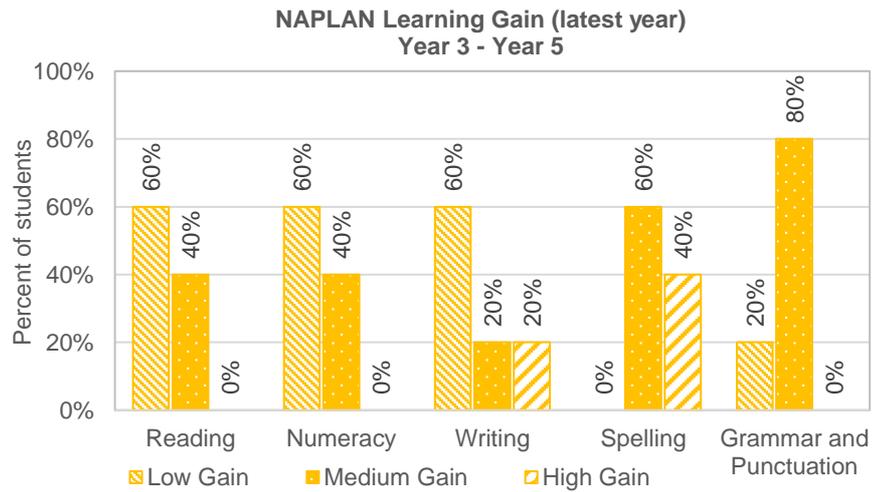
**ACHIEVEMENT (continued)**

**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'.

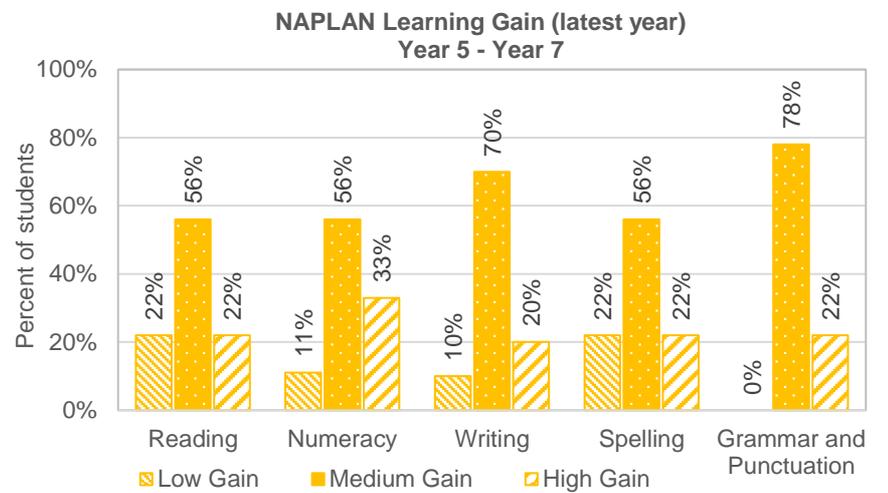
**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	60%	40%	0%	22%
Numeracy:	60%	40%	0%	23%
Writing:	60%	20%	20%	18%
Spelling:	0%	60%	40%	21%
Grammar and Punctuation:	20%	80%	0%	24%



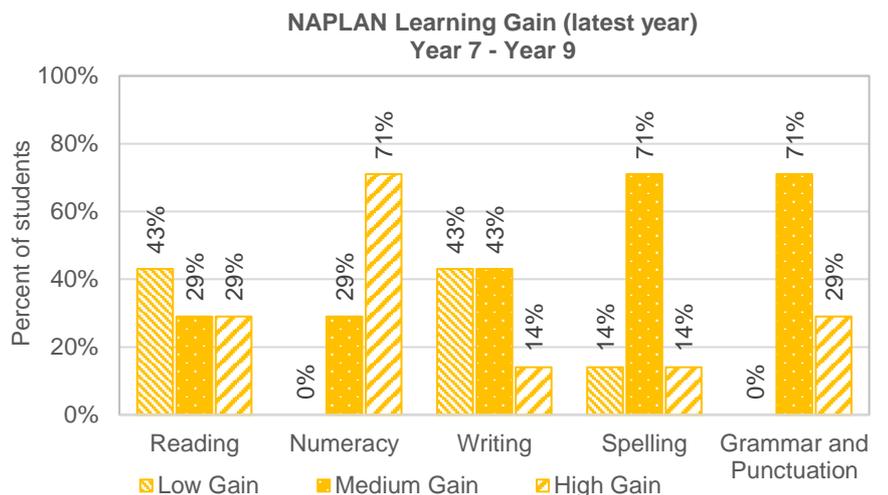
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	22%	56%	22%	22%
Numeracy:	11%	56%	33%	23%
Writing:	10%	70%	20%	17%
Spelling:	22%	56%	22%	25%
Grammar and Punctuation:	0%	78%	22%	23%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	43%	29%	29%	19%
Numeracy:	0%	29%	71%	23%
Writing:	43%	43%	14%	19%
Spelling:	14%	71%	14%	21%
Grammar and Punctuation:	0%	71%	29%	23%



## ACHIEVEMENT (continued)

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

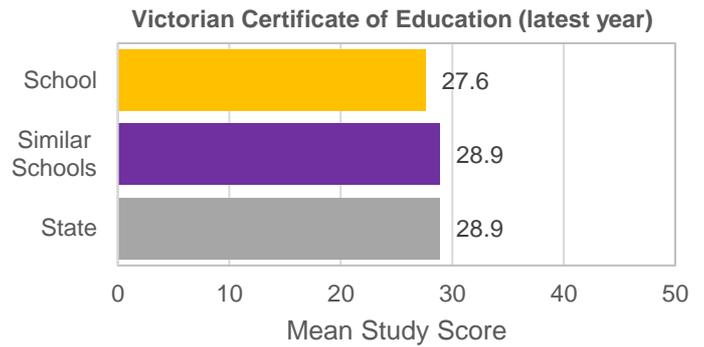
### Victorian Certificate of Education (VCE)

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

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

#### Victorian Certificate of Education

	Latest year (2021)	4-year average
School mean study score	27.6	25.4
Similar Schools average:	28.9	28.4
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

100%

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

20%

VET units of competence satisfactorily completed in 2021\*:

34%

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

19%

\* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

## ENGAGEMENT

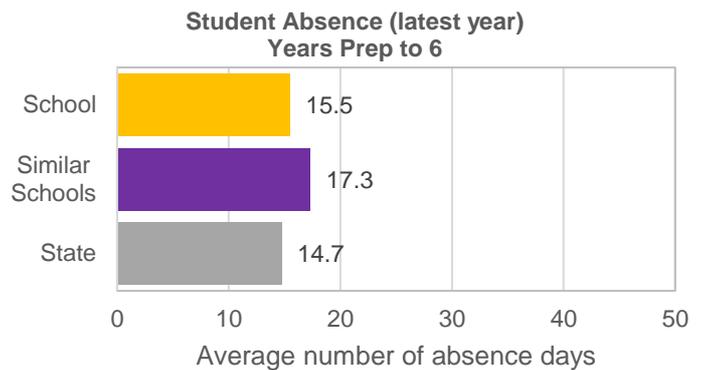
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

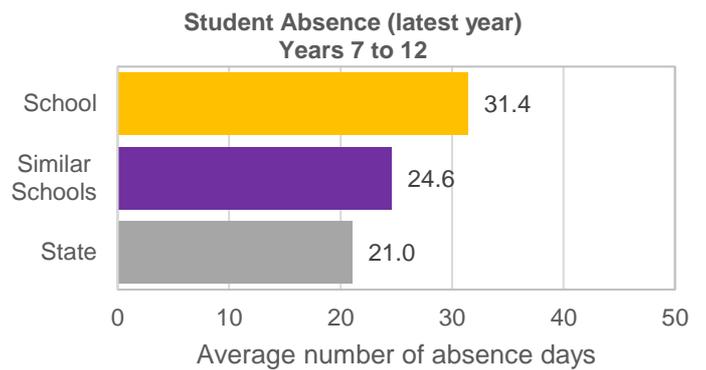
#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	15.5	15.7
Similar Schools average:	17.3	16.1
State average:	14.7	15.0



#### Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	31.4	27.7
Similar Schools average:	24.6	22.1
State average:	21.0	19.6



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	NDP	93%	90%	94%	92%	95%	90%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	85%	87%	78%	84%	80%	96%	

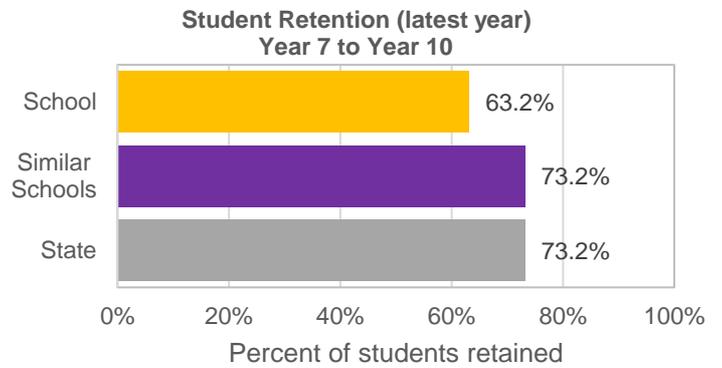
## ENGAGEMENT (continued)

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2021)	4-year average
School percent of students retained:	63.2%	60.2%
Similar Schools average:	73.2%	71.5%
State average:	73.2%	72.9%



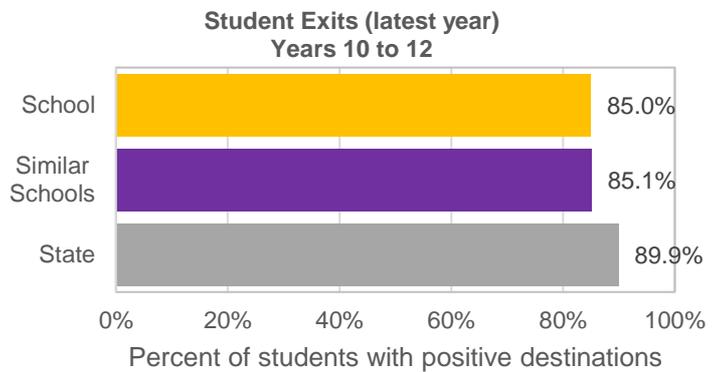
### Students exiting to further studies or full-time employment

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

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

#### Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	85.0%	90.5%
Similar Schools average:	85.1%	85.5%
State average:	89.9%	89.2%



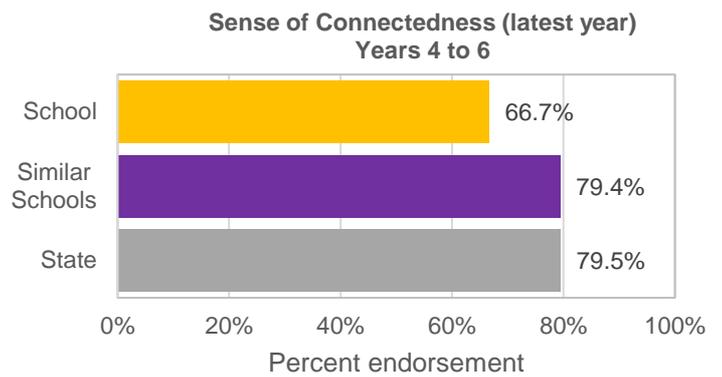
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

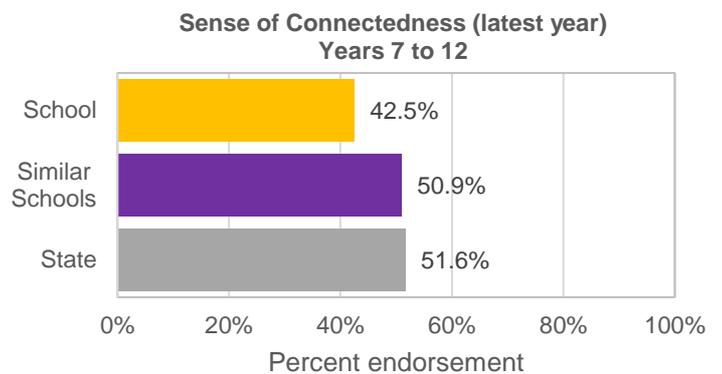
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	66.7%	54.7%
Similar Schools average:	79.4%	79.3%
State average:	79.5%	80.4%



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

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	42.5%	35.2%
Similar Schools average:	50.9%	54.2%
State average:	51.6%	54.5%



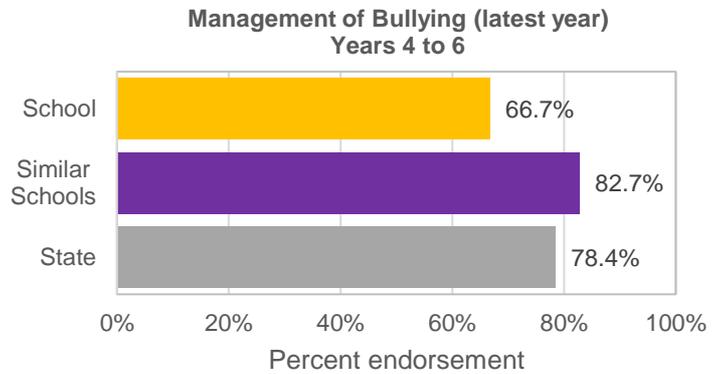
*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**WELLBEING (continued)**

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

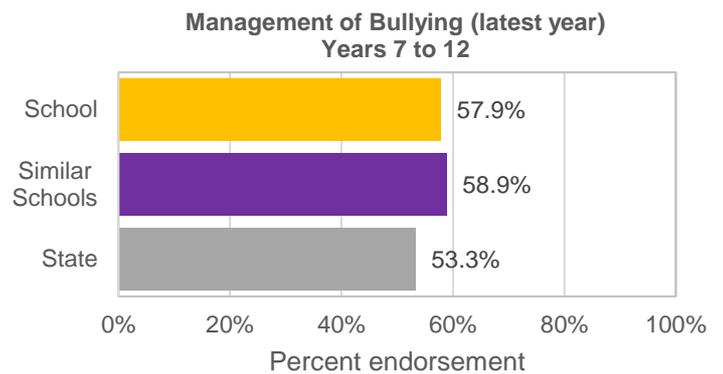
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	66.7%	51.2%
Similar Schools average:	82.7%	81.4%
State average:	78.4%	79.7%



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

<b>Management of Bullying Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	57.9%	43.7%
Similar Schools average:	58.9%	61.4%
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

Revenue	Actual
Student Resource Package	\$3,064,901
Government Provided DET Grants	\$669,872
Government Grants Commonwealth	\$13,631
Government Grants State	\$5,090
Revenue Other	\$15,185
Locally Raised Funds	\$35,797
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,804,476</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$100,083
Equity (Catch Up)	\$2,516
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$102,599</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,722,316
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$8,890
Communication Costs	\$6,792
Consumables	\$84,170
Miscellaneous Expense <sup>3</sup>	\$12,940
Professional Development	\$8,837
Equipment/Maintenance/Hire	\$36,414
Property Services	\$118,999
Salaries & Allowances <sup>4</sup>	\$117,713
Support Services	\$46,669
Trading & Fundraising	\$12,050
Motor Vehicle Expenses	\$5,930
Travel & Subsistence	\$1,774
Utilities	\$46,557
<b>Total Operating Expenditure</b>	<b>\$3,230,052</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$574,424</b>
<b>Asset Acquisitions</b>	<b>\$19,060</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$968,837
Official Account	\$41,643
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,010,480</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$75,799
Other Recurrent Expenditure	\$500
Provision Accounts	\$1,138
Funds Received in Advance	\$0
School Based Programs	\$53,882
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$39,700
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$235,124
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$406,142</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.*