

2021 Annual Report to The School Community



School Name: Westall Secondary College (8470)



- 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 April 2022 at 03:04 PM by Marcelle Van Maanen (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 27 April 2022 at 03:04 PM by Johnny Balalovski (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

Westall Secondary College, (WSC) is a co-educational secondary college located in Clayton South, 25 kilometres south-east of Melbourne CBD. Our vision at Westall Secondary College is a personalised learning model for every student. This is achieved via the protocols and programs we have in place to ensure the needs and wants of all students are met.

More specifically, in terms of student need, a focus on students being challenged in the areas of English, Mathematics, Science and the Humanities (Global Literacy) at their learning level, rather than simply based on their age and year level. This is complemented by an extensive elective program that students can choose from beginning in Year 7.

Westall Secondary College is a richly diverse multicultural school community that seeks opportunities to celebrate the many cultures that form the heart of our closely connected school. The values of WSC College are based around CARE. Care for self, care for others, care for our learning and care for our environment.

In 2021, the school's enrolment was 541. The school was divided into three sub-schools: a junior school, comprising classes across Years 7 and 8; a middle school, comprising classes across Years 9 and 10; and a senior school comprising classes across Years 11 and 12.

Of the school's 541 students approximately 100 students are enrolled as 'English as a second language,' (EAL). The College's SFOE in 2021 was identified as high. The staffing profile is made up of 3 Principal class officers, (1 Principal, 2 Assistant Principals,) 4 Leading Teachers, 3 Learning Specialists, 55 teachers (52.2 EFT), 25 education support staff (17.5 EFT), and a Business Manager. The school had a total of 4 Aboriginal enrolments in 2021. We have no locally employed staff of Aboriginal or Torres Straight background, however, we work closely with our DET KESO's and pride ourselves on our multicultural and inclusive culture. We have established an Aboriginal gathering place within the school that acts as an outdoor classroom and meeting place acknowledged by DET.

In 2021, despite Covid, we continued to have a significant, though reduced International Student Program. We had 51 International full fee-paying students enrolled at Westall SC. Whilst, once again there were no further new arrivals during 2021 because of travel restriction, we were able to virtually enrol students stranded in Vietnam, Cambodia, Russia, and China. These students would have normally commenced at Westall in an online intensive English program via our Westall English Language Centre (WELC). Many of the usual mainstream and International Student Program extra curricula events, such as, camps excursions, special lunches and dinners and homework clubs either did not run or were drastically reduced in 2021 due to COVID restrictions. Extensive well-being supports for students and staff continued throughout 2021. Provision of quality online learning programs during the many lock downs through 2021 enabled all Westall students, both mainstream and international to continue to be strongly connected with their teachers, their peers, and their learning.

Framework for Improving Student Outcomes (FISO)

In 2021, the College's AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, Health and Wellbeing and Strategic Resource Management. This included:

- Embedding the Westall Institute of Teaching (WIT) online Professional Learning Program
- Continuity of development and extension to wellbeing programs across the school for staff and students including staff professional learning in wellbeing- especially in light of the unprecedented number of lock-down disruptions.
- the continuation of the establishment of the Westall English Language Centre (WELC) Prep/Foundation - Grade 6 class which was slowed by COVID disruption through 2020-21

Consistently Building Practice Excellence through our WIT program has consistently remained in focus through 2021

The WIT Learning Specialist completed the development of the online training program. New staff in 2021 were able to work through the program via small groups in 2021 on a weekly basis. The program is broken down into a series of modules covering the school instructional model (EDI), Assessment and Reporting, Westall Way Classroom environment protocols, ICT and Remote Learning supports and DET Protocols such as FISO and the Victorian Teaching and Learning Model (VTLM) and serves a strong school induction for new teachers. The FISO dimension around Health and Wellbeing continued to be a strong focus of 2021. Again, with the impact of COVID, lock downs and restrictions this focus area took on even greater significance in 2021. Staff participated in regular online wellbeing professional learning, both to promote personal self-care and students' connection to school strategies. ES staff supported teaching teams and students online and provided support to sub schools to maintain or improve attendance. We also had extensive wellbeing follow up within each sub school and year level. Student attendance was a real priority during remote learning and students were required to log in to their usual 4 lessons each day via Microsoft Teams at 9am, 10.15am, 11.55am and 2pm. Rolls were marked, and absent students were followed up by classroom teachers, year level leaders, sub school support staff, wellbeing staff and principal officers. Our Student attendance remained over 90% across the school in 2021. In regard to 2021 Strategic Resource Management the major focus areas were related to the continued development of the new Westall English Language Centre (WELC) primary school class, staffing support to sub school and ESL coaching, and construction of the Westall Arena.

Achievement

At Westall Secondary College, the development of literacy and numeracy skills in our students is our primary focus. Through the effective use of our Explicit Direct Instructional Model, coupled with a positive climate for learning, our teachers motivate our students through highly engaging and challenging lessons, with the development of literacy and numeracy skills at the core.

In 2021, students continued to make excellent progress in English with our school achieving a higher percentage of students at or above age expected standards than students at similar schools and across the state. It was pleasing to see in 2021 Student Performance in English was rated at 78.6% at or above the expected levels with similar schools' average rated an average of 67.2% of students performing at or above the expected level.

The school's 2021 NAPLAN data was very pleasing on the whole. In Year 9 Numeracy, 42% of students achieved results in the top 3 bands, 11% higher than that of students at similar schools. Other pleasing Year 9 NAPLAN results include 32% of students achieving results in the top 3 bands for Reading at 32% (similar schools 24%) and Spelling at 35% (similar schools 25 %). These are proud results for Westall SC and places our performance above similar schools. In 2020, and again in 2021, we were able to quickly adapt to remote and flexible learning and minimize disruption. All 4 normal timetabled lessons ran each day via Microsoft Teams and our dedicated teachers, focused students and strong instructional model, all supported these excellent student learning results.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. We had less than 10 students in the PSD program.

Improving our number of students in the top two bands of NAPLAN outcomes will be a focus moving forward via initiatives such as our "Aim High" program.

We also completed our 2nd year of participation in the DET MYLNS initiative to lift literacy and numeracy outcomes for Year 10 and 11 students below the National Minimum Standard in 2020 and this will continue in 2021 at Years 8 and 10.

Our VCE mean study score in 2021 was 27.0, consistent with the last four years (2018 – 2021). The proportion of students who satisfactorily completed their VCE was once again in the high 90%. Overall, our 2021 VCE results were the best results over the last five years: more students achieved an ATAR in the 90s, nearly half the cohort achieved an ATAR above 70, fewer students scored 50 or below, and the number of students with a 40+ score was double that from 2020.

Similarly, our VCAL results were also excellent, with more than 95% satisfactory completion. Three students were recipients of the 2021 VCAL Applied Learning Awards, selected from 100s of students nominated from other schools. Considerable work has been undertaken upskilling teachers with our instructional model and delivery of high impact

teaching strategies that will further improve instructional practice, and therefore, student outcomes. We are very proud of our Senior Students and their teachers for their outstanding VCE results in the very challenging circumstances of 2021.

Engagement

Westall Secondary College students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement and social capacity.

In 2021, Westall Secondary College continued to work with families to ensure students were at school/remotely logged into lessons and learning. The College continued to send SMS messages to parents, requesting them to notify the school of any absences and made phone calls after extended periods of absences. The Sub School leaders work closely with the well-being team to support chronic absences and return to school processes.

The school has established a comprehensive marketing strategy to build enrolment numbers and improve the perception and reputation of Westall SC in the local and broader community. We have had significant success in this space. Total school numbers have risen from 410 in 2015 to 613 in 2020. Despite a dip in enrolments in 2021 due to the impact of COVID-19, numbers should grow significantly further in the coming years with plans for a complete rebuild and redevelopment.

The school has been successful in continuing to offer a relatively broad range of programs including both streams of senior certification along with onsite VET and SBAT programs.

The English Language Centre operates with rolling enrolments, a standard timeline for students being 6 months in the program. This means throughout the year there are a number of students transitioning into the “mainstream” program and ensuring they are supported and engaged is critical. A range of partnerships exists between the school and the broader community and this has been a real focus at Westall to have a presence with community organisations. The new Westall Community Hub opened is one example.

The School is partnered with a range of organisations including St Kilda Football Club, Monash University and VIP Volleyball, creating connections and pathways for our students.

Our College prides itself on forming successful three-way partnerships between the school, the student and the family. It was pleasing to see again in 2021, strong Parent and Staff Opinion data during the COVID situation. Parent satisfaction at Westall was 82.8% with the State Average 72.4%. Staff opinion data showed 58% endorsement with the State Average at 55% endorsement.

Student Attitude to School survey data shows a high level of connectedness to school at 60.1% (51.6% similar schools, 51.6% state), management of bullying at 67.5% (53.3% similar schools, 53.3 % state).

In 2021, our average attendance across years 7-12 was 90.5% and given the interruptions to learning caused by COVID, this is an excellent reflection on our staff, students and their parents/carers. 96.5% of students were confirmed to have moved into further studies or employment on completion of their schooling at Westall.

The College’s Careers and pathways education program enables all students to access current information and develop their decision-making skills. It enables them to make informed choices regarding their transition from secondary schooling. In 2021, 80% of students who exited the College continued with further education and training. There was a genuine sense of loss felt by students during the isolation of lockdown. In particular, our Year 12 cohort was aware of the various “rite of passage” experiences denied them through the pandemic. We made every effort to compensate for this sense of loss in Year 12 students, culminating in our highly successful virtual Graduation Night celebrations at the end of the year.

Wellbeing

As acknowledged in DET’s new FISO model, a student’s wellbeing is central to effective learning at school and wellbeing and learning now sit hand in hand.

The FISO dimension for Health and Wellbeing was a key reference for our Wellbeing focus in 2020 which included significant professional learning for all Westall Staff delivered by DET wellbeing SSSO team members and a significant increase in proactive wellbeing supports and interventions for students. With the COVID situation and remote learning, this became even more important and it was pleasing to see staff upskilled and engaged students which in turn meant we had mostly healthy, happy kids that were learning and engaged.

At Westall SC, we have a strong proactive approach to mental health and wellbeing. This is underpinned by our superb Wellbeing team consisting of a full-time Student Wellbeing Coordinator, Mental Health Practitioner and School Nurse. The team is based in our purpose-built Wellbeing Centre, which not only provides an excellent environment for our wellbeing team but a safe space for students to go to when they need support.

Our proactive wellbeing programs include mindfulness, meditation, social skill development groups, sexual health, respectful relationships, LBGTQI+ workshops and groups, hygiene, drugs and alcohol, safe partying, cyber safety and self-care, to name but a few.

Our Wellbeing referral process is clear and all staff members are aware of their role in deploying our Notice and Inquire approach, adopted from the Safe Minds framework. All staff, ES and teachers alike, record observations of student behaviour on Compass Chronicle and Year Level Coordinators make referrals for students based on this information. Students at WSC can self-refer for wellbeing support as needed.

We offer a wide range of programs and initiatives which have an impact on student wellbeing. These include, but are not limited to:

Differentiated Curriculum (Aim High Program, iCreate Program, Literacy Intervention, EAL, VCE, VCAL and VET), Engagement and Wellbeing Programs (Student Leadership, Homework Club, Breakfast Club, Health Expo Day, Mental Health Week and Student Support Services programs, strengthened by the school investing in a School Nurse, DET Mental Health Practitioner and Full-time Student Wellbeing role). A powerful House Program (Swimming, Cross Country and Athletics Carnivals and Inter-House Challenges). A strong Interschool sports program (outstanding results in Volleyball, Touch Football, Rugby League and Rugby Union).

The school also boasts an outstanding Music Program (Instrumental and Singing Programs) and committed and effective community partnerships (eg. Monash University and Kingston Youth Services). Students participate in targeted proactive and preventative activities that aim to inform and instil positive social and resilience skills for lifelong learning.

Westall continues to implement a Student Leadership Program, which encompasses several teams. These teams have role descriptions and diligent expectations of membership and responsibilities. They focus on increasing student involvement in decision-making which aims to create a shared vision and approach to learning. Student Voice and Agency is a focus across the school and we presented to other schools at a network level about our unique iCreate program.

Finance performance and position

The school retains a strong financial position but has significantly increased spending toward resources, programs and facilities across the school. Equity funding was spent on Literacy and EAL coaching, classroom support staff in literacy and numeracy and smaller class sizes in the EAL and Literacy intervention areas. The ongoing surplus/funds available are tagged against annual increases in teaching and learning support and longer term facility upgrades not funded through SRP/future site redevelopment. An example of this is the new outdoor roofing structure- Arena, seating and lighting for our outdoor basketball courts. This was constructed through to near completion in 2021. This multi purpose facility will be able to be shared with community clubs on weeknights and weekends. With a department funded year 7-9 learning centre in design phase in 2021 the school is committed to funding areas and resources necessary through 2022.

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 543 students were enrolled at this school in 2021, 275 female and 268 male.

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

Overall Socio-Economic Profile

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

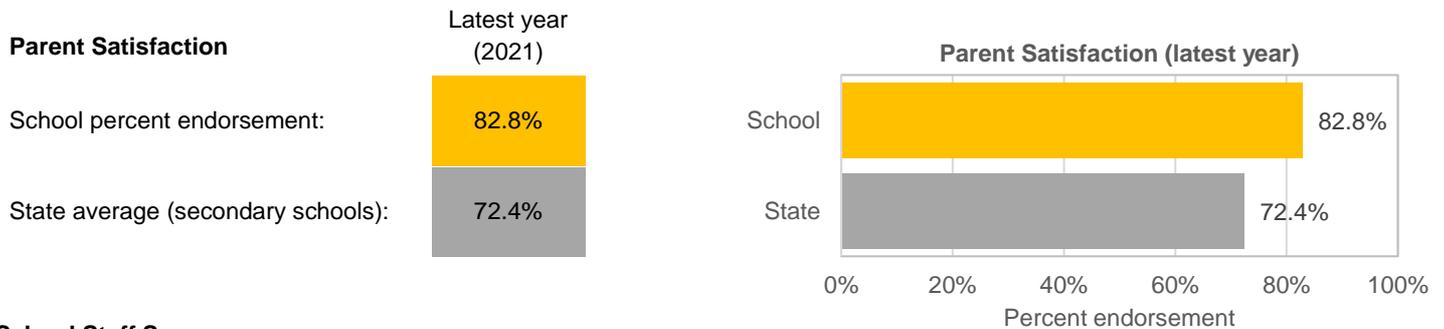
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

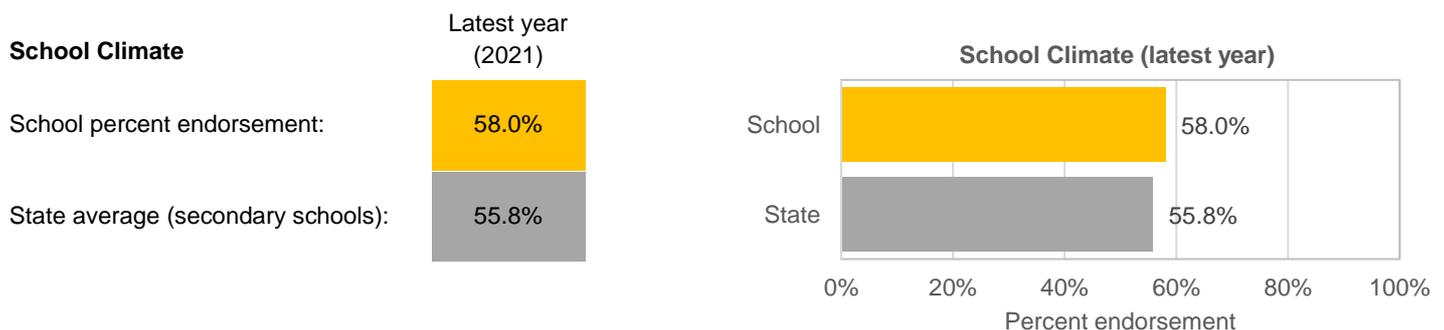


School Staff Survey

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:

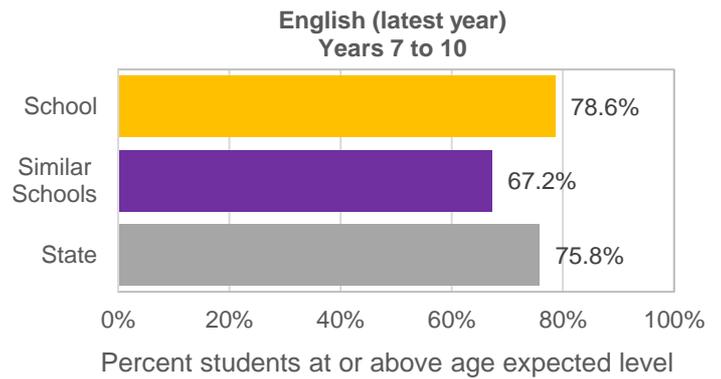
78.6%

Similar Schools average:

67.2%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

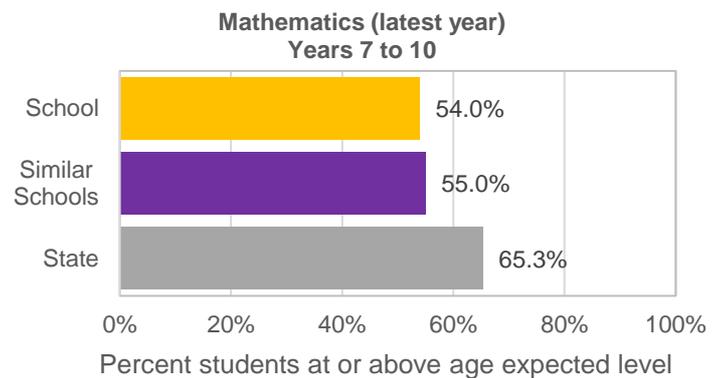
54.0%

Similar Schools average:

55.0%

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.

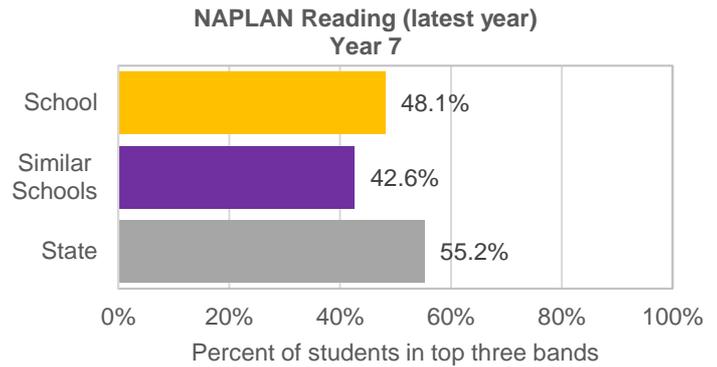
NAPLAN

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.

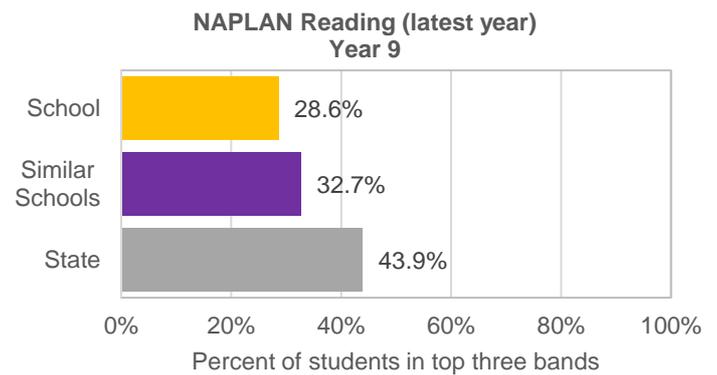
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	48.1%	35.1%
Similar Schools average:	42.6%	41.4%
State average:	55.2%	54.8%



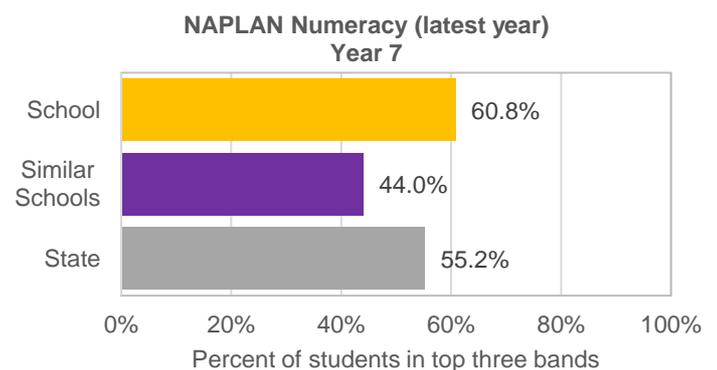
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	28.6%	31.3%
Similar Schools average:	32.7%	32.8%
State average:	43.9%	45.9%



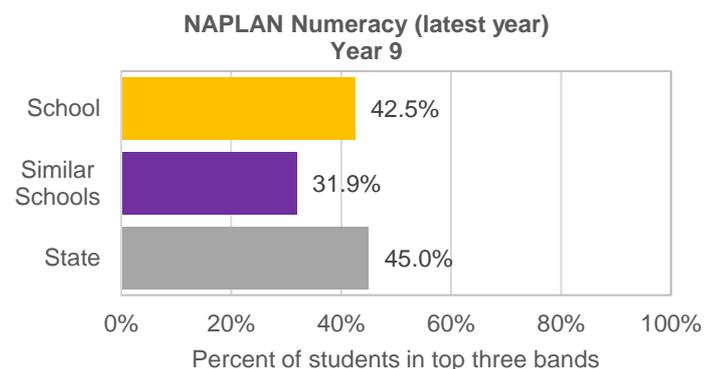
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.8%	45.8%
Similar Schools average:	44.0%	42.5%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.5%	41.4%
Similar Schools average:	31.9%	33.0%
State average:	45.0%	46.8%



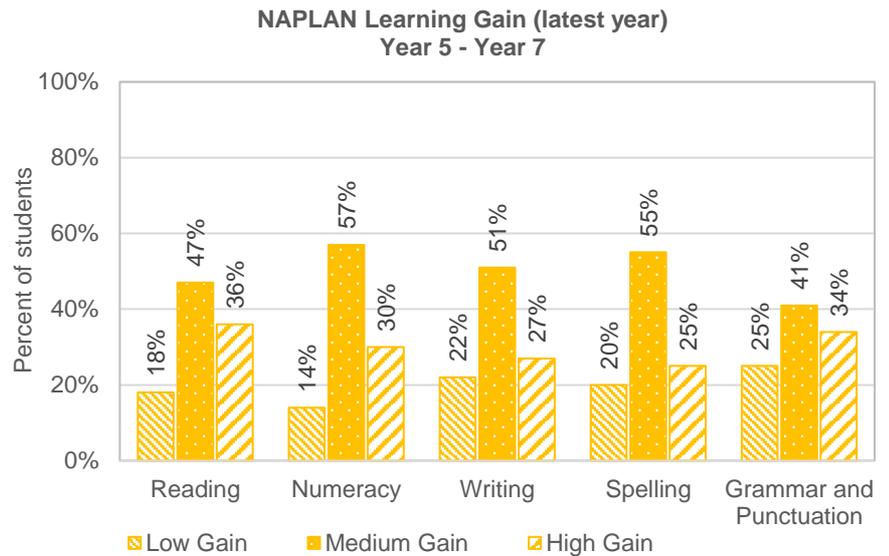
ACHIEVEMENT (continued)

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'.

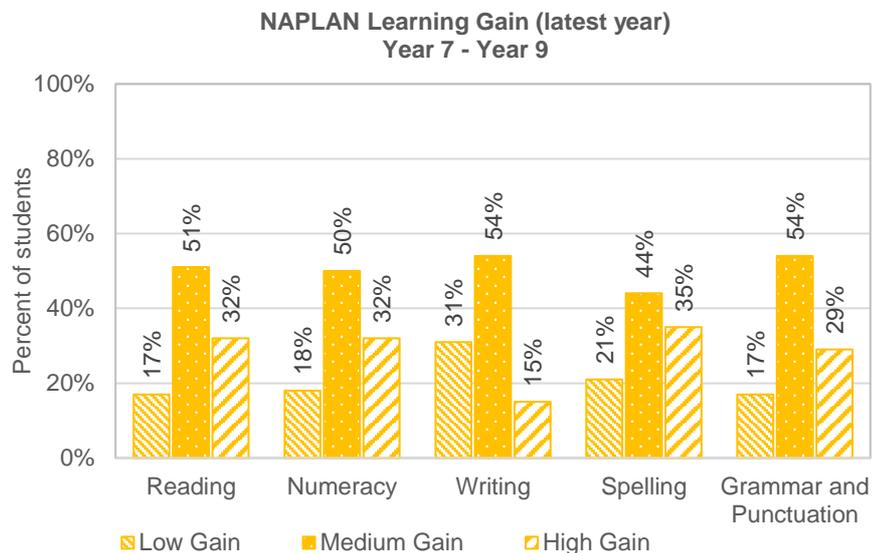
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	18%	47%	36%	22%
Numeracy:	14%	57%	30%	21%
Writing:	22%	51%	27%	21%
Spelling:	20%	55%	25%	24%
Grammar and Punctuation:	25%	41%	34%	20%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	51%	32%	24%
Numeracy:	18%	50%	32%	22%
Writing:	31%	54%	15%	21%
Spelling:	21%	44%	35%	25%
Grammar and Punctuation:	17%	54%	29%	21%



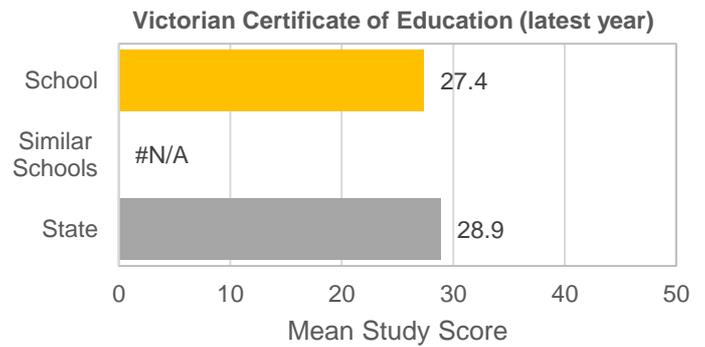
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	27.4	26.9
Similar Schools average:	27.2	N/A
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:

33%

VET units of competence satisfactorily completed in 2021*:

70%

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

66%

* 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.

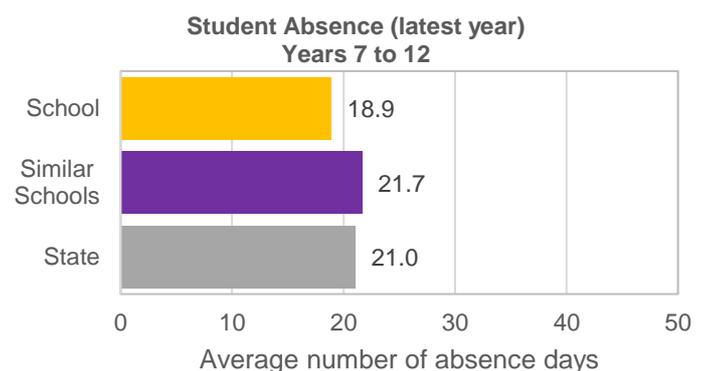
ENGAGEMENT

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:	18.9	17.3
Similar Schools average:	21.7	20.3
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

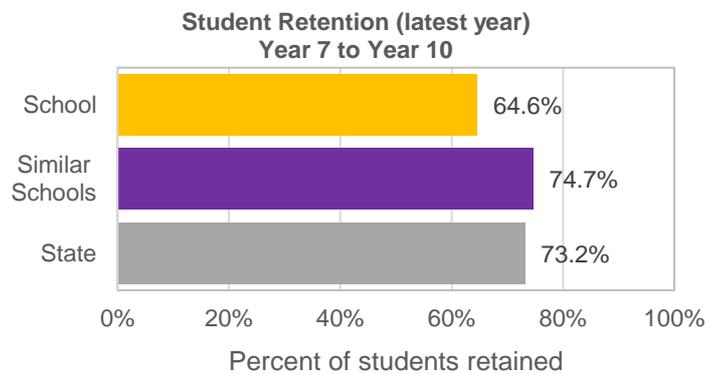
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	90%	89%	86%	89%	94%	95%

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:	64.6%	66.9%
Similar Schools average:	74.7%	72.4%
State average:	73.2%	72.9%



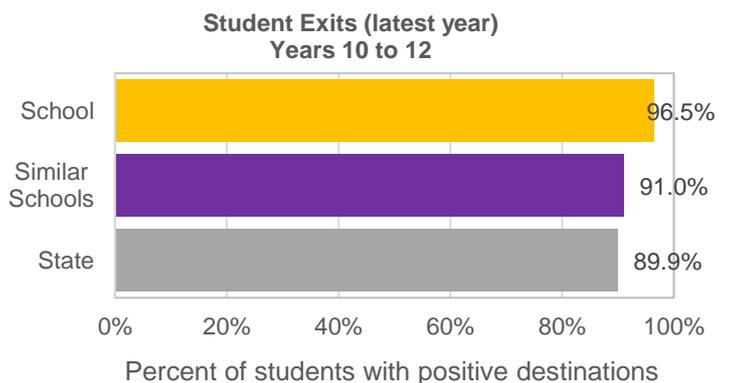
Students exiting to further studies or full-time employment

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:	96.5%	93.3%
Similar Schools average:	91.0%	91.1%
State average:	89.9%	89.2%



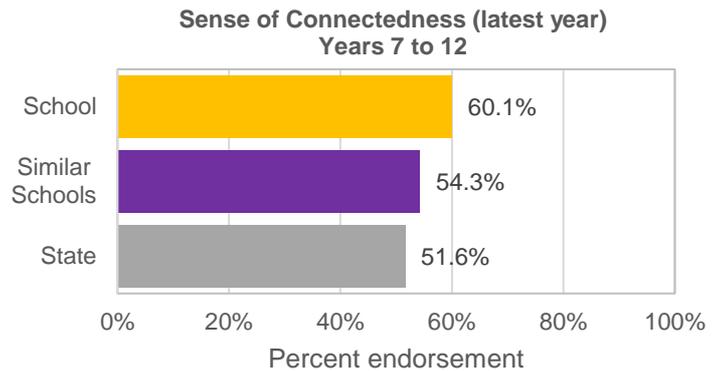
WELLBEING

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:	60.1%	62.4%
Similar Schools average:	54.3%	56.6%
State average:	51.6%	54.5%

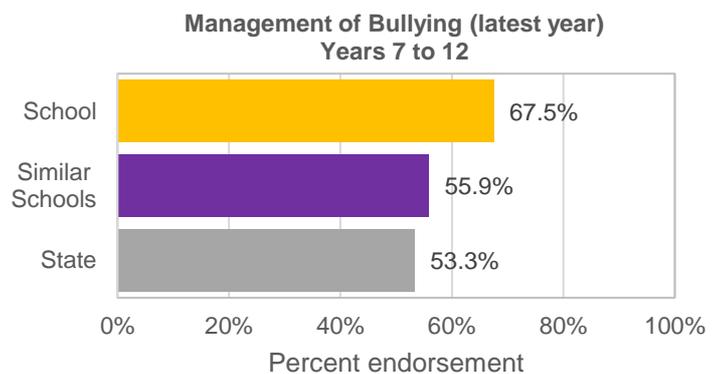


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	67.5%	66.7%
Similar Schools average:	55.9%	58.3%
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	\$6,713,512
Government Provided DET Grants	\$1,377,490
Government Grants Commonwealth	\$11,645
Government Grants State	\$19,524
Revenue Other	\$45,604
Locally Raised Funds	\$241,533
Capital Grants	\$0
Total Operating Revenue	\$8,409,308

Equity ¹	Actual
Equity (Social Disadvantage)	\$703,593
Equity (Catch Up)	\$33,619
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$737,212

Expenditure	Actual
Student Resource Package ²	\$7,684,683
Adjustments	\$0
Books & Publications	\$3,060
Camps/Excursions/Activities	\$154,840
Communication Costs	\$16,497
Consumables	\$151,136
Miscellaneous Expense ³	\$672,043
Professional Development	\$68,810
Equipment/Maintenance/Hire	\$203,832
Property Services	\$198,977
Salaries & Allowances ⁴	\$86,448
Support Services	\$209,966
Trading & Fundraising	\$15,218
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$247
Utilities	\$56,336
Total Operating Expenditure	\$9,522,091
Net Operating Surplus/-Deficit	(\$1,112,783)
Asset Acquisitions	\$476,248

- (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	\$4,128,729
Official Account	\$62,275
Other Accounts	\$34,336
Total Funds Available	\$4,225,341

Financial Commitments	Actual
Operating Reserve	\$276,442
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$58,334
School Based Programs	\$490,062
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$34,336
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$2,085,390
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$907,692
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,852,256

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.