

2021 Annual Report to The School Community



School Name: Bairnsdale Secondary College (8466)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 07 April 2022 at 08:09 PM by Trudie Nagle (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 30 May 2022 at 08:42 AM by David Radford (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Bairnsdale Secondary College has much to celebrate when we reflect on 2021. Whilst Covid19, remote and flexible learning still certainly had an impact - The dedication and resilience and professional commitment of all staff and the students to continue to push forward was really quite remarkable! We have been able to deliver NAPLAN in 2021 (It was cancelled in 2020) which was pleasing. This enabled us to have more data around the growth and development of our students. (In short, the data has been impacted in different ways, due to Covid19 and hence when reading this report, take all factors into consideration, as we reflect on the performance of the College in 2021)

Bairnsdale Secondary College, is a co-education Secondary College located in the township of Bairnsdale approximately 300kms east of Melbourne CBD. During 2021 the College has made significant gains, in developing the staged implementation of SWPBS (School Wide Positive Behaviour System). After consultation, our College values changed to reflect our improving learning environment. The values are now: Respect, Resilience and Responsibility. We now have a system of "values points" to recognize the positive behaviour within our student cohort and the parents are informed of value points being allocated via text.

The purpose of the College is to maximize the opportunities and choices for all of our students, to ensure they are confident individuals who make positive contributions to their communities. Young people who see themselves as always learning - regardless of circumstance or age. The College vision is to create a learning community with a focus on improving teaching practice through ongoing performance development so that student outcomes improve constantly.

What is your College trying to achieve? The College must support the needs of all students in terms of well-being, a safe and positive learning environment and ultimately improving the academic outcomes for all students to improve choice and opportunity when their time at Bairnsdale Secondary College is concluded.

In 2021 the staffing profile was made up of 1 Executive Principal, 4 Assistant Principals, 5 Leading Teachers, 4 Learning Specialists, 85.5 Teachers, 52.6 Educational Support Staff, and 1 Business Manager.

A total of 1165 students were enrolled at this school in 2021, 594 female and 571 male. 1 percent of students had English as an additional language and 10 percent were Aboriginal or Torres Strait Islander.

The students are divided into 3 hubs: A year 7, year 8 and 9, and a year 10, 11 and 12 Hub. The College also provides a Flexible Learning Campus for VCAL students at a Satellite venue in Bairnsdale. This campus had an enrolment of 24 students ranging in age from 15 to 17 years.

The overall socio-economic profile of the College is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. This school's socio-economic band value is: Medium. (Possibilities are: Low, Low-Medium, Medium, and High.)

The overall Parent Satisfaction summary, where parents are asked to endorse their level of satisfaction with the College, has seen significant improvement, falling just shy of the state average for Victorian Secondary Schools. Measures of endorsement by the staff on the College Climate, has seen significant improvement, falling just short of the state average for Victorian Secondary Schools. These factors combined shows a significant development in our desire for whole school improvement.

Whilst we celebrate fabulous progress being made in all areas at the College over 2021, there remains significant work still to be done, as we strive for continuous improvement.

Framework for Improving Student Outcomes (FISO)

In 2021, the College's AIP (Annual Implementation Plan) focused on implementation of key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Building Leadership Teams.

Building Practice Excellence:

All teaching staff at BSC have a varied degree of experience and capacity. In 2021 we have engaged resources to support the constant improvement of all teaching staff, regardless of starting point. The ES (Education Support) staff have also been offered a variety of Professional Development opportunities. This role models that we are all life long learners and can always have a mind set of constant improvement.

The focus on building teacher capacity has been around data usage to support point of need teaching, differentiated teaching in line with the College's Instructional Model (IM) and Developing a mentoring / coaching program. Plus, developing and embedding a consistent model of Behaviour Management in line with and improving on our climate for learning through SWPBS.

To support implementation of these KIS (Key Improvement Strategies), we now have 4 Learning Specialists appointed as professional practice coaches and mentors. The Learning Specialists drive the development of an Instructional Model for teaching and began the work of ensuring that the IM is in every classroom for every session of the day, being delivered with fidelity and rigour.

Curriculum Planning and Assessment:

This work saw Regional staff support the Key Learning Area (KLA) leaders in documenting, developing and delivering a viable, authentic and rigorous curriculum that falls in line with the Victorian Curriculum Guidelines. The future work in curriculum will be overseen by the Learning Specialists. Plus, the continued development of the KLA leaders will be supported by the Professional learning Community (PLC) delivered by an Assistant Principal.

Building Leadership Teams:

During 2021, much work was done increasing the capacity of not only the Principal class, but also the leadership profile of the College. This work will of-course be ongoing into the future and is primarily driven by the Performance and Development Process (PDPs).

All members staff are encouraged to have a leadership focus. That focus may be of a major or minor nature, but as a whole staff, they are encouraged to respectfully challenge, be solution based and deliver higher performance. An ongoing key piece of work is always: Role clarity within job description development for all staff, both teachers, leadership roles and Education Support staff. The understanding of how "all the jigsaw pieces fit together to form the big picture" is critical.

Achievement

The College achievement results for 2021, leave us with much to celebrate. Do we still have a long way to go? Absolutely yes, BUT we have made significant gains / progress / growth compared to previous years in all areas. In 2021 the College continued our work on the goal of maximizing the learning and growth in Literacy and Numeracy for all students. This will ultimately increase the opportunities for the students as they move beyond their secondary schooling.

Unfortunately during 2021, we were again impacted by Covid19 and had periods of remote learning. The staff were able to make use of the online learning platforms for content delivery and assessment, plus continue to develop ways to differentiate for their students.

Teacher Judgements for ENGLISH (years 7 to 10) reflect that Bairnsdale Secondary students achieved results marginally below that of similar schools and fell short of State averages. '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 Judgements for NUMERACY (year 7 to 10) have truly been disappointing. There is much work to be done in the space and the College has a clear focus and action plan for 2022 to address this concern. Bairnsdale Secondary students results fell considerably below both similar schools and State averages.

NAPLAN READING results varies between year 7 and 9. The year 7 reading results being marginally below those of similar schools, but too far behind the state averages. The year 9 results however were very strong. Bairnsdale Secondary students results were clearly above those of similar schools and only marginally behind the state results. The goal is to top the state results in 2022 at year 9 and bring significant improvement to the year 7 area.

The NAPLAN NUMERACY results were strong in both year 7 and year 9. Very pleasing. At year 7 we were the same as similar schools and only marginally behind the state averages. At year 9, we were well above similar schools and marginally behind the state results. Again the goal will be to top the state at year 9 and equal state results at year 7.

It appears to be a discrepancy between the Teacher Judgements and Naplan results. (Particularly in Numeracy) This will be an area of focus in 2022. Why the difference and / or inaccuracies?

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 looks at five areas: Reading, Numeracy, Writing, Spelling and Grammar / Punctuation. From grade 5 to year 7, Bairnsdale Secondary students (when compared to similar schools) had similar results for reading, spelling, grammar and punctuation. The numeracy results fell a little below, but the writing results were above similar schools. The Learning Gain from year 7 to year 9 was fabulous! Bairnsdale Secondary students scored above similar schools in all areas (bar spelling which was marginal) and the numeracy result was well above.

At VCE Bairnsdale Secondary students scored marginally below the results of similar schools and short of state averages. It should be noted that 2021 saw significant improvement in the VCE results.

Our VCE results also saw a considerable improvement in the rate of students who satisfactorily completed their VCE studies - in fact this rose to 99%

VET (Vocational Educational and Training) and VCAL (Victorian Certificate of Applied Learning) also saw significant improvement in satisfactory completion rates from previous years:

- Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence: 45%
- VET units of competence satisfactorily completed in 2020: 61%
- Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021: 83%

During 2020 VCAL students had a dedicated learning space (when on site) and a focused team to support their studies. This group were particularly vulnerable during Remote Learning and the team have been commended for their exceptional results.

As we continue to strive for excellence in all aspects of our work, we will see these outcomes and opportunities for our students continue to grow.

Engagement

Attendance and student retention continue to be key pieces of work for the College.

In 2021 our attendance rates overall 'held steady', however Term 4 saw absences grow as students draw towards the end of a second year of interrupted schooling due to Covid.

Having said this, the average attendance rates from year 7 to year 12, still remain too low. Students being absent from school will always have a negative impact on their learning.

On average students at Bairnsdale Secondary missed 25 days of school (years 7 to 12). This represents 5 weeks (a school year is on average 40 weeks in length). To miss 5 weeks of 40 is unacceptable, the challenge is to reduce these days missed. Having said that, the number of days missed in similar schools is higher (29 days) and state averages lower (21 days).

Attendance rates:

- Year 7 - 87% attendance rate
- Year 8 - is the lowest attendance percentage with 85%
- Year 9 - 86% attendance rate
- Year 10 - 86% attendance rate
- Year 11 - 92% attendance rate
- Year 12 - 92% attendance rate

A large number of students at Bairnsdale Secondary College who previously experienced challenges in terms of their engagement connected strongly with the opportunities during the remote learning period. In particular students who have struggled with social interactions or have battled health concerns.

In 2022 the College will introduce a 'Virtual classroom'. This is a direct strategy to engage with those students who are unable to attend school due to personal circumstances. To date - this is proving to be very successful. We will look to expand this work into the future.

Student retention:

This is the rate of retention of our students from when they enter BSC in year 7 through to year 10. Across a 4 year average Bairnsdale Secondary College students has stayed at the College at a rate of 75%. This is below the retention rate of similar schools (77%) and above that of the state (73%). We saw a slight drop in 2021, mainly due to the large number of students who were able to gain apprentice placements.

The percentage of students from years 10 to 12, going on to further studies or full-time employment is a concern for the College. In 2019 the percentage rate was 65%. In 2020 this rose to 75%. The 2021 data is not available at this time. These results are well below similar schools (85%) and state averages (89%).

We should ponder the effect of 'gap years' for our students. Many students do not enter higher education studies immediately, as they save for costs and continue living at home for 12 months. The demands of then moving away from home and regional areas then becomes challenging.

Wellbeing

The work in the wellbeing space has been exciting during 2021. The team has grown, with a clear focus on building the capacity of each team member. The 2021 team consisted of: 2 key leaders, 3 student counsellors, 1 College nurse who is shared with another secondary school, a doctor and a triage nurse through the Doctors in Secondary Schools Program (every Wednesday), 1.6 chaplains, a mental health practitioner, an external social worker and additional targeted programs, plus Clontarf (academy for ATSI boys) and Girls at the Centre (Smith family program targeting ATSI girls).

The Wellbeing team has a leading role in developing and supporting the mental health and physical wellbeing of all of our students. Students are supported in small groups and individually through a variety of programs including BRACE, Drumbeat and STEPS.

The last 2 years have raised significant challenges when referring to how connected the students felt to school. This data is collected via the 'Attitude to School Survey', that the students complete mid year. With the general impact of Covid19 across the 2 years, data is very difficult to compare. However, it is fair to say 'students have become more disconnected' during this time. The re-entry into school full time and the loss of social connections is proving to be a challenge.

The ways in which the College deals with concerns around bullying always remains important. Again, with the impact of the last 2 years, data is unreliable. However Bairnsdale Secondary results are below (in terms of satisfaction) similar schools and state averages.

Finance performance and position

95% of Bairnsdale Secondary College revenue comes from the Department of Education and Training (DET), Student Resource Package (SRP). The remaining 5% is made of government grants and locally raised funds. DET staffing represents 80% of the SRP.

The College has again finished 2021 in a strong financial position and this is primarily attributed to less expenditure due to large periods of remote learning. When back onsite we had limited opportunities for events and activities. Parent Payments collection rates continued to be above average with 81% (\$274,000) received.

Changes to the DET Parent Payment Policy effective from 2022 are expected to impact significantly on College revenue with lower collection rates.

For more detailed information regarding our school please visit our website at
www.bairnsdalesc.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 1165 students were enrolled at this school in 2021, 594 female and 571 male.

1 percent of students had English as an additional language and 10 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).

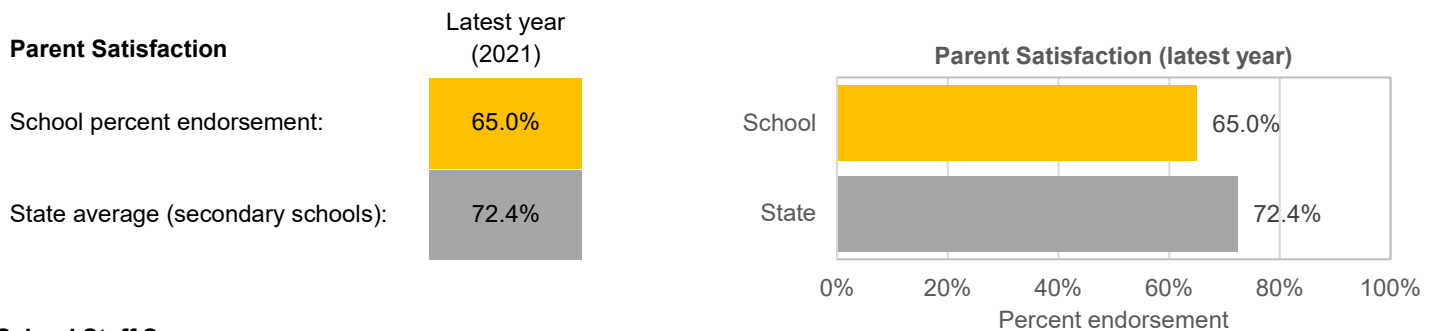
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

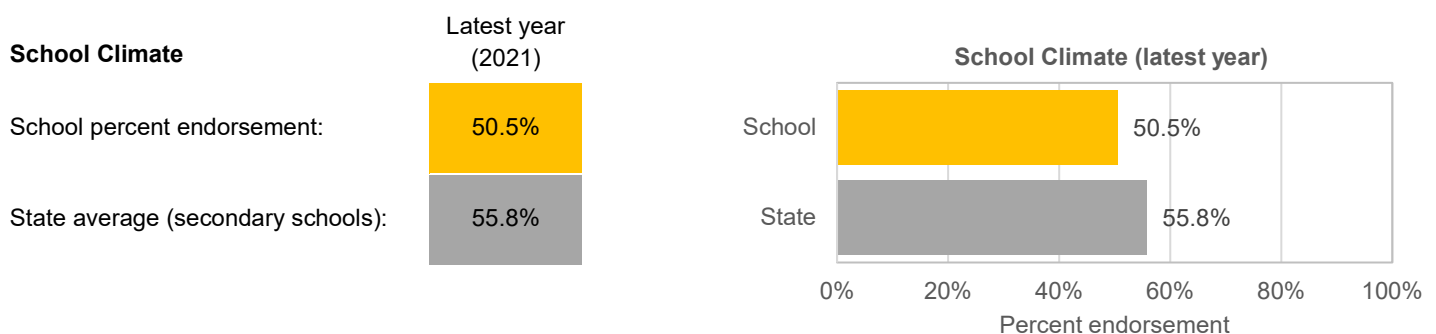


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

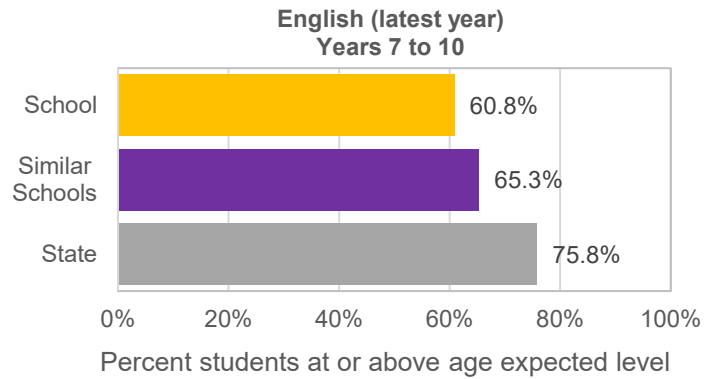
60.8%

Similar Schools average:

65.3%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

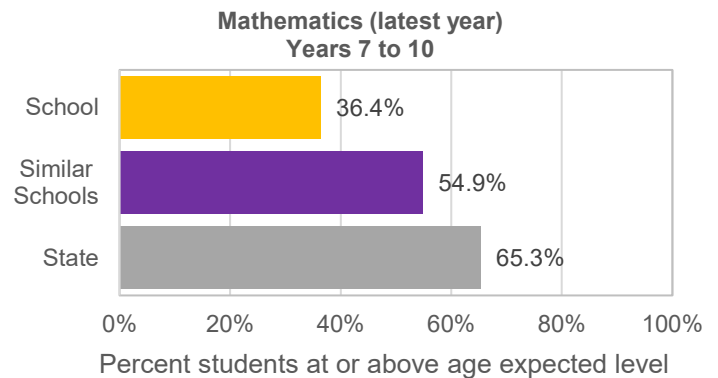
36.4%

Similar Schools average:

54.9%

State average:

65.3%



ACHIEVEMENT (continued)

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

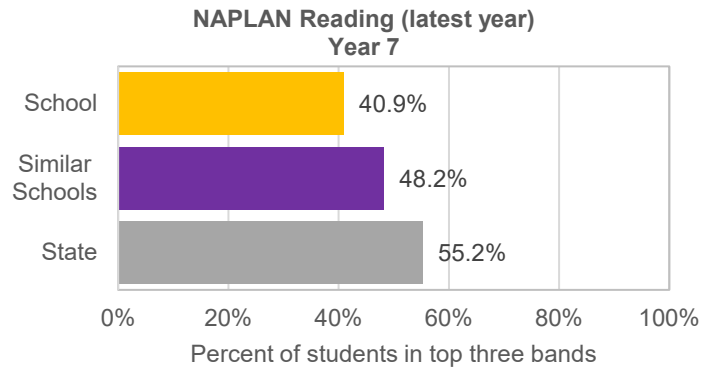
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

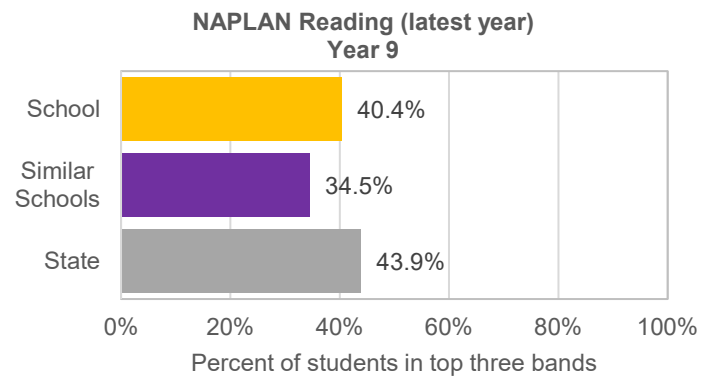
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	40.9%	42.5%
Similar Schools average:	48.2%	46.9%
State average:	55.2%	54.8%



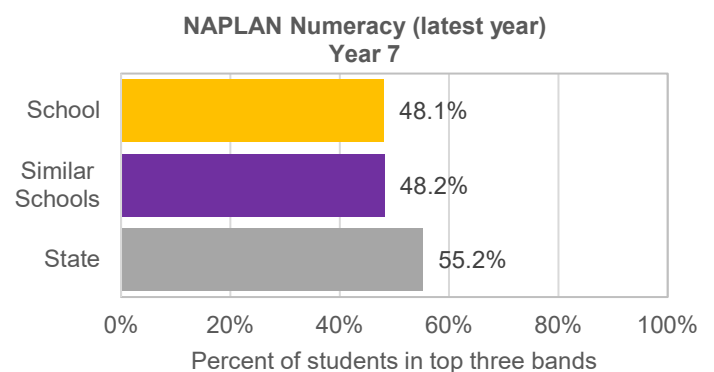
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	40.4%	38.1%
Similar Schools average:	34.5%	38.2%
State average:	43.9%	45.9%



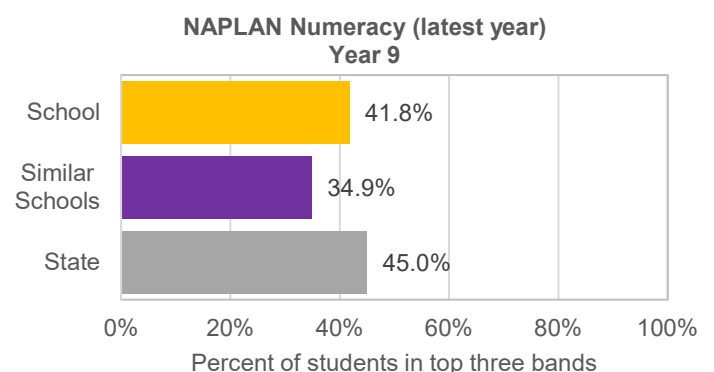
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	48.1%	44.8%
Similar Schools average:	48.2%	47.9%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	41.8%	37.4%
Similar Schools average:	34.9%	37.9%
State average:	45.0%	46.8%



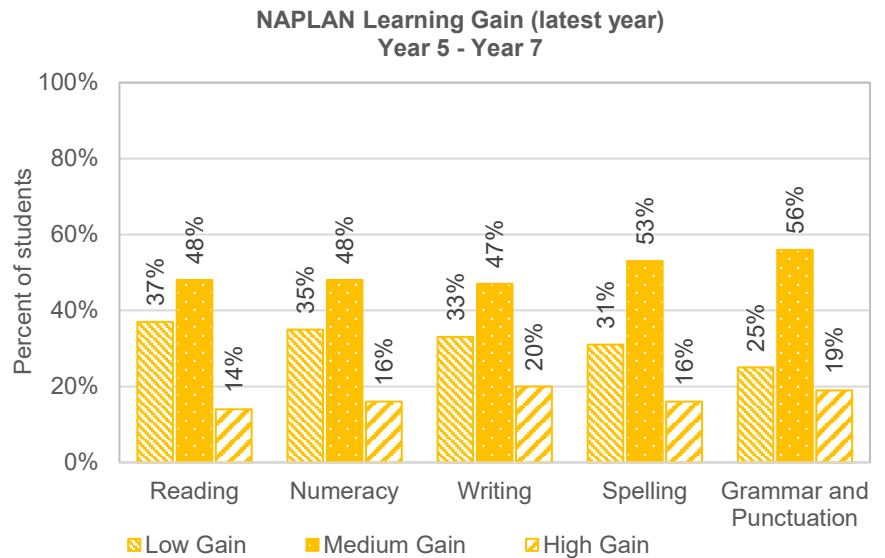
ACHIEVEMENT (continued)

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'.

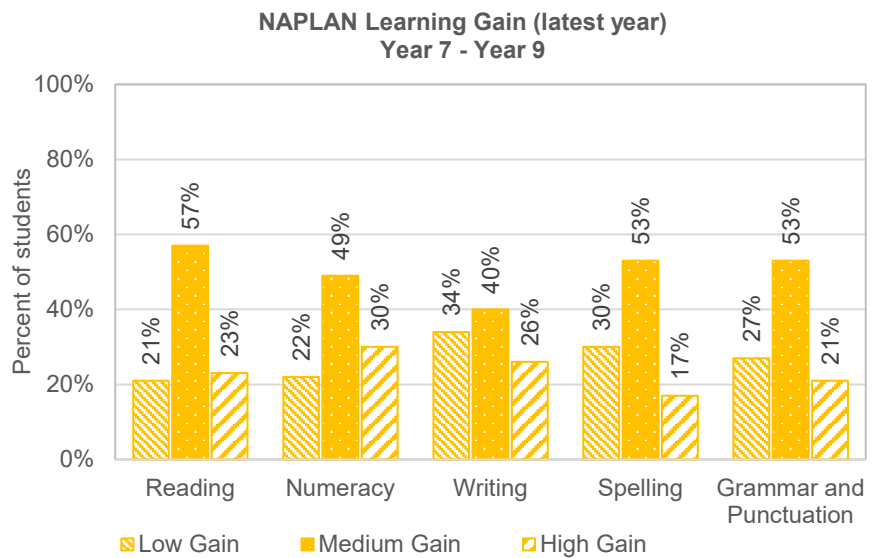
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	37%	48%	14%	17%
Numeracy:	35%	48%	16%	22%
Writing:	33%	47%	20%	18%
Spelling:	31%	53%	16%	19%
Grammar and Punctuation:	25%	56%	19%	19%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	57%	23%	21%
Numeracy:	22%	49%	30%	22%
Writing:	34%	40%	26%	20%
Spelling:	30%	53%	17%	20%
Grammar and Punctuation:	27%	53%	21%	18%



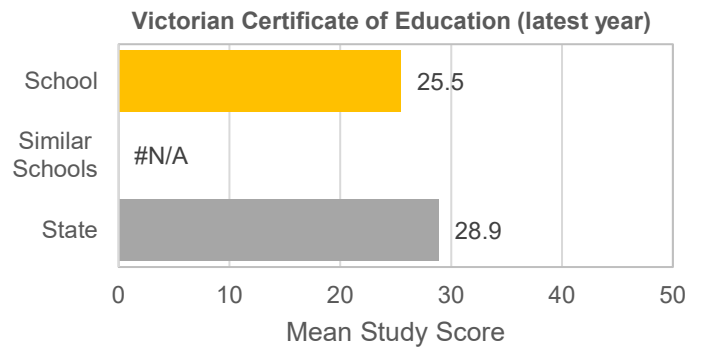
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

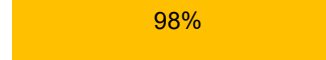
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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

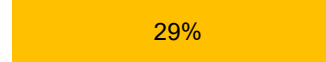
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	25.5	24.0
Similar Schools average:	26.6	NDA
State average:	28.9	28.9



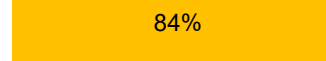
Students in 2021 who satisfactorily completed their VCE:



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



VET units of competence satisfactorily completed in 2021*:



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



* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

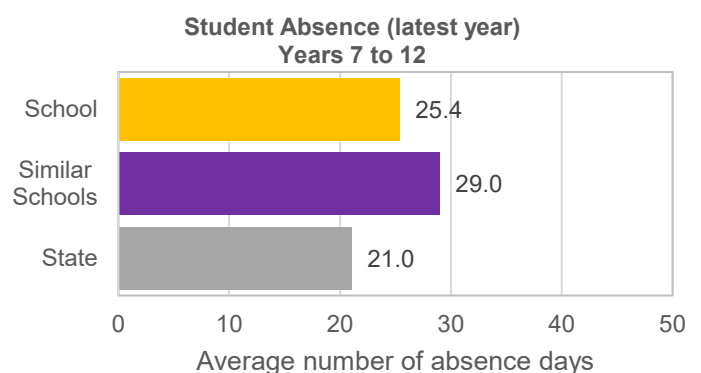
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	25.4	24.3
Similar Schools average:	29.0	25.7
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

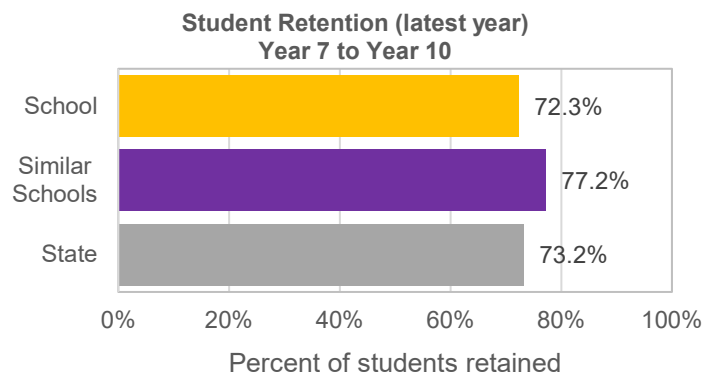
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	87%	85%	86%	86%	92%	92%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2021)	4-year average
School percent of students retained:	72.3%	75.4%
Similar Schools average:	77.2%	76.9%
State average:	73.2%	72.9%



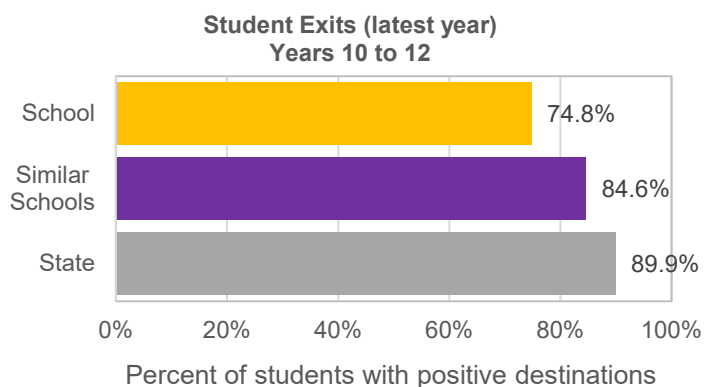
Students exiting to further studies or full-time employment

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:	74.8%	64.2%
Similar Schools average:	84.6%	83.4%
State average:	89.9%	89.2%



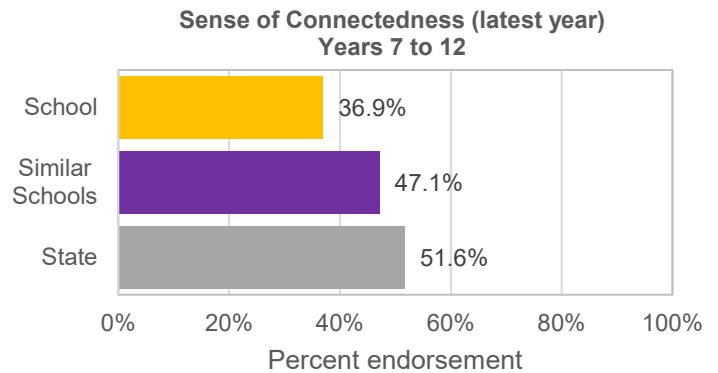
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	36.9%	44.3%
Similar Schools average:	47.1%	49.6%
State average:	51.6%	54.5%

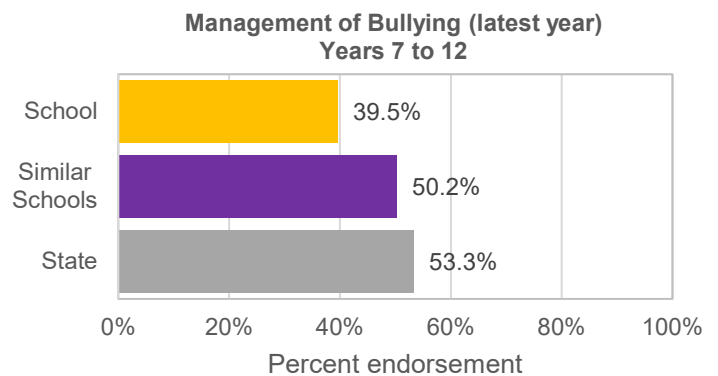


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	39.5%	42.0%
Similar Schools average:	50.2%	52.5%
State average:	53.3%	56.8%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$13,891,166
Government Provided DET Grants	\$2,472,543
Government Grants Commonwealth	\$18,105
Government Grants State	\$9,800
Revenue Other	\$148,959
Locally Raised Funds	\$674,729
Capital Grants	\$0
Total Operating Revenue	\$17,215,302

Equity ¹	Actual
Equity (Social Disadvantage)	\$984,985
Equity (Catch Up)	\$99,030
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,084,015

Expenditure	Actual
Student Resource Package ²	\$13,637,404
Adjustments	\$0
Books & Publications	\$32,095
Camps/Excursions/Activities	\$170,481
Communication Costs	\$41,668
Consumables	\$463,253
Miscellaneous Expense ³	\$375,645
Professional Development	\$25,366
Equipment/Maintenance/Hire	\$370,021
Property Services	\$533,983
Salaries & Allowances ⁴	\$256,865
Support Services	\$256,357
Trading & Fundraising	\$22,966
Motor Vehicle Expenses	\$9,710
Travel & Subsistence	\$727
Utilities	\$159,358
Total Operating Expenditure	\$16,355,900
Net Operating Surplus/-Deficit	\$859,402
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	\$2,593,966
Official Account	\$47,511
Other Accounts	\$0
Total Funds Available	\$2,641,476

Financial Commitments	Actual
Operating Reserve	\$409,035
Other Recurrent Expenditure	\$176,314
Provision Accounts	\$5,000
Funds Received in Advance	\$314,247
School Based Programs	\$263,345
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$59,545
Repayable to the Department	\$3,313
Asset/Equipment Replacement < 12 months	\$284,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$64,025
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,578,825

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.