

2021 Annual Report to The School Community



School Name: Charles La Trobe P-12 College (8890)



- 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 13 May 2022 at 03:12 PM by Andrew Robertson (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

To be attested by 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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 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

Young people feel connected to our school and take pride in being a student here. They develop into inquisitive, literate and numerate life-long learners with a strong sense of community.

We deliver a rich curriculum that motivates students to be engaged in their academic learning. Student data is used to inform and support both academic and wellbeing needs.

We provide a nurturing learning environment that inspires high academic expectations and prioritises health and wellbeing to ensure each student feels safe, valued and respected as an equal member of our school community.

Charles La Trobe P-12 College is proud to be a diverse and inclusive learning community.

The vision of the College stretches across its many settings and reads:

"Young people feel connected to our school and take pride in being a student here. They develop into inquisitive, literate and numerate life-long learners with a strong sense of community.

"We deliver a rich curriculum that motivates students to be engaged in their academic learning. Student data is used to inform and support both academic and wellbeing needs.

"We provide a nurturing learning environment that inspires high academic expectations and prioritises health and wellbeing to ensure each student feels safe, valued and respected as an equal member of our school community."

Values at the La Trobe Campus include: Respect, Excellence, Acceptance and Leadership. A Pavilion School Learner is one that is: Knowledgable, Collaborative, Resilient, Self-Aware, and Open-minded. The Olympic Village values are: Respect, Inclusiveness, Student Achievement and Continuous Improvement.

By the end of 2021 La Trobe Campus had 424 enrolments, across P-12, and an SFOE of 0.4798. The staff structure comprised a College Principal, three Assistant Principals – two of whom lead P-6 and 7-12 respectfully – seven leading teachers with responsibility for wellbeing, engagement, attendance, behaviour, teaching, learning and curriculum, a learning specialist with responsibility in the wellbeing and engagement area, 44 teachers, two social workers, a library technician, a social cohesion officer, a speech pathologist, mental health practitioner, an African Community Liaison and a number of teacher and integration aides, as well as administration staff. The campus also included a Secondary Deaf Facility which had an enrolment of 15 students in 2021, and 0.2 FTE in Assistant Principal leadership, 2.39 FTE teacher class (Teacher of the Deaf), and 2.6 FTE education support staff classification working as interpreters.

The inclusion of The Pavilion School campuses (East Preston (SFOE - 0.6735) and Epping (SFOE - 0.6006) helped us to remember that everyone has a right to education, and that means we must differentiate and personalise learning to meet the needs of young people and families.

The Pavilion School is a Victorian state secondary school for students who have disengaged from or been excluded by schools or education providers. It is under the auspice of Charles La Trobe College and has two campuses, one in Preston and one in Epping. Pavilion students present at school with a range of behavioural difficulties and every class is supported by wellbeing staff. During 2021 at The Pavilion School, 220 students worked in small groups and participated in the Victorian Certificate of Applied Learning through to Year 12.

Teaching staff at the Pavilion worked in professional learning teams and teach across Literacy, Numeracy, Work Related Skills and Personal Development subjects. Pavilion staff have a proven ability to work with high-risk youth and experience dealing with students with a complex range of personal issues. It is essential that Pavilion staff members are willing to follow a shared theoretical approach, along with its practical application, so that the successful implementation of the Pavilion model can be maintained and enhanced. The staff structure comprises the College Principal, a School (Assistant) Principal, three Leading teachers, a learning specialist, a wellbeing leader, nine classroom teachers, 32 Education Support Staff completing a range of complex roles, including a speech pathologist,

careers and pathways leader, mental health practitioner, in-class Student Wellbeing workers, intake and complex case leaders, a Koori Education Support officer, student support workers in class, and various administration roles.

Olympic Village Primary School is a campus of Charles La Trobe College, and is located in Heidelberg West. The campus had an enrolment of 85.8 students in 2021, and a SFOE of 0.6204. The campus is also heavily invested and involved in the Science of Language and Reading (SOLAR) partnership with La Trobe University. The staff structure comprised the College Principal, a Liaison Principal, a Leading teacher, three grade teachers supported by a specialist teacher, four education support staff delivering administration and student support services, a counsellor and speech pathologist.

The entire college is heavily invested and involved in the Science of Language and Reading (SOLAR) partnership with La Trobe University. Staff across the college work in Professional Learning Communities, additionally at the La Trobe Campus small teams of teachers work in Professional Engagement Teams (PETs) where they drive an Action Research Cycle to focus on improving student outcomes in frequent and regular rotations.

While a relatively small mainstream secondary setting, we had a full VCE program – offering 22 studies. We also offered the VCAL at Year 11 and Year 12.

Engagement with the community and promotion of diversity are highly valued aspects of College life. We offer a REAL Education curriculum (based on our school values) to enable students to develop strong interpersonal and social capabilities. We pride ourselves on being a community that welcomes all students and families. Our Deaf Facility provides positive education experiences for secondary aged students who are deaf or are hard of hearing. Our International Student Program supports our students to become members of the global community.

Our College is a complex, diverse and vibrant organisation, where we ensure each part of the organisation thrives as a unique setting, while building powerful connections to each other.

Regardless of the setting, we are committed to providing enrichment education experiences for all our students. This goal is supported by our partnerships with La Trobe University and Quantum Victoria. Quantum Victoria is an important part of our College, and is one of six State specialist Mathematics and Science Centres. This partnership provides a breadth of Science and Mathematics extension and enrichment program for our students. Our partnership with La Trobe University includes:

- Science of Language and Reading (SOLAR) – the highly regarded Literacy Professional Learning pilot with Professors Pam Snow and Tanya Serry
- Achieve at La Trobe – access to university subjects for VCE students
- Prepare for La Trobe – free preparatory courses that include a non-ATAR entry alternative for both VCE and VCAL students
- Extended Pre-service Placement – an extended, application only pre-service program which stretches across the academic year
- School Partnership Program – an immersion program designed to promote university as a post-school pathway for secondary aged students
- Nexus – an internship program for pre-service teachers
- Industry Ph.D. – we are recruiting a Ph.D. candidate to complete research inside our school

Framework for Improving Student Outcomes (FISO)

Despite departmental advice to circumvent our school's School Strategic Plan goals in 2021, and instead "simply" focus on the goal "support for the 2021 Priorities", college leadership made the decision to continue to pursue its School Strategic Plan and continue to develop an AIP during 2021. All sites were successful in completing most - but not all - identified Activities during the year. Highlights at The Pavilion School include the exploration and capacity building of teachers around Comprehension Instruction Strategies, recognising Dyscalculia in Term 3, coaching sessions focused on analysing TOWRE data and the completion of our assessment schedule. Highlights at Olympic

Village include the universal and consistent completion of teacher planning each week and each term, and the definition and development of Koori Education Plans for Koori students. At La Trobe Campus highlights include the design and delivery of a campus wide professional learning program on our Teaching & Learning Charter, the implementation of the PET Action Research Cycle on two occasions despite the challenge of remote learning and starting the development of the Literacy Scope & Sequence document.

Achievement

During 2021 we continued delivery of teaching and learning programs throughout remote learning, ensuring regular daily face to face virtual connections between students and teachers. We also ensured a comprehensive provision of onsite programs for children who were vulnerable or of authorised workers. We planned and initiated our Science of Reading and Language (SOLAR) program and this was implemented across the college in Primary, Secondary and Pavilion School classrooms. Each year level grouping (P-2, 3-4, 5-6) and secondary program teacher participated in coaching from Tanya Serry on high impact reading strategies, phonemic awareness, 'Reading Rope' and language strategies professional learning.

Prep to Year 2 teachers also participated in synthetic systematic phonics teaching professional learning. These classes boosted their use of systematic synthetic phonics. Sound walls were developed as an improvement over word walls, aligning with synthetic phonics. Student data for synthetic phonics shows a high level of impact on student decoding ability. Year 3-6 further developed their word walls to focus on Tier 2 and 3 vocabulary encountered in texts. Oral language throughout the English curriculum has been re-jigged to provide a more targeted set of learning intentions aimed at improving literacy. In the La Trobe Primary school the Lesson Structure for English classes was reviewed and redeveloped as informed by SOLAR program practices.

Again, in La Trobe Primary STEM Project Based Learning program launched in Semester Two. Developed in consultation with Quantum Victoria, applies a project-based learning approach to learning about big ideas in STEM. Programs run for 3-5 days and integrates the focus into all areas of curriculum, where possible. First cycle of the program focused on Sustainability, with each year level grouping learning about different aspects: P-2 on water sustainability, 3-4 indigenous local plants, 5-6 biodiversity in the local area. Each year level group planned an action to be completed as part of learning:

- o P-2 applying for a water tank to create a sustainable water supply for the kitchen garden
- o 3-4 designing and planting a school garden bed with indigenous plants, linking learning back to study of indigenous culture
- o 5-6 improving biodiversity in the school grounds for local native animals and plants, attempting to encourage native fauna to make school their habitat

Our Charles La Trobe Tutor Learning Initiative (TLI) program was implemented, and this provided tutoring for a large number of students identified as performing below expected level based on learning data and previous performance. Tutoring included reading and numeracy.

A selection of 22 educators across the four sites came in together in Semester Two to drive the Key Improvement Strategy connected to the development of a whole school literacy scope and sequence. By the end of the year a draft document mainly dealing with reading, was populated. This work will need sharpening and finalising during the first half of 2022.

In the first half of the year we designed and delivered a campus-wide professional learning program geared at breathing new life back into the Teaching & Learning Charter. This was followed by a series of Professional Engagement Team (PET / PLC) action research cycles, with the first focus on the use of High Impact Teaching Strategies, and the second on Literacy.

At The Pavilion School, we reviewed one element of the instructional model each term to continue to build competency in the theory and practice, followed by using the instructional model to guide weekly collaborative planning and facilitating the sharing of resources. Instructional Leaders provided a template and established protocols for observation and feedback, as well as supporting the conditions for teachers engage in peer observations. The outcome

for students was improved engagement in lessons using explicit instruction, and an increase in attendance rates prior to remote learning reoccurring. Lessons were workshopped during planning sessions to ensure that elements of the instructional model are embedded in the lessons, with opportunities for teachers to provide feedback. Staff were engaged in full day whole college training plus individualized teacher sessions with facilitators throughout the year as part of the weekly PLC meetings. The Pavilion teaching team engaged in coaching sessions focused on analyzing student TOWRE data, Fluency, Assessment types (standardized/criterion-referenced, diagnostic, static/dynamic).

We were pleased with the "above similar schools" gain for our Year 7 students from their Year 5 scores in Reading (21%), Writing (27%) and Spelling (26%), as well as for our Year 5 students from their Year 3 scores in Writing (28%) and Spelling (29%). 97% of our students completed their VCE in 2021, down marginally from 100% in 2020. Unfortunately we had some of our lowest VCE scores for many years.

Engagement



Our key transitions work - at Foundation and at Year 6/7 - was highly disrupted by remote learning however we did have some successes across the year. La Trobe Primary attempted to build on previous work with kindergartens by establishing a school buddies program with several key kindergartens. A letter writing 'penpals' program was created between CLTC prep class and kinder classes at Olympic Village and Audrey Brooks Kindergartens, Keon Park Kindergarten, Paisley Park Childcare and Latrobe University childcare service. This was quite successful with several letter exchanges taking place.

A buddies program was created where small groups of year 5/6 children would visit kindergarten each Term to run activities and play games with kinder children. Remote learning and COVID-safe practices prevented this program from fully running. School day visits were organised for kindergarten children to have a school day experience as part of transition. Audrey Brooks kindergarten was able to attend on their designated day. Further resources were provided to kindergartens to support the transition to school, including the CLTC school day social story.

A high level of effort was placed by staff on engaging students throughout remote learning periods. Virtual classes took place daily, individual 1:1 virtual sessions were offered to individuals as needed, phone calls and other communications were used to engage students at risk of disengaging. A number of challenges and competitions were used across the F-6 to generate enthusiasm and excitement about learning, e.g. art competition for students to submit art works which were then shared back to the community.

A Goal Setting program was established for children across F-6. In Term 1 classes focused on developing a class Wellbeing goal that each child was working to achieve. Students learned to set small goals as steps to achievement of large goal. They also learned to gather evidence of achievement. During Term 2 students added a reading goal to their wellbeing goal. Remote learning disrupted students goal setting, however in Term 4 teachers resumed goal setting with students making decisions about the two goals they would set for the term in wellbeing and academics.

At the Pavilion School, we established partnerships with a number of community organisations. We ensured that CUST Training was completed. Biannual RAP meetings occurred. We investigated creating cultural plans for Aboriginal and Torres Strait Islander students. Curriculum development is considered from a cultural perspective.

Leaders at The Pavilion created monthly attendance data reports. Staff are aware of how to input attendance data through Compass. We have figured out a way to account for "engage students" without affecting our baseline data.

- We can easily gain snapshots of attendance at The Pavilion School at a school, campus, class and individual level.
- Parents are engaged in "soft" engagement programmes (coffee and chat, peer support sessions, etc. We have improved our website, we have created and distributed a monthly newsletter, we have a better and more consistent social media presence.
- Better incorporate parent/guardian voice into school processes such as report writing, meetings etc.

At Olympic Village staff explored and strengthened the Koori Education Program for Indigenous Students, this included

a greater attention to the development of Koori Education Learning Plans, the employment of an indigenous support worker and the application of Early Years and Extended Koori Literacy and Numeracy funding to employ a teacher as an additional tutor.

Wellbeing

Zones of Regulation (ZOR) was implemented to complement the strategies included in the Berry Street Education Model. ZOR provides a visual framework for students to identify their emotional state and which then feeds into strategies for students to regulate their emotions. Initial implementation has been successful with most children able to identify their zones throughout the day. This has been particularly useful for Prep-Year 2 children as they have developed the vocabulary of emotions and can articulate which emotion they are experiencing for the zone they are in.

Berry Street Education Model implementation continued throughout the year following the implementation plan. Different strategies were focused on throughout the year and were adapted according to whether in remote or onsite learning. The BSEM approach was very important when classes returned from remote learning to help regulate children who had previously been working away from their peers and had a much less structured day.

Learner Support Team (LST) approach was developed across the year and was heavily informed by the Team Around the Learner (TAL) approach. The LST incorporates successful wellbeing strategies that are already being used in both Primary and Secondary schools and also adds in aspects of the TAL approach as well. In Term 4 the LST approach was trialled with several students to reasonable success. The approach worked well to engage family and school in supporting students with a range of needs and challenges.

Work on reviewing and rewriting the college's Student Wellbeing & Engagement Policy was started, but stalled as a result of remote learning / working from home and an overcrowded implementation plan. The intent is still to bring together five divergent documents across three sites into a single policy.

At The Pavilion School, we established and ran a men and women's group. The respectful relationships curriculum was documented within the scope and sequence and taught across both Preston and Epping. A young men's group called Wise Guys commenced at Preston with seven attendees. A similar program called "Wonder Women" was established for young women but did not become established due to Co-Vid. We had active involvement in our local RRRRiS Super Cluster workshops and network forum meetings. The Pavilion School actively attended all supercluster meetings and 10 training opportunities were offered through the cluster to staff.

Wellbeing data over the year continued to show a high level of student presentations. In particular the emphasis on student wellbeing across the college reflects in over 15,000 wellbeing entries posted in individual students during 2021, resulting in an average of 21 follow ups for each student in the school. In comparison we had only 3862 general behaviour posts for the same period, meaning it is 4 times more likely that a young person's wellbeing will be worked on than their behaviour.

Finance performance and position

The college ended the year in a financial healthy position, with \$1.490m in cash held in bank accounts, and commitments of \$1.488m. A substantial amount of the cash surplus is also a commitment against capital investment for our Science and Mathematics Specialist Centre - Quantum Victoria. This funding remains largely untouched until such time as an appropriate learning investment for the centre can be identified.

The school received funding from many sources including: \$1.3m in equity funding, \$336,000 in Tutor Learning Initiative funds, \$201,000 for the purposes of our Instrumental Music Tuition program, \$26,000 to operate doctors in secondary schools, close to \$1.5m to operate our Science and Mathematics Specialist Centre and \$1.3m in Program for Students with Disability funding. The equity funds, PSD funding, and the TLI was largely spent on key staffing appointments and positions, including a social cohesion officer, additional literacy and numeracy programs, tutors,

integration aides, student wellbeing supports and the Pavilion Staffing model of the triad. We received \$161,000 for MYLNS and a start up grant to support Outside School Hours Care at Olympic Village Primary School of \$75,000.

The school continued to project an SRP deficit throughout the year, in part due to slowness of the department's reconciliation process from 2020, the inclusion of a large proportion of salary projections not removed until well into the second semester and we finished the year with a small surplus of \$21,606.

For more detailed information regarding our school please visit our website at
www.charleslatrobecollege.vic.edu.au

Draft

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 728 students were enrolled at this school in 2021, 357 female and 371 male.

30 percent of students had English as an additional language and 12 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

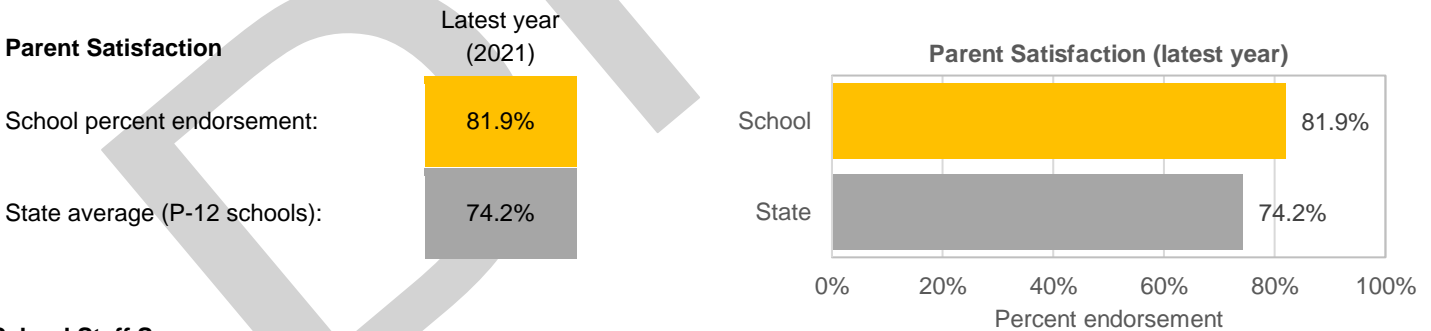
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

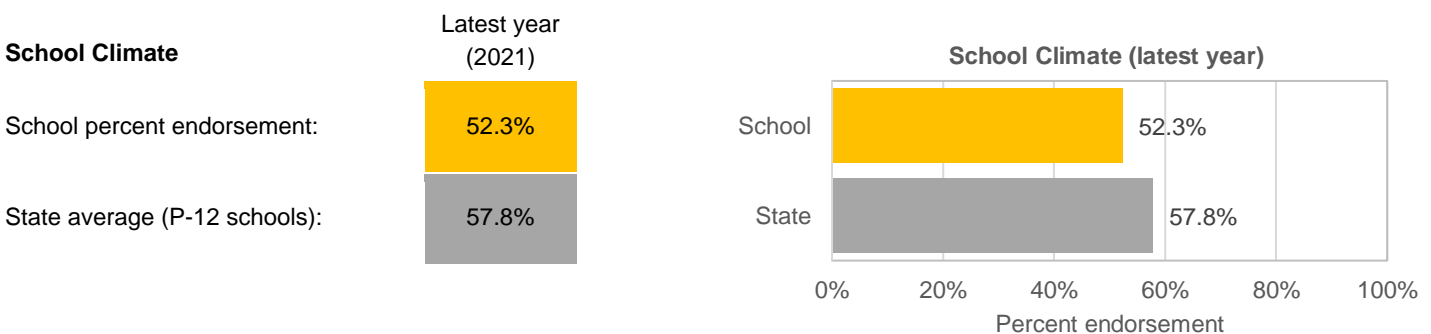


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



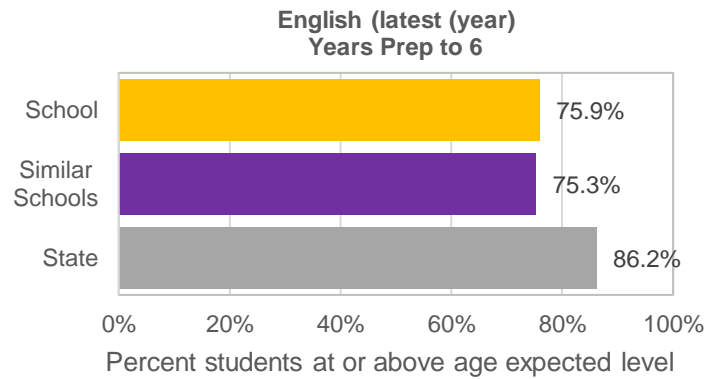
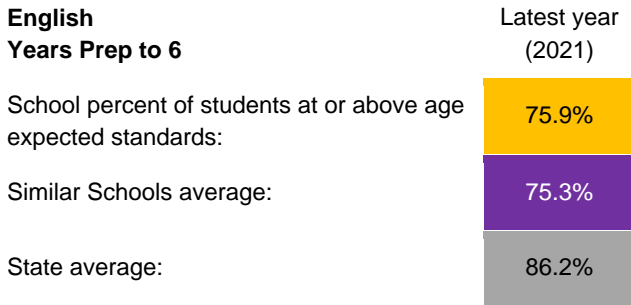
ACHIEVEMENT

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

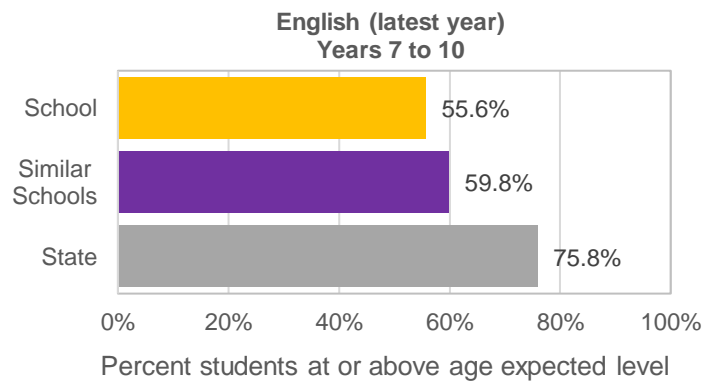
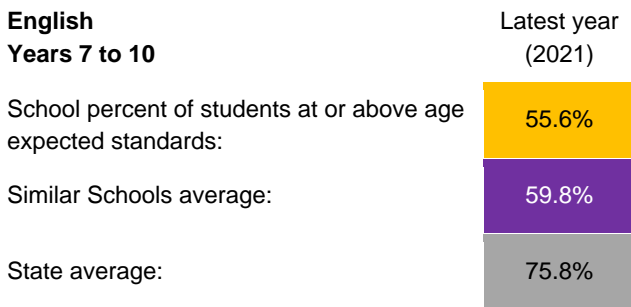
Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

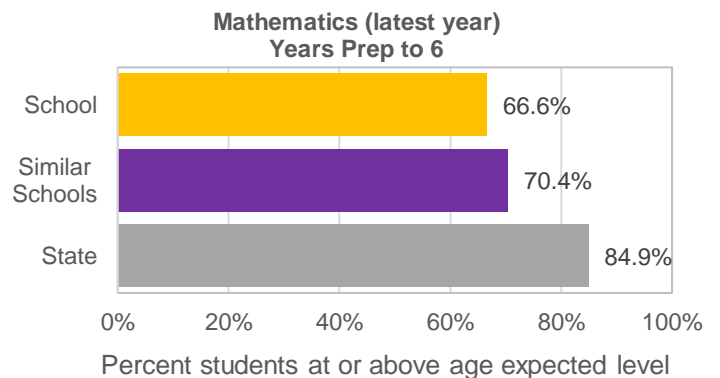
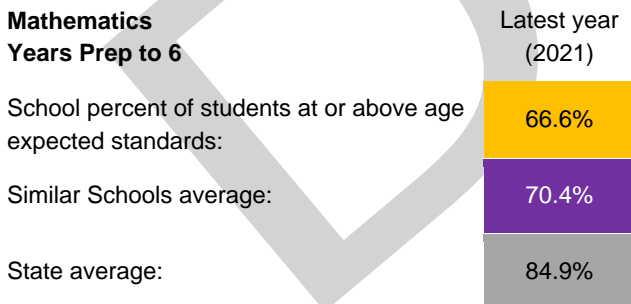
English Years Prep to 6



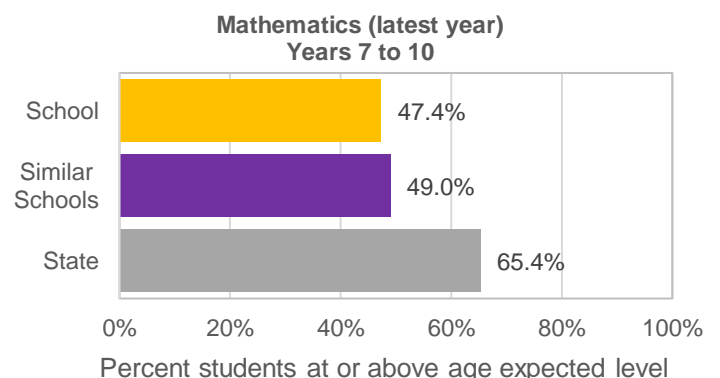
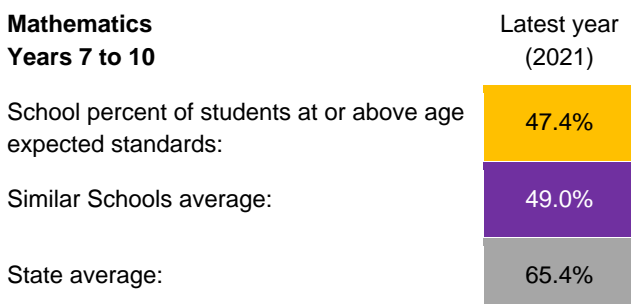
English Years 7 to 10



Mathematics Years Prep to 6



Mathematics Years 7 to 10



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.

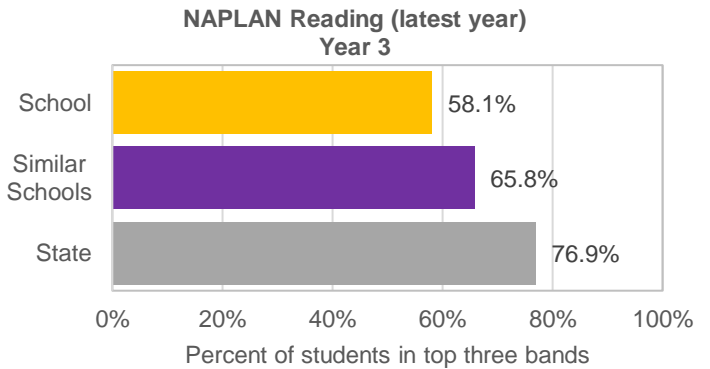
NAPLAN

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.

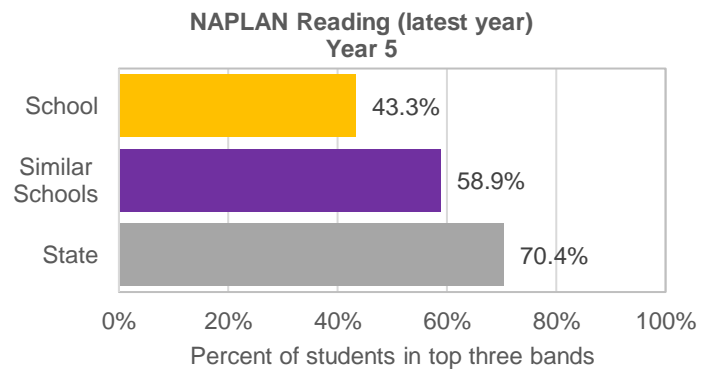
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.1%	63.6%
Similar Schools average:	65.8%	65.2%
State average:	76.9%	76.5%



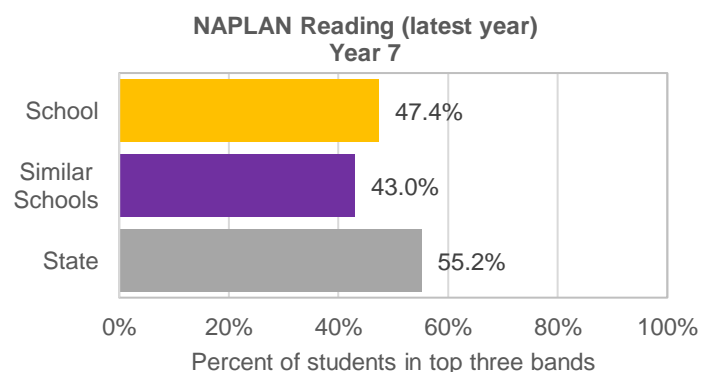
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	43.3%	51.5%
Similar Schools average:	58.9%	54.4%
State average:	70.4%	67.7%



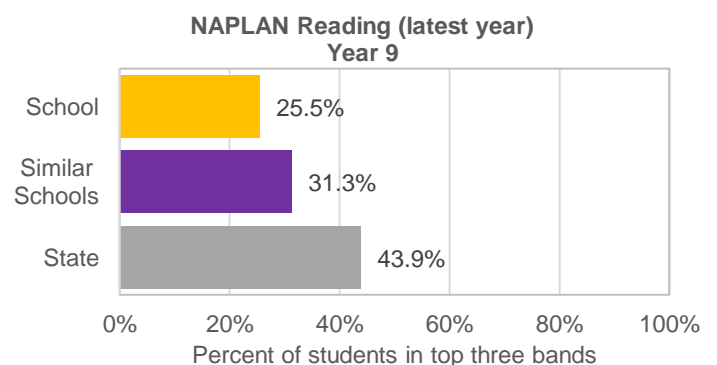
**Reading
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	47.4%	40.4%
Similar Schools average:	43.0%	42.4%
State average:	55.2%	54.8%



**Reading
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	25.5%	26.5%
Similar Schools average:	31.3%	33.6%
State average:	43.9%	45.9%



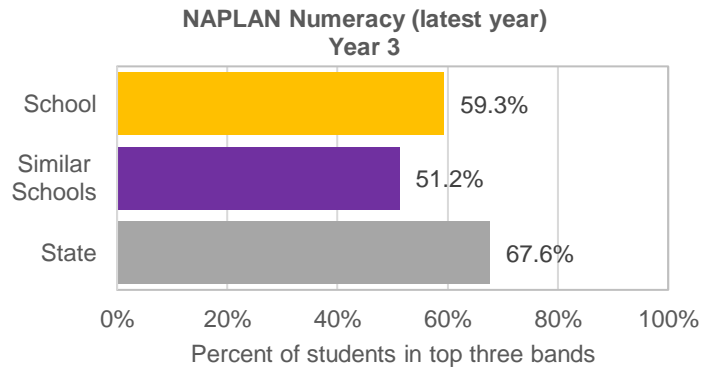
ACHIEVEMENT (continued)

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 (continued)

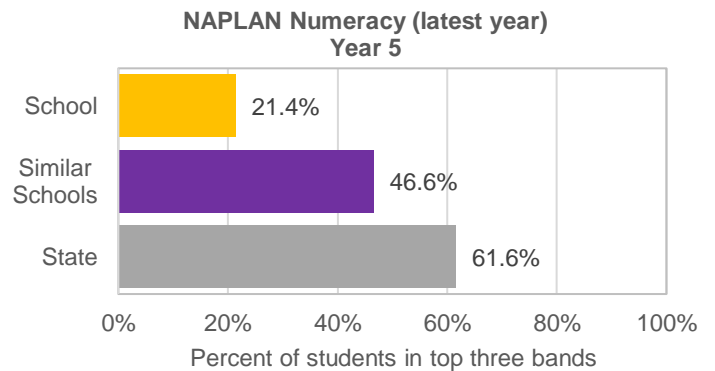
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.3%	52.0%
Similar Schools average:	51.2%	53.7%
State average:	67.6%	69.1%



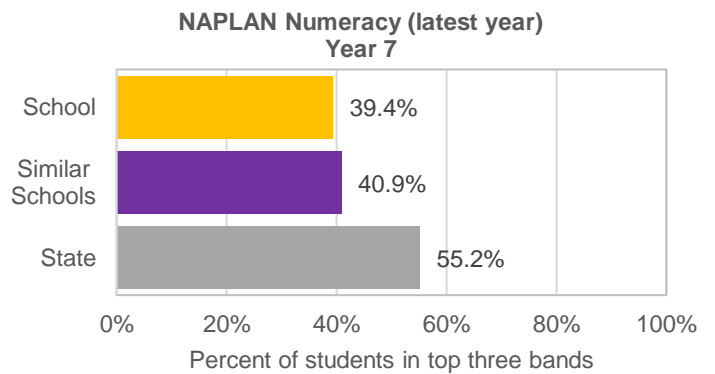
Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	21.4%	41.5%
Similar Schools average:	46.6%	44.9%
State average:	61.6%	60.0%



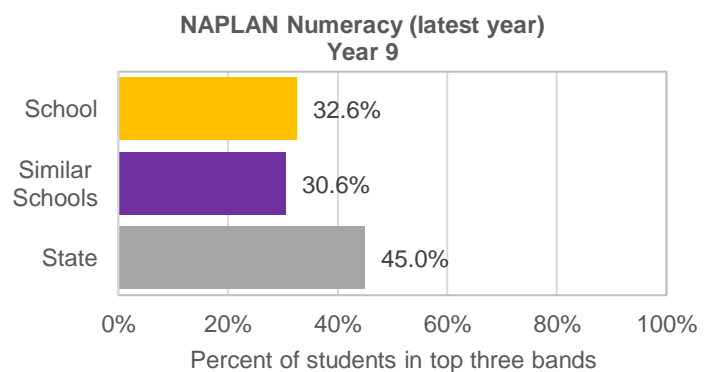
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	39.4%	32.3%
Similar Schools average:	40.9%	41.1%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	32.6%	32.8%
Similar Schools average:	30.6%	32.4%
State average:	45.0%	46.8%



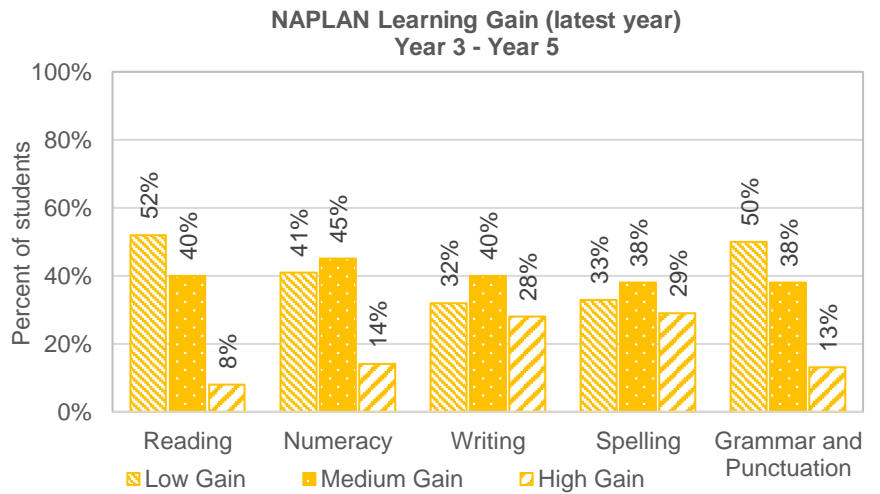
ACHIEVEMENT (continued)

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'.

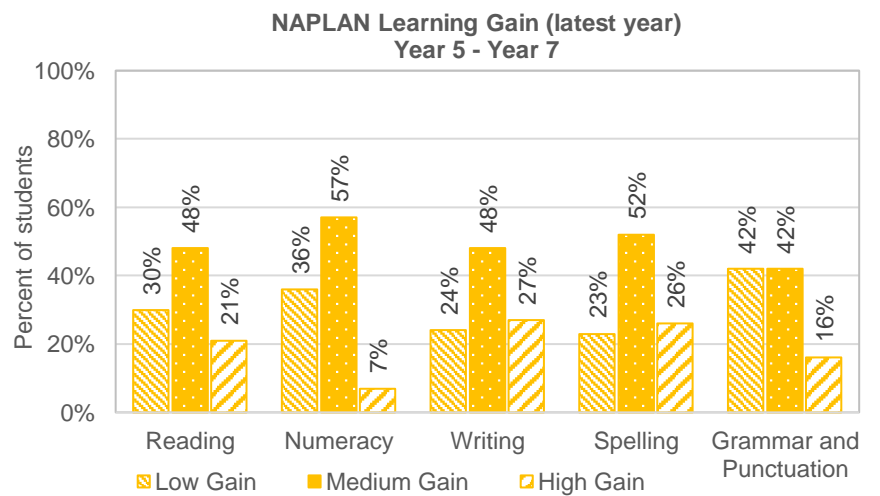
**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	52%	40%	8%	20%
Numeracy:	41%	45%	14%	21%
Writing:	32%	40%	28%	22%
Spelling:	33%	38%	29%	26%
Grammar and Punctuation:	50%	38%	13%	21%



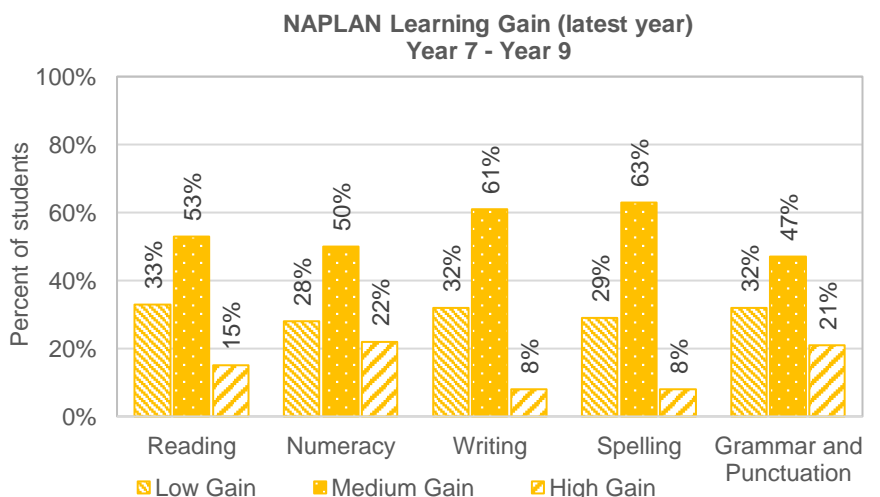
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	30%	48%	21%	18%
Numeracy:	36%	57%	7%	18%
Writing:	24%	48%	27%	17%
Spelling:	23%	52%	26%	21%
Grammar and Punctuation:	42%	42%	16%	18%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	53%	15%	21%
Numeracy:	28%	50%	22%	21%
Writing:	32%	61%	8%	19%
Spelling:	29%	63%	8%	19%
Grammar and Punctuation:	32%	47%	21%	19%



ACHIEVEMENT (continued)

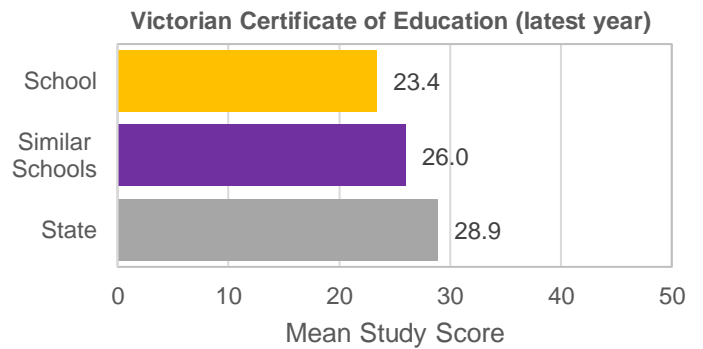
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	23.4	24.3
Similar Schools average:	26.0	25.9
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:	97%
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:	58%
VET units of competence satisfactorily completed in 2021*:	61%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	35%

* 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

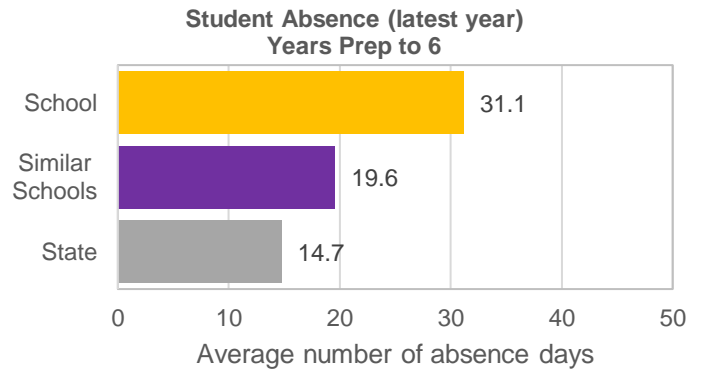
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 COVID-19.

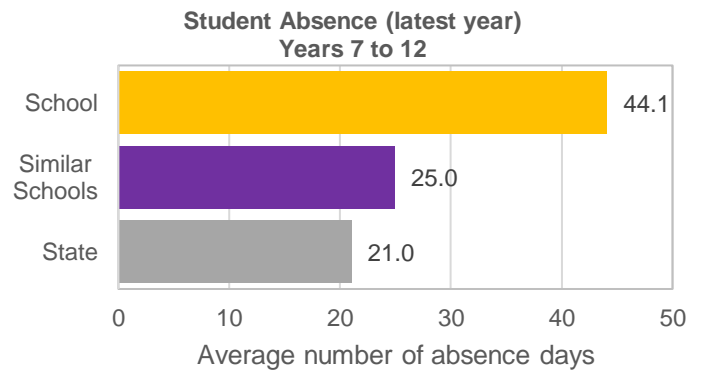
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	31.1	28.1
Similar Schools average:	19.6	19.0
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	44.1	39.8
Similar Schools average:	25.0	23.4
State average:	21.0	19.6



Attendance Rate (latest year)

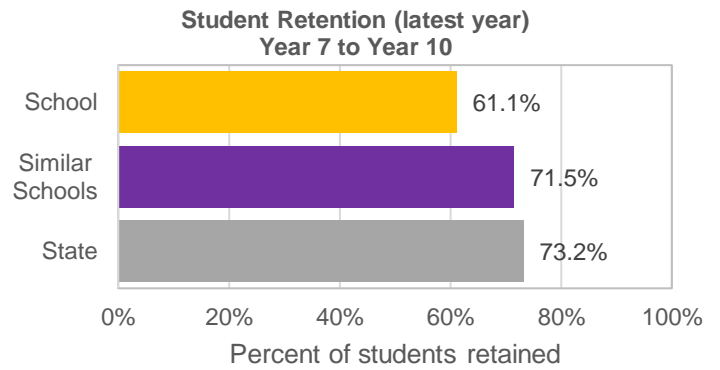
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	81%	81%	82%	86%	87%	85%	86%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	73%	76%	73%	80%	79%	82%	

ENGAGEMENT (continued)

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:	61.1%	66.8%
Similar Schools average:	71.5%	71.0%
State average:	73.2%	72.9%

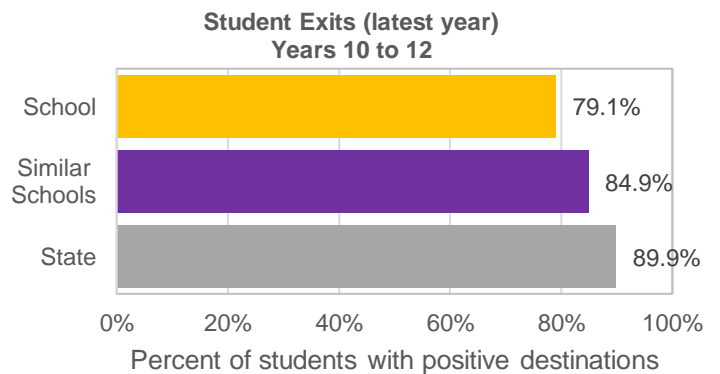


Students exiting to further studies or full-time employment

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:	79.1%	74.7%
Similar Schools average:	84.9%	84.0%
State average:	89.9%	89.2%



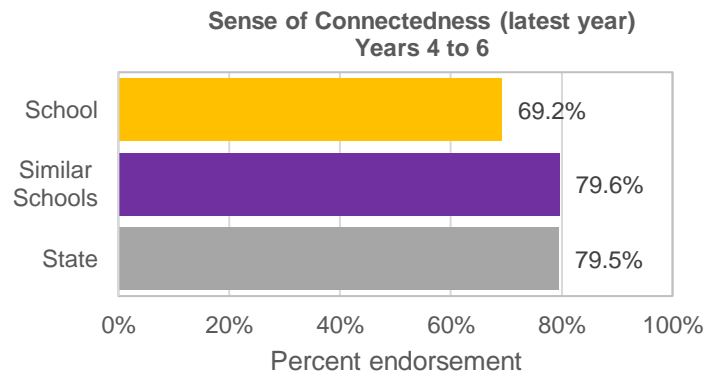
WELLBEING

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

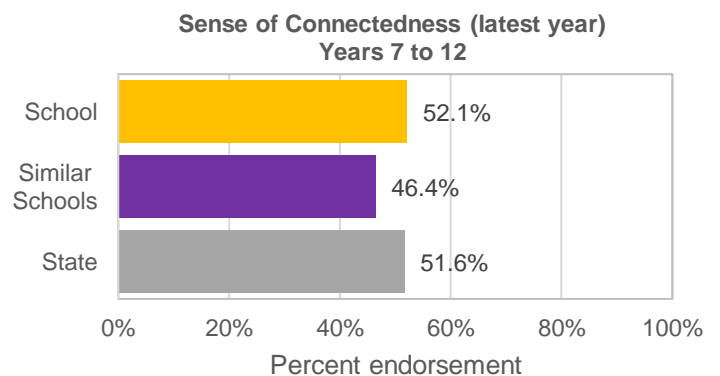
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	69.2%	73.9%
Similar Schools average:	79.6%	80.9%
State average:	79.5%	80.4%



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.

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	52.1%	54.3%
Similar Schools average:	46.4%	48.0%
State average:	51.6%	54.5%



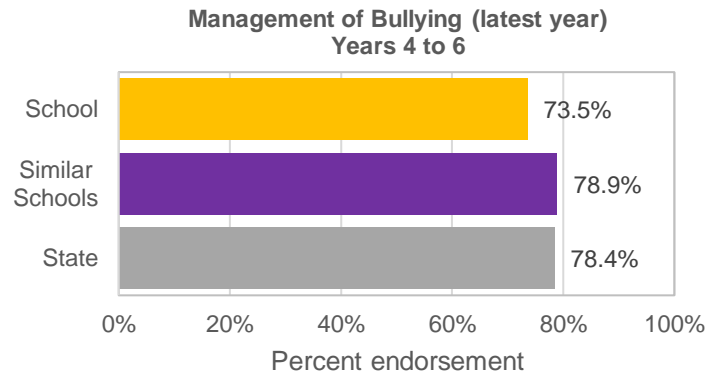
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

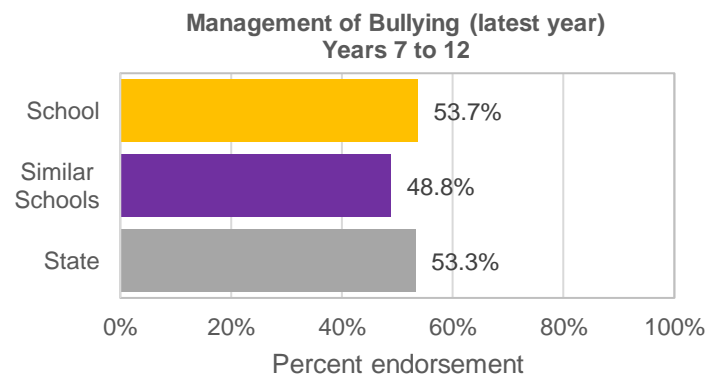
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	73.5%	72.1%
Similar Schools average:	78.9%	80.2%
State average:	78.4%	79.7%



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.

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	53.7%	54.7%
Similar Schools average:	48.8%	51.0%
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	\$11,920,560
Government Provided DET Grants	\$2,911,567
Government Grants Commonwealth	\$25,603
Government Grants State	\$29,880
Revenue Other	\$61,358
Locally Raised Funds	\$205,167
Capital Grants	\$0
Total Operating Revenue	\$15,154,136

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,321,610
Equity (Catch Up)	\$49,288
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,370,898

Expenditure	Actual
Student Resource Package ²	\$11,891,301
Adjustments	\$0
Books & Publications	\$11,584
Camps/Excursions/Activities	\$132,104
Communication Costs	\$47,503
Consumables	\$267,921
Miscellaneous Expense ³	\$56,389
Professional Development	\$53,144
Equipment/Maintenance/Hire	\$534,927
Property Services	\$382,483
Salaries & Allowances ⁴	\$244,872
Support Services	\$644,455
Trading & Fundraising	\$107,082
Motor Vehicle Expenses	\$4,371
Travel & Subsistence	\$25,998
Utilities	\$124,870
Total Operating Expenditure	\$14,529,004
Net Operating Surplus/-Deficit	\$625,132
Asset Acquisitions	\$255,380

- (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 24 Feb 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	\$1,443,853
Official Account	\$39,823
Other Accounts	\$6,393
Total Funds Available	\$1,490,068

Financial Commitments	Actual
Operating Reserve	\$385,345
Other Recurrent Expenditure	\$1,774
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$580,000
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$171,176
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$200,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,488,295

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.