

2021 Annual Report to The School Community



School Name: Maffra Secondary College (8005)



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

Attested on 27 March 2022 at 09:40 AM by Jennifer Roep (Principal)

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

Attested on 05 April 2022 at 08:13 AM by Peter Neaves (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Maffra Secondary College is a rural college which caters for students in Years 7 - 12. Maffra is located two and half hours from Melbourne but within an hours drive of both the sea and the mountains. Our enrolment numbers sit at around 553 and a majority of our students travel to and from our school by bus from neighbouring towns. This number of students makes it small enough to allow positive relationships to be formed, but large enough to provide a wide range of options for our students. Our over-arching goals are to improve the learning and achievement of every student every day whilst creating a community of learners that are curious, empowered and engaged. Maffra Secondary College provides learning and leadership opportunities for all students both within the school and the wider community. There is a focus on providing learning environments that engage, instill knowledge, skills, attitudes and values, empowering our school community to strive to be life-long learners. Our students are encouraged to be actively involved in their learning and through student voice and agency, contribute to not only the development of the curriculum but also to improving the school environment and working with neighbouring cluster schools and the local community.

The college has a strong focus of working in teams to bring about change. Teaching and learning is supported by the 'Maffra Teaching and Learning Model' and all staff being aligned with a 'Professional Learning Community' (PLC). The two key areas of focus were based on 'Know our Learners' and 'Reflection' with an emphasis being placed on students being provided with an opportunity to reflect on their learning progress and the next steps moving forward. We believe that all students need to be challenged in order to improve and that mistakes with their learning are key to developing curious learners and activating students as owners of their own learning. Lesson plans which identify learning intentions and success criteria continue to be explicitly used in classrooms. The things that we value are aligned with our use of the School Wide Positive Behaviour Support framework where positive behaviour is explicitly taught and acknowledged. We are committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents/carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

In 2021 we launched our new school values and expected behaviours. Everything we do at Maffra Secondary College encompasses our values: Learning, Community, Resilience and Respect.

Learning is our key driver, and we strongly believe learning extends well beyond the four walls of a classroom. We strive to develop students who know how to learn, and are equipped with the skills to take on a lifetime of opportunities and challenges.

We instill a strong sense of community and compassion in our students, by means of connecting with our local primary schools, hospital and aged care facilities, our local business and our local community groups.

We work closely with our students to build resilience and enhance wellbeing. This is done by explicitly teaching how to give, receive and use high quality written and verbal feedback. When feedback is received, students are encouraged to value their mistakes and learn from them.

Respect defines our relationships within the school, which is fundamental to everything we do. We believe this needs to be mutual between staff, students and families, and we pride ourselves on the positive and supportive culture we're able to create with each and every cohort of students.

Maffra Secondary College acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the young people at our school. To do this, we have developed 10 expected behaviours for our school community that are aligned to our 4 school values:

- use respectful language, volume and tone
- support and encourage others
- be kind, thoughtful and inclusive of everyone
- give, receive and use feedback
- value mistakes by learning from them

- challenge ourselves when completing tasks and setting goals
- wear the correct uniform
- take responsibility for our learning and actions
- listen actively to others
- challenge ourselves when completing tasks and setting goals

There is a broad range of opportunities and pathways offered in the senior school, including VCE, VET and VCAL, which caters for the diverse interests, needs and abilities of our student cohort. Maffra Secondary College has 68.4 EFT staff. This consists of three principal class, 39.9 EFT teachers and 25.5 EFT Education Support Officers.

Framework for Improving Student Outcomes (FISO)

2021 was the final year of our School Strategic Plan (SSP) and the focus of our AIP was to continue embedding the 2020 Key Improvement Strategies related to the FISO dimensions of Excellence in Teaching and Learning - Building Practice Excellence, Curriculum Planning and Assessment and Positive Climate for Learning - Empowering Students and Building School Pride. The Department of Education and Training also identified Learning catch-up and extension and Happy, active and healthy kids as a priority for all Victorian Schools as a result of remote learning in 2020. Professional Learning Communities (PLCs) continued to drive teaching and learning, where an evidence-based inquiry approach is applied to improving student learning outcomes. Peer observations, focused on 'Know our Learners' and 'Reflection' were undertaken in PLCs and students provided feedback to staff on these areas through surveys to identify areas for further development.

Building consistent unit plans and the documentation of Common Assessment Tasks (CATs) was a priority throughout the year and was supported by the Rural Curriculum Access Coordinator, who worked with Domain Leaders to support curriculum documentation and ensure consistency across classes.

The Tutor Learning Initiative targeted our Year 12 English and Further Maths classes and across 7-10 in English. Small groups of students were supported, both in and out of class, throughout the year, alongside the MYLNS initiative targeting extra support for students working well below expected in Maths and English, based on NAPLAN.

In 2021 we launched the new VCE Assessment process as a result of a review over 18 months. All SACs were aligned to VCAA performance descriptors and students were provided with feedback and a band ranging from very low to very high. This took some adjusting for students and staff as the year progressed. Required learning tasks were identified for all students before a unit began and expectations around learning made clear. We saw a significant reduction in SAC re-sits and an increase in work completion. The final VCE results were the strongest we have seen in many years. During the year we also began a review of Student Leadership and our House System in time for implementation in 2022.

In 2021 we continued to be part of the DET Differentiated Support for School Improvement (DSSI) initiative. As part of the DSSI our College has been resourced with an Executive Principal to support the College improvement agenda. Positive gains in the School Staff Survey showed clear evidence of this impact, particularly in the teaching and learning modules focused on HITS, collaboration and curriculum knowledge. The Leadership team commenced the year re-setting our Values, Mission and commitment to leadership across the College. To support the College focus on Literacy, we appointed a Literacy Learning Specialist who continued to focus on Vocabulary in 2021.

Achievement

Throughout 2021 the College Leadership team and staff focused on 'Know our Learners' and 'Reflection' to continue to improve and strengthen the culture of excellence in teaching and learning.

Remote and flexible learning provided our students with mixed levels of success and as the rolling lockdowns continued, an increasing number of students found it more difficult to engage in learning. Year Level teams targeted students using data from progress reports, to re-engage them in their learning and reinforce expected behaviours for learning in the classroom and out in the yard.

All PSD students were provided with ongoing support during remote and flexible learning and were invited onsite during lockdowns to receive further support with their learning. Regular student support group meetings were conducted for these students and their families. Many of our students on the PSD had learning modified according to

their individual needs and all students had an Individual Education Plan in place.

Our VCE results were the highest in more than 7 years and higher than similar schools across the state. Our mean all study score of 28.1 and our median was also 28. With a focus on our new VCE Assessment processes this year and targeting tutoring for our Year 12 VCE English and Further Mathematics students, we saw an increase in the mean study score in both of these areas, with Further Mathematics achieving a mean study score of 30.8 and English 26.3, however we need to continue showing improvement in our English results and will continue to focus on this in 2022. English Language will be discontinued in 2023 resulting in all students studying VCE English only.

Our VCAL students found the transition to remote and flexible learning challenging, both with their school work and also the TAFE requirements throughout the year however we still had 43 students across Year 10-12 offered certified pathways out of school which is a strong reflection on the well rounded young people that we nurture here at the College and the strength of our community partnerships with local businesses in a time where there was significant hardship and uncertainty. In 2021 the DET Headstart Program began at the College and this supports students to pursue a School Based Apprenticeship/Traineeship whilst continuing their education. We had 3 students engage in this opportunity.

With a focus on improving our English results across all year levels and a stronger focus on literacy development, we recruited a Learning Specialist with a whole school focus on Literacy Improvement to support our improvement agenda. Pleasingly, our NAPLAN data for students in Year 7 was stronger than in previous years with more students showing higher growth in nearly all measures of NAPLAN, although the percentage of students in the top 2 bands remains lower than the State average. The Tutor Learning Initiative focused on supporting students further in Year 7 English. Year 9 NAPLAN data showed a similar trend to previous years. In Term 4 we began a review of our Year 7-10 English curriculum which highlighted key focus areas moving forward.

Engagement

Student attendance in 2021 continued to show improvement due to the attendance coding when in lockdowns. There was an increase in students onsite during these lockdowns as parents/carers requested additional support for their children as lockdowns continued. Students continued to receive hard copy packs of work when requested, due to various reasons but a majority of students accessed lessons through Compass and Microsoft Teams where students were able to access lesson plans, resources, videos and PowerPoints to support their learning, as well as being able to access video conferencing and communicate with their teachers. Each week, students needed to submit a learning task for each subject by a set deadline and families were contacted by an ES staff member weekly and updated on any overdue work. This also provided families with an opportunity to provide feedback on challenges and successes with the learning and the health and wellbeing of their child/ren.

The rolling lockdowns, impacted student engagement levels more, the longer the lockdowns continued and each time, the return to onsite learning identified challenges for an increasing number of students. Extra catch up sessions were offered at lunchtimes and staff volunteered their time to work with students to complete learning tasks once students returned to onsite learning. Structures we also put in place using our SWPBS framework to support these individuals and their families. A focus on re-engaging with staff and peers resulted in a year level day out for all year levels and time to re-establish those connections between peers and staff.

Our Attitude to School Survey (ATSS) data completed by students was similar to pre-COVID responses. It reflected generally positive relationships between students and teachers at the college which was also reflected in the focus groups held as part of our school review in Term 4. Student engagement in learning and student voice and agency continue to be areas for improvement and this was also highlighted though our school review. However, anomalies to this data were seen with our Year 12 cohort where all measures on the ATSS showed substantial improvement and were the highest amongst all year levels across the College.

In the second half of the year, a review into the current student leadership program and the House system was undertaken and new structures developed for 2022. A Learning Specialist position, with a focus on Student Engagement and Community Partnerships, was created and an appointment made for 2022 to enable this to be

prioritised.

At the beginning of the year all staff completed Cultural Understanding and Safety Training. Throughout the year we conducted special events for our ATSI students but unfortunately the NAIDOC week activities planned were not possible due to the lockdowns. Our Koorie students found lockdown and online learning difficult and their level of engagement was affected by the lockdowns. At the end of the year, the College identified the need to prioritise the further support of these students and created a role for an education support staff member to focus on improving attendance, connectedness and engagement, as well as learning outcomes for our Koorie students in 2022 and beyond.

Wellbeing

Health and wellbeing supports were prioritised for students and staff throughout 2021. Our students at the College are supported by a cohesive wellbeing team consisting of a wellbeing coordinator, a chaplain, a nurse, 2 social workers and a psychologist. We are also involved in the Doctors in Schools program with a GP onsite one day per week. External support agencies also provide services to our students on a regular basis through Headspace, the Royal Flying Doctors and Youth InSearch.

The wellbeing support during remote and flexible learning was prioritised for students, families and staff. Regular phone calls, check ins and contact by members of the wellbeing team was constant throughout lockdown and as students returned onsite. The chat function through Microsoft Teams was enabled during remote and flexible learning but once students returned onsite, adaptations were made to this function in response to identified online behaviours. Ongoing, individualised and group support was offered to staff during lockdown and once we returned onsite. Late in the year, one of the student free days focused on staff health and wellbeing which provided time for staff to reflect on their own health and wellbeing and engage in professional learning and activities to support the enhancement of their wellbeing.

We have continued to work on the development of our Respectful Relationship curriculum in 2021 and explicitly reinforce the new school values and 10 expected behaviours as guidelines to make this a safe and positive learning environment for all students. In term 1 there was an explicit focus on respect and feedback from learning walks reflected the implementation and knowledge of this across the college. Unfortunately the lockdowns hindered the consistent implementation of this as the year progressed and the outcome of our school review reinforced that our School Wide Positive Behaviour Support (SWPBS) framework is effective but needs to be implemented more consistently.

Finance performance and position

Maffra Secondary College continues to be situated in a sound financial position, with \$1,538,805 total funds available. The school's 2021 financial performance was enhanced due to the second year of COVID, with an overall reduction in expenditure of school operations and facility maintenance. We also received additional grants which we have set aside to spend on upgrades around the College. This will enable the school to fund future Capital – Building/Grounds works for the benefit of students, including a half basketball court on the south side of the senior school building, multiple outdoor learning spaces with shade sails and an upgrade to the facilities in the gym, along with completion of the oval. We had an overall surplus of \$296,135 for the year.

The school continued to deliver targeted initiatives such as Tutoring Learning Initiative - assisting student learning impacted by COVID, MYLNS Improvement Program – provision of 1:1 and small group Literacy and Numeracy support of students below the National Minimum Standard on NAPLAN testing and a phonics program (SSP) for students needing additional literacy support. We continued to deliver on minor grant activities such as Doctors in Secondary Schools (DiSS), which continued to be available during the periods of remote learning. The College funded the Chaplaincy position in 2021 after it was unsuccessful in receiving the DET Grant at the end of 2020.

The School continues to be committed to the ongoing maintenance and improvement of facilities for our students and the delivery of learning in a technologically enhanced environment.

For more detailed information regarding our school please visit our website at
www.mafrasc.vic.gov.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 562 students were enrolled at this school in 2021, 284 female and 278 male.

1 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

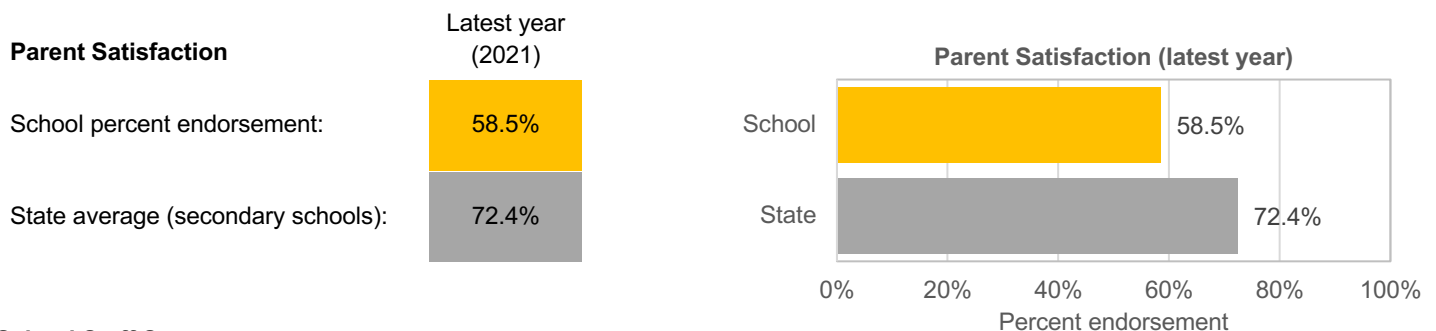
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

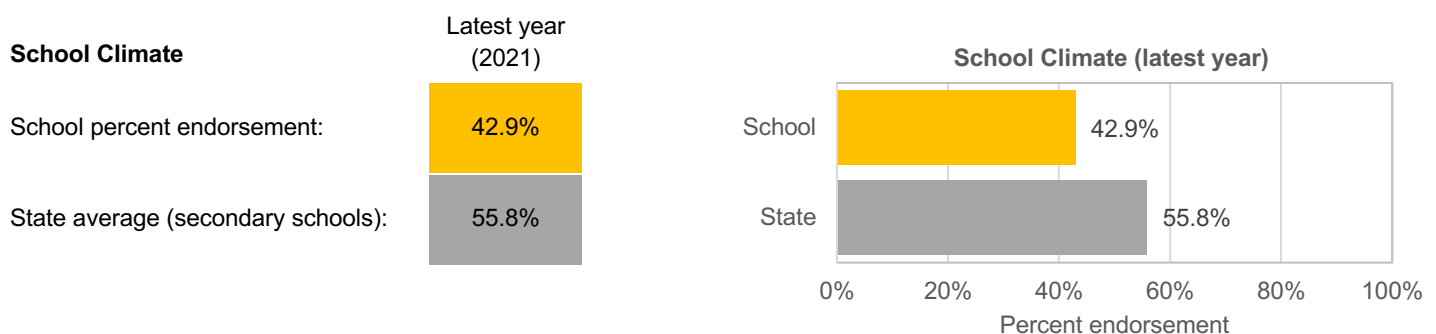


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

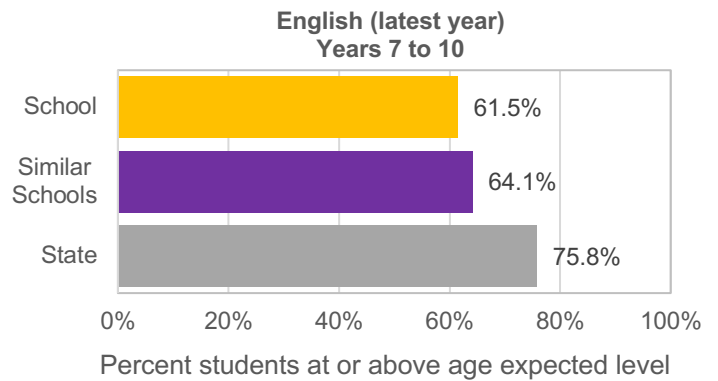
61.5%

Similar Schools average:

64.1%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

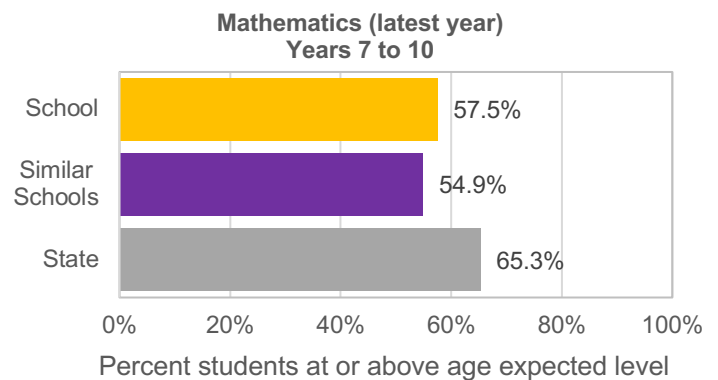
57.5%

Similar Schools average:

54.9%

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.

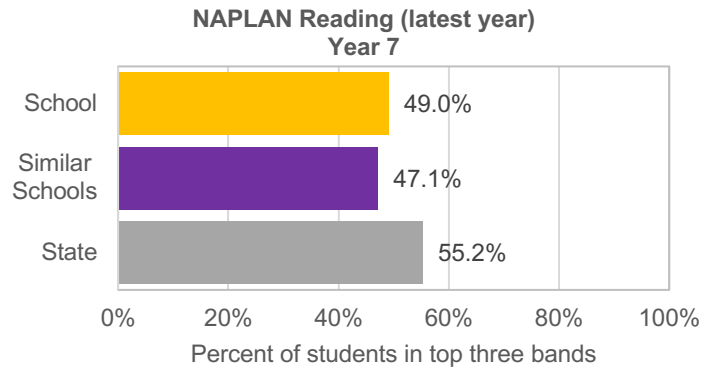
NAPLAN

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.

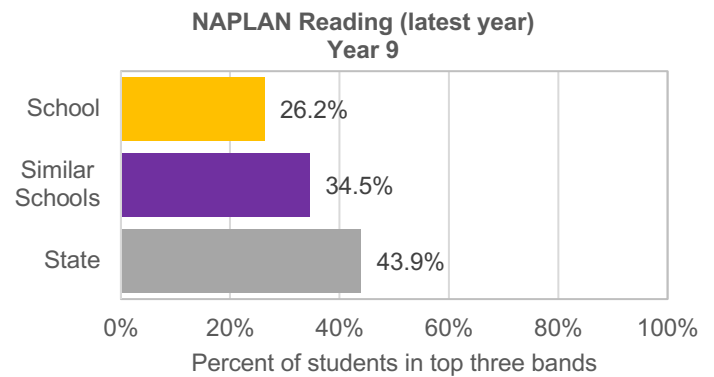
**Reading
Year 7**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 49.0% | 44.6% |
| Similar Schools average: | 47.1% | 46.5% |
| State average: | 55.2% | 54.8% |



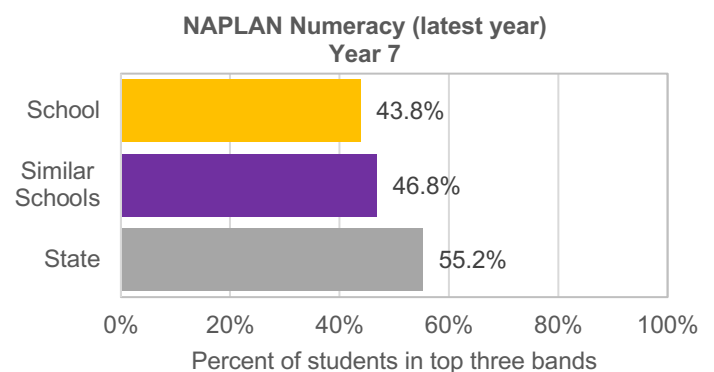
**Reading
Year 9**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 26.2% | 33.1% |
| Similar Schools average: | 34.5% | 38.2% |
| State average: | 43.9% | 45.9% |



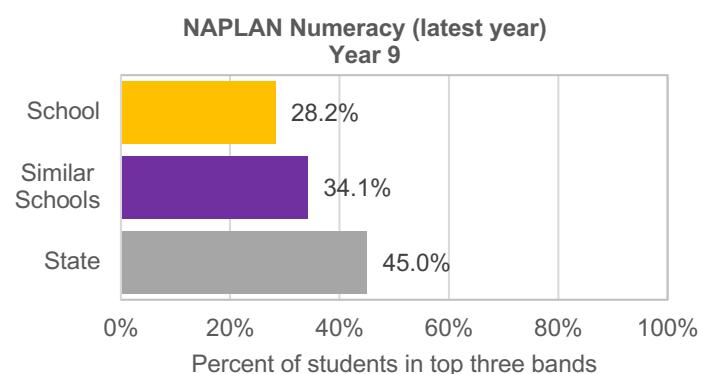
**Numeracy
Year 7**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 43.8% | 40.6% |
| Similar Schools average: | 46.8% | 46.9% |
| State average: | 55.2% | 55.3% |



**Numeracy
Year 9**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 28.2% | 33.1% |
| Similar Schools average: | 34.1% | 37.4% |
| State average: | 45.0% | 46.8% |



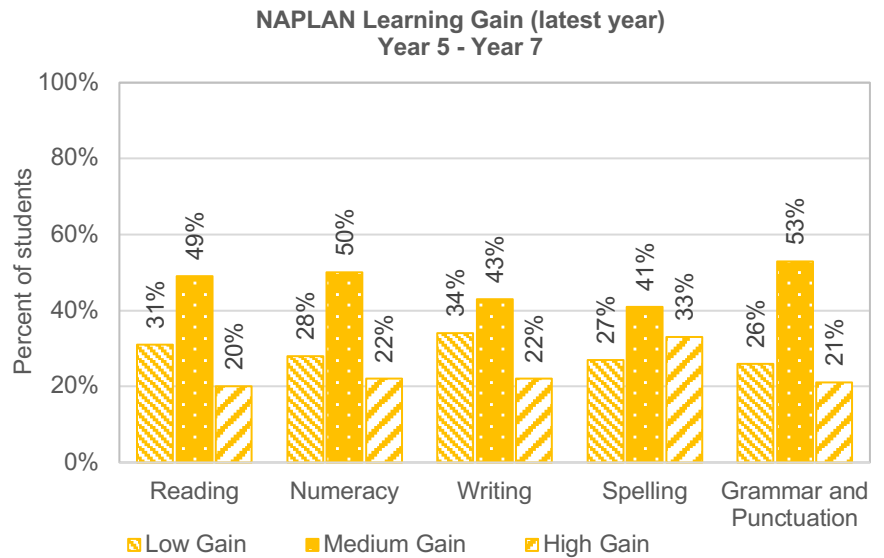
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

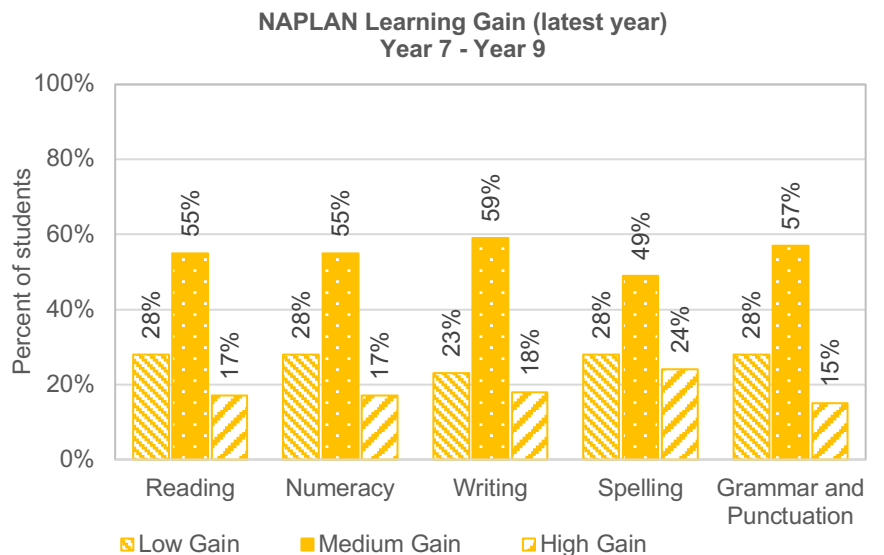
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

| | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading: | 31% | 49% | 20% | 17% |
| Numeracy: | 28% | 50% | 22% | 22% |
| Writing: | 34% | 43% | 22% | 18% |
| Spelling: | 27% | 41% | 33% | 19% |
| Grammar and Punctuation: | 26% | 53% | 21% | 18% |



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

| | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading: | 28% | 55% | 17% | 22% |
| Numeracy: | 28% | 55% | 17% | 23% |
| Writing: | 23% | 59% | 18% | 20% |
| Spelling: | 28% | 49% | 24% | 21% |
| Grammar and Punctuation: | 28% | 57% | 15% | 18% |



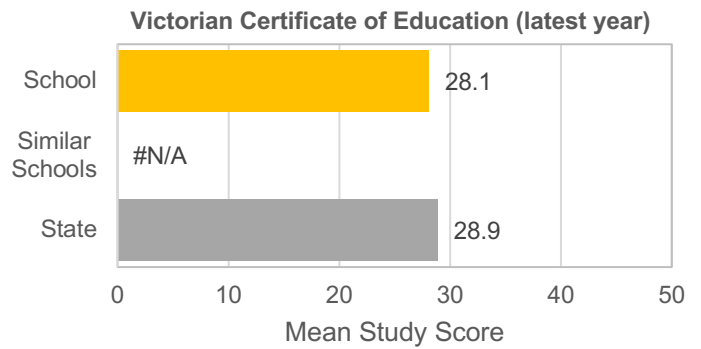
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

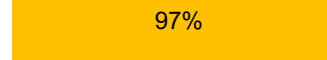
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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

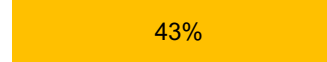
| Victorian Certificate of Education | Latest year (2021) | 4-year average |
|------------------------------------|--------------------|----------------|
| School mean study score | 28.1 | 27.2 |
| Similar Schools average: | 26.5 | NDA |
| State average: | 28.9 | 28.9 |



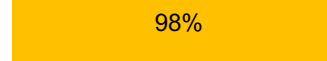
Students in 2021 who satisfactorily completed their VCE:



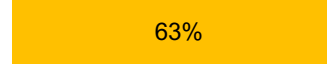
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



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.

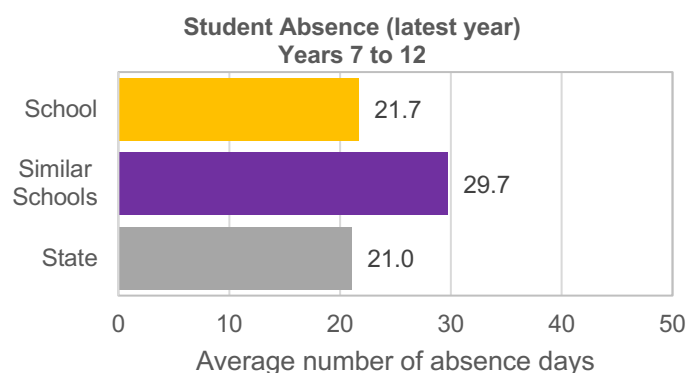
ENGAGEMENT

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: | 21.7 | 21.0 |
| Similar Schools average: | 29.7 | 26.3 |
| State average: | 21.0 | 19.6 |



ENGAGEMENT (continued)

Attendance Rate (latest year)

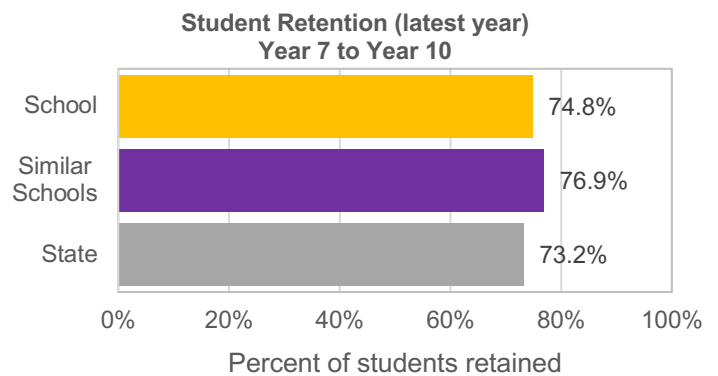
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2021): | 91% | 88% | 87% | 89% | 88% | 92% |

Student Retention

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

Student Retention Year 7 to Year 10

| | Latest year (2021) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percent of students retained: | 74.8% | 73.3% |
| Similar Schools average: | 76.9% | 76.3% |
| State average: | 73.2% | 72.9% |



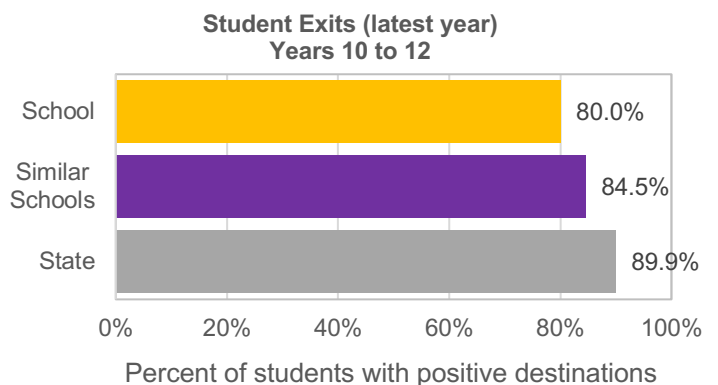
Students exiting to further studies or full-time employment

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: | 80.0% | 86.1% |
| Similar Schools average: | 84.5% | 83.5% |
| State average: | 89.9% | 89.2% |



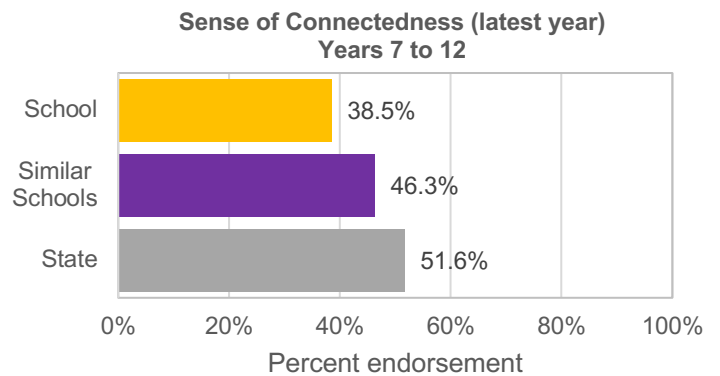
WELLBEING

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 7 to 12 | Latest year (2021) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percent endorsement: | 38.5% | 43.6% |
| Similar Schools average: | 46.3% | 49.0% |
| State average: | 51.6% | 54.5% |

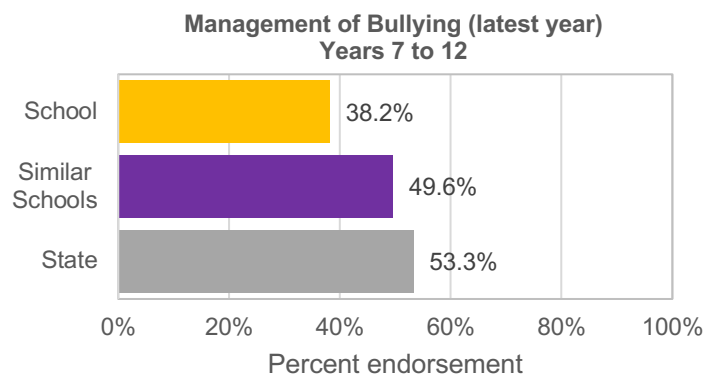


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 38.2% | 46.9% |
| Similar Schools average: | 49.6% | 51.9% |
| State average: | 53.3% | 56.8% |



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

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$6,969,890 |
| Government Provided DET Grants | \$1,466,593 |
| Government Grants Commonwealth | \$0 |
| Government Grants State | \$54,148 |
| Revenue Other | \$45,601 |
| Locally Raised Funds | \$473,795 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$9,010,026 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$540,930 |
| Equity (Catch Up) | \$51,232 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$592,162 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$7,106,948 |
| Adjustments | \$0 |
| Books & Publications | \$5,747 |
| Camps/Excursions/Activities | \$118,556 |
| Communication Costs | \$21,919 |
| Consumables | \$123,028 |
| Miscellaneous Expense ³ | \$50,659 |
| Professional Development | \$18,621 |
| Equipment/Maintenance/Hire | \$255,483 |
| Property Services | \$298,857 |
| Salaries & Allowances ⁴ | \$244,681 |
| Support Services | \$259,049 |
| Trading & Fundraising | \$142,980 |
| Motor Vehicle Expenses | \$245 |
| Travel & Subsistence | \$789 |
| Utilities | \$66,330 |
| Total Operating Expenditure | \$8,713,891 |
| Net Operating Surplus/-Deficit | \$296,135 |
| Asset Acquisitions | \$67,839 |

- (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 | \$1,411,888 |
| Official Account | \$126,917 |
| Other Accounts | \$0 |
| Total Funds Available | \$1,538,805 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$244,083 |
| Other Recurrent Expenditure | \$13,100 |
| Provision Accounts | \$7,000 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$100,596 |
| Beneficiary/Memorial Accounts | \$6,000 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$19,275 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$300,000 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$100,000 |
| Capital - Buildings/Grounds > 12 months | \$100,000 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$890,054 |

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.