

2021 Annual Report to The School Community



School Name: Pyramid Hill College (1712)



- 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 19 April 2022 at 09:18 PM by Fiona Moon (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 28 April 2022 at 08:24 PM by Adam Caspani (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

The Pyramid Hill College community is committed to providing an inclusive, caring and rigorous learning environment that engages our students and challenges them to reach their full potential; academically, socially, emotionally, physically and creatively.

Students are empowered to demonstrate and value knowledge and skills that will support them as life-long learners and to participate in and contribute to a wider community. We promote a positive school culture that ensures staff, students and parents feel valued, have meaningful opportunities to contribute to the school, and can effectively engage in the learning journey.

Pyramid Hill College values are:

Respect: We are respectful of self, others and the environment. (We are thoughtful with our words and actions)

Learn: We are learners who strive for excellence. (We challenge ourselves to do our best)

Community: We are community minded and embrace diversity. (We foster a sense of community and belonging for all)

In 2021 Pyramid Hill College had an enrolment of 94 students, of which 50 were in the primary cohort and 44 in the secondary cohort. EAL students born in the Philippines made up 16% of our student population and 6% were Aboriginal or Torres Strait Islander. Extensive transition programs began in Term three with the Preschool, St Patrick's Primary School, Cohuna Secondary College and Boort District School.

The Leadership team consists of the Principal, Assistant Principal, Junior Neighbourhood Leader (Foundation - Year 6) and the Senior Neighbourhood Leader (Year 7-10). In 2019, Literacy, Numeracy and Wellbeing School Improvement Teams were formed and these continue to be led by teaching staff. We also have a Learning Specialist who is the Curriculum/Teaching and Learning Leader. These staff members are responsible for leading the implementation of the Key Improvement Strategies that are in our Annual Implementation Plan (AIP) which focuses on the development and delivery of curriculum, literacy and numeracy outcomes and wellbeing programs. In 2021, the College employed 16.57 staff which comprised of 13.42 teaching staff and 4.15 Education Support Staff. The Junior Neighbourhood consisted of three core teachers. The breakdown of classes in this neighbourhood was as follows: F-1 (13 students), Year 2-4 (16 students) and Year 5-6 (21 students). The Education Support staff work with students requiring additional support and implement programs such as SPAIDES.

The Senior Neighbourhood of the College also includes students transitioning from our local feeder school in Pyramid Hill, St Patrick's Primary School. The Year 7 and 8 cohort are combined for some of their classes. In English, a team teaching environment has been successfully in existence since 2016. The core subjects; English, Mathematics, Humanities, Science, LOTE, Physical Education, Art, Digital Technologies and Food Technology extend all year whilst semester long subjects; Community Connections and Health have been introduced recently. This year, a 'Hands on Learning' program has been introduced for students in Year 5-8.

Our Senior Neighbourhood has a blend of classes ranging from straight year levels to composite classes. Class sizes are kept small to assist in the specialised delivery of curriculum. Our Year 9/10 curriculum is highly individualised with the core subjects; English, Mathematics, Humanities, Science and Physical Education and a wide range of electives available for selection. Our students also have the opportunity to undertake VCE Units 1 and 2, VET courses and School Based Apprenticeships. Students in Year 9 attend the North Central Trade Training Centre in Charlton each Monday to participate in a range of technical subjects. Students in Year 10 undertake a range of VET subjects in Charlton every Thursday.

Framework for Improving Student Outcomes (FISO)

In 2021 the Pyramid Hill College AIP focused on the implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of: Evidence-based high impact teaching strategies, Building practice excellence, Intellectual

engagement and self-awareness and Empowering students and Building school pride. These included the KIS: Learning, catch-up and extension priority, Happy, active and healthy kids priority, Enhance staff capacity to individualise learning needs of all students, Build the capacity of professional learning teams to improve student growth and to Build the capacity of professional learning teams to improve student growth. To support implementation of these KIS, professional learning teams in Literacy, Numeracy, Wellbeing and Student Voice continued and extensive professional development was undertaken by each team. Professional Learning Community (PLC) training was undertaken by six members of staff and two staff have embraced the PD sessions through the Quaglia Institute and have brought the information back to all staff. Whilst not all KIS were undertaken due to remote learning, many of the KIS and actions were adapted to suit remote learning. Throughout remote learning, staff used many different methods of digital literacy to engage learners. Compass was used as an integral tool and all families had access and parent engagement was high. Communication with all families was weekly and check in schedules assisted with this. The Compass data demonstrated high engagement levels with all stakeholders. Staff sharing of innovative literacy activities, programs and resources enabled the growth of the staff. Staff also were very active in participating in professional development that was provided through DET. Pivot surveys have been introduced to staff and this will become an ongoing feedback tool. Leadership training and opportunities have increased significantly for students. Whilst 2021 created many challenges for staff and students, the endorsement by staff on School Climate was 84.1%; which was well above the state average of 57.8%. A priority in 2022 will be undertaking professional development on Individual Education Plans (IEP) and implementing these for all students receiving adjustments, providing PLC professional development for all staff and embedding a plan for student voice and agency.

Achievement

In 2021 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. Students in Years Foundation-Six continue to improve in both Literacy and Numeracy. Naplan data in reading indicates that the percentage of students in the top three bands of testing in Naplan for Years 3, 5, 7 and 9 are above similar schools with Years 3 and 7, well above state level and Years 5 and 9 at state level. In Numeracy, the Year 5 data is well above the state data, Year 9 is at state level and the Years 3 and 7 are significantly below state data. Teacher Judgement data showing the percentage of students working at or above age expected standards in Mathematics indicates that the F-6 and Year 7-10 cohorts are slightly below the state level. In English, F-6 Teacher Judgement data is slightly above state level and the Year 7-10 being slightly under state level. A data entry with Year 6 Maths and Year 10 English has unfortunately distorted the data in a negative way. If this data was accurate, the F-6 Mathematics and 7-10 English data would be at or above state level. A range of additional literacy support in the classrooms and withdrawal groups were implemented with great success across the school in 2021. These programs included the Tutor Learning Initiative (TLI), the MYLNS program, SPAIDES and the Smart Spelling program. In 2022, additional classes and students will further access these programs to further student literacy outcomes. In 2022 priorities will be:

- Professional Learning Community training to be undertaken by all staff and implementation of PLC cycles
- Tutoring to continue in 2022 with ES Staff to be trained in Macqlit and Minilit
- MYLNS to continue in Year 7-10
- Effective use of data to produce at point of need teaching to inform differentiation for all students
- Creating a whole school approach for student voice and agency

Engagement

Engagement data continues to have an extremely positive trend and leads to us being a school of influence. Student absence rates in both F-6 and Years 7-10 are substantially lower than like schools and state means, with all year levels being at or above 95% in attendance. Regular student support group meetings are held for students who have low attendance rates. Strategies that have become embedded are the 9:15am phone call for all absent students, morning

tap time accountability and the School Wide Positive Behaviour program strongly aligned with attendance expectations. During remote learning, daily Webexes, weekly well-being family check-ins, learning and wellbeing pack drop offs and strong communication channels were established to check the wellbeing of students and their families. This daily contact also provided an accountability measure for students and staff. Student Retention data remains high at 90% and is substantially well above similar schools and state averages which confirms that the school is meeting the needs of the community. A comprehensive transition process is embedded from Preschool-Foundation, Year 6-7 and Year 10-11 in conjunction with feeder schools. Student exit data sits on 100% which indicates that the College is preparing students for their Year 11/12 schooling, whether it be VCE, VET or VCAL. Student voice and agency has been a focus in 2021 with feedback being a core component. Students and staff have engaged with a range of feedback tools including PIVOT surveys, feedback forms, gestures and a variety of forums. A formal 'Hands On Learning' program has been introduced this year into the Year 5-8 area. This program focuses on learning through hands on activities to promote literacy and numeracy outcomes, leadership and teamwork skills, goal setting and engagement with school. This evidence-based program has exceeded expectations this year, with data collected extremely positive.

Wellbeing

Health and wellbeing support was prioritised for staff, students and their families due to the ongoing nature of Covid-19 and the changing landscape, as we moved in and out of remote learning. During remote learning, there were wellbeing calls to every family once per week, online and video conferencing, wellbeing activities and learning and wellbeing packs dropped in regularly to each family. The Mental Health Practitioner and Chaplain ran presentations for staff and connected with identified families and students through Webex or phone. Vulnerable students were encouraged to attend onsite schooling. EAL students received a session of specialised tutoring via Webex each week.

The School Wide Positive Behaviour program has become embedded and staff trialled units of work focusing on explicitly teaching the expected behaviours. A focus was also placed into using Compass as a wellbeing tool with all behaviours both positive and negative documented. Wellbeing staff contributed to the planning and delivery of TAP time activities and this established stronger relationships between students and wellbeing staff. The wellbeing data in Year 4-6 was slightly above the state mean in the areas of School Connectedness and Management of Bullying. The Year 7-10 data showed above the state mean in the Management of Bullying and slightly below in the Sense of Connectedness. Mentoring has been a focus this year with 95% of Year 9/10 students being matched with community MATES mentors, Year 5/6 students also had an informal mentoring arrangement 'Reading Buddies' with the F/1 students. The Breakfast Program and Free Food Table provided all students with the opportunity to have breakfast three mornings a week and to take home breakfast food and fruit. Through participation in the Sporting Schools program, students have developed a range of sporting skills and have gained connections to many local sporting clubs. Year 7-9 students in the Community Connections program actively engaged with the local Lions Club, United Filipino Organisation and Neighbourhood House. After two years in the making, the college hosted the Pyramid Hill Debutante Ball, this event was such a positive and uplifting event as we celebrated the senior students. In 2022 at Pyramid Hill College, Wellbeing will be prioritised along with Literacy and Numeracy.

The foci for 2022 in the wellbeing area are:

- Securing Mental Health Practitioner and Wellbeing staff
 - All staff undergoing Berry Street training which will provides strategies for teaching and learning that enables teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement
 - Unpacking the Mental Health Toolkit
 - Continue to work and link students and families with local community organisations and regional wellbeing services
 - Update Continuum of Need for vulnerable students and have the maps easily accessible on Compass
-

Finance performance and position

Pyramid Hill College has continued to maintain a strong financial position throughout 2021 with strategic resources from the SRP aligned with the teaching and learning needs prioritised in the AIP. Whilst in 2021 we have had a net operating surplus of \$532,967, it is important to note that the school has prioritised the consolidation of funds to ensure that the College is in a viable financial situation moving forward, as future projections indicate declining student numbers. Within this surplus there are also a number of building projects that have been commissioned in 2021 but

postponed to 2022 due to Covid-19. This includes the refurbishment of the tennis court, upgrading the playground area, the stadium floor refurbishment and a substantial roofing and gutter repair for all portable buildings. In 2022, the College received \$34,643 in equity funding, this money is being used to fund an ES staff member to provide regular classroom support in the areas of literacy and numeracy.

For more detailed information regarding our school please visit our website at
www.pyramidhillc.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 94 students were enrolled at this school in 2021, 44 female and 50 male.

16 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

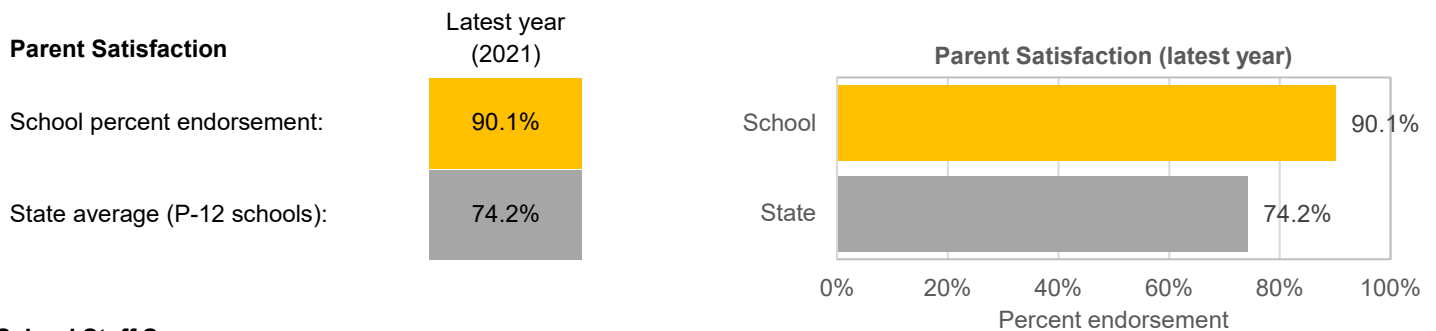
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

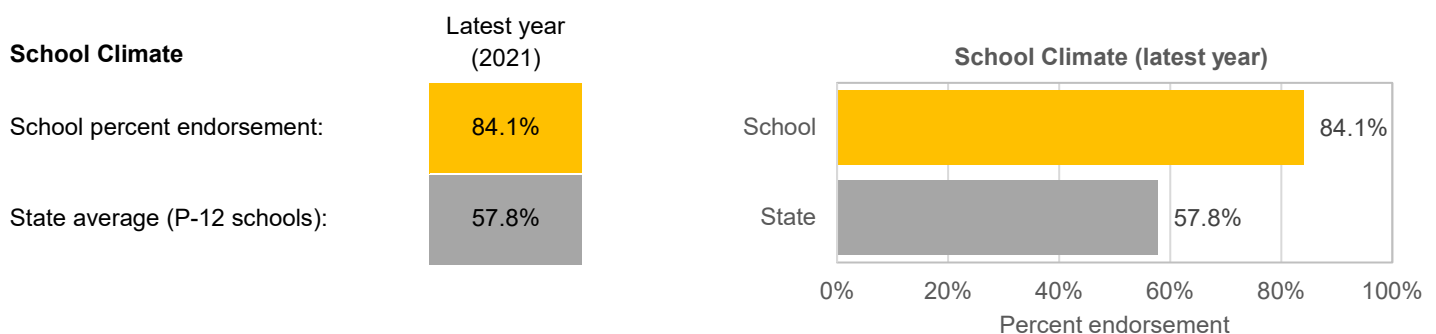


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

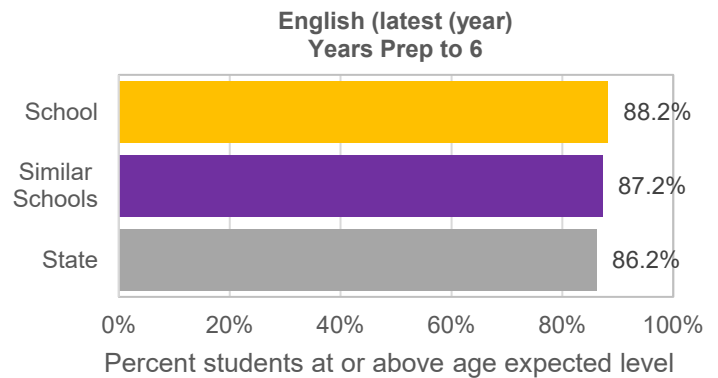
88.2%

Similar Schools average:

87.2%

State average:

86.2%



English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

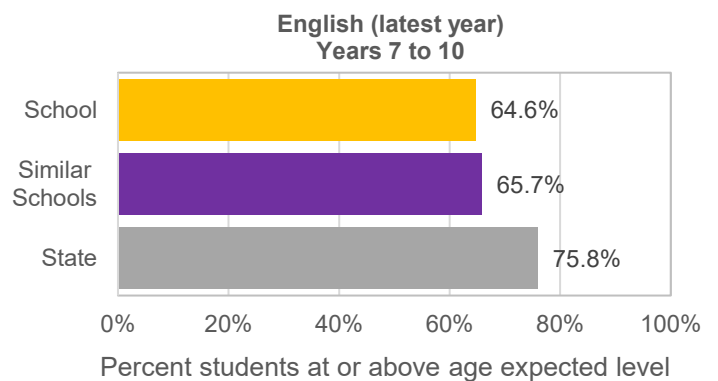
64.6%

Similar Schools average:

65.7%

State average:

75.8%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

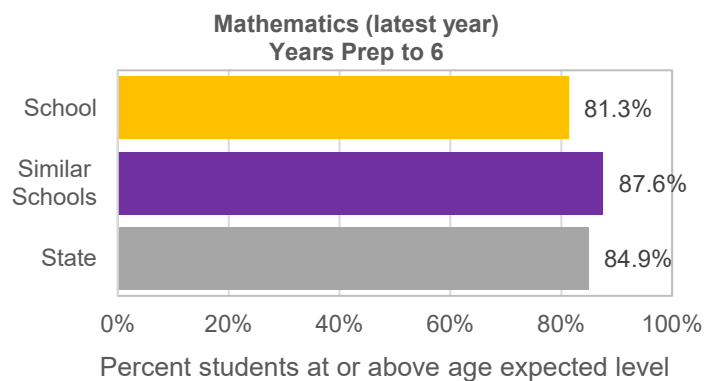
81.3%

Similar Schools average:

87.6%

State average:

84.9%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

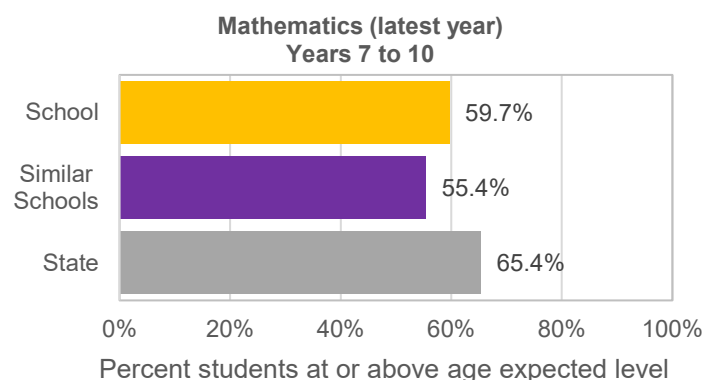
59.7%

Similar Schools average:

55.4%

State average:

65.4%



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.

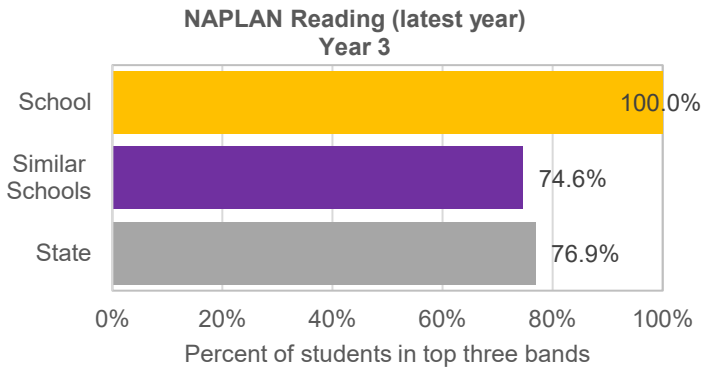
NAPLAN

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.

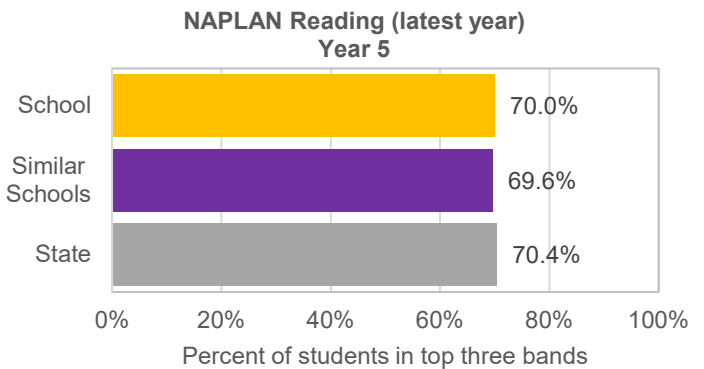
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	81.8%
Similar Schools average:	74.6%	73.8%
State average:	76.9%	76.5%



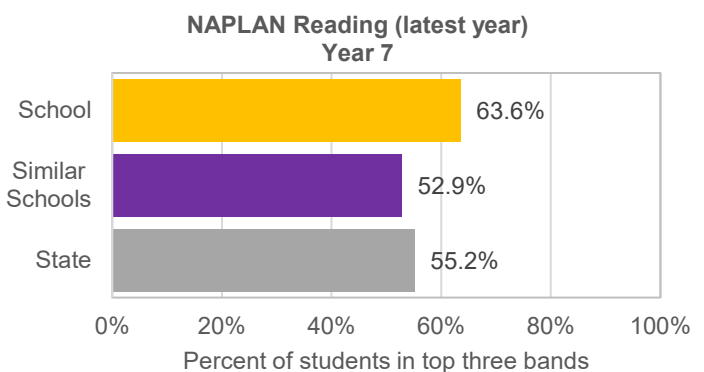
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.0%	64.3%
Similar Schools average:	69.6%	66.9%
State average:	70.4%	67.7%



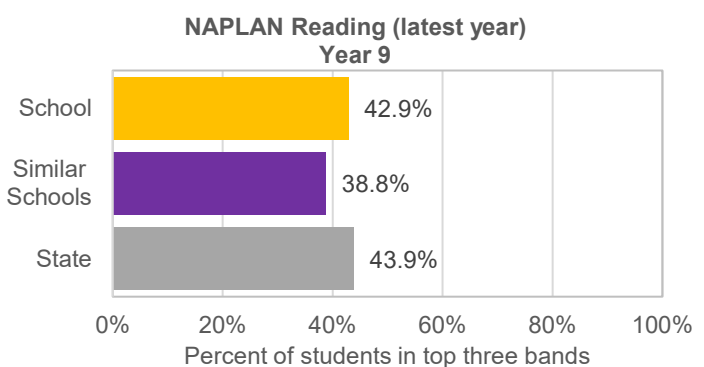
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.6%	52.0%
Similar Schools average:	52.9%	51.5%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.9%	56.0%
Similar Schools average:	38.8%	44.6%
State average:	43.9%	45.9%



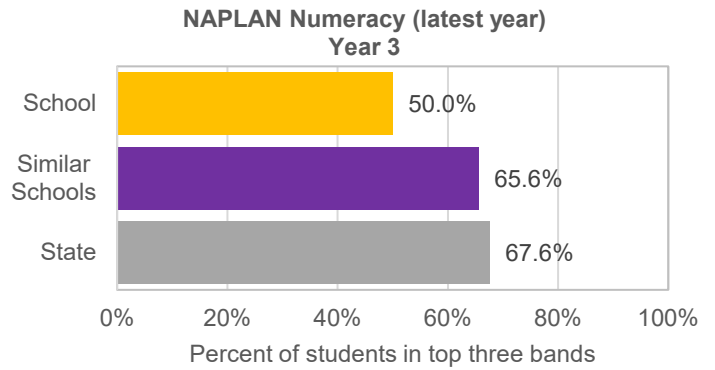
ACHIEVEMENT (continued)

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)

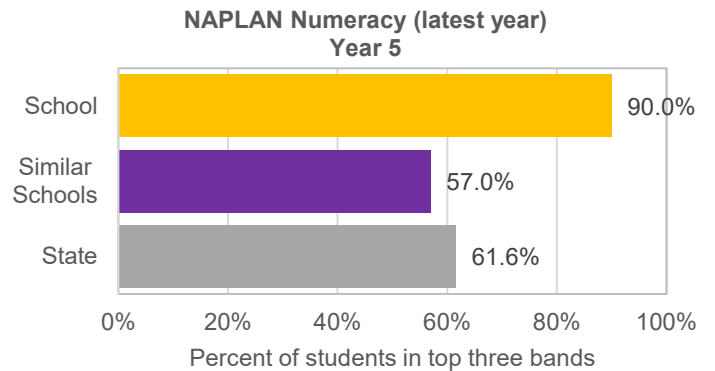
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	61.9%
Similar Schools average:	65.6%	68.0%
State average:	67.6%	69.1%



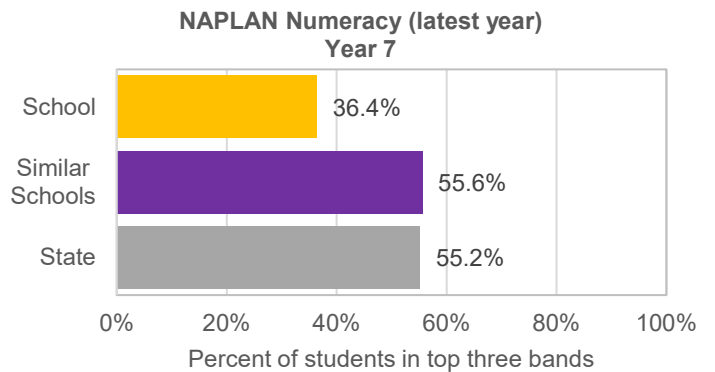
Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.0%	71.4%
Similar Schools average:	57.0%	57.9%
State average:	61.6%	60.0%



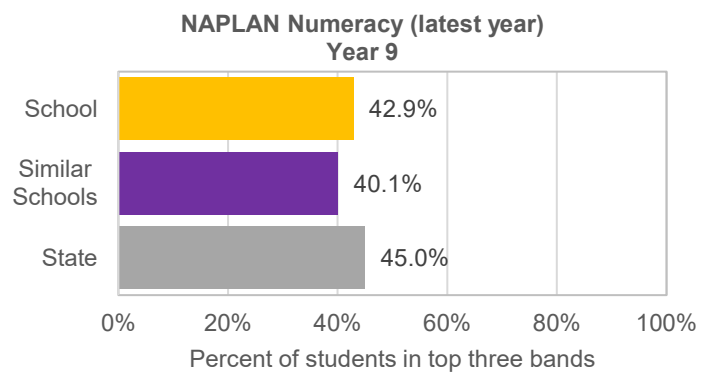
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.4%	52.0%
Similar Schools average:	55.6%	55.0%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.9%	60.0%
Similar Schools average:	40.1%	48.2%
State average:	45.0%	46.8%



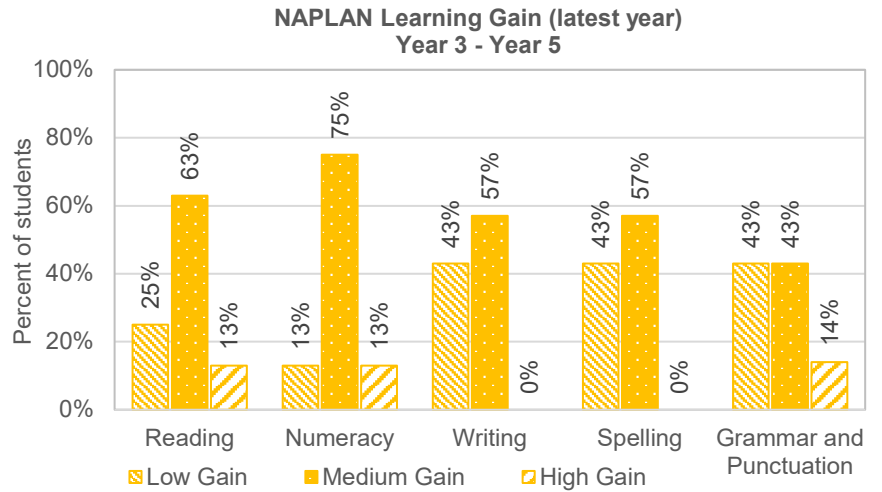
ACHIEVEMENT (continued)

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'.

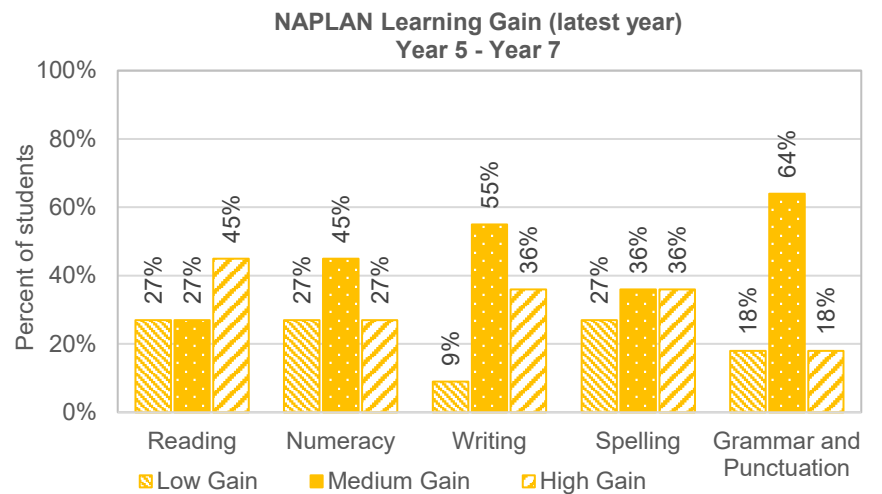
**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	63%	13%	24%
Numeracy:	13%	75%	13%	22%
Writing:	43%	57%	0%	20%
Spelling:	43%	57%	0%	22%
Grammar and Punctuation:	43%	43%	14%	23%



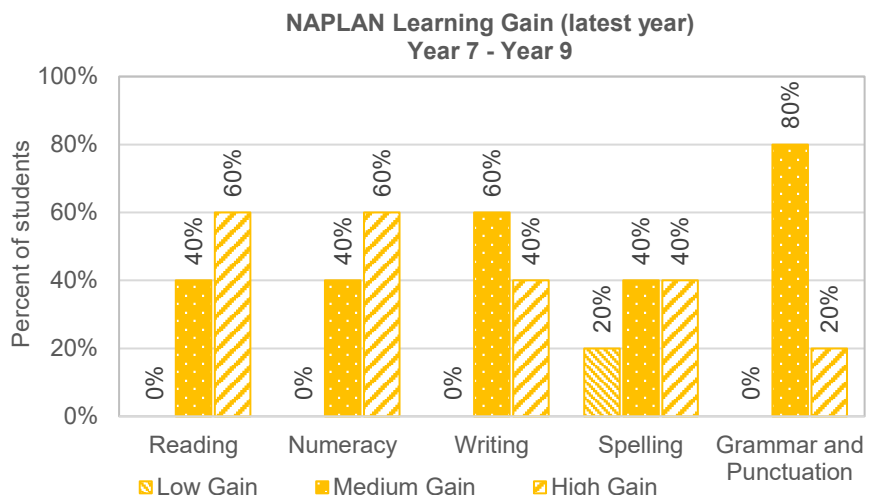
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	27%	45%	20%
Numeracy:	27%	45%	27%	24%
Writing:	9%	55%	36%	19%
Spelling:	27%	36%	36%	23%
Grammar and Punctuation:	18%	64%	18%	23%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	0%	40%	60%	19%
Numeracy:	0%	40%	60%	23%
Writing:	0%	60%	40%	20%
Spelling:	20%	40%	40%	22%
Grammar and Punctuation:	0%	80%	20%	23%



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.

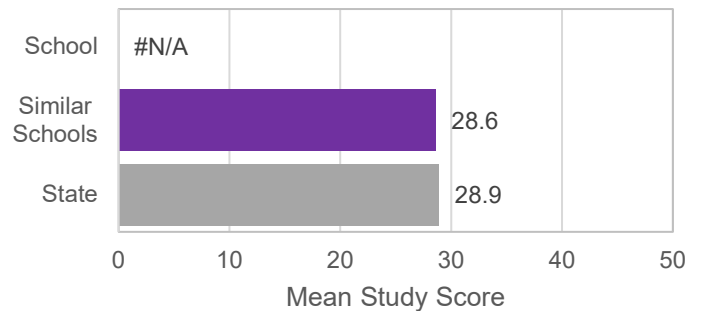
The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education

Latest year (2021) 4-year average

School mean study score	NDA	NDA
Similar Schools average:	28.6	28.2
State average:	28.9	28.9

Victorian Certificate of Education (latest year)



Students in 2021 who satisfactorily completed their VCE:

NDA

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

NDA

VET units of competence satisfactorily completed in 2021*:

NDA

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

NDA

* 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

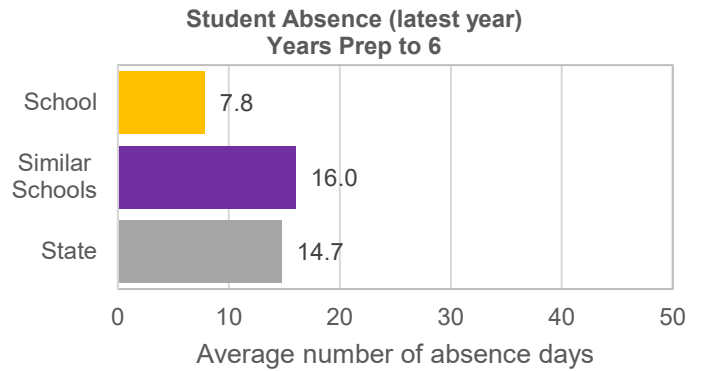
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

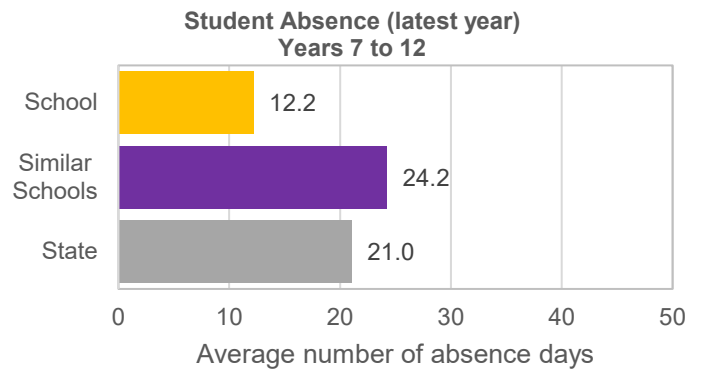
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	7.8	10.4
Similar Schools average:	16.0	15.8
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	12.2	13.9
Similar Schools average:	24.2	21.2
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):	NDP	96%	97%	96%	95%	97%	95%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	94%	94%	93%	94%	NDA	NDA	

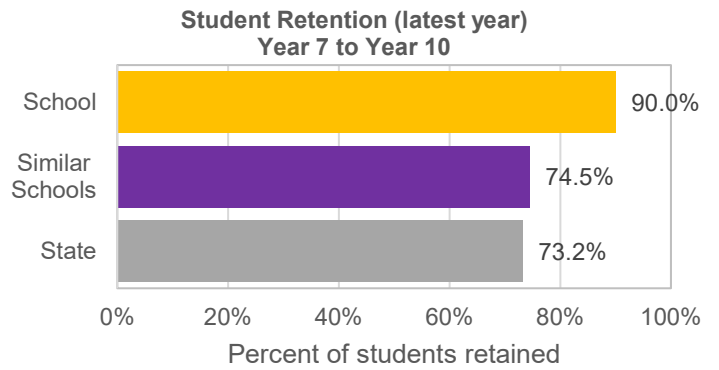
ENGAGEMENT (continued)

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:	90.0%	93.0%
Similar Schools average:	74.5%	73.1%
State average:	73.2%	72.9%



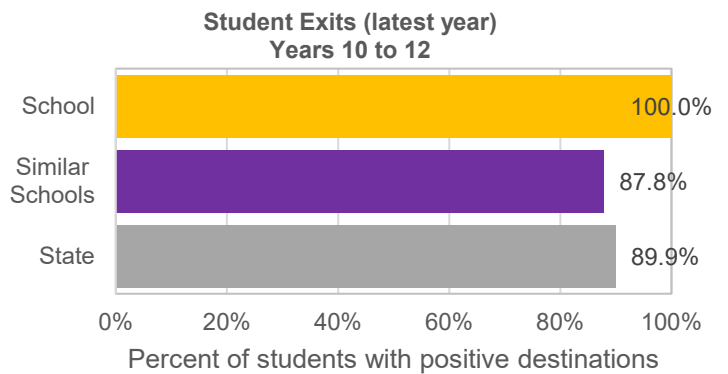
Students exiting to further studies or full-time employment

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:	100.0%	100.0%
Similar Schools average:	87.8%	86.6%
State average:	89.9%	89.2%



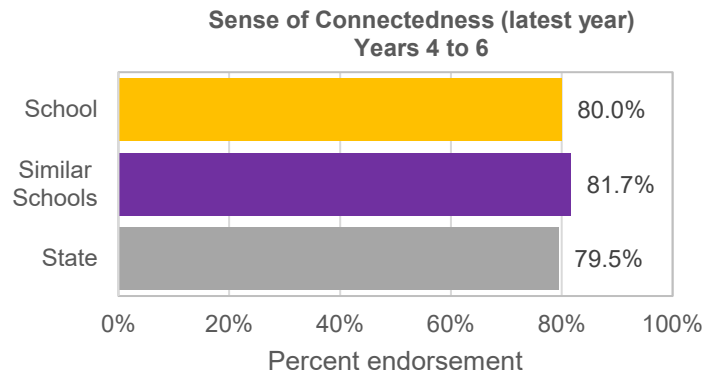
WELLBEING

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

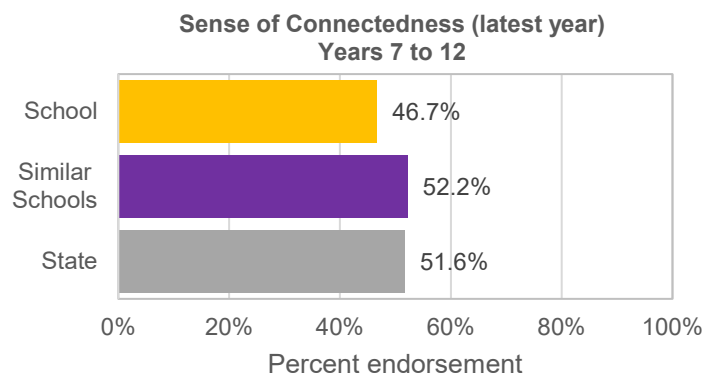
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	80.0%	78.3%
Similar Schools average:	81.7%	82.8%
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:	46.7%	60.4%
Similar Schools average:	52.2%	55.2%
State average:	51.6%	54.5%



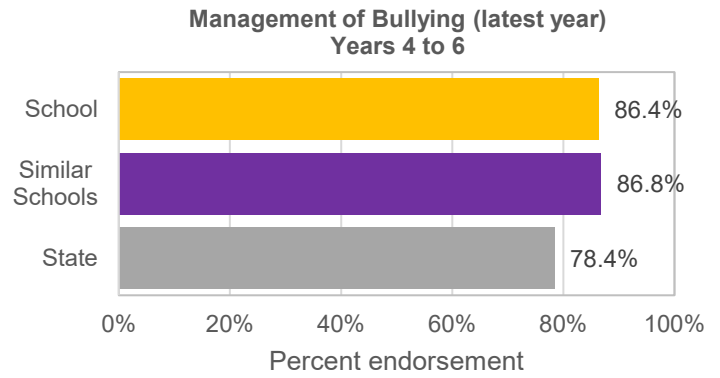
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

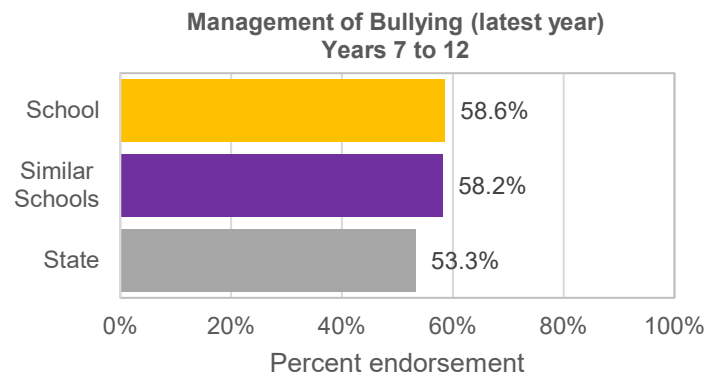
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	86.4%	76.2%
Similar Schools average:	86.8%	84.9%
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:	58.6%	67.0%
Similar Schools average:	58.2%	61.3%
State average:	53.3%	56.8%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$2,212,482
Government Provided DET Grants	\$604,631
Government Grants Commonwealth	\$12,650
Government Grants State	\$9,800
Revenue Other	\$13,208
Locally Raised Funds	\$59,554
Capital Grants	\$0
Total Operating Revenue	\$2,912,325

Equity ¹	Actual
Equity (Social Disadvantage)	\$34,414
Equity (Catch Up)	\$229
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$34,643

Expenditure	Actual
Student Resource Package ²	\$1,996,597
Adjustments	\$0
Books & Publications	\$1,456
Camps/Excursions/Activities	\$39,033
Communication Costs	\$6,654
Consumables	\$55,160
Miscellaneous Expense ³	\$18,986
Professional Development	\$11,130
Equipment/Maintenance/Hire	\$28,775
Property Services	\$71,198
Salaries & Allowances ⁴	\$61,743
Support Services	\$44,334
Trading & Fundraising	\$21,683
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,608
Total Operating Expenditure	\$2,379,358
Net Operating Surplus/-Deficit	\$532,967
Asset Acquisitions	\$8,040

- (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	\$728,199
Official Account	\$24,656
Other Accounts	\$0
Total Funds Available	\$752,855

Financial Commitments	Actual
Operating Reserve	\$61,609
Other Recurrent Expenditure	\$0
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	\$0
Capital - Buildings/Grounds < 12 months	\$340,000
Maintenance - Buildings/Grounds < 12 months	\$170,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$571,609

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.