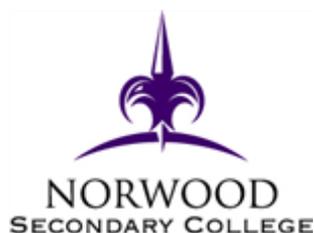


2021 Annual Report to The School Community



School Name: Norwood Secondary College (8185)



- 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 26 April 2022 at 04:50 PM by Andrew Sloane (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 12 May 2022 at 03:45 PM by Tammie Palmer (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

Norwood Secondary College is a co-educational government secondary college, Years 7 - 12, situated in the City of Ringwood, east of Melbourne, and catering to a community that stretches from Mitcham to Lilydale and from Ringwood to Park Orchards.

Overall enrolment in 2021 was 1088 students (547 female, 541 male) - the College has a cap of 1100 due to limits to classroom accommodation and space in the yard. Enrolments in Year 7 usually come from over 20 primary schools, though the majority of incoming Year 7s come from a half dozen nearby primary schools. 8% of students have English as an additional language and 1% were Aboriginal or Torres Strait Islander.

The College is a school with a strong focus on academic studies, but it also emphasises its many co-curricular programs, reflecting the College's commitment to programs that develop the whole child while at the same time supporting and enhancing their academic progress. Staff take pride in seeking to address the academic, social, emotional and physical needs and assisting our young adults in areas of their personal growth journey.

The College offers an enhancement program (a single class at Years 7 to 9) and in the senior years VCE, VCAL and VET programs are offered.

Norwood also offers a rich variety of co-curricular programs.

Pre-COVID, there has been an annual musical Production, a vibrant Music program and a strong interschool sport program. In 2021, much of the co-curricular program was suspended as students went into 'remote learning'. The interschool Debating competitions were also lost in the uncertainty of attendance at school and COVID rules for gathering. There is a strong, formal, student leadership structure across the College. In 2021 we were able to elect College Captains and Vice-Captains, Prefects, House Leaders, Year Level representatives and Class Captains. The College has an active Student Representative Council, with representatives from each Year Level and led by a Prefect. Two student representatives are members of the College Council and report on student matters at each College Council meeting. SRC meetings occurred thanks to the efforts of senior staff, and an enthusiastic group of students who made up the SRC.

Norwood Secondary College is committed to providing our students with an environment that is both inspiring and nurturing. The College has a proud tradition of ensuring our students are provided with an excellent educational experience and opportunities to grow intellectually, socially and ethically. It is our belief that our students will benefit from their exposure to a broad range of learning experiences, in and out of the classroom, and our programs are developed with this as a core goal.

Our students leave the College equipped with the skills and self-belief to continue to learn as their lives progress. They also understand the importance of seeking to be the best they can be in all their endeavours. The College aims to develop, in each student, the capacity to continue to learn, well after leaving school. This involves developing the appropriate level of literacy and numeracy skills, together with the capacities and confidence for each individual to be able to retrain, relearn and continue to develop themselves through ongoing learning. The College recognises the importance, with the inevitable changes in employment opportunities through the coming years, for all departing students to have the capabilities to continue to learn and progress, even change, in their employment choices. A belief in the importance of 'life-long learning skills' underpins our teaching and learning programs.

The College aims to provide a high-quality education for all students irrespective of ability or their post-school aspirations re study or employment. Staff are strongly encouraged to work towards each of their teams being collaborative and having a common focus related to the improvement of their programs. The College has developed four Values that underpin all programs and interactions with members of our community. (Responsibility, Resilience, Aspiration, Respect). These Values form an important base for discussions with students about their development as a person and were identified after considerable consultation with staff, students and parents. Celebrations of students' achievements are determined using these Values and conversations with students about their behaviour and/or attitude involve discussions about how they match up to the College's Values. Norwood's Values are an active part of school life.

The expectations of students' learning outcomes are 'aspirational'. All interactions involving adults or students are expected to take into account the premises of respect for self and others and taking responsibility for one's actions; when students (and staff) meet disappointment or challenges in their lives, they are encouraged to develop/employ

coping strategies that assist in developing the resilience that is required as one navigates the 'ups and downs' of life.

While we have strong transition strategies for student movement from level to level, we are particularly proud of our Grade 6 to Year 7 Transition Program. With many students joining the College from small Primary Schools, where they may be the only student or one of a small number of students coming to Norwood, the Transition Program ensures that they and their learning and social needs are 'known' prior to enrolment and addressed from commencement. We ensure the Year 7 Camp is placed early in Term 1 to ensure it provides the opportunity for all students to make new friends in their class and year level. It has been a very successful strategy for many years, though in 2021 the Camp was cancelled just prior to it commencing – much to the distress of our new Year 7 students and their teachers. Alternative induction activities were developed, but it was recognised that the loss of the Camp was felt by all. As students progress through the years of secondary schooling (from being 12 years old to 18 years old), the expectations of the College of them also transitions. In particular, our expectations of how students approach their studies and the manner in which they interact with each other, and staff reflect our belief that as our students grow through adolescence to adulthood, they should show increasing levels of maturity in how they exhibit the values of respect and responsibility.

Norwood Secondary College values the support of and input from our parents. We believe our students' school experiences will be more productive and positive if parents and College staff work in a supportive and cooperative manner

The College employs equivalent full-time staff, including 3 Principal class, 77 EFT teaching staff and 49 Education Support staff.

Framework for Improving Student Outcomes (FISO)

There were three main areas of focus for the College in 2021. These foci continued from the 2020 Annual Implementation Plan with increased expectations of the levels of improvement. The disruptions to 'normal' schooling that were experienced during 2020/2021 (COVID-related) saw Norwood, as with other schools, develop programs that addressed the extended periods during which students and staff were involved in remote learning. Remote learning provided many challenges for students and staff, and it is acknowledged that not all students found remote learning (or 'off-site' learning) to be to their liking. The reduced level of personal contact and the absence of the many co-curricular programs that create a 'full' educational experience saw some in the school community falter in their learning and social development. As time progressed, the levels of concern about students' mental health rose amongst both school-based staff and the Department of Education and Training. However, within the changed context for teaching and learning, the College continued to address the three main areas of focus. They were:

1. To enable every student to achieve to their potential and maximise their learning growth in all areas:

The Whole School Approach to Literacy that had been introduced in 2019 continued to be embedded in all levels and all subjects - and involved all teachers. After losing the NAPLAN in 2020, the re-introduction in 2021 provided data that assisted staff in their work with students. The loss of 2020 data will impact on our capacity to identify longitudinal growth in the two cohorts that missed out on the testing in their Year 7 and Year 9.

All staff to become data literate: To improve teacher data literacy, the College employed a Learning Specialist (Data) who has created individual Learner Profiles for all students from Year 7 through to Year 11. This allows all available data for each student to be located in the one place. These are live documents that are updated regularly when new data sets become available, for example On Demand data. Staff continued to improve their capacity to source and use various sources of student performance data. Staff increasingly became adept at 'triangulating' data in their assessment of student progress.

Embed strategies that lead to an improvement in VCE strategies: Several key strategies are now embedded in all Y12 teachers' programs. Developing relevant Vocabulary lists and regular exposure to past exam questions, in particular. Edrolo, a commercial package providing a comprehensive range of lectures and explanations of aspects of theory across many subjects, has been made available to all Y12 and Y11 students and this offers all an opportunity to see/hear another person discuss and explain the theory. This provides significant opportunities for students to consolidate their understanding from home and provides staff with the flexibility to apply a 'flipped classroom' approach to the program delivery. All VCE teachers (both current and new) meet with a team to discuss their VCAA data as well

as 'value add' data, comparing student performance to GAT achievement. These discussions are becoming increasingly sophisticated with teachers setting improving targets for the coming year and Key Learning Area Leaders supporting teachers of junior classes with a 'top down' approach. The College also runs a revision program during the Term 3 break for all students studying Unit 3/ 4 subjects.

The DE&T "HITS" (High Impact Teaching Strategies) are all implemented by staff, in all subject areas - they complement our established Teaching and Learning model ("MAPS") which covers all of the HITS in the stated expectations of staff. MAPS/HITS practices are now well-embedded in all teachers' practices. Lesson plans now reflect the MAPS structure and as a result of remote teaching and learning the Curriculum Committee now require all teachers to upload Lesson Plans on to Compass 24 hours ahead of time so that absent students are not disadvantaged.

2. To create a stimulating learning environment that maximises the learning outcomes of all students:

Effective College wide implementation of MAPS - a comprehensive uptake by all staff which was also consistently applied through the periods of 'remote learning'.

Teachers effectively use data in their delivery of programs. Evidence was provided by all staff in their PDPs.

Learning needs of students are met on an individual basis and based on the use of multiple sources of data.

Peer observation is embedded in teacher practice. At least 6 classroom observations of other teachers' classes by all full-time staff (and pro-rata for P/T staff). In 2021, this expectation was modified as a consequence of the extended periods of remote learning.

3. To foster a safe, supportive and connected environment:

Staff effectively implement strategies to improve student perceptions of safety & connectedness. Nearly all staff are 'Mentors' for a group of students. There is room for continuing to develop this program and to increase the level of personal interest by staff in their mentor group students, but there is already an evident level of commitment of the mentor staff. Students have also indicated that the sessions are appreciated and contribute to improving staff-student relationships.

The College Values are embedded in all aspects of College life. The Values are able to be applied to all manner of student behaviours (both the laudable and those that are less so) and all discussions of such issues by Coordinators and Heads of Year Level will be in the context of the College Values. The College had, at the commencement of the school year, continued to embed a program that was initiated in 2020 (RealSchools) that will involve all staff (teaching and ES) and will see the College increasingly use 'restorative' practices in our interactions with students. The goal of this program is to improve the sense of 'care' and 'connectedness' amongst students. The RealSchools program runs for three years, and the College is committed to embedding their practices and philosophies in our teaching and learning. The program was incorporated into discussion during the School Review that took place late in 2021 and is now embedded in our new School Strategic Plan (SSP).

Achievement

There has been very encouraging progress in both VCE outcomes and in NAPLAN Growth Y7-9, in areas of Literacy, over the past 6 years, though the circumstances of 2020 and 2021, with COVID's impact, saw our VCE Mean score drop slightly (28.00 in 2021 after 29.00 in 2020, 29.25 in 2019, 28.90 in 2018 and 28.00 in 2017) but the NAPLAN data revealed growth from Year 7 to Year 9 in almost every category of 'Benchmark Growth' and 'Relative Growth'. Of particular interest, given our focus on developing students' skills in Writing was the improvement measured through NAPLAN testing of student Benchmark Growth and Relative Growth in Writing and Spelling across all benchmarks (High, Medium and Low Benchmarks).

We continued (both at school and through 'remote learning') to implement the College's Whole School Approach to Literacy, the Teaching & Learning Model ("MAPS") and our implementation of all of the High Impact Teaching Strategies.

With an apparent increase each year in the number of students entering Year 7 with lower than expected literacy skills, we have committed ourselves to the Quicksmart Literacy program as an ongoing intervention strategy. Further, while the levels of students' numeracy skills at entry at Year 7 has been reasonably strong over past years, there has been a slight dip recently and conversations with our feeder primary schools suggests that it would be prudent (in light of the many impacts of COVID) to develop a 3 Year Numeracy Plan and to introduce a Quicksmart Numeracy intervention program. Consequently, the College has employed a Learning Specialist (Numeracy) to oversee and direct the development of appropriate strategies and a Numeracy Professional Learning Team has been established to assist.

Further, all staff have been involved in Professional Learning sessions focussing on how numeracy (like literacy) straddles all learning areas and all subjects. We are very aware that for both literacy and numeracy all staff must work in unison if we are to be successful in raising the levels of these critical work / life skills.

In 2021 Education support staff at Norwood Secondary College supported 17 PSD funded students during the remote period. Staff were allocated students to a year level and provided ongoing support across 5 periods a week. Staff were able to utilise different platforms of daily communication, offered one to one academic support to students and ensured that their well-being was being attended to.

Remote learning required students to demonstrate higher levels of independence, organisational skills, as well as communication amongst peers, than 'in-school' learning does.

Junior School students responded well to self-directed learning compared to our senior students. Senior students strived to have more independence. However, some lacked the motivation to complete their studies and required more check-in's from our staff. In comparison, junior students had higher levels of motivation to complete work, which led to a high dependence on interaction with staff members.

Lesson plans and online resources were vital in the delivery of remote learning as this enabled students and staff to plan for their day and monitor their progress.

A positive of remote learning was that our PSD students had more of their voices heard online compared to in-class. This helped them to gain confidence and contribute more to classroom discussions with their screens on. More opportunities were provided to our students to work in break out spaces with other students they would seldom work within class.

Staff managed to sustain a link with their students via working in breakout rooms. Both students and staff were able to target work closely and work collaboratively without the time constraints to complete set work.

The breakout space enabled students to learn scribing techniques, practice the skill of listening to others, use screen sharing, and use various platforms to store information on (one note, google doc, good note app). Students had more time to complete tasks without feeling rushed.

During remote learning, the school offered a movie club on Fridays to allow students to connect online with others in a supervised space. We continued to run this activity at school with movie club offered as a lunchtime activity twice a week.

SSG meetings were conducted remotely with ease as this was the preferred method for all families. This method has continued into 2022 with all SSG meetings being conducted remotely unless the parent would like to meet in person.

A disadvantage of remote learning was that, occasionally, students chose not to turn on their screens or share their screens for us to monitor their work. At times this was difficult as staff couldn't read their emotions visually and relied on the tone of the voices for engagement. Students who did not thrive in remote learning were able to attend on-site and were assisted by staff both online and in person.

Engagement

The data from the 2021 Attitude to School Survey (the 'student survey') offers a positive picture of student wellbeing and engagement. The student responses are aggregated into 8 categories: all in various ways related to student wellbeing and engagement.

Each school's scores in these 8 categories are broken down into varying numbers of sub-categories and calculated as a percentage. These percentages are presented for comparison with 'Similar Schools', 'Network Schools' and State percentages. These comparisons offer very useful information about how our students are perceiving themselves against measures from other aggregations of students.

A breakdown of the ATSS data reveals:

In Effective Teaching Practice for Cognitive Engagement: Our students scores are equal to or above the other three categories and are either maintaining their scores or improving from a historical perspective. (Longitudinal data is provided in the read-outs).

In Emotional and Relational Engagement: In 5 of the 7 categories our students perceive themselves as performing at a level equal to or better than students in the other three categories.

In Social Engagement: Our students score significantly higher than other categories in 'School Stage Transitions – Year 7 and New Students' and 'Sense of Connectedness'. They score at an equivalent level in 'Student Voice'.

In 'Individual Social and Emotional Wellbeing', 'Not Experiencing Bullying', 'Physical and Mental Health', 'School Safety' and 'Teacher/Student relations' our students scored themselves, in the majority of the sub-categories, as higher

than or equal to the other three cohorts of students. Two areas of relatively low scoring were noted in 'Motivation and Interest' and 'Self-regulation and Goal Setting'. The many consequences of COVID-related changes will certainly have affected our students, but the two areas noted here also saw a drop in score during 2021. Staff will work on strategies to address these two areas in 2022.

Quicksmart Literacy intervention continued through the year but, as with 2020, the periods of remote learning reduced the 'in-person' interactions with the staff involved and we know from student feedback how important that is in the overall effectiveness of the program. We are certainly looking forward to 2022 and a full return to in-school learning as this will, from the data from past years, see a return to the significant positive effect experienced by students involved in the program. (This effect is evident in both the improvement in Literacy skills and the increased confidence of students that is observed in their classroom interactions once they are involved in Quicksmart Literacy.)

The College was provided with funding to enable us to employ a Mental Health Professional in 2021. This has provided our Wellbeing Team with greater opportunities to develop and provide preventative programs for students and support their mental health and connection to school - on a holistic, small group or individual level. Our experience with the many impacts of COVID and remote learning has indicated that the increased capacity of the wellbeing team will be vital in assisting us to address the many needs evident amongst our students and families.

Wellbeing

As is evident in the previous section, engagement and wellbeing are closely linked. Students who are feeling connected and positive about school are more likely to be more engaged in their studies. Consequently, the College has wellbeing of students as one of our high priorities. The Mentor program that has a staff member allocated as a Mentor to each individual Junior School classes and for mixed level groups of students in Senior School aims to provide every student with a staff member to whom they can go to discuss all manner of issues - from academic issues, through social issues to future focussed planning and more. The periods of remote learning provided staff with a clear reminder of the importance of personal contact between students and students, and students and staff. Schools are social environments and this aspect was largely lost when screens were the means of communicating. We are also very conscious of the impact of lost community activities - particularly sport. It was clear that many young people felt quite dislocated from 'things' and people and for some, this translated into varying degrees of sadness or anger. The great challenge that emerged late in 2021 was finding ways to re-engage students with their schooling.

The loss of the Central Australia tour, Presentation Balls, Valedictory Dinner, various camps and outdoor education experiences, interschool sport, the Music program and the College's annual Musical Production (all for a second year in a row) were keenly felt by students.

The Wellbeing Team staff, Year Level Heads and Coordinators, Mentors and classroom teachers were all involved in the College's responses to the quite unique contexts that COVID created for schools (and families).

The challenge covers catching up on academic progression, redeveloping the persistence that is a part of both learning and life and relearning social practices - many schools are reporting that their students seem 'younger' than one would normally expect of each year level. Resilience, as with perseverance, has been reduced with the changes to students'/families' worlds during 2020/2021. The challenge to re-engage and support our students will continue into 2022 and our leadership team are looking at a range of strategies to facilitate this.

As noted in the previous section (Engagement), the Mental Health Professional appointment offered an immediate increase in the capacity of our team to address the many issues facing our students and families as we return to in-school learning. Both on an individual level, with skilled counselling and referral and on the level of school or Year Level specific programs, the augmented Wellbeing Team is more able to deal with the many issues arising amongst our community.

Finance performance and position

DE&T has increased the range of areas of targeted funding over the past few years and the College has been able to utilise these funds to run various programs for students. In particular, our Equity funding has enabled the continued implementation of the Quicksmart program - to great effect with the increasing numbers of students entering the College with lower-than-expected literacy levels.

All funds received from DE&T and our locally raised funds have been expended or are committed to supporting the achievement of improved educational outcomes and other operational needs, consistent with DE&T policies.

The Tutor Program funding from DET has been put to good use with the College supplementing the amount provided by DET to ensure the greatest possible coverage of students identified by staff as in need of support as a consequence of extended periods of remote learning.

Additionally, students who DET identified as being below national benchmarks in Literacy and/or Numeracy have been invited to be involved in support sessions with teaching staff that specifically focusses on assisting them in their area(s) of relative weakness. Again, the DET (MYLNS) funds were supplemented by College funds to ensure students who may have only been just above benchmark were able to access this assistance.

With our 2021 Operating expenditure being in surplus, we have been able to upgrade facilities and resources/furniture around the College, for the benefit of our students. As we plan for 2022, we are looking for ways to deal with a new parent payment policy from DET. The policy has a significant impact on the likelihood of maintaining the current level of parents' contributions to our educational programs. In 2022 we will be watching how the changed rules impact the level of contributions, particularly in the area of elective subjects, with the hope that there will not be a need to modify our offerings of electives.

With Stage 1 of the College's Master Plan to commence in 2022, the College Council has committed \$175,000 to ensure that if the construction goes over-budget, we will be able to ensure some of the 'options' we included in the design are not lost. It is our hope, of course, that the construction comes in on budget, but there are many variables out of our control that have the potential to increase costs of materials or labour and some of the design features included in the planning are, we believe, too important to the effectiveness of the design for them to be lost.

We anticipate, in the coming years, that any budget surpluses will continue to be used to upgrade furnishings and resources for new rooms and learning spaces in our building projects

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 1088 students were enrolled at this school in 2021, 548 female and 540 male.

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

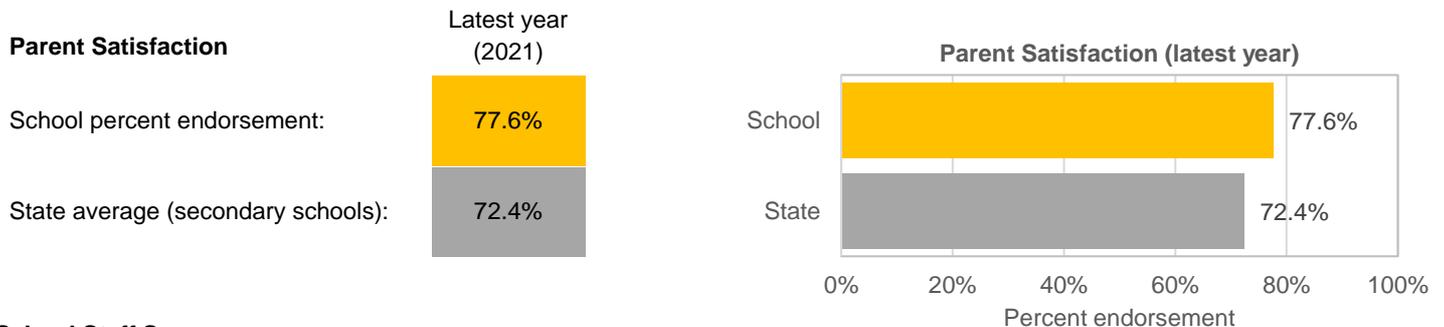
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

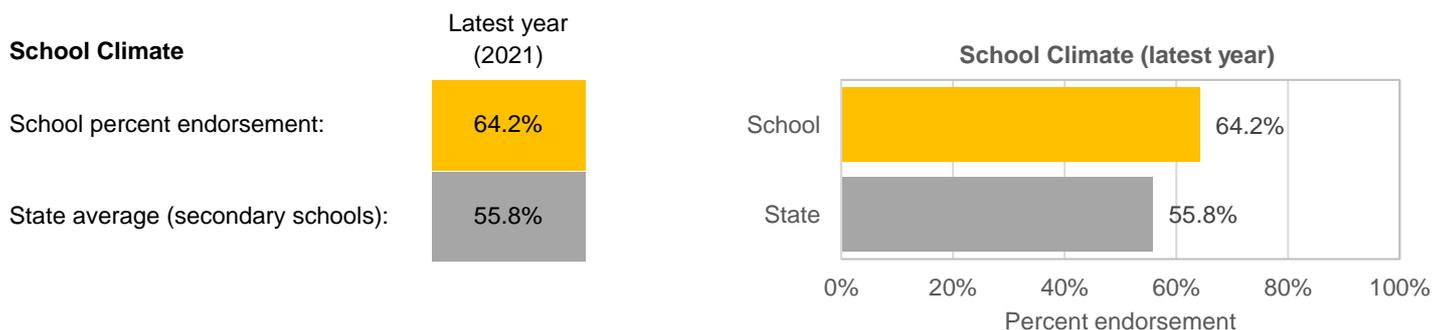


School Staff Survey

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 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

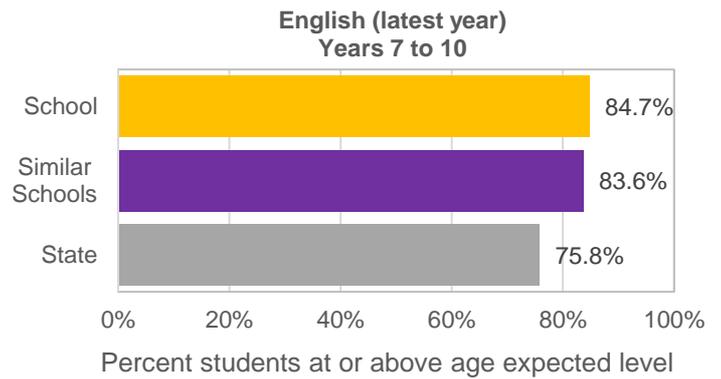
84.7%

Similar Schools average:

83.6%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

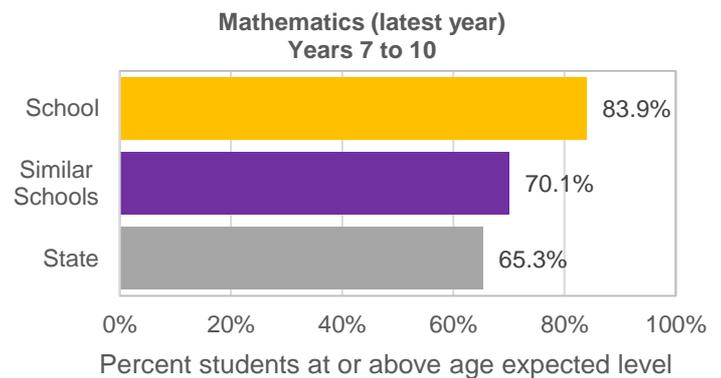
83.9%

Similar Schools average:

70.1%

State average:

65.3%



ACHIEVEMENT (continued)

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

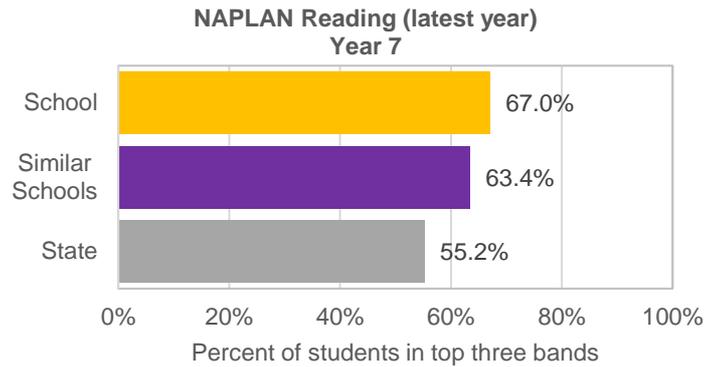
NAPLAN

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

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

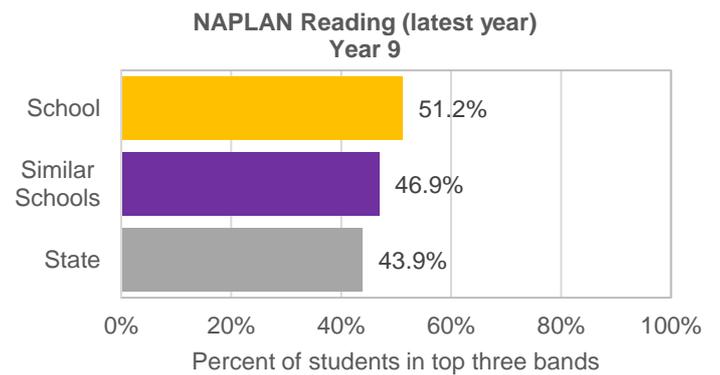
**Reading
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.0%	61.4%
Similar Schools average:	63.4%	61.5%
State average:	55.2%	54.8%



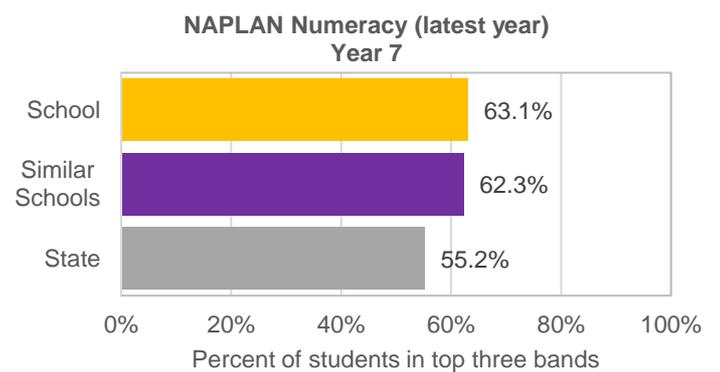
**Reading
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	51.2%	54.9%
Similar Schools average:	46.9%	48.9%
State average:	43.9%	45.9%



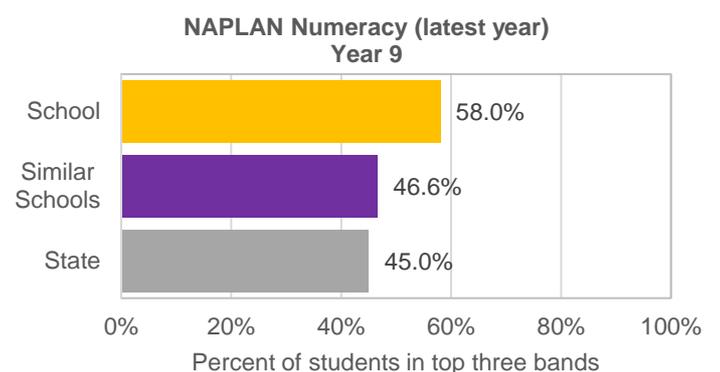
**Numeracy
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.1%	62.3%
Similar Schools average:	62.3%	60.9%
State average:	55.2%	55.3%



**Numeracy
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.0%	59.2%
Similar Schools average:	46.6%	48.8%
State average:	45.0%	46.8%



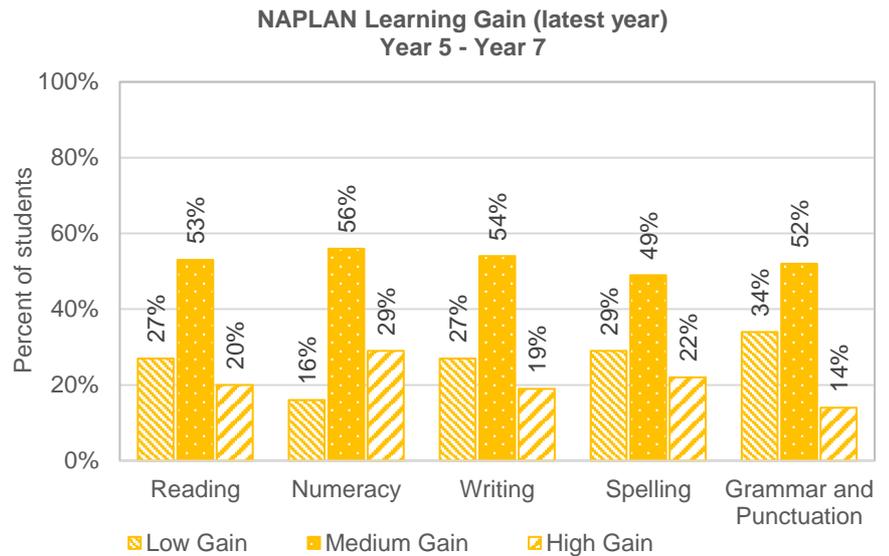
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

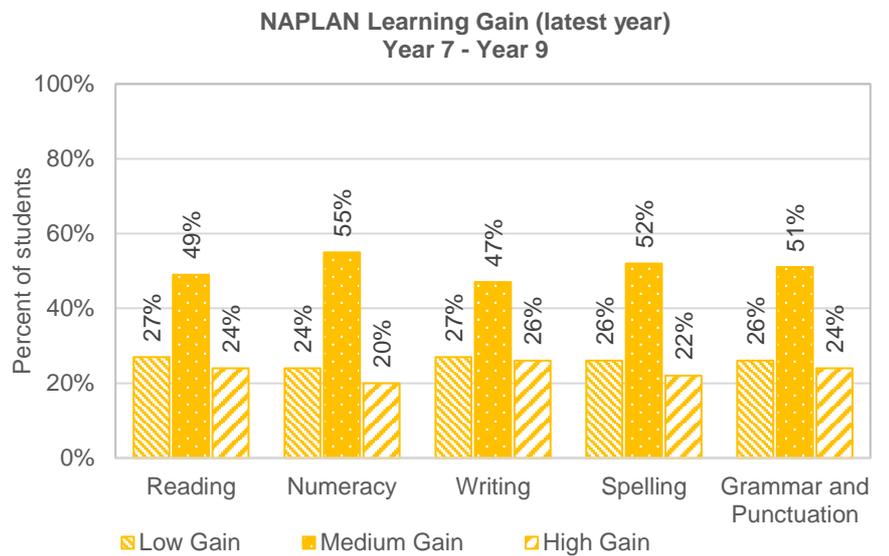
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	53%	20%	22%
Numeracy:	16%	56%	29%	22%
Writing:	27%	54%	19%	24%
Spelling:	29%	49%	22%	24%
Grammar and Punctuation:	34%	52%	14%	22%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	49%	24%	24%
Numeracy:	24%	55%	20%	23%
Writing:	27%	47%	26%	22%
Spelling:	26%	52%	22%	23%
Grammar and Punctuation:	26%	51%	24%	23%



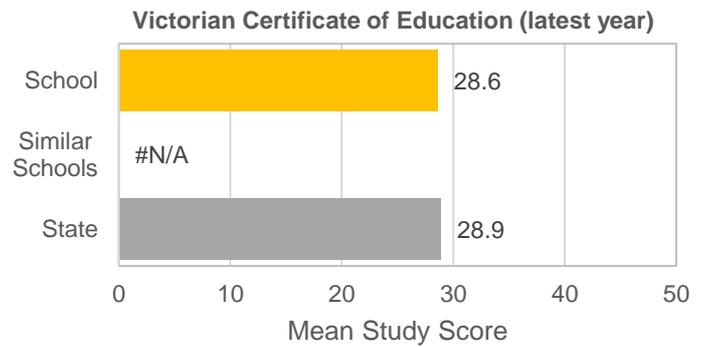
ACHIEVEMENT (continued)

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	28.6	28.8
Similar Schools average:	28.5	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

98%

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

21%

VET units of competence satisfactorily completed in 2021*:

64%

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

94%

* 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.

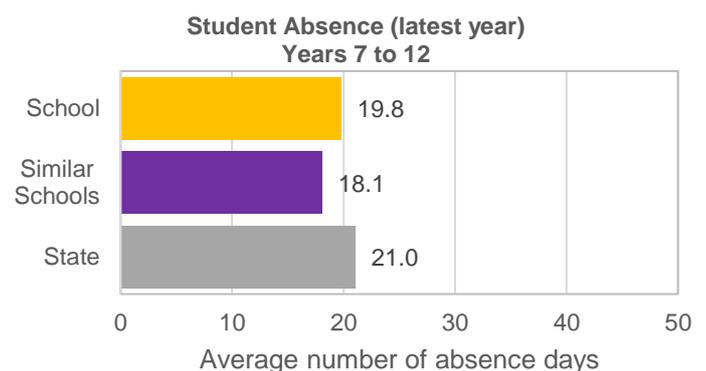
ENGAGEMENT

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:	19.8	17.5
Similar Schools average:	18.1	17.2
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

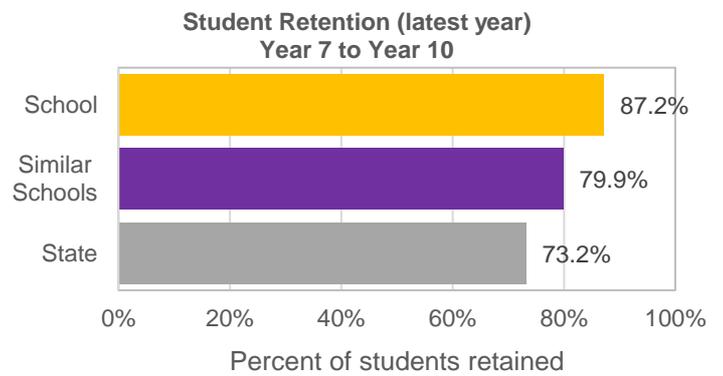
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	92%	88%	88%	87%	92%	94%

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:	87.2%	82.4%
Similar Schools average:	79.9%	78.1%
State average:	73.2%	72.9%



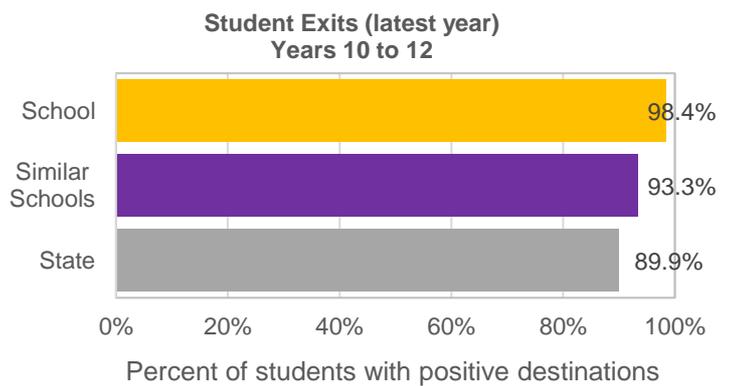
Students exiting to further studies or full-time employment

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:	98.4%	90.4%
Similar Schools average:	93.3%	92.3%
State average:	89.9%	89.2%



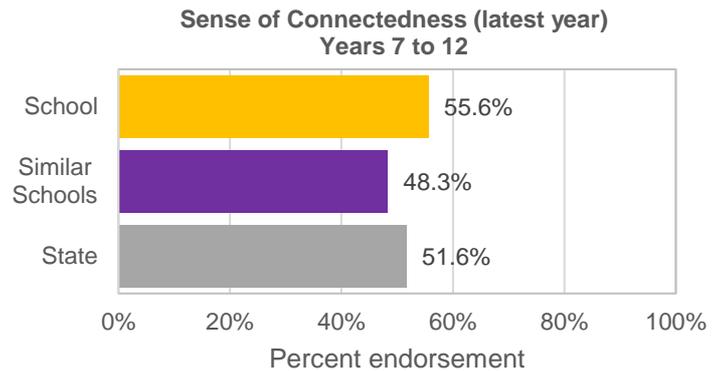
WELLBEING

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:	55.6%	51.6%
Similar Schools average:	48.3%	52.1%
State average:	51.6%	54.5%

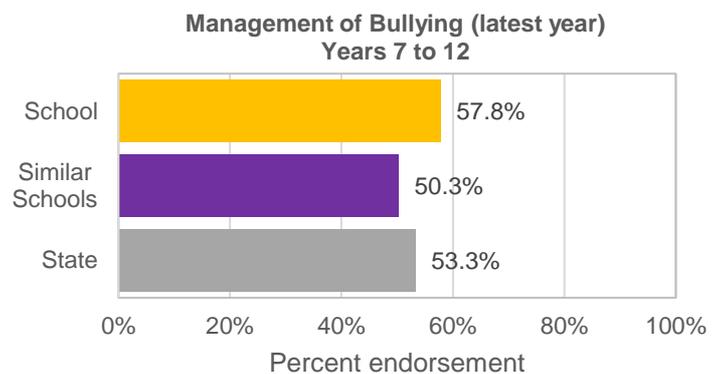


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	57.8%	57.8%
Similar Schools average:	50.3%	55.2%
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	\$10,801,977
Government Provided DET Grants	\$1,018,421
Government Grants Commonwealth	\$13,726
Government Grants State	\$21,618
Revenue Other	\$299,758
Locally Raised Funds	\$1,195,304
Capital Grants	\$0
Total Operating Revenue	\$13,350,805

Equity ¹	Actual
Equity (Social Disadvantage)	\$86,941
Equity (Catch Up)	\$38,422
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$125,363

Expenditure	Actual
Student Resource Package ²	\$10,635,003
Adjustments	\$0
Books & Publications	\$13,704
Camps/Excursions/Activities	\$381,990
Communication Costs	\$18,084
Consumables	\$272,066
Miscellaneous Expense ³	\$64,304
Professional Development	\$55,613
Equipment/Maintenance/Hire	\$438,631
Property Services	\$165,291
Salaries & Allowances ⁴	\$251,966
Support Services	\$337,840
Trading & Fundraising	\$92,758
Motor Vehicle Expenses	\$16
Travel & Subsistence	\$171
Utilities	\$93,467
Total Operating Expenditure	\$12,820,905
Net Operating Surplus/-Deficit	\$529,900
Asset Acquisitions	\$53,877

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

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$1,821,714
Official Account	\$107,794
Other Accounts	\$41,260
Total Funds Available	\$1,970,769

Financial Commitments	Actual
Operating Reserve	\$340,029
Other Recurrent Expenditure	\$0
Provision Accounts	\$14,707
Funds Received in Advance	\$205,346
School Based Programs	\$452,285
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$65,625
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$9,571
Capital - Buildings/Grounds < 12 months	\$51,689
Maintenance - Buildings/Grounds < 12 months	\$116,478
Asset/Equipment Replacement > 12 months	\$261,037
Capital - Buildings/Grounds > 12 months	\$330,000
Maintenance - Buildings/Grounds > 12 months	\$124,000
Total Financial Commitments	\$1,970,768

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.