

2021 Annual Report to The School Community



School Name: Sunbury Downs Secondary College (8723)



- 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 07 April 2022 at 12:34 PM by Warwick Beynon (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 08 April 2022 at 11:23 AM by Neil Christie (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

The Sunbury Downs College motto is 'Confidence to Achieve'. The College has developed an agreed "Vision Statement": Sunbury Downs College is a vibrant, medium sized, inclusive and caring coeducational school. The College has a holistic approach to student growth and development. We offer a comprehensive curriculum and a wide variety of extra curriculum programs promoting the attainment of successful student outcomes; including quality pathways and destinations.

The College Motto and Vision are supported by the educational philosophy below. This underpins classroom practices and teaching actions across the College.

Our Educational Philosophy is:

- We believe outstanding teaching produces high quality learning outcomes. A welcoming, safe, and orderly learning environment is a precondition for successful teaching and learning.
- The positive learning environment fosters collaboration and cooperation with shared expectations of educational success.
- Students develop responsibility for their own learning, progress and behaviour. This occurs when all learners are engaged with differentiated and challenging learning.
- We create confident, resilient and reflective independent life long learners.
- Sunbury Downs College fosters authentic respectful relationships so learning is enjoyed and students may achieve their full potential.

Sunbury Downs College recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people. This Statement of Values sets out the behavioural expectations for all members in this school community, including the Principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities. Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together. All members of the Sunbury Downs College community collectively support and foster learning improvement along with the sharing of responsibility for the development and growth of our students. Our Statement of Values provides guidance for the entire school community.

The College has four Values: Respect, Resilience, Ambition and Community.

Sunbury Downs College is a vibrant Year 7 to 12 co-educational Secondary College situated in the regional town of Sunbury. Our student enrolment in 2021 was 635; 278 females and 357 males. Seven percent of students had English as an additional language and three percent were Aboriginal or Torres Strait Islander. The College has 70.00 FTE staff. The College is not aware of any staff identifying as being Aboriginal or Torres Strait Islander.

We offer a rich educational experience in an environment with excellent educational outcomes, high expectations and strong student management. The College regards itself as an academic school with a wide range of programs. There is a strong emphasis on core subjects: English, Mathematics, Science, Humanities and Physical Education; complemented by programs in Arts/Technology, Performing Arts, Health and Languages (Italian). We also offer a range of VCE subjects, including some VETiS studies and a structured, rigorous VCAL program in Years 10-12. We have a reputation for helping students achieve outstanding VCE results, demonstrating that our students have the Confidence to Achieve.

The College is the only secondary school in the area that offers an Accelerated Curriculum and Enrichment (ACE)

program, extending students through a challenging curriculum including early commencement of VCE. The ACE program is a select entry course with enrolment from the feeder primary schools for students in Years 7-9. The College also offers a Scholars program for students in Years 10 and 11 to provide students with a range of opportunities in the Later Years.

The College is an accredited International Student Program provider. In 2021 there were 12 international students enrolled at Sunbury Downs College. This program is continuing to evolve as the College works with the local community to engage in cultural immersion and understanding. Sunbury Downs College offers a wide range of inclusive activities and programs which cater to all students from Years 7-12. Some of these include Debating and Public Speaking, Maths Club, Drama Club and Choir.

The College also has a House and Sports program along with whole school carnivals for athletics and swimming. There are Year Level and specialised camps and excursions, including a bi-annual overseas Italian Study Tour.

The College has a well-established Student Voice program with an enthusiastic Student Voice and Captaincy team. The College offers instrumental music tuition and presents a highly acclaimed Musical Production, enabling students to excel in the Performing Arts in an environment that fosters participation, responsibility and teamwork outside the classroom. Our College is proud to be in partnership with its local community organisations and agencies providing support for our students. Some of these partnerships include our feeder schools, local businesses and many universities, including the University of Melbourne.

We acknowledge that it is the links with the outside world that extend the offerings for our students and community. Our College Values of Respect, Resilience, Ambition and Community underpin the expected behaviours for all members of the Sunbury Downs College community. The Student Family Occupation Education (SFOE) rating in 2021 was Low - Medium.

Future Challenges for the College:

Maximising the achievements and learning growth of every student, particularly in literacy and numeracy.

Improving student cognitive engagement and wellbeing.

Strengthening and further developing Student Voice and Learner Agency.

Maximising teaching and learning opportunities associated with the completion of the building and facility capital works programs.

Framework for Improving Student Outcomes (FISO)

The 2021 Annual Implementation Plan listed three FISO areas of focus:

Student Achievement, Learning catch-up and extension and Student Engagement and Wellbeing

1. The student achievement goal will focus on maximising the achievement and learning growth of every student, particularly in literacy and numeracy.

2. The student engagement and wellbeing goal will focus on implementing an engagement and wellbeing framework and policy that establishes a rights and responsibilities culture.

3. The learning, catch-up and extension priority supports the College to work towards the goal of maximising the achievement and learning growth of every student, particularly in literacy and numeracy.

Strategies used to implement the student achievement goal were:

- PLC structure to build teacher capacity to explicitly teach vocabulary across Domains.
- Learning Specialists mentor and coach individuals and/or teams of staff to develop their capacity to implement high impact teaching strategies.

- Teaching staff use student assessment data in their Domain planning of Curriculum Implementation and Assessment to improve student achievement.
- NAPLAN data is referred to which demonstrates growth of more than one year/per year of teaching between year 7-9.
- The use of consistent practices in the delivery of curriculum to improve and maximise student outcomes.
- Teachers in Domains develop a further understanding of pedagogy that is targeted to provide student learning growth.
- VCAA program data accessible to Year 12 Teachers.
- Individual, class year level and whole school data is identified, discussed and used to inform teacher curriculum delivery and pedagogy.
- Develop the staff capacity to understand, analyse and utilise data.
- Establish moderation practice across Domains.
- MYLNS has been incorporated into the teaching and learning program to provide point of need intervention for identified students in Years 7 -10.
- The Tutor Learning Initiative is being implemented to provide catch up/point of need instruction to identified students impacted by COVID-19 from Years 7 -12.
- The priority in resource allocation for both of these intervention activities is on literacy and numeracy improvement.

Strategies used to implement the student engagement and wellbeing goal were:

- Reviewing Student and Parent attitudes to school opinion data with staff and students related to the following: classroom behaviour, student safety, student morale, school connectedness, teacher effectiveness, teacher empathy
- All funded students have individual learning plans and SSG meetings to provide a review and update of learning needs and assessment which is reflected in the documented reporting program
- School Wide Positive Behaviours (SWPBs) initiative to continue to be introduced school wide
- Training of leaders and teachers in SWPBs
- Respectful Relationships implementation
- Student Services team collaborate with and support Mini School teams to coordinate the support of the wellbeing needs of students
- Provide the opportunity for students to participate in student forums and provide input into SWPBs implementation/development
- Student Voice and Agency leaders support and facilitate leadership development of students across all year levels
- In 2021 a process was developed to create the SWPBs matrix and this also had strong student agency attached
- Relevant policies are to be updated - eg. Student Engagement and Wellbeing, Attendance and Uniform
- Inclusion Coordinator role developed and resourced to support student learning needs at the College (in addition to PSD funded students)

Achievement

In 2021 the College continued working towards meeting the goals of the 2019 - 2023 Strategic Plan. The impact of COVID - 19 on society and schools has been well documented, however there were significant achievements identified that occurred during this time that value added to the teaching and learning program of the College. The College was able to adjust quickly to the demands of remote and flexible learning. Staff were able to adjust curriculum, lesson outlines and use technology to support the statewide learning from home arrangements. Students and parents supported the College and positive relationships and partnerships with our broader community were further strengthened in 2021.

In 2021 the Annual Implementation Plan focused our work on three goals:

1. Maximise the achievement and learning growth of every student, particularly in literacy and numeracy

The strategies that were used to implement these actions were:

Development of a whole College literacy and numeracy plan that complements implementation of the Victorian Curriculum as a continuum of learning

Develop and embed an agreed College instructional model, integrating the use of High Impact Teaching Strategies, to enable consistent, high quality instruction in every classroom

Further develop a Professional Learning Community (PLC) culture which is characterised by systematic and consistent feedback processes; coaching and modelling; and peer observation

Strengthen teacher and team capability to utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need

2. Improve Student Cognitive Engagement and Wellbeing

The strategies that were used to implement these actions were:

Embed differentiation into all planning and classroom practice

Develop a learning climate that promotes challenge, engagement, inquiry and curiosity

Empower students to become active, self-regulating learners

3. Strengthen and further develop student voice and learner agency

The strategies that were used to implement these actions were:

Develop a whole school understanding of student voice and learner agency

Implement and embed SWPBs

Develop and implement student voice in decision making about school improvement and engagement with the community

The College is progressing with the work on each of the three goals listed above. Progress has been at a different rate than expected due to the impact of the pandemic however significant progress has been made by staff whilst working remotely.

Staff continue to be trained as Professional Learning Community (PLC) Instructional leaders and the PLC process has been utilised by staff to develop curriculum which meets the point of need for students. Documentation of the Victorian Curriculum that demonstrates the continuum of learning in each domain area has commenced.

The Teaching and Learning Implementation Committee developed a school improvement team to identify and investigate whole school instructional models of professional practice. Two instructional models were trialled and feedback sought from staff and students. The agreed instructional model for Sunbury Downs College is LEMAR and this will be released / launched in 2022.

L - Learning Intention and Success Criteria

E - Engage the students

M - Modelling of new information

A - Apply the knowledge / new information

R - Reflect on the Learning Intention and Success Criteria.

The School Wide Positive Behaviour school improvement team reviewed the College values in 2020. Following

feedback from the school review process in 2019 the five current school values were revised to four: Respect, Resilience, Ambition, Community. These are expected to be launched in Semester 2, 2022. The positive behaviour matrix has also been finalised and is ready for implementation in 2022.

Work on the goal related to Student Voice and Agency continues to evolve. Students are providing feedback for school improvement through appropriate structures and committees. Students have high levels of opportunity to be nominated and become leaders within the school. Staff are also requesting feedback from students on their learning. Co-construction of curriculum, learning intentions and success criteria by students and staff remains at an infancy level of development.

Senior Student Data

Students in 2021 who satisfactorily completed their VCE:	99%
Year 12 students in 2021 undertaking at least one VET unit of competence:	31%
VET units of competence satisfactorily completed in 2021:	60%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	61%

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	30.0	30.2
Similar Schools average:	27.4	NDA
State average:	28.9	28.9

Year 7- 10 Literacy English and Mathematics teacher judgements

In 2021 the percentage of students at SDC in Year 7 - 10 who were progressing at age expected levels was 66.3 % compared to 75.1% for similar schools and State average.

English Years 7 to 10	Latest year (2021)
School percent of students at or above age expected standards:	66.3%
Similar Schools average:	75.1%
State average:	75.8%

In 2021 the percentage of SDC students in Year 7-10 who were progressing at age expected levels was 59.9% which is below similar schools and below the state average.

Mathematics Years 7 to 10	Latest year (2021)
School percent of students at or above age expected standards:	59.9%
Similar Schools average:	63.1%
State average:	65.3%

Engagement

Sunbury Downs College has similar data to other Victorian schools in relation to student absence and retention.

The 2021 absence data was above the state average and above similar schools in our network. The 4 year average days of absence for students from Year 7- 12 inclusive of 2021 is 21.9 compared to similar schools (20.1) and the state average of 19.6. This represents a slight decrease from previous years. The number of days absent in 2021 is 26.5 days across the College which is above the state average. The attendance data across all year levels for students is above 85%, the highest being Year 12 which is 93%.

The College's reporting of exit destination data or continued education or full time employment by students in 2021 was slightly lower (84.4%) when compared to other Victorian government schools (89.9%). The data is slightly lower when compared to other Victorian government secondary schools when four year trend data is referred to as well.

The College implemented a SMS messaging system in 2020 to notify parents of student absences. The College continues to use Attendance Student Support Group meetings and daily phone communication with families to support improved student attendance.

The College's implementation of the Attendance Policy and SMS message system to parents continues to support a positive approach to school attendance. The use of Compass to record, monitor and track student attendance has continued to be effective. Daily attendance monitoring procedures are in place to identify and implement strategies and programs to support students including daily phone calls to families regarding children who are absent.

Student retention remained a focus in 2021 with curriculum provision, programs and in particular the expansion of Later Years pathways (Headstart program). It is pleasing to acknowledge that the retention data for students who start at Year 7 and remain through to Year 10 is similar to other Victorian schools (77.8%) and above the state average (73.2%).

The post compulsory follow up and work of the Careers/MiPs Coordinator is evident. Also the continued investment into VCE early commencement, VCAL and VETiS supports students to continue their studies and stay at school. The positive working relationship with local community businesses has supported some school based apprenticeships, VCAL placements, Headstart Program and also work readiness for Year 12 students.

OnTrack data indicates students progressing to continued learning pathways or full time employment is at 84.4% for student in years 10 -12 which is slightly lower than the state average of 89.9%.

The attitude to school student survey in 2021 shows a 40.3 % sense of connectedness to school by students which is an improvement from the previous year, but slightly below that of similar schools (49.4%).

The parent opinion survey reported an improved endorsement result of 3% in the domain of Community Engagement for 2021 (63.7%) compared to the state result (72.4%).

The staff opinion survey continued to report a positive improvement in the school climate for 2021. The percent endorsement by staff is 52.8%. These results are favourable considering the impact on teaching and learning programs due to remote and flexible learning.

Wellbeing

The health, safety and wellbeing of the College community remains our highest priority. In 2021 we were again exposed to exceptional circumstances and the College supported our community at a very high level. Adolescent mental health and wellbeing data indicates that the students at Sunbury Downs College require additional wellbeing support compared to other Victorian Government schools.

Student Attitude to School survey data demonstrates an improvement with students connectedness to school in 2021 (40.3%), which is pleasing compared to the four year average (36.9%). Activities to further strengthen and improve on this data will continue and remains a priority of our work.

The College focuses on proactive measures to target the engagement and wellbeing of students in the Middle and Later Years Mini-Schools. Students across the school are allocated to a home group to support transition and also promote connectedness. The House program engages students across year levels in a variety of ways and allows them to participate in whole school activities and carnivals. The seamless transition of students in each year level and across the Mini-Schools has been a priority. Close connections with feeder schools and supporting the transition of

new students has also been a focus.

The College has well documented student management policies, structures and processes. Students are referred to expert staff for identified behavioural and wellbeing issues that are linked to student achievement. Targeted Student Support Group meetings on attendance, achievement, wellbeing and engagement are undertaken to provide students with the necessary support for learning, successful transitions and pathways. The College's Student Services Centre is comprised of highly qualified and equipped health, wellbeing and guidance officers, supporting students in a range of areas including: student wellbeing, achievement, socially responsible behaviour and careers action pathway planning.

In 2021 Student Wellbeing programs included: Year 12 Mentoring program, Middle Years Cyber Safety, conflict resolution/resilience and a targeted wellbeing intervention program for boys and girls. 'Safe Partying', 'Fit to Drive' and Anti-Bullying and Positive Relationships programs have also been used to deal with key wellbeing issues targeted at stages of students' learning. This has been further supported with Parent Forums on important issues including 'how best to support your child to learn' and 'tuning into teens'. The College continues to recognise the importance of positive connections between the family and College life.

There are strong connections between students, parents and staff ensuring quality feedback and common understanding. Additional work will include focus group activities year level by year level to identify the areas where improvement can occur. The use of student agency/voice will be used to promote initiatives and implement programs that provide point of need response, for example; bullying interventions. The School Wide Positive Behaviour initiative continues to be implemented with the College heading into its fourth year of implementation during 2021. A rewards and positive acknowledgement program is to be developed, along with focusing on developing greater teacher consistency related to the management of students within and beyond the classroom.

Adolescent mental health concerns continue to be an area of focus for the teaching staff and also our Student Services support team. Professional Learning on this topic for all staff to build their capacity around strategies to use in the classroom was conducted in 2021 and this will continue in 2022.

Trauma Informed Practices Professional Learning for all staff was a priority in 2021. The College Student Services team developed a suite of resources to support students, staff and parents throughout remote and flexible learning. These were made available to the wider school community to support positive mental health and wellbeing.

Trauma Informed Practices remains an area of future work for the College as we continuously work to build the capacity of all our staff. Moving forward, the College is committed to conducting whole school Professional Learning from the 'Berry Street' organisation.

Finance performance and position

2021 Financial Performance and Position Commentary:

The Financial Report information indicates that the College is in a strong surplus position at the end of the 2021 year. This represents an improvement on the previous year's result. The difference is attributable to greatly improved efficiencies in expenditure management and resource allocation. Expenditure on classroom materials and resources was at a slightly lower level during 2021 due to remote and flexible learning. The demand on maintenance items and repairs to teaching and learning spaces was lower in 2021 due to lower facility use and occupancy linked to the pandemic. Strategic governance has kept expenditure increases at a low level and has meant that revenue increases were stronger than expenditure increases.

College held funds were higher as of 31 December 2021 compared to the same time in the previous year. According to the data total funds available at the end of the year were \$1,706,958.00. These funds are directly linked to monies received to support the College capital works and building improvement programs with spending and accounts for one

of the building programs currently being finalised.

It is anticipated that the financial position of Sunbury Downs College for 2022 will continue to be favourable. However, as previously stated, additional costs associated with the one of the major capital works programs is yet to be finalised. Rectification works are to be undertaken for the Modernisation Building Program. The defects rectification process for the Accessible Building program is still to be finalised with some funds from the College to be used. Our student enrolment base in 2021 was stable which has a positive effect on the Student Resource Package. No significant self-funded building projects are planned to be undertaken in 2022. The College will continue to work on minor and medium sized projects in respect of facilities restoration including improved heating painting and window replacement, student locker replacement, grounds beautification, student amenity improvement, classroom furniture replacement, ICT provision, repairs and replacement to building roofing underground drainage and water supply. Projects to improve school yard furnishings and shelter/shaded areas for students to use will be actioned in 2022-23. The bike shed enclosure for students to use and safely leave bikes during the school day is being upgraded in 2022 and will have additional security and roofing installed.

For more detailed information regarding our school please visit our website at

<https://www.sunburydowns.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 635 students were enrolled at this school in 2021, 278 female and 357 male.

7 percent of students had English as an additional language and 3 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.

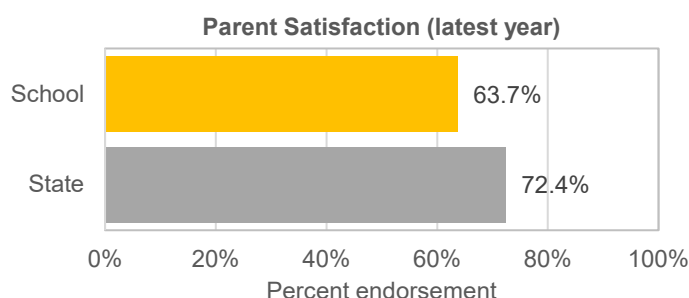
This school's SFOE band value is: Low - Medium

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.

Parent Satisfaction	Latest year (2021)
School percent endorsement:	63.7%
State average (secondary schools):	72.4%



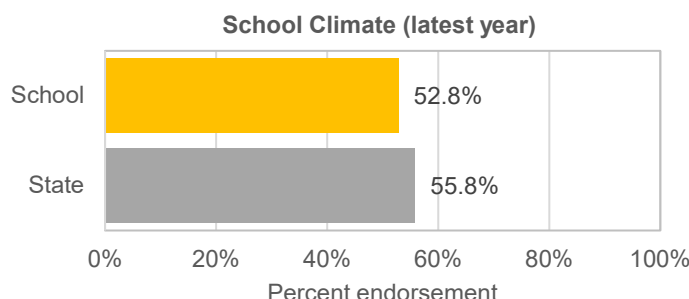
School Staff Survey

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.

School Climate	Latest year (2021)
School percent endorsement:	52.8%
State average (secondary schools):	55.8%



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:

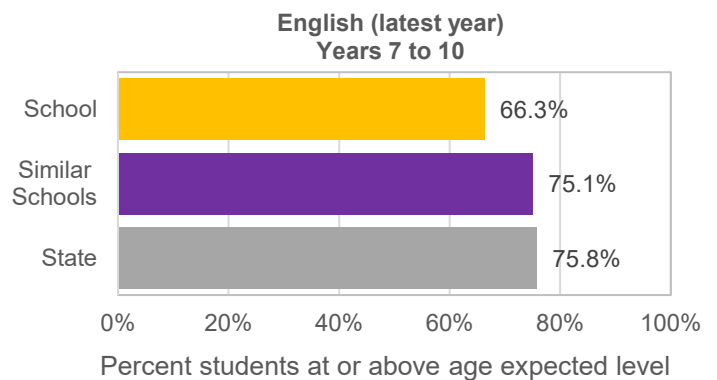
66.3%

Similar Schools average:

75.1%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

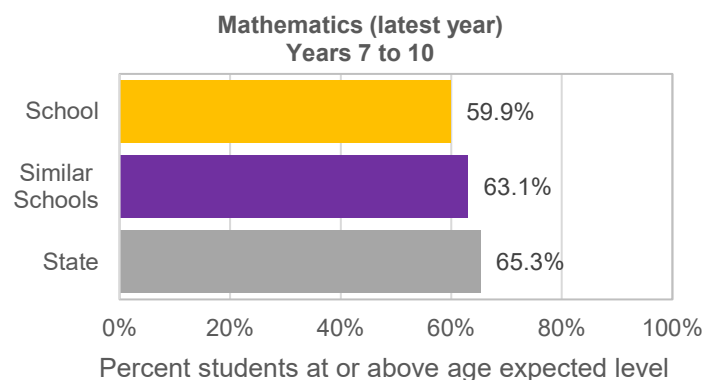
59.9%

Similar Schools average:

63.1%

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.

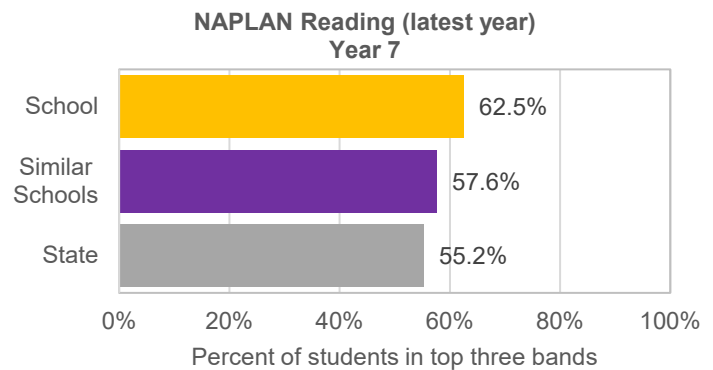
NAPLAN

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.

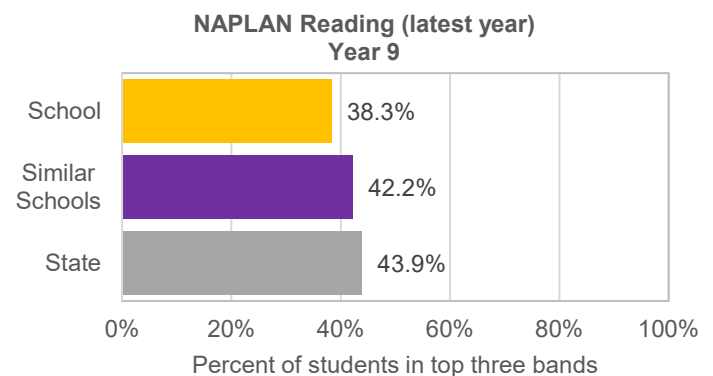
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.5%	54.3%
Similar Schools average:	57.6%	55.6%
State average:	55.2%	54.8%



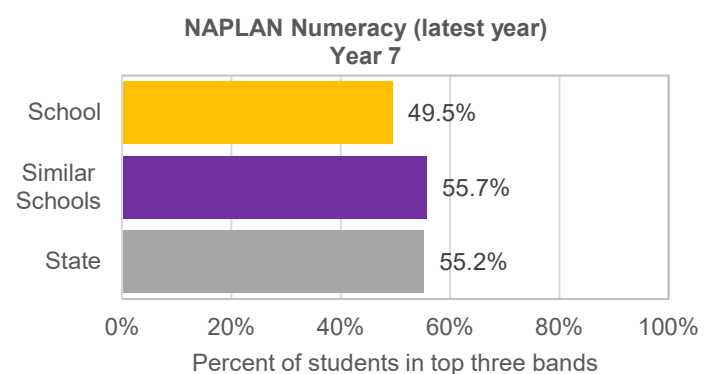
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.3%	44.0%
Similar Schools average:	42.2%	44.9%
State average:	43.9%	45.9%



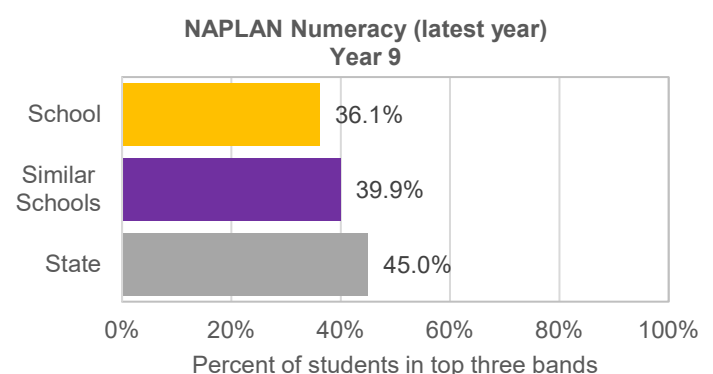
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	49.5%	49.7%
Similar Schools average:	55.7%	54.7%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.1%	38.8%
Similar Schools average:	39.9%	43.8%
State average:	45.0%	46.8%



ACHIEVEMENT (continued)

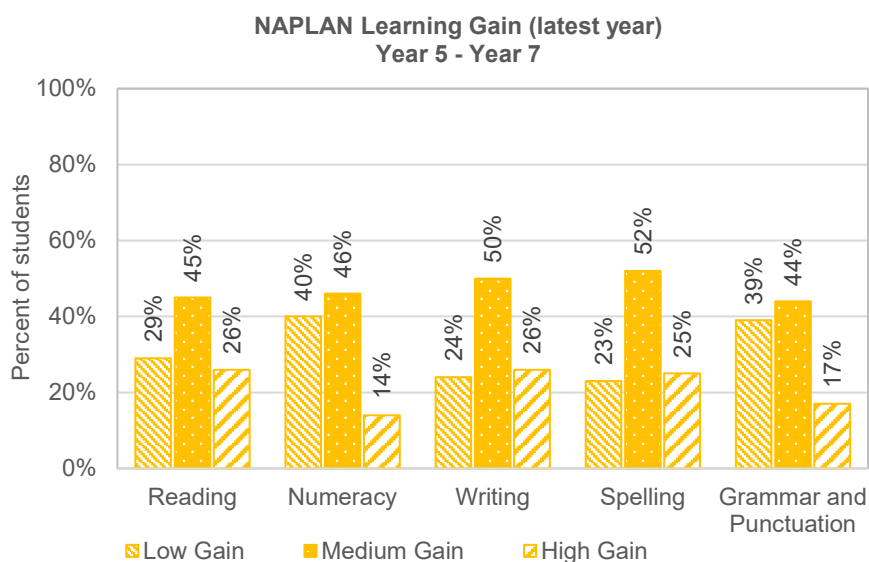
NAPLAN Learning Gain

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)

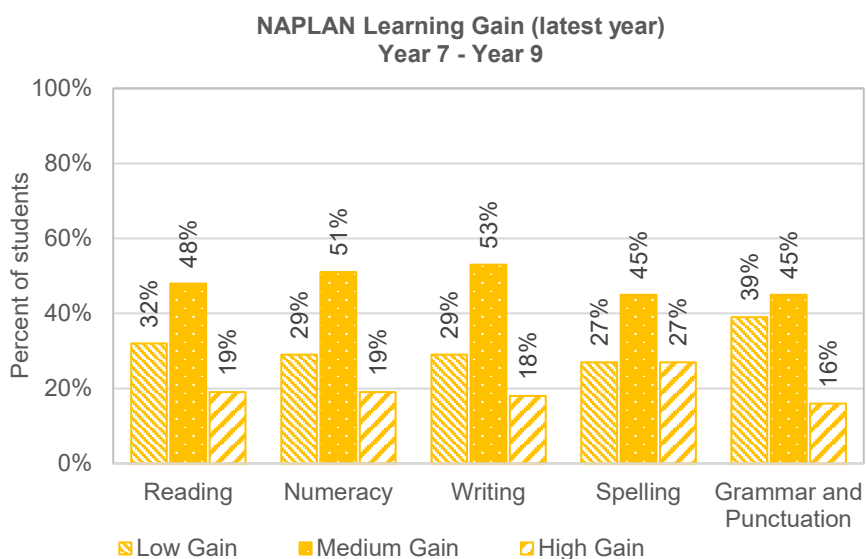
	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	45%	26%	20%
Numeracy:	40%	46%	14%	21%
Writing:	24%	50%	26%	21%
Spelling:	23%	52%	25%	22%
Grammar and Punctuation:	39%	44%	17%	20%



Learning Gain

Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	32%	48%	19%	22%
Numeracy:	29%	51%	19%	22%
Writing:	29%	53%	18%	20%
Spelling:	27%	45%	27%	21%
Grammar and Punctuation:	39%	45%	16%	21%



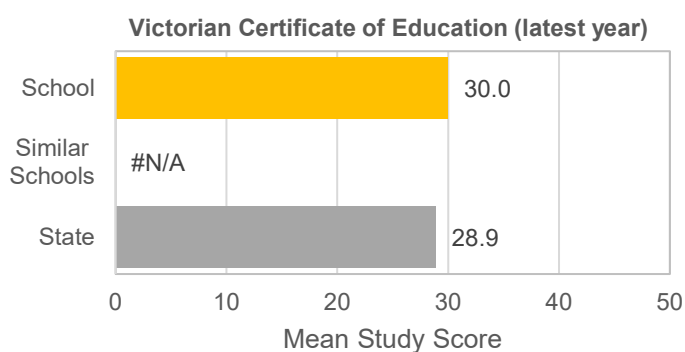
ACHIEVEMENT (continued)

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	30.0	30.0
Similar Schools average:	27.4	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

99%

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*:

60%

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

61%

* 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.

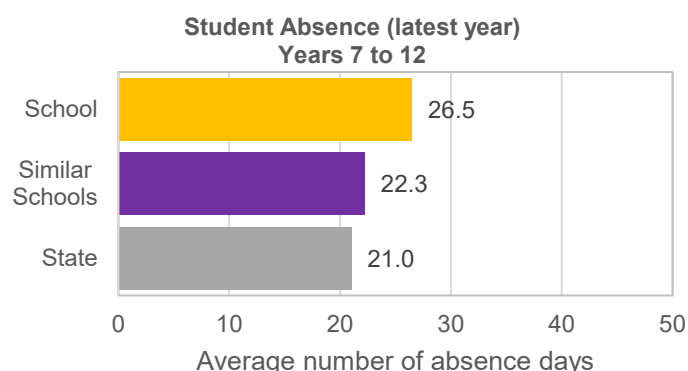
ENGAGEMENT

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:	26.5	21.9
Similar Schools average:	22.3	20.1
State average:	21.0	19.6



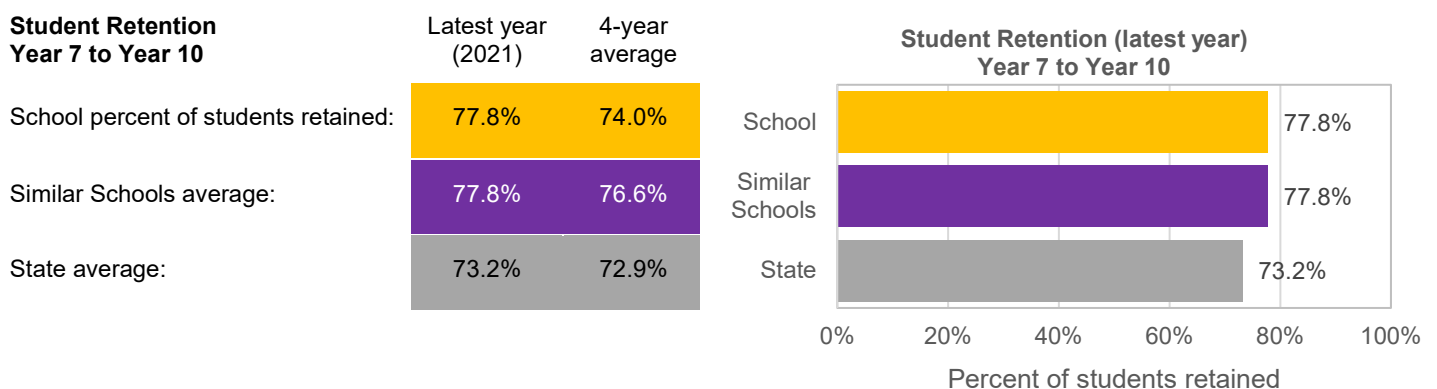
ENGAGEMENT (continued)

Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	85%	82%	86%	86%	93%

Student Retention

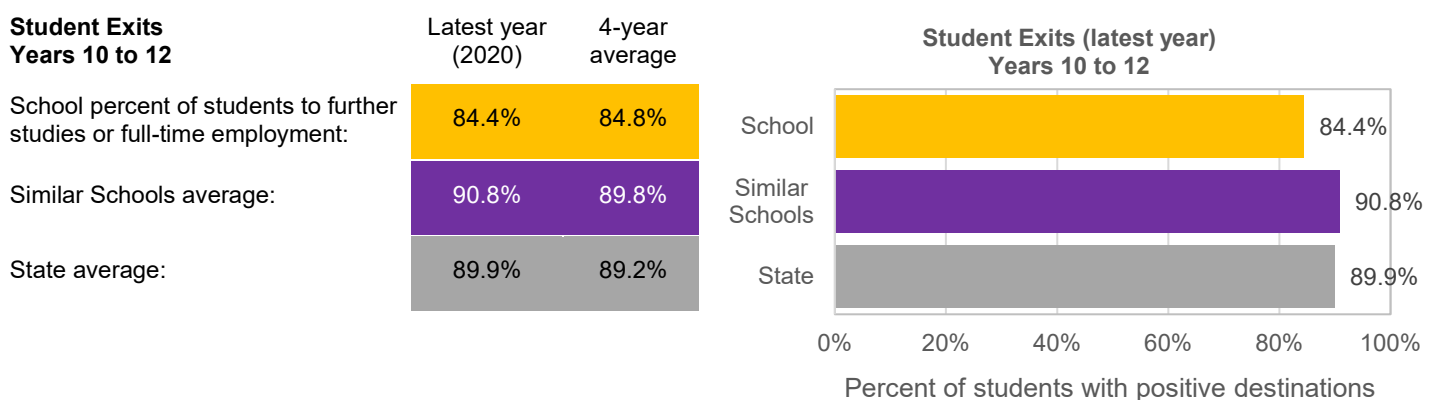
Percentage of Year 7 students who remain at the school through to Year 10.



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'.



WELLBEING

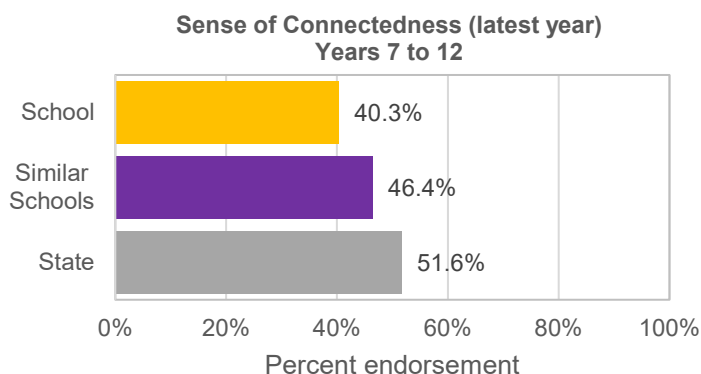
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	40.3%	36.9%
Similar Schools average:	46.4%	50.4%
State average:	51.6%	54.5%



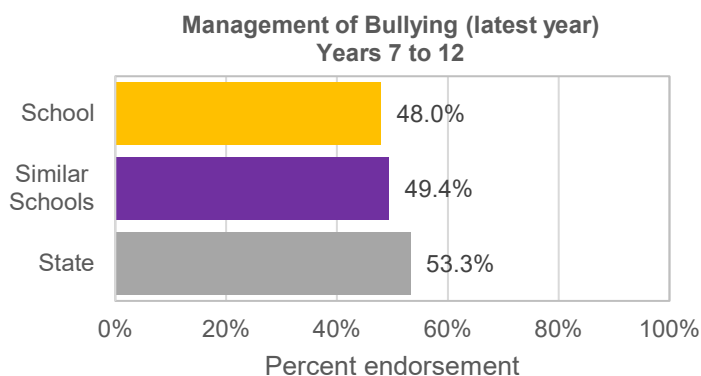
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	48.0%	43.6%
Similar Schools average:	49.4%	54.6%
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	\$6,655,404
Government Provided DET Grants	\$1,061,589
Government Grants Commonwealth	\$13,061
Government Grants State	\$5,557
Revenue Other	\$80,047
Locally Raised Funds	\$308,016
Capital Grants	\$0
Total Operating Revenue	\$8,123,673

Equity ¹	Actual
Equity (Social Disadvantage)	\$172,129
Equity (Catch Up)	\$46,426
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$218,555

Expenditure	Actual
Student Resource Package ²	\$7,311,357
Adjustments	\$0
Books & Publications	\$8,951
Camps/Excursions/Activities	\$125,146
Communication Costs	\$24,206
Consumables	\$74,408
Miscellaneous Expense ³	\$203,650
Professional Development	\$18,209
Equipment/Maintenance/Hire	\$345,811
Property Services	\$149,812
Salaries & Allowances ⁴	\$140,289
Support Services	\$175,141
Trading & Fundraising	\$18,283
Motor Vehicle Expenses	\$3,139
Travel & Subsistence	\$0
Utilities	\$74,866
Total Operating Expenditure	\$8,673,267
Net Operating Surplus/-Deficit	(\$549,594)
Asset Acquisitions	\$215,665

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 10 Mar 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$1,444,242
Official Account	\$54,510
Other Accounts	\$925
Total Funds Available	\$1,499,678

Financial Commitments	Actual
Operating Reserve	\$207,281
Other Recurrent Expenditure	\$6,190
Provision Accounts	\$0
Funds Received in Advance	\$119,964
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$550,000
Asset/Equipment Replacement < 12 months	\$35,000
Capital - Buildings/Grounds < 12 months	\$423,524
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$100,000
Capital - Buildings/Grounds > 12 months	\$45,000
Maintenance - Buildings/Grounds > 12 months	\$220,000
Total Financial Commitments	\$1,706,958

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.