**2021 Annual Report to**

**The School Community  
  
School Name: Numurkah Secondary College (8190)**

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| --- | --- | --- | --- | --- | --- |
| |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 28 March 2022 at 11:49 AM by Cate Eddy (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 08:57 AM by Roger Jones (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**

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| School context |
| ‘Non nobis, sed omnibus’ Not for one, but for all.  At Numurkah Secondary College our REAP values guide and influence all of the student-centred decisions, goals and ambitions of our College Community.  Respect : Show acceptance and kindness to every person. Excellence: Always do your best. Aspiration: Dream big! Work hard! Reach high! Pride: Autograph your actions with honour.  Numurkah Secondary College is a Year Seven to Year Twelve co-educational school situated in the town of Numurkah, approximately 30km north of Shepparton, Victoria. Our students are drawn from Numurkah itself and from surrounding townships and farming districts including of Waaia, Katunga, Katunga South, Strathmerton, Katamatite, Invergordon, Tallygaroopna and Wunghnu.  Numurkah Secondary College is part of the North East Region of the Department of Education.  In 2021 we had an enrolment growth welcoming 55 Year 7 students to begin their Secondary School journey, and increasing the overall enrolment numbers to 281 students.   In 2021 the challenges of the COVID 19 pandemic continued to impact our College Community. Numurkah Secondary College staff, students and families faced extraordinary challenges, and as like in 2021 students and teachers sustained significant periods of remote and flexible learning. Though out these periods of time staff worked together with without the dedication, strength and resilience to continue to provide quality learning experiences for all students in our care.  Throughout 2021 our teaching and non-teaching staff also remained committed to providing the highest quality wellbeing support for students and families within our community.   Our Wellbeing Team supported by our Assistant Principal (Engagement and Wellbeing), the Doctors in Schools Program, School Psychologist, School Nurse, School Chaplain, Year Level Leaders and Two Leading Teachers continued to work beside students and families with commitment and care for every individual.   Throughout 2021, dedication to academic and vocational achievements continued to go hand in hand with individual care for each student at our College. Working in partnership with parents, college staff continued to strive for an education climate conducive to each student achieving individual success.  In 2021 Numurkah Secondary College employed the equivalent full-time staff: 3 Principal Class, 2 Learning Specialists, 2 Leading Teachers, 16.5 Teachers, 6 Para Professionals (Teach for Australia Associates) and 12.3 Education Support Staff.  In 2020 Numurkah Secondary College had no Aboriginal and Torres Strait Islander staff employed within the College.  In 2020 Numurkah Secondary College had no overseas students enrolled and did not offer programs for overseas students. |
| Framework for Improving Student Outcomes (FISO) |
| The Numurkah Secondary College improvement initiatives in 2021 centred around: • Improving student performance across all curriculum areas – through building practice excellence. • Continuing to establish a safe and positive climate for learning.  During the many periods of remote and flexible learning of 2021 NSC:  \* Developed and delivered a full online program of remote and flexible supplemented by on-site provision for vulnerable students.  \* Supported a Year 7 to 10 learning program focused on supporting the learning areas of literacy, numeracy and health and physical education while maintaining student learning in the other key learning areas.  \* Delivered Senior Secondary education through remote learning (supplemented by on-site SAC provisions) that enabled students to maintain progress towards achieving both VCE and VCAL, and VET certificates.  \* Developed and delivered a range of individual and cohort specific supports for student health and wellbeing.   At the conclusion of each remote and flexible period, NSC was able to transition back to a full onsite provision of teaching and learning. The college team worked together to adjust curriculum plans and school events to best support individual students and larger cohorts of students.   The FISO supported the leadership team, school improvement team and staff team to work together in the following areas:   Excellence in Teaching and Learning: • ensuring all curriculum plans were on ATLAS and are executed with integrity  • ensuring all teachers were able to demonstrate high-impact teaching strategies in line with the instructional model • enabling regular learning walks and talks took take place • providing structured mentoring and coaching to early career teachers with meaningful feedback • reviewing strategies which have an impact on student's progress • ensuring curriculum planning was reflective of student achievement data • developing and communicating meaningful student learning goals with ILPs • KLA team had opportunities to work as a PLC and unpack and analyse assessment data.  Professional Leadership:  • reimaging the SIT work / structure and purpose – to ensure SIT had a shared understanding of why and how AIP strategies and actions were implemented. • leadership development (for future KLA leadership and to support YYLs) • embracing uncertain times and the complex and challenging context COVID left behind and working towards innovative solutions • looking into auditing processes to refine organisational practices • planning for professional learning for leadership which is connected and built shared capacity • continuing to support leaders (senior and middle) to clearly articulate the school's vision and values and to build a positive school culture.  Priorities for 2022 and beyond:  Wellbeing: Happy, Active and Healthy, Students and Staff: • ensure the ongoing professional learning of staff to support the effective delivery of social and personal development • understand, articulate, and lead the school wide work with the resilience project • review and communicate school based processes to support social-emotional health and wellbeing of students  Connected Schools: • support teachers to continue to develop, document and deliver a comprehensive curriculum, Year 7-12 within ATLAS in all Learning Areas. • support VET innovations work: develop all staff understandings of careers and pathways  • ensure that all students have adequate access to digital technologies: one to one program. • ensure that the centralised location for documenting curriculum (ATLAS) is continued and embedded  Impact on Learning: • enable the consistent scheduling of PLC work within KLAs and professional learning throughout the year • support KLA instructional leaders to enable the effective implementation of PLCs • target evidence based professional learning to equip instructional leaders with the skills to effectively build teacher capacity in data literacy, PLCs and differentiated teaching • actively engage in coaching middle leaders to develop their capacity and be coached to develop their own capacity as school leaders  In 2022 the College will also work in partnership with Numurkah Primary as part of the Project 22 to support Numeracy across both settings including:  • Building middle leadership capacity to lead teaching team processes for curriculum planning / instructional practice / assessment design / moderation and data analysis and utilise relevant evidence-informed resources and tools. • Leading high quality professional conversations that enhance professional knowledge, expectations and practice. • Facilitating team-based professional learning that involves engaging with research, evidence and data and leads to intentionally practising HITs in classrooms and reflecting on impact. • Modelling, mentoring and coaching teachers towards instructional excellence through evidence-informed lesson demonstrations, instructional coaching, observations and feedback. • Supporting the effective use of data and assessment to track learner progress over time and to evaluate the effectiveness of practice. • Actively building team psychological safety and collective efficacy. |
| Achievement |
| In 2021 a huge focus for our collective school improvement work continued to centre around improving Senior School practices and processes for both VCE and VCAL students. VCE and VCAL leaders worked alongside leading teachers and took a proactive approach in working out what both our students and staff needed during a challenging year.  This involved a system of formal and informal individual check-ins with each student and each senior school teacher aimed at unpacking the support they needed to perform at their peak.  The team thematically broke down the results of these check ins and set up ‘opt in’ professional learning sessions which equipped staff to deal with the challenges of the year.  The remote learning program set up for VCE and VCAL students was reflective of staff and student feedback and key learning during 2020.  Across the year, the senior team continued to lead a cultural change aimed at increasing the value students placed on attendance and academic learning. VCE staff continued to work together to around increasing expectations regarding external examinations including the General Achievement Test.  Outcome of this key work: • The College VCE medium study score is up by 5 points from 22 in 2019, 24 in 2020, and growing to 27 in 2021. • Our two top students received ATARs in the 80s, up more than 12 ATAR points for the 2020 highest scores and up more than 30 points form the highest scores in 2019. • There was a VCE completion rate of 100%. • Only three students received a English study score below 25 in 2021, compared to 10 in 2020 and 18 in 2019.  • And in a year with so many challenges, only two students within the cohort moved to an unscored VCE. |
| Engagement |
| In 2021 the Wellbeing Team worked hard to establishing strong processes to support student attendance, in the knowledge that attendance plays a key role in setting students up for success.   The following whole school processes supported this work: \* Whole commitment to Respectful Relationships  \* Whole-school commitment to School Wide Positive Behaviour  \* Classroom teacher's prioritising - welcoming students, (especially those who have been away) building positive relationship.  \* Consistency with roll marking. Allow at least 5 minutes for students to arrive prior to marking the roll.  \* Daily Text to students who are absent. \* The Identification of students with unexplained absence for 3-5 days over 2 weeks. \* Homeroom teacher's - positively acknowledging students who have returned from extended absence (great to see you here) make them feel valued and missed.  \* Alerting Year Level Leaders of concerns regarding attendance.   Year level Leader's prioritised the work of supporting student attendance including:  • Setting aside a time for weekly attendance check. • Filtering year level data on compass to identify concerns • Contacting home about unexplained absence identified in weekly check (via phone/text or email). Discuss concerns with parent/carer and offer support. Recording this on compass. • Notifying the Wellbeing team of concerns regarding continued poor engagement, health or concerns regarding lack of contact.   The School Psychologist, Chaplin and School Nurse prioritised the work of supporting student attendance including:  • Receiving referrals for students that are displaying a consistent pattern of school non-attendance. • Participating in the SSG that is focussing on Attendance • Focusing on identifying barriers to participation. |
| Wellbeing |
| The engagement and wellbeing team worked hard in 2020 to maintain strong relations with students and families, this support was well received and included regular phone calls home for all families and home visits and food drops for targeted families.   The following work was prioritised by the Wellbeing Team:  Supporting a Positive Climate for Learning:  • proactively involve students in decision making about planning and improvement • improving student agency and voice to monitor student belonging and engagement • ensuring there was consistency and a shared responsibility around the way teachers observe actions endorsed by SWPBS and Behaviour Management plan • ensuring teachers proactively responded to the learning needs of individuals and groups • engaging students in purposeful and meaningful learning to strengthen the health and wellbeing of students • supporting the development of PLCs within KLA teams.  Supporting Community Engagement in Learning:  • ensuring that inclusive school policies, programs and practices were monitored and evaluated • actively participating in networked learning communities • strengthen parent/carer engagement in the school, coming out of COVID • prioritising VET innovation work across the network. |
| Finance performance and position |
| In 2021, Numurkah Secondary College was able to operate a surplus budget through careful planning. The college has a carefully considered staffing profile that is aligned to the Student  Resource Package Credit line, the Surplus return of the staffing budget in 2020 was developed to ensure that extra staffing needed to ensure a robust senior school program was able to be supported.  In 2021 the college received significant equity funding to support literacy/numeracy for students not meeting learning benchmarks and  those who are disadvantaged. All equity funds were clearly documented and accounted for by the college through the Annual Implementation Plan. The college has worked hard to successfully establish a responsive budget within the allocated funding model to support student learning, engagement and wellbeing needs, we are all very proud of the model we have in place. |
| **For more detailed information regarding our school please visit our website at** [**https://www.numurkahsc.vic.edu.au/**](https://www.numurkahsc.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 270 students were enrolled at this school in 2021, 133 female and 137 male.

NDP percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

This school’s SFOE band value is: High

Parent Satisfaction Summary

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

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

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| --- | --- |
| **Parent Satisfaction** | Latest year (2021) |
| School percent endorsement: | 74.8% |
| 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.

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| **School Climate** | Latest year (2021) |
| School percent endorsement: | 36.5% |
| 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: | 52.1% |
| Similar Schools average: | 58.1% |
| State average: | 75.8% |

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| **Mathematics**  **Years 7 to 10** | Latest year (2021) |
| School percent of students at or above age expected standards: | 50.2% |
| Similar Schools average: | 48.8% |
| 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: | 30.2% | 36.4% |
| Similar Schools average: | 46.7% | 45.3% |
| State average: | 55.2% | 54.8% |

|  |  |  |
| --- | --- | --- |
| **Reading**  **Year 9** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 30.8% | 28.9% |
| Similar Schools average: | 34.1% | 38.4% |
| State average: | 43.9% | 45.9% |

|  |  |  |
| --- | --- | --- |
| **Numeracy**  **Year 7** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 29.3% | 33.3% |
| Similar Schools average: | 47.5% | 45.6% |
| State average: | 55.2% | 55.3% |

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| --- | --- | --- |
| **Numeracy**  **Year 9** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 33.3% | 28.7% |
| Similar Schools average: | 34.6% | 37.5% |
| 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: | 38% | 49% | 14% | 19% |
| Numeracy: | 42% | 47% | 11% | 20% |
| Writing: | 50% | 41% | 9% | 19% |
| Spelling: | 46% | 34% | 20% | 22% |
| Grammar and Punctuation: | 49% | 43% | 9% | 18% |

**Learning Gain**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
| Reading: | 20% | 64% | 16% | 21% |
| Numeracy: | 46% | 33% | 21% | 22% |
| Writing: | 33% | 58% | 8% | 18% |
| Spelling: | 38% | 42% | 19% | 21% |
| Grammar and Punctuation: | 35% | 50% | 15% | 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.

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| **Victorian Certificate of Education** | Latest year (2021) | 4-year average |
| School mean study score | 26.1 | 24.5 |
| Similar Schools average: | 27.5 | NDA |
| State average: | 28.9 | 28.9 |

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| --- | --- |
| Students in 2021 who satisfactorily completed their VCE: | 100% |
| Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence: | 50% |
| VET units of competence satisfactorily completed in 2021\*: | 61% |
| Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021: | 72% |

* *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.

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| **Student Absence**  **Years 7 to 12** | Latest year (2021) | 4-year average |
| School average number of absence days: | 32.1 | 26.1 |
| Similar Schools average: | 25.2 | 25.2 |
| State average: | 21.0 | 19.6 |

ENGAGEMENT (continued)

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| --- | --- | --- | --- | --- | --- | --- |
| **Attendance Rate (latest year)** |  |  |  |  |  |  |
|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| Attendance Rate by year level (2021): | 86% | 84% | 81% | 82% | 82% | 90% |

Student Retention

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

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| --- | --- | --- |
| **Student Retention**  **Year 7 to Year 10** | Latest year (2021) | 4-year average |
| School percent of students retained: | 66.7% | 67.2% |
| Similar Schools average: | 68.1% | 68.6% |
| State average: | 73.2% | 72.9% |

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.

Data excludes destinations recorded as 'Unknown'.

|  |  |  |
| --- | --- | --- |
| **Student Exits**  **Years 10 to 12** | Latest year (2020) | 4-year average |
| School percent of students to further studies or full-time employment: | 80.4% | 77.2% |
| Similar Schools average: | 85.1% | 84.0% |
| 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).

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| --- | --- | --- |
| **Sense of Connectedness**  **Years 7 to 12** | Latest year (2021) | 4-year average |
| School percent endorsement: | 41.7% | 47.0% |
| Similar Schools average: | 50.7% | 52.4% |
| 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).

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| --- | --- | --- |
| **Management of Bullying**  **Years 7 to 12** | Latest year (2021) | 4-year average |
| School percent endorsement: | 50.7% | 55.0% |
| Similar Schools average: | 55.9% | 58.0% |
| 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 | $4,258,955 |
| Government Provided DET Grants | $1,140,527 |
| Government Grants Commonwealth | $1,776 |
| Government Grants State | $13,152 |
| Revenue Other | $23,572 |
| Locally Raised Funds | $166,402 |
| Capital Grants | $0 |
| Total Operating Revenue | **$5,604,384** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $373,131 |
| Equity (Catch Up) | $44,140 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$417,271** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $4,651,929 |
| Adjustments | $0 |
| Books & Publications | $4,486 |
| Camps/Excursions/Activities | $85,661 |
| Communication Costs | $13,817 |
| Consumables | $75,907 |
| Miscellaneous Expense 3 | $12,713 |
| Professional Development | $18,733 |
| Equipment/Maintenance/Hire | $67,820 |
| Property Services | $210,949 |
| Salaries & Allowances 4 | $164,102 |
| Support Services | $119,477 |
| Trading & Fundraising | $60,574 |
| Motor Vehicle Expenses | $2,730 |
| Travel & Subsistence | $0 |
| Utilities | $57,789 |
| Total Operating Expenditure | **$5,546,686** |
| Net Operating Surplus/-Deficit | **$57,697** |
| Asset Acquisitions | **$0** |

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 | $768,055 |
| Official Account | $10,422 |
| Other Accounts | $0 |
| Total Funds Available | **$778,477** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $130,036 |
| Other Recurrent Expenditure | $17,180 |
| Provision Accounts | $0 |
| Funds Received in Advance | $27,716 |
| School Based Programs | $0 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $396,863 |
| Asset/Equipment Replacement < 12 months | $15,000 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $15,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$601,796** |

*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.*