

2021 Annual Report to The School Community



School Name: Belmont High School (7585)



- 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 18 March 2022 at 01:49 PM by Sandra Eglezos (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 31 March 2022 at 04:30 PM by Christopher McAvaney (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

Student Learning is our core educative purpose with our motto “Strive for the Highest” underpinning our work to achieve this. We have eight values that are instrumental to achieve our vision of students being equipped for the challenges of the future while enjoying their time at school.

Belmont High School was established in 1955 and is located in one of the suburbs in Geelong. It is a large, co-educational High School that also has a second campus known as Tanybryn located in the Colac Otway Shire. Tanybryn is utilised as a camp site. Included onsite, is one of the Victorian Bioscience Education Centres (BioLAB) which is a Statewide resource and delivers specialist bioscience, health and sports science programs to schools across Victoria.

In 2021 we had a total of 1294.2 students enrolled with the overall socio-economic profile registered at 0.3651 SFOE. This figure is made up of 703 males and 591.2 females. There were 19 students with Aboriginal or Torres Strait Islander background, 8 international students, 12 PSD students, 2 out of home care, 63 equity level 1 and 147 equity funded level 2. According to Department of Education & Training (DET) enrolment trends our projected enrolment by 2023 is 1355.

School and BioLAB staff are comprised of 5 Principal Class officers, 102 teachers (57 are part time), including 11 Leading Teachers, 5 Learning Specialists and 41 Education Support Staff (26 that are part time). We recognise that all staff, parents and members of the Belmont High School community have an active role in contributing to the development of all students at Belmont High School.

The school values of respect, high expectations, personal excellence, wellbeing, inclusion, innovation and creativity, contribution and opportunity help us achieve our school’s vision of being a learning community for both students and adults. We organise learning according to developmental needs, and provide learning experiences, wellbeing, a positive set of values and attitudes, and outstanding opportunities and experiences. On leaving school, our young people are equipped for the challenges of the future, and have enjoyed their time with us. The students are given many opportunities to engage and support the community. This provides students with experiences that help develop the whole person, including their leadership and commitment to supporting others.

Enrolments continued to be very strong and were at capacity in most year levels. The school’s Year 7 & 8 Middle Years structure provides an innovative program, and the school has a Year 9 “Strive” program which focuses on community links. The school’s onsite English Language Centre and its Accredited International Student Program attracts overseas students. The school also have a steady number of locally enrolled students requiring English as an Additional Language (EAL) support. There was a total of 26 students that required EAL support. This was made up of 8 reduced to 6 full fee paying international students; 6 that were supported remotely from their country during the Pandemic, 1 exchange student, and 1 other locally enrolled student. Belmont High School caters for students of all abilities with the school’s acceleration and enrichment programs providing a wide range of opportunities for students. These include a Select Entry Accelerated Learning Program (SEALP), which continues to grow, as well as a strong program of support for students with learning difficulties.

The school’s highly successful vertical House System provides strong connection to the school and opportunities to develop their leadership and sense of community. The House System together with the Mental Health Practitioner, Student Wellbeing Officers, and the school based Network Psychologist and the Health Centre School Nurses, all contribute to providing outstanding services and support to the students. Students have an extensive co-curricular program to engage them, including a highly acclaimed Music program, together with sporting, camping, debating, performance and leadership opportunities. There are strong enrolments in VET and VCAL. The school is a Registered Training Organisation (RTO) for the delivery of a variety of VET courses. The school has an extensive overseas travel program, which gives students the opportunity to be immersed in another culture to help build global citizens and support their language skills.

BHS has a whole school focus on Literacy improvement (the last three years focused on writing) and the numeracy intervention GRIN program for Years 7-9 has been in place for four years now. The MYLNS and TLI initiative is now supporting identified students in both literacy and numeracy across the school. Mathematics teachers have worked on building engagement, differentiation, rigour and achievement in Mathematics.

Belmont High School has an improving culture around professional learning. The two hour weekly meeting structure has supported staff to work together on the Key Improvement Strategies in the latest Strategic Plan. Teachers have worked on enhancing the Professional Learning Community (PLC) culture, focusing on teacher collaboration, effective practice, feedback and support with a lens of writing improvement across all teams and lowering the variability in teacher practice by using agreed lesson structures and challenging learning tasks that reflect high expectations for student learning and strengthening feedback and support for staff.

The focus on developing the year 10 curriculum and structure has helped students feel further connected as senior students that are prepared for their pathway. Pathway counselling and continued focus on positive education has helped students continue their studies in VCE and VCAL.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence

The staff at BHS have been working towards effective classroom practice in every class with teachers focusing on continual personal improvement, linked to student feedback and the goals of the AIP and their team. In 2021, the focus on learning, catch up and extension priority supported many students that were affected by the 2020 pandemic. The new tutoring program helped many students that had their wellbeing and learning impacted by remote learning. The use of the Belmont Lesson Framework was essential in the continual movement to remote learning throughout the year. It helped students and parents understand a common framework across every lesson. The framework ensured that the high impact teaching strategies continued to be used both remotely and during onsite learning. Professional learning teams (PLTs) continued to be collaborative and focus on further developing and enhancing curriculum documentation and teaching and learning practices. The high impact strategy of Feedback was a focus in our annual plan. Teachers focused on the development of quality rubrics and an agreed moderation policy and processes. Data analysis of student learning has progressed throughout the four years but remains a whole school priority for the future. In 2021, the Middle Years teams developed progression points for the four learning areas. They used these progression points to identify learning goals for students based on data. VCE teachers have also used past VCE student data to develop improvement to the learning program that is linked to their personal goals. Each teacher was given time to collect data on all their students to support the planning of classes throughout the year. Teachers knowing each of the students allowed proactive approach to supporting many students requiring adjustments to their learning. This will be further supported by the Inclusion funding that will commence in 2022.

In 2021, ongoing reporting was trialed with quality feedback given on Compass in a timely manner. Ongoing reporting will be implemented whole school in 2022.

Positive Climate For Learning

The Key Improvement Strategies of Happy, Healthy and Active Kids and Connected Communities were required as the school experienced another year of the pandemic. The introduction of the tutoring program and more resources being implemented for inclusion across the school, helped students focus on their learning and helped develop staff capacity to address the emerging complex needs of students. The routines and consistent practices were a priority, as students returned to school after each lockdown. Clear and consistent messages and support were given to both students and staff to help with their wellbeing.

House Leaders led the positive education initiatives which allowed all community members to focus on being kind and showing empathy. Student leaders were instrumental in partnering with staff to deliver these constant messages at each assembly and newsletter. It became difficult to build connectedness with the interruptions to face to face learning, however, the importance of the regular check ins and communication with students and their families helped this. The wellbeing team had a critical role in supporting many students that were not coping with the restrictions. Our attendance data declined during 2021, but was better than similar schools and state, due to the constant focus of our House Leaders and their teams to support students throughout the year.

Achievement

According to teacher judgment of student achievement, in 2021 the percentage of students in Years 7 – 10 working at or above the age expected standards in English and Mathematics were higher to other similar schools. The percentage of students at or above the age expected level was well above the state average.

The percentage of students in the top three bands for Year 9 reading is higher than similar schools and considerable higher than the state average. The school's 4 year average is considerably higher than similar schools and the state average.

The percentage of students in the top three bands for Year 9 numeracy is comparable to similar schools and the state average, however the 4 year average remains higher than similar schools and the state average.

The NAPLAN results for Year 7 – 9 Learning Gain were recorded in a 3 section scale of low, medium and high gain. The data indicates that there continues to be strong growth in Spelling, with 75% of students showing medium or high growth. The Reading data indicates 71% of students achieved medium or high gain, however the percentage of students achieving high gain was slightly lower than similar school. 73% of students showed medium or high gain in Grammar and Punctuation. High gain is comparable to similar schools. 70% of students showed medium or high gain in Writing, with a higher percentage of Belmont High School students achieving high gain than similar schools. This is very pleasing data given our focus on writing throughout the strategic plan. The Numeracy data indicates 72% of students achieving medium or high gain. The percentage of students achieving high gain is slightly lower than similar schools and this will continue to be a focus through the new strategic plan.

The VCE mean study score across all subjects undertaken by students in this school were slightly below the State mean in 2021, but comparable to similar schools. The 4-year average was slightly below the State mean and slightly higher to like schools. 98% of our students successfully completed their VCE in 2021, indicating high level teaching and learning, support and pathway planning. 4.3% of students achieved a VCE study score of 40 or more in a subject.

16 in total, or 11.8% of students obtained an ATAR of 90 or over, 19 students or 14% gained scores in the 80s. The 2021 dux score was 98.25% The school will continue to focus on VCE improvement through the work of the team of VCE teachers that use data and student feedback to further enhance their learning program, 81% completing VET units and 96% completing VCAL credits satisfactorily. Many of the students that did not complete VCAL credits were offered traineeships and apprenticeships throughout the 2021 year.

The VCE team closely work with data and are experts in their fields. They build relationships that allow students to feel supported and capable.

Our school's success reflects the passion and dedication of our teaching staff and educational support staff in our collaborative and innovative approach to learning. It also reflects a determination to strive for the highest in difficult circumstances due to the COVID pandemic and challenges of remote teaching.

Engagement

Student attendance for 2021 and across the 4-year average continues to be higher than the State average and other similar schools on adjusted school performance. The Belmont High School average number of days absent for students across Years 7-12 was 17.7 days absent compared to 20.4 days in similar schools and 21 days Statewide. The 2021 Average attendance rate was above 90% at each Year level except year 9 which was 88%. Our electronic student attendance system is COMPASS (Learning Management System) was implemented in 2017 and it has helped the school to be more accurate in monitoring student attendance and helped effective and timely communication with our parent community. The number of unapproved absences has dropped significantly since 2017. To further improve the monitoring and the addressing of issues related absences, all House Leaders are located in one office and are supported by an administration staff member that supports this work.

In 2021 the percentage of Year 7 students who remained at the school through to Year 10 (90.1%) as well as the 4-

year average (87.7%), was better than the state average (73.2%) and above other schools that are similar given the background characteristics of their students (78.0%).

The percentage of students from Years 10 to 12 going onto further studies or full-time employment in 2020 is 95.5% and that is better than the median of all Victorian Government Schools and above similar schools. 98.2% of students who were eligible completed VCE and this was a higher percentage than the state average (97.1%). 96% of students studying VCAL satisfactorily completed this program. The retention, and completion rates for VCE and VCAL have improved from 2020. Teachers and support staff worked extensively to ensure that students continued to be engaged in their learning despite the challenges of lockdowns. The number of students accessing apprenticeships, traineeships and work placements increased compared to 2020.

The 2021 exit destination and four year average is better than other similar schools. Belmont High School continued to devote additional human resources to pathway and career counselling to support individual pathway planning that is frequently monitored and reviewed.

Due to continual shift from face to face to flexible and remote learning, teachers enhanced their collaboration through PLTs which focused on utilizing best practice such as High Impact Teaching Strategies. This enabled creativity and sharing of their learning to further engage students to support improvement in student outcomes. Throughout the year, they were involved in reflective practices through rich discussions in PLTs via Webex and sharing of effective practices and resources align with the GVC.

The school is aware of the impact that the pandemic has had on students' attitude towards their schooling. This was reflected in the lower-than-expected student survey results. The school is focusing on strengthening respectful relationships and maintaining a positive approach towards their learning and engagement in the future. The Tutoring and Inclusion program for 2022 will help students and staff to build support, confidence and improve engagement. In 2022 we will further analyse the attendance data with our House Leaders and continue to improve this whilst developing a monitoring and support process for students.

Wellbeing

In 2021, Belmont High School has had a decline in the student attitude to school survey results overall, but has continued to have strong results in well-being when compared to similar schools.

The student attitudinal data in the area, Sense of Contentedness to school (50.1%) is above that of similar schools (47.7%) but slightly below the State median (51.6%). The 2021 result of 50.1% was lower when compared to the four-year average of 60.5%, which remains higher than similar schools (51.5%) and state (54.5%).

In the area of how Belmont High manages bullying the results are above similar schools (49.9%) but slightly below the State average (53.3%). The trend in the results is similar to school contentedness with the 2021 result of 52.4% down on the four-year average of 63.0%.

Belmont High School is focusing on improving the lower than expected student survey results. The absence of many opportunities for students to get further involved in building the House spirit. Particularly, the cancellation of significant events across the two years and the limited face to face interactions across 2020 and 2021, has impacted on the connectedness of the students to the school. Significant resources are being placed into developing a culture of inclusivity, well-being and respect. These positive school values will be promoted and reinforced at future assemblies, and through the important work of House Leaders and Teachers within the school. The House System and the Year 7 and 8 Middle Years Program both enable students to develop connectedness and a sense of belonging to their school. The House Leaders have developed a consistent student management process (6Rs) with its core principle being Positive Relationships. The drop in results highlights an area of focus for future planning; this has already started with Belmont High School becoming a lead school in the Departments Respectful Relationships program and a core focus on developing student voice and agency.

During the continuation of the Pandemic in 2021, many families and students required intense support as they worked through the several lockdowns and changes to their living environments. The Well-being Centre played an integral role in supporting student's health and well-being through provision of proactive programs, counselling services and positive education for students and families. The well-being team has been enhanced with the inclusion of additional members of the team to support our most vulnerable students and provide professional development for staff.

In 2022, the Inclusion funds will be used to support students that are requiring reasonable adjustments to their learning by providing an inclusion program with additional human resources and professional development of our staff.

Additionally, the tutoring program and the focus on wellbeing across the school through the respectful relationships program and the building of a positive mindset, will help continue to build the positive culture within the school.

Finance performance and position

In 2021, Belmont High School had an enrolment of 1283.8 plus 8.25 international students. The school is also home to the BioLAB Science Centre.

Our International Student Program was impacted due to Covid-19 with our numbers falling from 12.75 in 2020 to 8.25. We continued to assist our international students who were based in Australia and abroad by providing alternative learning arrangements.

Belmont High School utilised funds from our Cash Budget to provide for the staffing deficit in our Credit Budget. Items that were funded for by cash, but paid for by credit, were International Student Program, BioLAB staffing, Career Education Funding, Student Excellence Program, Equity Funding and Middle Years Literacy and Numeracy Support Funding.

The revenue as part of the SRP was reduced, our locally raised funds revenue was significantly reduced due to the following:

- Fundraising Activities – due to Covid-19 we were unable to undertake a number of activities we would normally do.
- Hire of the school facilities – Covid-19 Restrictions limited the times the school was able to hire the facilities
- Camps/Excursions/Activities – a lot of excursions and camps were cancelled which meant a reduction in the fees collected and expenditure spent.
- Trading Operations (Canteen) – due to remote learning the canteen had to be closed, which mean the takings were less and a lot of stock had to be disposed. Overall the canteen made a small profit.
- Essential Student Learning Items - The assessment of the fees that were collected in 2020 and 2021, and the impact of Covid 19 and lockdowns, meant that a refund for the materials and resources that were not provided to students occurred. This resulted in a substantial reduction in the amount of funds collected. In 2020 \$772,215 was collected and the actual figure for 2021 after the refunds was \$190,358.
- Home Stay Revenue – Covid 19 meant that we did not receive any revenue for the Home Stay Program.
- Due to our SFO index our Equity funding was reduced by \$11,728 in 2021.

Covid-19 also impacted the school's expenditure.

- Staffing (CRTs) was more than the previous year as staff and students were onsite more often and more staff were away due to illness and isolation rules associated with Covid 19.
- Professional Development spending was reduced (with many PDs being offered online and with no cost).
- Consumables spending was higher than the previous year as students attended school more often.
- The utilities costs were impacted due to numerous shutdowns associated with Covid 19
- Travel was limited and the costs were impacted due to travel restrictions associated with Covid 19
- Trading was higher than the previous year.
- Property Services spending on cleaning and sanitation continued for high touch areas due to Covid-19. We also had a considerable amount of Building Works that were undertaken at the school as part of ongoing works to bring our schools buildings and facilities up to standard including OHS requirements. As well as this we have engaged a number of contractors for the regular Annual Inspections that schools are mandated to do that had not previously been done at the school.

Whilst the school projects considerable amount of funds for 2022, we need to remember that part of those funds are held for the BioLAB Science Centre which has a considerable profit and carried forward funds of \$1,583,973.00.

In 2022 the school will likely see a further reduction in the amount for locally raised funds in the way of parent collections (essential student learning items) due to the clarification from DET to ensure that schools comply with the Parent Payment Policy. This identified a number of historical essential learning items that BHS had previously charged

that either did not meet the policy or needed to be reclassified to a voluntary contribution.

Covid 19 has a significant impact on schools and the wider community over the past two years. Belmont High School had been flexible to adapt the implications of Covid 19.

For more detailed information regarding our school please visit our website at
<https://www.bhs.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 1294 students were enrolled at this school in 2021, 591 female and 703 male.

5 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

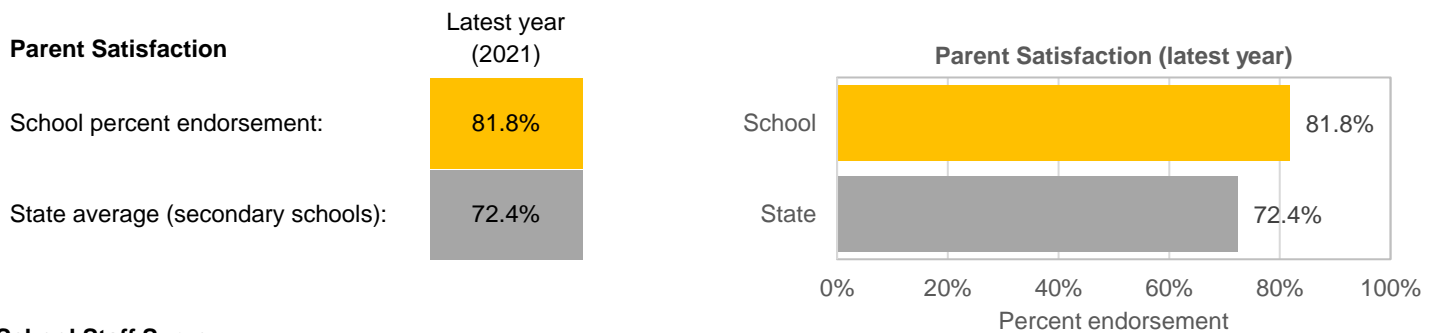
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

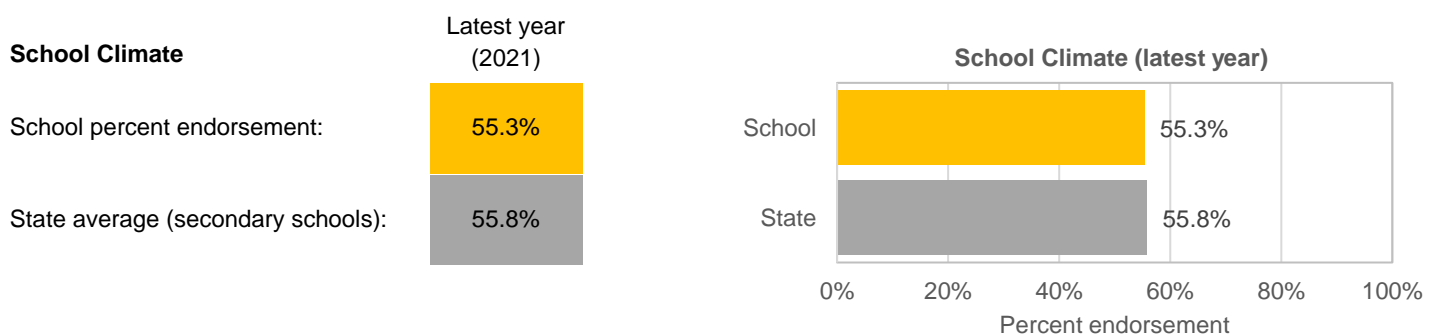


School Staff Survey

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:

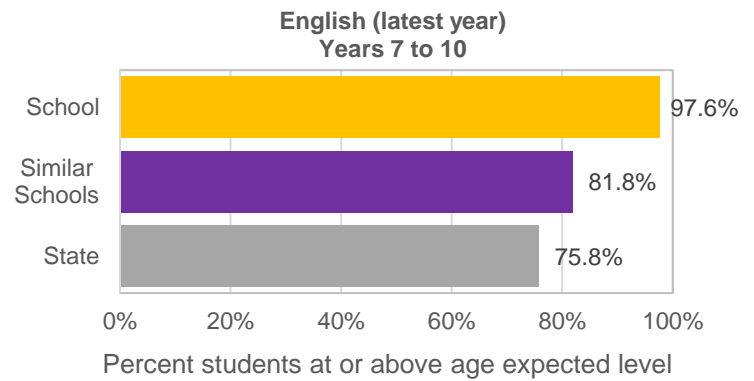
97.6%

Similar Schools average:

81.8%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

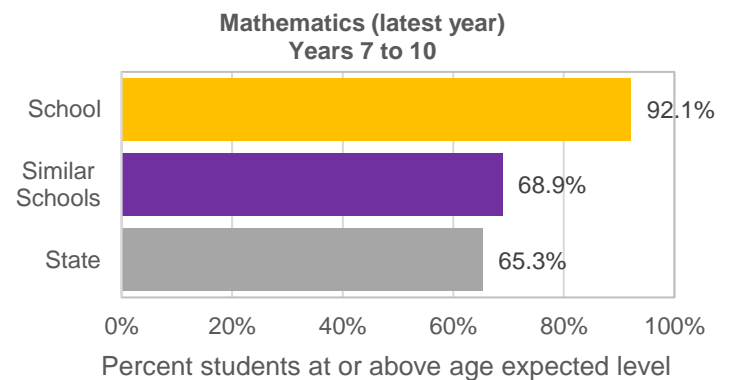
92.1%

Similar Schools average:

68.9%

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.

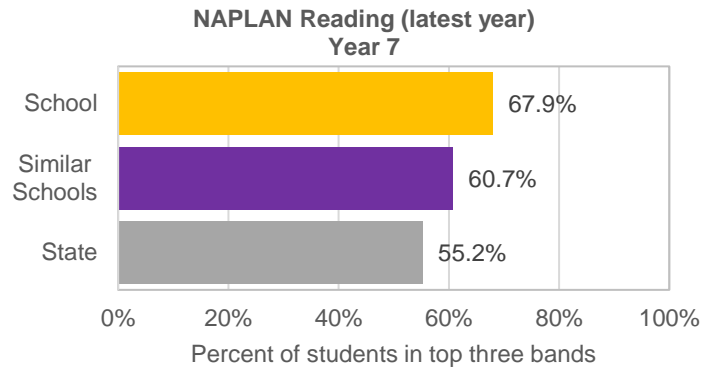
NAPLAN

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.

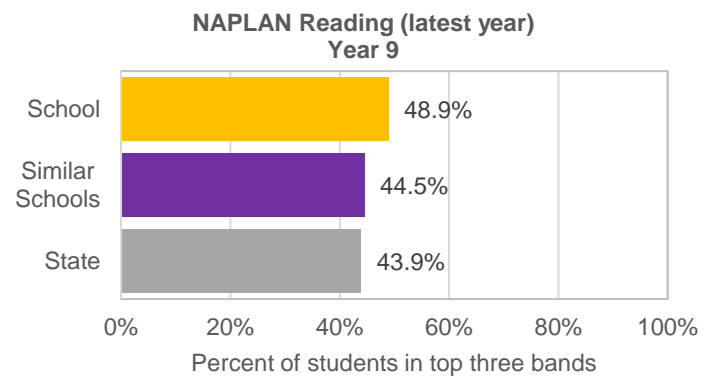
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.9%	69.0%
Similar Schools average:	60.7%	59.6%
State average:	55.2%	54.8%



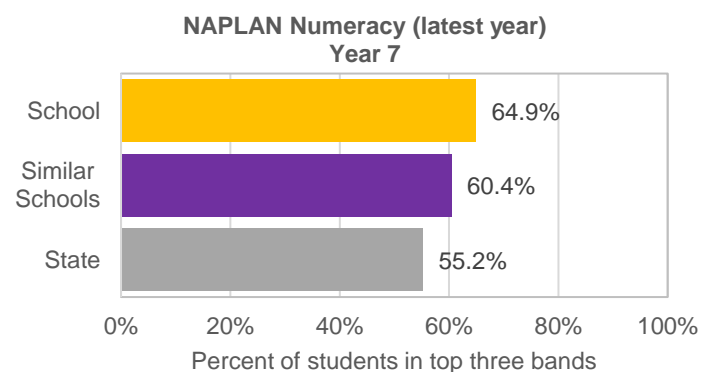
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	48.9%	55.0%
Similar Schools average:	44.5%	46.7%
State average:	43.9%	45.9%



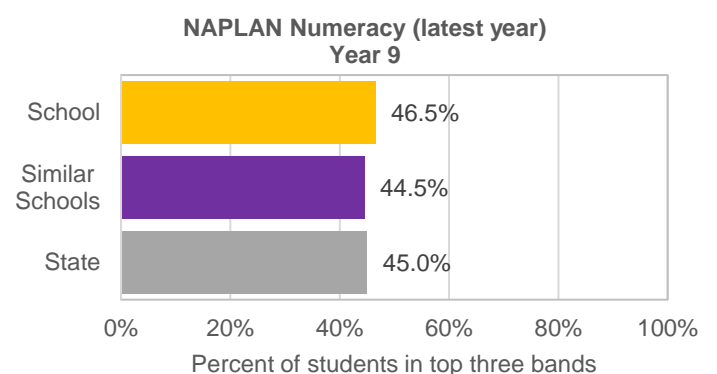
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.9%	65.9%
Similar Schools average:	60.4%	59.5%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.5%	56.2%
Similar Schools average:	44.5%	46.8%
State average:	45.0%	46.8%



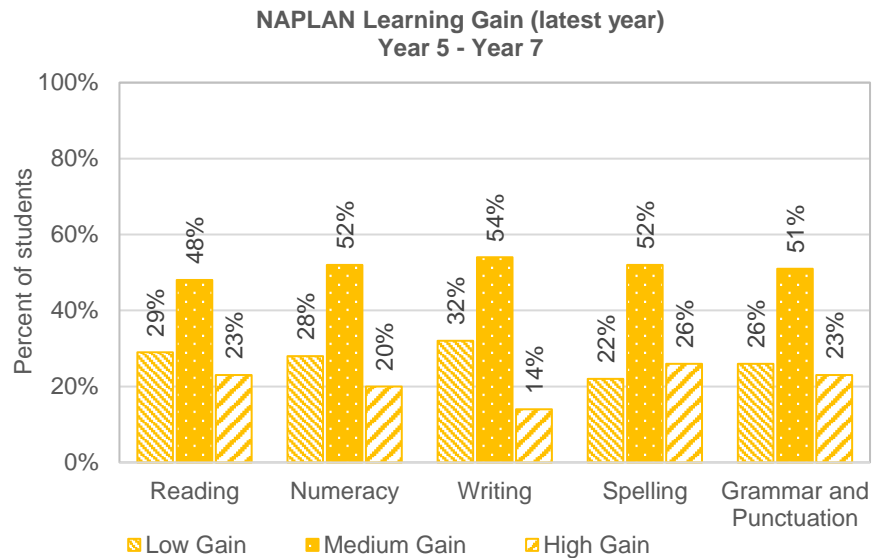
ACHIEVEMENT (continued)

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'.

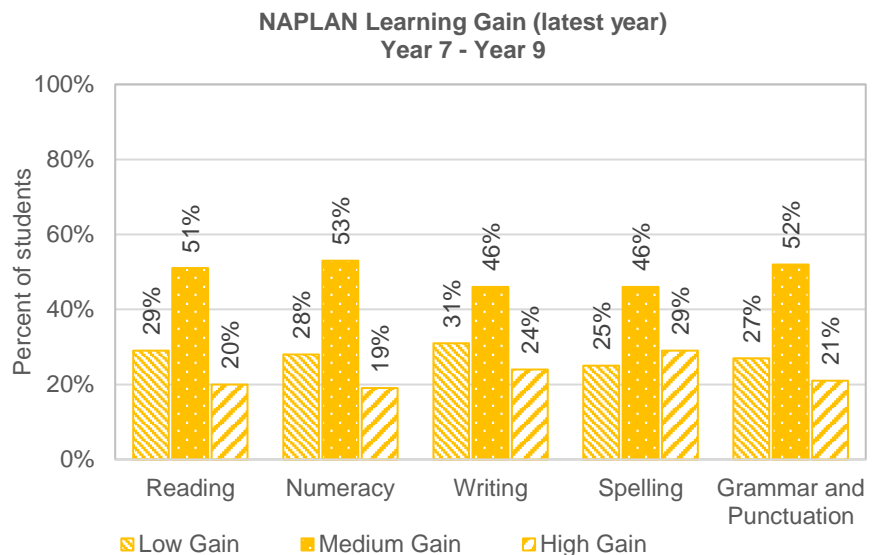
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	48%	23%	20%
Numeracy:	28%	52%	20%	21%
Writing:	32%	54%	14%	21%
Spelling:	22%	52%	26%	23%
Grammar and Punctuation:	26%	51%	23%	22%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	51%	20%	23%
Numeracy:	28%	53%	19%	22%
Writing:	31%	46%	24%	21%
Spelling:	25%	46%	29%	21%
Grammar and Punctuation:	27%	52%	21%	22%



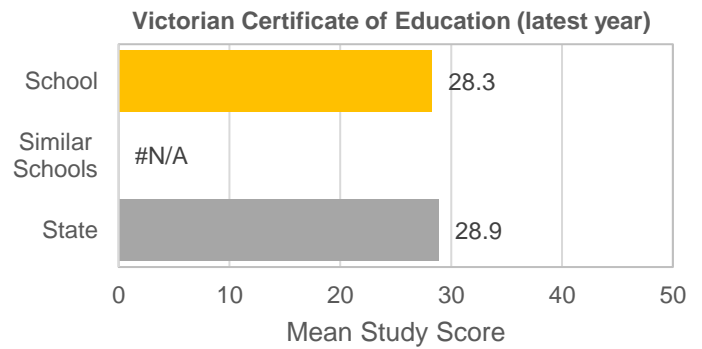
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

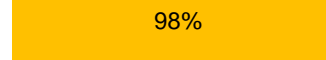
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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	28.3	28.3
Similar Schools average:	28.2	NDA
State average:	28.9	28.9



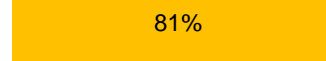
Students in 2021 who satisfactorily completed their VCE:



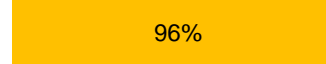
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



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.

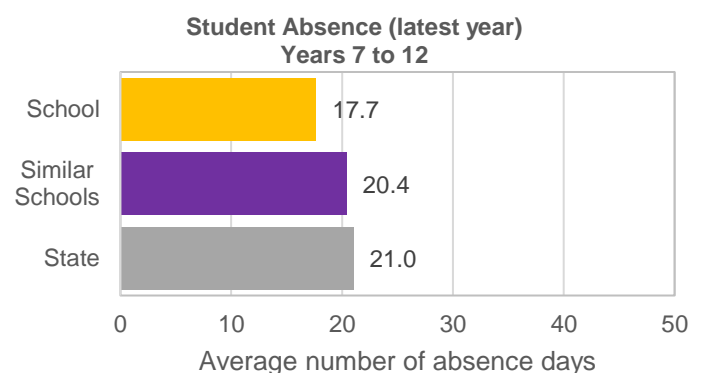
ENGAGEMENT

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:	17.7	16.5
Similar Schools average:	20.4	18.9
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

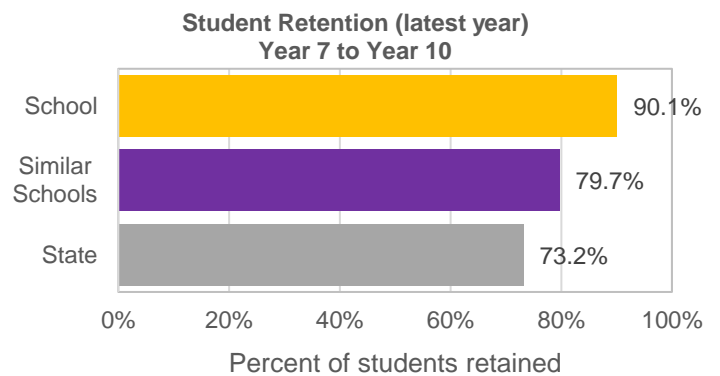
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	93%	92%	88%	92%	91%	92%

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:	90.1%	87.7%
Similar Schools average:	79.7%	78.0%
State average:	73.2%	72.9%



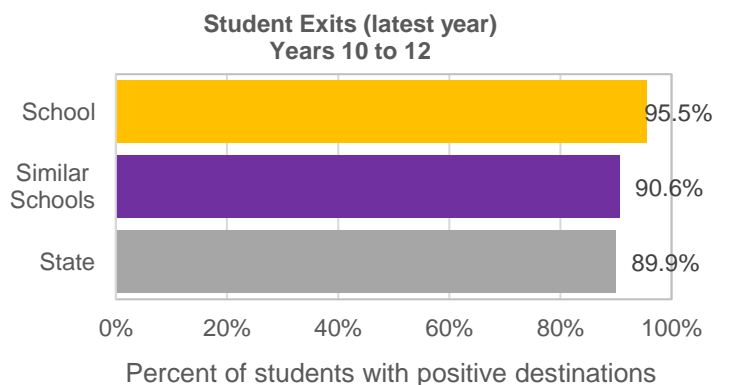
Students exiting to further studies or full-time employment

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:	95.5%	96.3%
Similar Schools average:	90.6%	89.4%
State average:	89.9%	89.2%



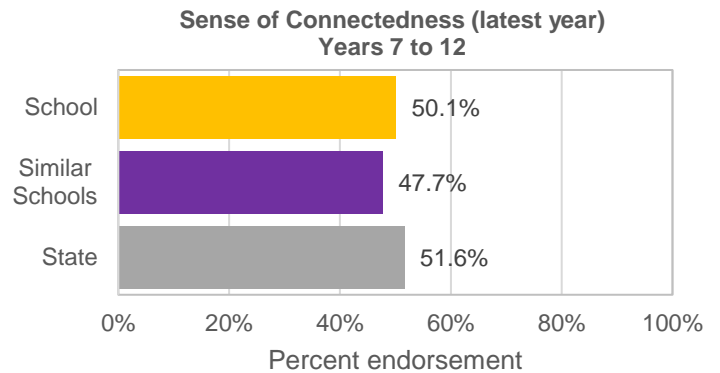
WELLBEING

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:	50.1%	60.5%
Similar Schools average:	47.7%	51.5%
State average:	51.6%	54.5%

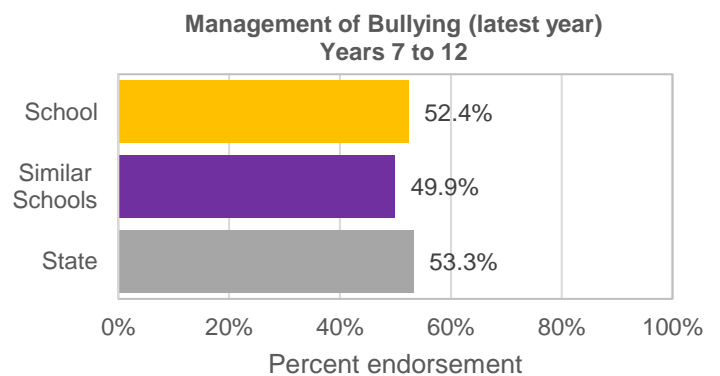


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	52.4%	63.0%
Similar Schools average:	49.9%	55.0%
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	\$13,875,407
Government Provided DET Grants	\$2,306,012
Government Grants Commonwealth	\$29,639
Government Grants State	\$3,129
Revenue Other	\$32,384
Locally Raised Funds	\$742,950
Capital Grants	\$0
Total Operating Revenue	\$16,989,521

Equity ¹	Actual
Equity (Social Disadvantage)	\$130,495
Equity (Catch Up)	\$42,539
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$173,034

Expenditure	Actual
Student Resource Package ²	\$14,024,845
Adjustments	\$0
Books & Publications	\$4,173
Camps/Excursions/Activities	\$272,231
Communication Costs	\$28,262
Consumables	\$390,611
Miscellaneous Expense ³	\$143,337
Professional Development	\$23,445
Equipment/Maintenance/Hire	\$259,633
Property Services	\$423,796
Salaries & Allowances ⁴	\$638,587
Support Services	\$301,312
Trading & Fundraising	\$153,321
Motor Vehicle Expenses	\$19,422
Travel & Subsistence	\$11,950
Utilities	\$142,639
Total Operating Expenditure	\$16,837,564
Net Operating Surplus/-Deficit	\$151,957
Asset Acquisitions	\$74,409

- (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	\$3,780,844
Official Account	\$51,559
Other Accounts	\$27,683
Total Funds Available	\$3,860,087

Financial Commitments	Actual
Operating Reserve	\$443,724
Other Recurrent Expenditure	\$56,539
Provision Accounts	\$20,208
Funds Received in Advance	\$8,960
School Based Programs	\$1,682,709
Beneficiary/Memorial Accounts	\$25,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$25,421
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$18,185
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$130,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,410,746

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.