

2021 Annual Report to The School Community



School Name: Traralgon College (8803)



- 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 29 April 2022 at 03:47 PM by John Freyne (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 29 April 2022 at 03:49 PM by Narelle Hocking (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

At Traralgon College we are focused on achieving our purpose of “Growing together as adaptable, confident, successful learners and citizens”. This is supported by a well-developed vision which describes what our students will do, how our staff work, individually and in teams, and how our leaders work. Our college is focused on working in teams and we believe in these teams taking collective accountability for the learning, wellbeing and pathways of our students.

Our college values, which we believe support the achievement of our purpose and vision are:

- Respect for self, others and our environment,
- Responsibility to strive for success,
- Resilience to take on new challenges.

Traralgon College is a dual Campus College that is situated at the eastern end of the Latrobe Valley in Gippsland. The College is located approximately 165 kilometers to the south east of Melbourne. In 2021, the college had an enrolment of 1035.2 students. Just over half that number attended the Junior Campus (Years 7–9) . Our two campuses are approximately 4 km apart. Our ambition is to be the 'school of choice' for students and parents in Traralgon. Our community is a relatively diverse community in socioeconomic terms, drawing on students from Traralgon as well as the surrounding smaller towns in the Latrobe Valley and the Inner Gippsland Region. Our families represent a range of occupational groupings including students from more disadvantaged sections of our community. Our current School Family Occupation and Education Index (SFOE) is considered to represent a medium level of disadvantage of 0.5106. In 2021, the College staff profile consisted of 73.3(FTE) teachers and 37.95(FTE) education support staff. Staff records indicate that the College did not have employees who were Aboriginal or Torres Strait Islander.

The College completed a 4 year College Review in late 2020 and its current School Strategic Plan (SSP) 2021- 2024 was developed using the key findings from that review process. In 2021 a College engagement process was implemented to consider the findings of the review and commence an organisational review. The result of this process was an organisational redesign to align College Structures and key personnel with the improvement goals and targets identified in the "new" SSP. The new College organisational design has an increased focus on improvements in teaching and learning, increased investment in Key Learning Domain leadership and Learning Specialists charged with the responsibility to lead the establishment of Professional Learning communities to inquire into teacher impact on student learning outcomes. The three year goal of establishing Professional Learning Communities to enhance instructional practice for improved student learning outcomes was central to the engagement process. The College will continue to emphasise the importance of a consistently applied instructional model as we progress through the current SSP.

In 2021 the college continued to provide a comprehensive and inclusive curriculum with a range of pathways to meet the interests and needs of a wide variety of students. Literacy, numeracy and ICT are integrated into the teaching and learning program, and a wide range of VCE and VET studies are offered to our senior students, including VCAL provision, access to School Based Apprenticeships and access to Head Start Traineeships and Apprenticeships. We support students who are at risk of disengagement with a Hands on Learning program at the Junior Campus and with alternative programs at Years 8, 9 and Year 10. We have a 1:1 laptop program for all students to support independent and differentiated learning, flipped classrooms, inquiry based approaches to learning and the general application of ICT in learning. In the context of the changing COVID-19 environment in 2021, the college adapted its remote learning plans to suit the environment, responding to the needs of our community, while at the same time striving to meet DET requirements to ensure safe working and learning environments.

The 2021 year was marked by the commencement of the Traralgon Education Regeneration Project. Stage 1 capital works commenced at the Grey Street campus, with the VCE Centre taking shape. At the Shakespeare Street Campus, the new Traralgon Special Development School commenced construction, with an anticipated completion date in the second half of 2022. These changes to our physical environments created challenges for our school communities in 2021. The College administration and leadership teams were involved in ongoing discussion and negotiations with DET, the Victorian Schools Building Authority, project management and design teams to plan for the future college

year level structure. The Year 7-8 and Year 9-12 campus structure was presented to School Council in June of 2020 as part of the Regeneration Project. In 2021, Traralgon College, DET and the VSBA agreed that the 2022 Year 9 cohort would move to the Grey Street campus to alleviate environmental pressures on the Shakespeare Campus in 2022. With demolition due to commence at Grey Street in early 2022, the College administration worked with all relevant authorities and our School Council to prepare for a successful decanting program in December of the reporting year. The VCE Centre opening date is February 2022.

The college continued to be led by a Principal team with a College Principal across both campuses, an Adult Learning and Pedagogy Principal across both campuses, a Campus Principal at each campus and an Assistant Principal at the Junior Campus. Together with the leading teachers they formed the college and campus leadership teams. The organisational design review would lead to changes in the Principal Team in 2022 and these changes were confirmed in 2021. An additional Assistant Principal Range 1 would be added to the Principal team to support the additional Year level (Year 9). Staff employed at Traralgon College are employed on a college basis and may from time to time be transferred from one campus to the other, in line with the college's needs.

The 2021 year was significant in the history of the College. It marked both organisational and structural changes to Traralgon College that will set the school up for teaching and learning in the 21st Century. We embarked on a period of redesign that will bring both challenges and opportunities for our college community in the period of this SSP. These change processes and decisions were conducted in the pandemic environment. It is a testament to the courage and commitment of our school community that these challenges were faced head on for the betterment of our College in the long term.

Framework for Improving Student Outcomes (FISO)

In the context of the pandemic environment, the College was required to adapt its goals and priorities to suit the DET 2021 AIP statewide focus areas. These included Happy, active and healthy kids, Learning Catch Up and Extension and Connected Schools. At Traralgon College we were able to partially deliver on these priority areas. The experience of 2021 was characterised by periods of remote learning and high numbers of students isolating due to COVID-19 close contact status. For our college, this was particularly prevalent in Term 4 when the junior campus was significantly impacted. As in 2020, the most challenging aspect of school life was maintaining a positive climate for learning when the circumstances of the pandemic were so changeable and unpredictable. In completing the college review process, the following highlights were identified in the context of the COVID-19 environment and the significant college changes to physical environment and school amenities:

- * VCE performance improved with a mean study score of 26.8
- * VCE satisfactory completion rate 95%
- * VCAL satisfactory completion rate was at 77%
- * Student retention rates better than State levels
- * Parent satisfaction levels at 60.6%

There was also areas that were identified as of concern and in need of focused attention in 2022:

- * Average absence days at 33.6
- * School Climate endorsement at 38.6%
- * Year 7 reading and numeracy learning outcomes in the top three bands

In general the 2021 review led to the following summary:

The school has reflected on its successes and challenges, identifying necessary strategies to improve tutor and class

teacher communication and collaboration for targeted students. The tutoring initiative was negatively impacted by staff instability and high turnover. Further professional learning for tutors and the creation of a leadership role to oversee, implement and monitor learning interventions has been identified as key action for 2022. The College acknowledged the challenges encountered in the COVID-19 environment in connecting students and their ongoing engagement throughout remote learning periods in 2021. In particular, it was identified that there was a greater number of students disconnecting in Semester 2. The impact of the virus at the junior campus was significant from week 3 to week 8 of Term 4. This period led to high level engagement and increased contact with parents and families through the DET required contact tracing process. However, the same circumstances led to many families deciding to keep their children at home for safety and security reasons. Improving teacher connectedness to students during remote learning is an area that requires further attention if this is to occur in 2022. When onsite, the visible presence of the principal team across both campuses was seen as a positive by staff and students. The increases in students accessing Wellbeing supports has been evident. Future consideration is being given to the importance of involving students in re-establishing school routines and of ways to re-engage students. Student feedback at the end of 2021 emphasised the loss of "school life" activities as a major reason for students disconnecting from on-site learning. In addition, the uncertainty associated with the environmental changes due to the capital works program compounded the sense of disconnection. However, the positive endorsement associated with the senior years was particularly pleasing given the impact of the pandemic on both VCE and VCAL students over the period 2020-21. The decision to effectively "quarantine" the Senior Campus in Term 4 provided certainty and security to the senior students as they approached final assessments and the examination period (for VCE students). The improvement in both VCE and VCAL outcomes suggested that these "connectedness" strategies were effective in supporting students to achieve success in their certificate of choice.

Achievement

The College continued a mixed delivery of on-site and remote learning programs in response to the Victorian Government directives in the COVID-19 pandemic. The remote learning program was adapted as required to meet student needs and reflected learnings from the 2020 experience. In the Years 7-10 there was significant evidence of student struggling to maintain their resilience and commitment to remote learning and the "in and out" nature of schooling in 2021 had an adverse affect on program consistency and delivery. The results in English and Maths for students in these cohorts is of concern as we head into the new school year. The College continued to focus on differentiating for student learning, however work completion rates for assessment tasks in the cohorts discussed remained of concern. As noted earlier in the report, the pleasing results for students in the Senior Years resulted from a suite of strategies and practices in 2021. The College participated in the Inner Gippsland Community of Practice with a focus on improving VCE English scores. Senior teachers in VCE offered a range of after hours study supports, focusing on examination preparation and examination techniques. The improvement in VCAL completion rates can be attributed to a consistent reviewing and tracking of student progress and assessment completion rates. In addition, program leaders provided a tailored course program that maximised student learning opportunities for each course outcome. The College Leadership team also worked effectively with Education Support and administration staff to ensure consistent tracking of student achievement in VCAL during periods of remote learning.

NAPLAN achievement levels are of continuing concern at both Year 7 and Year 9. The number of students not achieving national minimum standard levels in both literacy and numeracy will be a major focus in 2022. The creation of a Leading Teacher position in the area of student interventions is an important response to this area of concern. The College will invest in literacy programs to improve teacher practice and student outcomes as part of the strategic plan. The College had 34 students funded through PSD program. The majority of these students were funded for Intellectual Disability, Severe Behaviour disorder and Autism Spectrum Disorder

Of those students 15 were enrolled at Grey Street Campus and 19 students at Shakespeare Street campus. All students have Individual Education Plans (IEP) developed and reviewed regularly at Student Support Group (SSG) meetings. Student progress was inconsistent and PSD staff noted the impact remote learning had on PSD funded students. The return to more consistent on-site learning will be critical to the catch up programs for PSD students in 2022.

Engagement

The area of student engagement was a significant challenge to the College community during the second year of the pandemic period. While the College continued to devote significant human resources to student attendance and tracking, the student body demonstrated high levels of "pandemic fatigue" in this reporting period. The College continued to use teaching, education support and DET resources to track and re-engage student attendance. Year level attendance rates were steady in percentage terms, however the increase in average days absence to above 30 days was particularly concerning. While this growth in days absent can be attributed in part to pandemic factors, importantly, it reflects the significance of consistent school life events to encourage and promote consistent student attendance. The College will continue to review its connection and re-engagement factors going forward. The new College structures in the area of wellbeing and engagement will focus on the wrap around approach to student connectedness. The end of 2021 College review highlighted the need to develop a more focused and engaging "school life" program that is student centered and student initiated. The Senior School Head Start program provided a series of student activities that were part of the return to school life focus. These events were well received by students and led to increased engagement and attendance. A major focus in 2022 will be to continue these type of programs and student events. In addition to these initiatives, the College will continue to develop its SWPBS programs, Respectful Relationships and the Live for Life programs. Our camps and educational excursion programs will return to pre-pandemic levels across the College in 2022 to further support this approach. Our Student services team will also be extended to focus on attendance tracking and contact with carers/parents. Traralgon College will also participate in Inner Gippsland Community of Practice to strengthen approaches to improve student attendance.

Wellbeing

Our school focused on ways to expand our wellbeing support for students and staff in the continuing COVID-19 environment. It was clear that "COVID fatigue" impacted all sectors of the school. Student wellbeing and mental health referrals continued to be high. In 2021, 202 students were referred to the wellbeing team, with many of the referrals relating to the challenges and inconsistency of the learning environment. Such inconsistency was almost completely due to the changes in COVID-19 settings across the community. The College was able to use Headspace support in Semester One as part of an Inner Gippsland Mental Health Support Initiative. Headspace referrals numbered 23 at the Year 11 and Year 12 level. Student feedback was strong in terms of the quality and availability of this service in Term 2. By September, our College had appointed a Mental Health Practitioner. This led to further student support services which the College will extend further in 2022. These approaches were a part of developing "Happy, Healthy and Active Kids" in response to the pandemic challenges.

The College Organisational re-design in 2021 was also focused on developing Year Level Leader approach to student wellbeing and engagement. This team approach will be supported by significant time allowances to enable Year Level Leaders to take their place in the student services "wrap around" approach in an integrated wellbeing team. The College has also committed to increase wellbeing staffing levels to support this approach.

Finance performance and position

In 2021 the College was able to maintain a more than sound financial position. Traralgon College has continued to commit its operational approach to the principles of financial transparency, reliability and accountability. The College Equity funding met DET requirements with specific allocation to wellbeing and support, digital learning and student leadership in the context of the pandemic. These funding allocations aligned with AIP priorities of:

*Learning, catch-up and extension priority

*Healthy, happy and active kids

*Community connectedness

2021 additional funding included \$174,770 COVID Cleaning, \$16,948 in Active Schools Boost funding. Total PSD Funding for the reporting year was \$570,990.50

Importantly, the College and its School Council were required to consider a range of finance related matters relating to both revenue and expenditure. On the revenue side, this involved the School Council re-considering its parent payment policy and working with the Parent Payment Policy branch of DET. The aim of this work was to consider the College

approach and its alignment with DET policy and lawful requirements. The Council decision to become a "fee free" College was unanimously supported and demonstrated the College acknowledgement of the needs of our school community, particularly in the pandemic environment. On the expenditure side the equation School Council considered the capacity of the College to support the Regeneration Project and Capital works development. A stage 1 contribution of \$239,881 was confirmed. To support student services the College also extended Traineeship appointments to 4 staff at a cost of approximately \$140,000.

The College has a positive balance in the High Yield account at the end of 2021.

For more detailed information regarding our school please visit our website at
www.traralson.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 1050 students were enrolled at this school in 2021, 501 female and 549 male.

2 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).

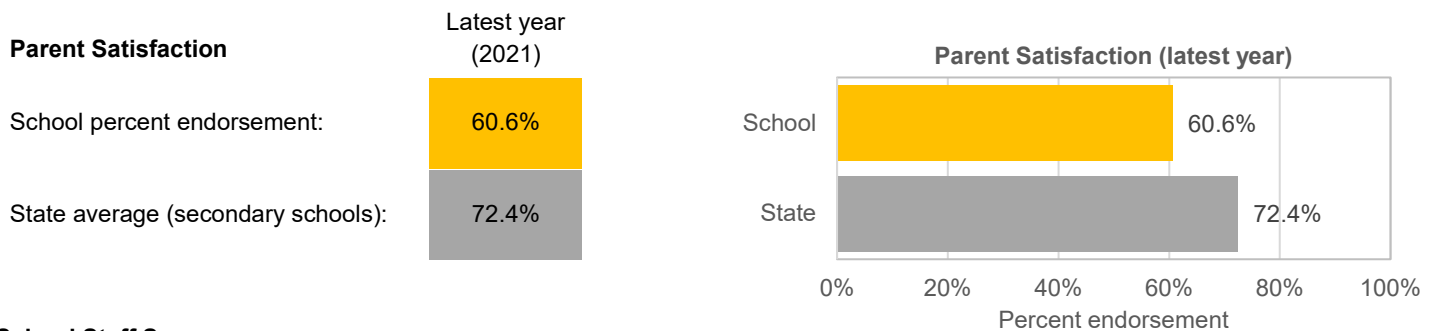
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

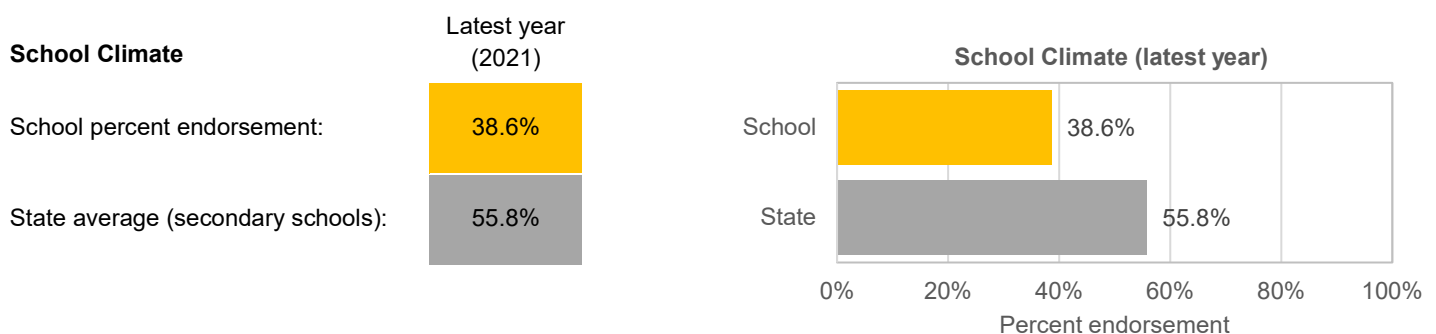


School Staff Survey

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:

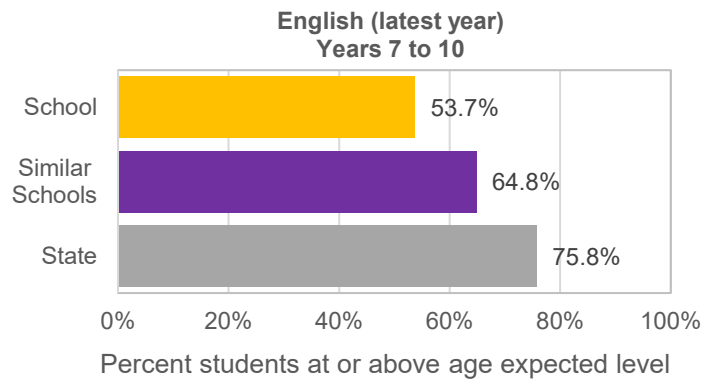
53.7%

Similar Schools average:

64.8%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

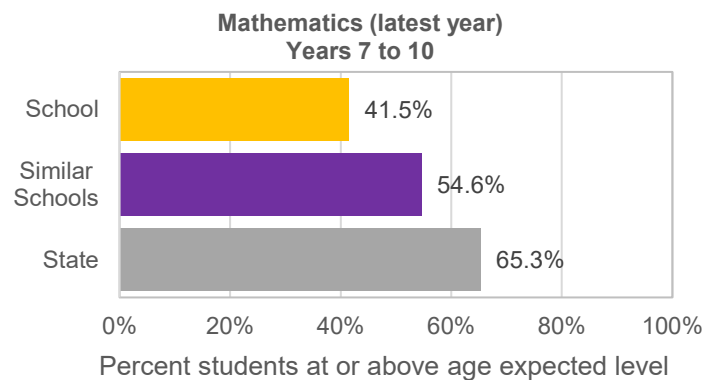
41.5%

Similar Schools average:

54.6%

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.

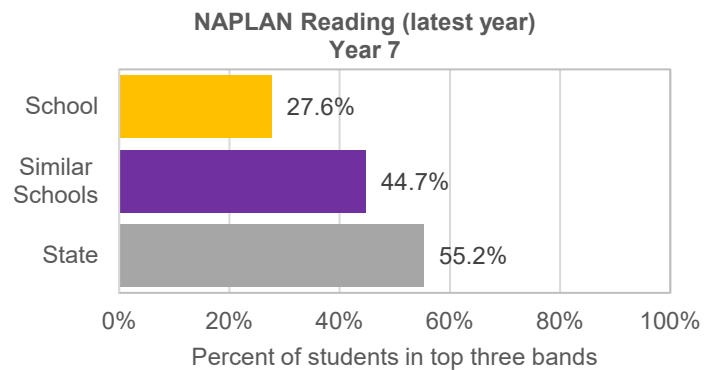
NAPLAN

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.

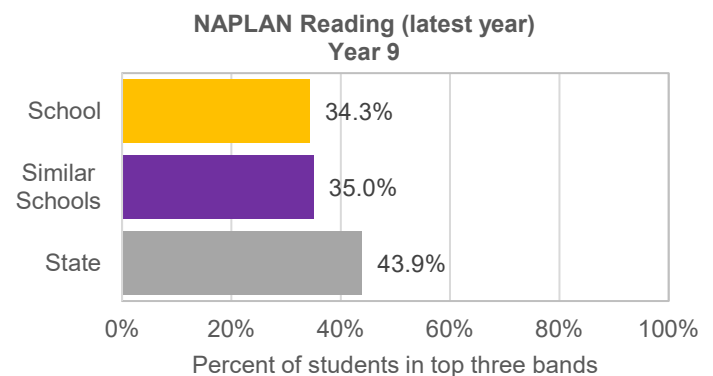
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	27.6%	34.7%
Similar Schools average:	44.7%	47.0%
State average:	55.2%	54.8%



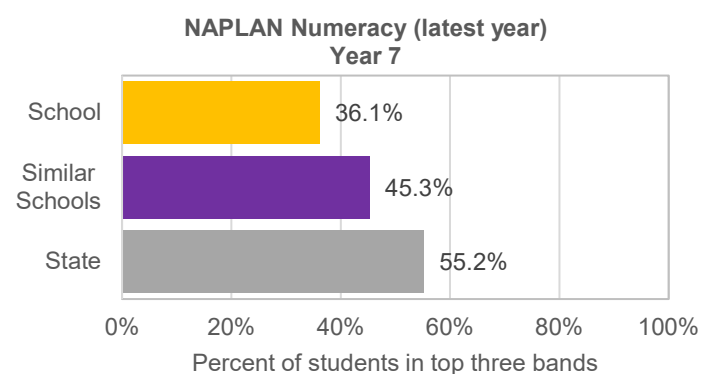
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	34.3%	34.7%
Similar Schools average:	35.0%	38.2%
State average:	43.9%	45.9%



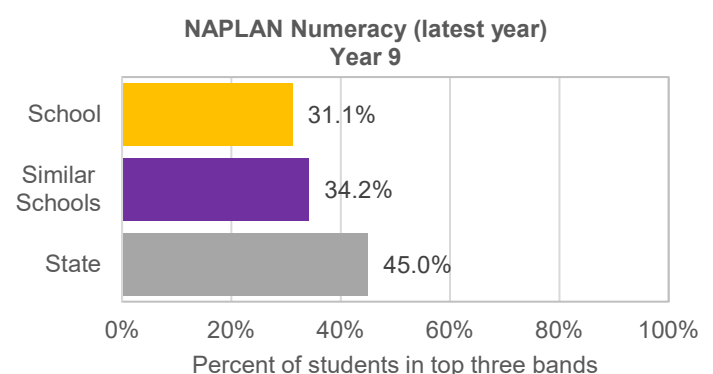
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.1%	37.4%
Similar Schools average:	45.3%	46.4%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	31.1%	29.4%
Similar Schools average:	34.2%	36.7%
State average:	45.0%	46.8%



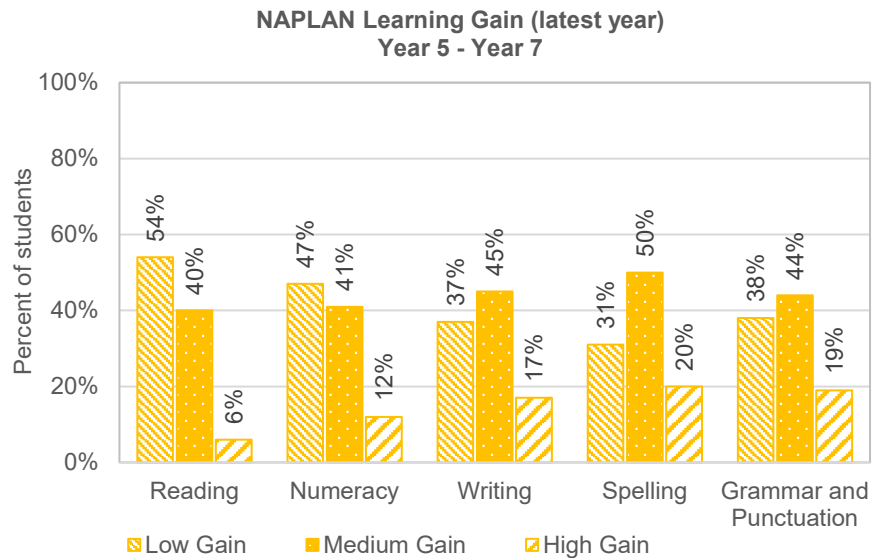
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

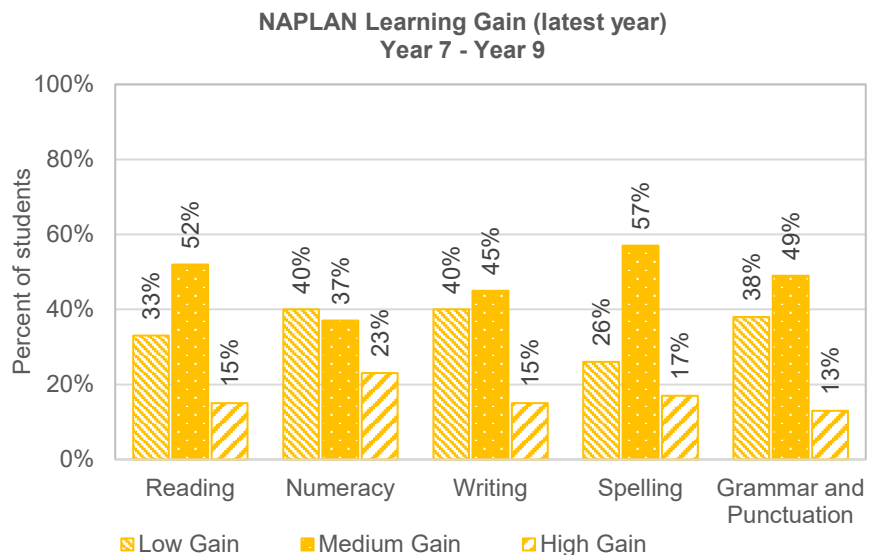
Learning Gain Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	54%	40%	6%	16%
Numeracy:	47%	41%	12%	19%
Writing:	37%	45%	17%	16%
Spelling:	31%	50%	20%	18%
Grammar and Punctuation:	38%	44%	19%	19%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	52%	15%	20%
Numeracy:	40%	37%	23%	22%
Writing:	40%	45%	15%	19%
Spelling:	26%	57%	17%	20%
Grammar and Punctuation:	38%	49%	13%	18%



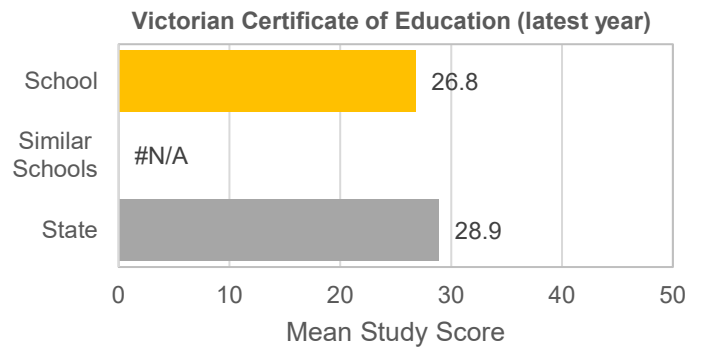
ACHIEVEMENT (continued)

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	26.8	25.6
Similar Schools average:	26.7	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

95%

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

31%

VET units of competence satisfactorily completed in 2021*:

65%

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

77%

* 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.

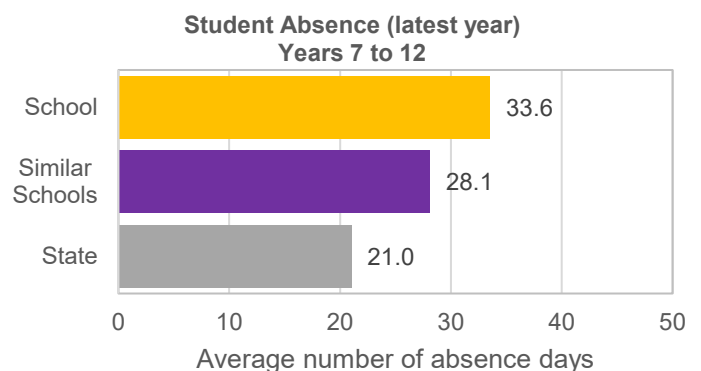
ENGAGEMENT

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:	33.6	26.8
Similar Schools average:	28.1	25.0
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

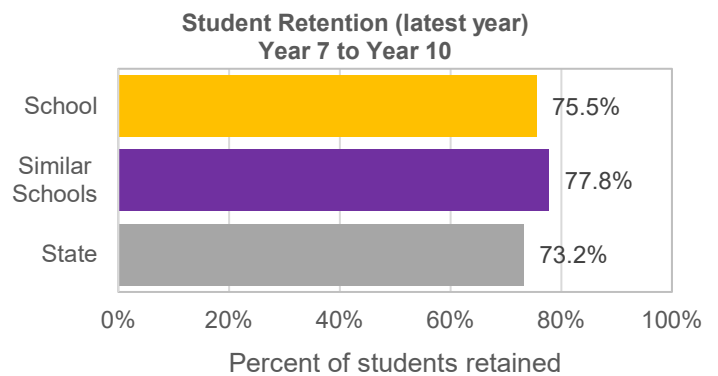
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	84%	84%	80%	82%	84%	90%

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:	75.5%	75.6%
Similar Schools average:	77.8%	76.5%
State average:	73.2%	72.9%



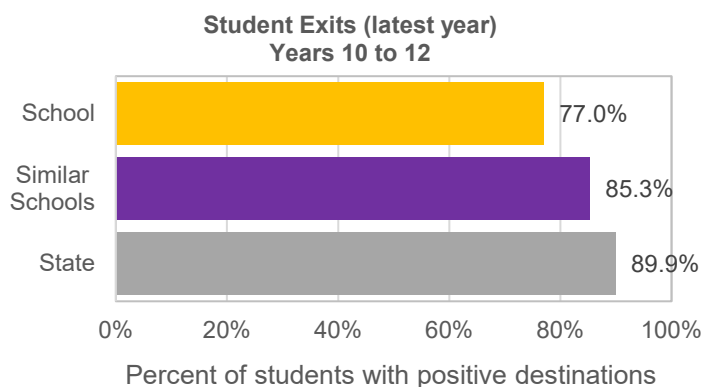
Students exiting to further studies or full-time employment

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:	77.0%	83.4%
Similar Schools average:	85.3%	83.7%
State average:	89.9%	89.2%



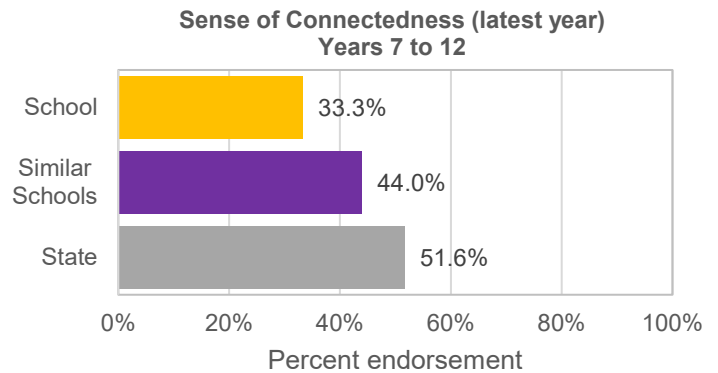
WELLBEING

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:	33.3%	42.6%
Similar Schools average:	44.0%	47.2%
State average:	51.6%	54.5%

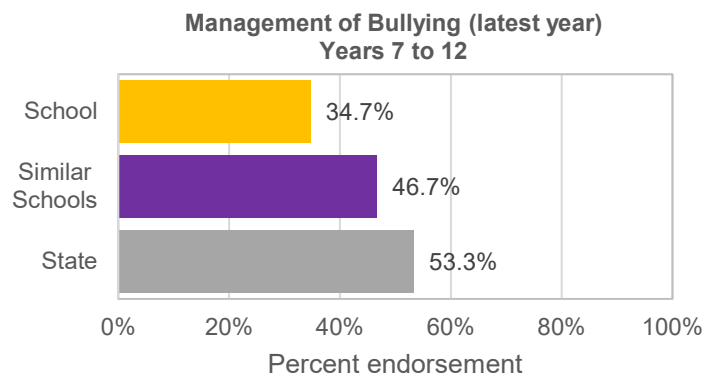


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	34.7%	44.9%
Similar Schools average:	46.7%	50.4%
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	\$12,438,886
Government Provided DET Grants	\$2,470,939
Government Grants Commonwealth	\$5,000
Government Grants State	\$9,800
Revenue Other	\$192,614
Locally Raised Funds	\$29,313
Capital Grants	\$0
Total Operating Revenue	\$15,146,552

Equity ¹	Actual
Equity (Social Disadvantage)	\$924,227
Equity (Catch Up)	\$111,151
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,035,378

Expenditure	Actual
Student Resource Package ²	\$12,069,042
Adjustments	\$0
Books & Publications	\$3,423
Camps/Excursions/Activities	\$179,491
Communication Costs	\$81,598
Consumables	\$266,762
Miscellaneous Expense ³	\$131,205
Professional Development	\$35,489
Equipment/Maintenance/Hire	\$223,647
Property Services	\$515,695
Salaries & Allowances ⁴	\$386,513
Support Services	\$261,377
Trading & Fundraising	\$54,779
Motor Vehicle Expenses	\$115
Travel & Subsistence	\$1,781
Utilities	\$133,985
Total Operating Expenditure	\$14,344,903
Net Operating Surplus/-Deficit	\$801,649
Asset Acquisitions	\$31,286

- (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	\$2,209,084
Official Account	\$141,637
Other Accounts	\$0
Total Funds Available	\$2,350,721

Financial Commitments	Actual
Operating Reserve	\$365,785
Other Recurrent Expenditure	\$0
Provision Accounts	\$6,304
Funds Received in Advance	\$0
School Based Programs	\$108,062
Beneficiary/Memorial Accounts	\$7,455
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$715,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,202,607

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.