

2021 Annual Report to The School Community



School Name: Northern Bay P-12 College (8901)



- 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 04 May 2022 at 04:12 PM by Scott Diamond (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 16 June 2022 at 05:31 PM by Angie O'Day (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

Northern Bay P-12 College (NBC) is a unique multi-campus school located in the Northern Suburbs of Geelong. Our school comprises four junior campuses (four P-8 campuses), one senior campus (years 9-12) a Family Centre, an Early Learning Centre and a Trade Training Centre.

NBC operates via a three sub-school structure to further develop the 'One School – One Team' ethos; which emphasises the core business of Student Learning as a focus underpinned by a strong consistent well-being framework. As such, organisationally the college has been arranged into three sub schools with each sub school led by a College Assistant Principal. These sub-schools are – Hendy P-8 Campus and Peacock P-8 Campus Sub School; Wexford P-8 Campus and Tallis P-8 Campus Sub School; Goldsworthy Year 9-12 Sub School.

Across our school staff work in Professional Learning Communities focused around four the Stages of Learning; Year P-2, Year 3-6 and Year 6-9 & Year 10-12. These teams meet regularly in Campus based groups and also as college wide groups to implement data informed strategies to support continued improvement of learning outcomes for all students.

The vision of Northern Bay College is to instil community commitment, confidence and high expectations in lifelong learning by:

- Constructing curriculum, pedagogy and teacher professionalism to achieve above expected outcomes for all students at each stage of learning
- Developing students who are highly employable with values of resilience, optimism, self-respect and who strive for personal best
- Developing young people who are engaged, motivated and challenged to fulfil their potential
- Maximising educational opportunities and creating purposeful and diverse pathways for all students
- Developing partnerships with other schools, community organisations and business

The College embraces a growing cultural diversity that includes Culturally and Linguistically Diverse students from non-English speaking backgrounds and a significant indigenous population. The College supports the needs of these students through a structured EAL (English as an Additional Language) and the Marrung Strategy.

Northern Bay College also comprises of a Kindergarten, a Child Care Centre, and a Family Centre and is the host school with management responsibility for the Geelong Industry Trade Training Centre (GITTC). We also host two Geelong English Language Centre outpost locations and run a Hands on Learning program. Northern Bay College is privileged to be part of the Our Place initiative with our place staff offering a unique support base to our school and community through their work at the Korayn Birallee community centre. This partnership is inclusive of City of Greater Geelong, DET and the Coleman Foundation. This partnership along with our own high performing Early learning Centre allows the school to have a positive impact on the lives of our students from birth.

The college has a steady enrolment of 1719 students.

Northern Bay College has a long and proud history of welcoming families from refugee and asylum seeker background. As such the college is extremely proud of the ethnic diversity that exists in harmony across our school. Currently 29% of students have a first language other than English with eleven percent of our students being of Middle Eastern origin and nine percent Karen / Karenni. 8% of our students are indigenous.

130.3 students are funded under the Program for Students with Disabilities.

The college has an SFOE of 0.7282 with 67.3 students attracting social disadvantage equity funding.

Northern Bay College encourages the co-location of services with The Smith Family; Ardoch; Bethany Community Services; and Barwon Child, Youth and Family operating on site. We also have a number of Memorandum of

Understandings operating with external agencies and services.

The college has 272.19 equivalent full time staff; 12.0 principal class members, 158.7 teachers (including 37 tutors) and 101.4 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

The 2021 Annual Implementation Plan focused college work heavily within two specific areas of the FISO model.

The work in these spaces is visible in a number of ways not the least being the significant change in operating model for the college in the 2021 school year. Resource allocation has been designed to ensure that college leaders are aligned with developing excellent teaching practice and ensuring this practice is consistent across all Campuses.

The two FISO foci for college work in 2021 were:

- Excellence in Teaching and Learning - Building Practice Excellence
- Professional Leadership - Building Leadership Teams

It must be noted that although planning for 2021 was completed to a high level, again in 2021 COVID and its subsequent requirement for schools to move into Remote Learning and re-imagine the way in which rigorous learning and teaching would occur certainly took centre stage.

Achievement

Throughout the year the college focused on further developing the systematic functioning of the SoL teams in a effort to further develop consistent practice, enhance the distributed leadership and better articulate what is best practice within the learning and teaching programs at these levels. Aspects of this work included the training of all previously untrained learning and curriculum leaders in the PLC model. this work - supported by the Barwon Area Team - allowed the college to further enhance the fidelity of the PLC model across the college. The increased collective responsibility and efficacy within the PLC teams allowed the college to again overcome the barriers remote learning created on the professional learning culture. The outcomes of the work can be seen in the gain that was made across the college from Years 3-9 in Numeracy Top 2 Bands and indeed increased in numeracy and grammar and punctuation across the NAPLAN years. The college is proud of the continued high level focus of achievement outcomes for students and is excited to continue to focus on data informed practices across the college.

Connected to this work has been the continuation of high quality data conversations that occur at a Pod level throughout the college. these conversations use data to accurately determine the impact of the teaching and learning program and to identify next practice. the college is supported in this work by a data coach who ensures that these conversations are consistent and are allowing for the 'right' work to be focused on. In 2022 we look forward to enhancing the quality use of student learning data through the implementation of EDAPT - a data management tool that will allow for easier and more manipulative access to classroom data for all staff.

The college was supported in 2021 by the Tutor Learning Initiative (TLI) with over 20 tutors being introduced to the college to work with identified students. The focus initially at NBC was to ensure that the learning and teaching model in lace was rigorous, consistent and of course data focused. The aim of eh TLI program was to support any gaps in learning students had experienced across numeracy and literacy due to the impact of COVID. The large majority of TLI work at NBC in 2021 was in the Numeracy area and the quality of work that was occurring the small group TLI groups across the college was extremely impressive. The outcome of this work has encouraged the college to continue to work diligently in this space and to ensure that a TLI program of sorts continues past he funded period of this program - achieved through the use of college equity funds.

The further development of instructional practice across all SoL's is an area of particular pride for the college. The college committed to termly learning walks through the school year with each term dedicated to a separate SoL and a particular aspect of learning and teaching they had been focusing on. As a multi Campus college this work is crucial to ensuring that we have consistent practice occurring across the school, particularly with reference to targeted learning and teaching. The fact that the learning walks program continued through the hugely interrupted 2021 school year is testament to the professionalism of all teams at the college. The results of this work include a highly consistent development curriculum learning and teaching model and program across the P-2 classrooms; a well documented and practiced reading model that was interrogated in the 3-6 SoL and well developed and consistently applied Ready to learn strategies and resources in the 7-12 classrooms. We look forward to continuing this focus on documented and consistent practice that is tested through our now well practiced and well documented learning walk program in 2022.

Throughout the 2021 school year the college made positive progress towards set targets in the area of Student Achievement. At the VCE level the college again sustained improved achievement through both the ATAR and Study Score results across this cohort. The Year 10-12 SoL have worked diligently over the past 2 years to further develop the instruction of writing and the capacity of students to respond articulately and accurately to set stimuli. This work continues to pay dividends and will be further refined in the 2022 school year as we look forward to establishing a P-12 and college wide agreed approach to writing instruction. This will be a culmination of the work that should be celebrated within Year 10-12 PLC. Further extrapolation of the 2021 NAPLAN data showed for all domains of NAPLAN testing NBC students on average made more growth than the state growth average. This is truly a huge achievement and one that the college community should be very proud of.

Key features of the 2022 learning and teaching program relevant to the further improvement of student achievement include the roll out of a truly consistent writing approach based heavily on the VCOP writing approach. This work will be layered through the P-12 learning levels; a continuation of the work that has already begun in moderation practices in both numeracy and writing again across all SoLs and the ongoing development and documentation of agreed learning and teaching approaches including writing, differentiation and numeracy conferencing.

Engagement

The college has worked extremely hard to improve both attitudes to attendance and attendance rates of students across the college through the last two years. It is wonderful to report and should be celebrated that in 2021 - a year that was again heavily impacted by remote learning and COVID isolation rules - the attendance figures as a whole across the college again improved with all year levels improving or sustaining the attendance of the previous year. Strategies that have supported this positive result include:

- the increased publication of student attendance data across the college - this includes the weekly review of class attendance data by all classroom teachers and college leadership;
- learning community leaders having access to and reviewing weekly attendance figures for their cohorts;
- learning community learners creating graphs and posters of attendance data for year level groups ensuring that students are provided the opportunity to exercise their own agency and leadership within this aspect of college life;
- a specific focus by our Koorie team to ensure that student attendance remains a priority for this cohort of students - a strategy that is consistent with the priorities outlined in the Marrung strategy - this included the awarding of a principal breakfast for perfect attendance to eligible students;
- VCAL students creating and publicising attendance posters that outline the impact of non-attendance - particularly the cumulative effect of casual non-attendance;
- our Complex Case officer creating hugely positive relationships with families of highly disengaged students and then working to turn this around with school and agency support or referring on to more relevant educational settings or programs such as Navigator.
- VCAL staff and students creating greater connections with local training organisations to ensure students are moving into work or training with

This work has been recognised more widely with staff at the school sharing this work widely across the DET. It truly has been a one in all in effort in regards to attendance and we look forward to continuing and enhancing this work in 2022.

Additionally the college has again in 2022 worked hard to ensure that Engagement remained high throughout the remote learning periods. This year all students received their own learning device through all year levels from Grade 3 - Year 12. this additional technical support made connection to Google Classrooms much simpler. Staff across the college including teachers, ES staff, Integration Aides, MEAs and wellbeing staff all worked incredibly hard to create dynamic and engaging learning environments that supported student attendance and overall connection with their studies. All of this work led to students moving in and out of remote learning with comparative ease. Again staff at the school should be justifiably proud of their positive and proactive approach to challenges of remote learning.

In 2022 work will focus on:

Further development of attendance focus initiatives begun 2021

Investigation of Mentor teachers being allocated to students at senior year levels allocated to students

Ongoing communications with parents to highlight the importance of attendance.

Continued focus on improving attendance through shared responsibility by all staff

Wellbeing

Northern Bay College prides itself on the develop of a culture where wellbeing of all stakeholders is truly cared for and allowed to flourish. The work at NBC is heavily informed by Berry Street Education Model and zones of regulation are used to support students to monitor and develop strategies to manage their own emotional state. These strategies have ensured that the college has continued to develop an environment that is orderly and focused on strengths and continuous improvement.

The college has committed to delivering Youth mental health first aid across the senior years and is recognised as leader of this practice locally. The connections and relationships that this work has provided with CoGG youth staff have been extremely positive.

The college boast an extensive wellbeing team and through 2022 this team was further bolstered with the connection of the Disability and Inclusion staff and processes being incorporated into the larger wellbeing and engagement picture. These new processes and responsibilities will feature prominently in 2022 as his new funding regime hits the road. the college has appointed an inclusion leader and existing PSD staff will support what looks to be a very smooth transition into this new space.

Through 2021 the college undertook to re-visit the college values. this was highly successful work that included consultation with all stakeholder groups the resultant school values - Collaboration, Kindness, Persistence and Growth represent a nice graduation in the mindset of the school community and perfectly summaries the respectful and aspirational student cohort that exists at NBC. The next layer of this work is well underway as we now use these values to re-set the SWPB matrices and accompanying processes and documentation.

The college has returned improved data in all areas of wellbeing this year. In several areas the college outperforms state and similar averages. this performance is further recognition of the work completed through the latest year and indeed last two years to keep student wellbeing at the forefront of our practice.

In 2022 work will focus on:

Introduction of a wellbeing camp where students will be supported to develop may personal skills through a holiday camp program staffed by college wellbeing staff.

Return of college breakfast clubs

Student leadership / student voice - further work to ensure that students are supported to complete and participate in meaningful and substantial work

Introduction of DI and the shift in focus for our new Inclusion Workers who will support many students within this space

Ongoing catch up training for staff in the Berry Street Education Model

look into bolstering our partnership programs with support agencies including - Bethany & BCYF

Finance performance and position

Northern Bay College is currently in a stable financial position ending the year with a surplus of \$7,366,066. We received \$6,552,026 in total (half in cash and half in credit) for Equity Funding along with various other grants including National Chaplaincy Funding, Community Hubs, Security Fence Grant, the Sports In Schools Grant and DET Bushfire Prep Grant for our Staughton Vale Outdoor Education Centre.

Our surplus is made up of \$997,160 as a cash reserve and the rest committed to various programs. This includes a \$2 million planned SRP deficit which is primarily due to Equity funding expenditure and also GITTC wages (approx. \$650,000). Just over \$3 million make up our school based programs including Swimming in Schools, STEAM and Community Hub programs and approx. \$600,000 is reserved for short Term Maintenance and Capital Works.

For more detailed information regarding our school please visit our website at
<https://www.nbc.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 1786 students were enrolled at this school in 2021, 876 female and 910 male.

29 percent of students had English as an additional language and 8 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

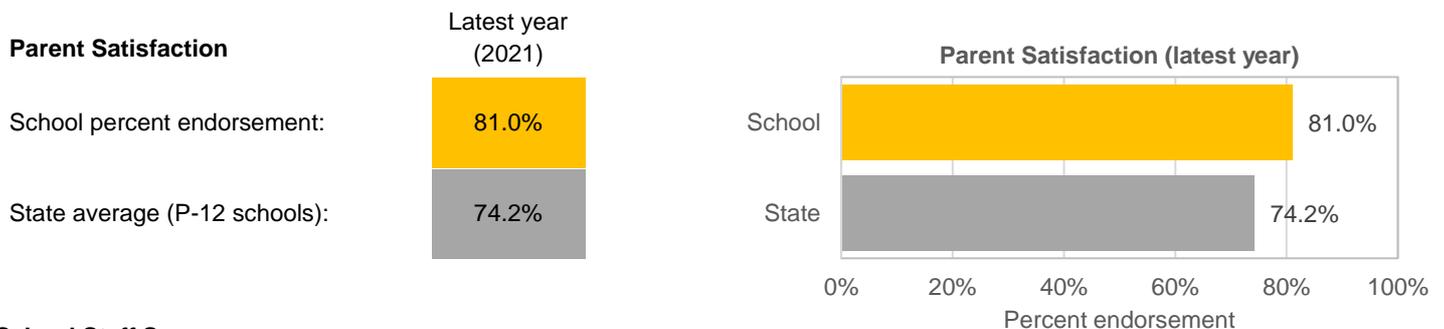
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

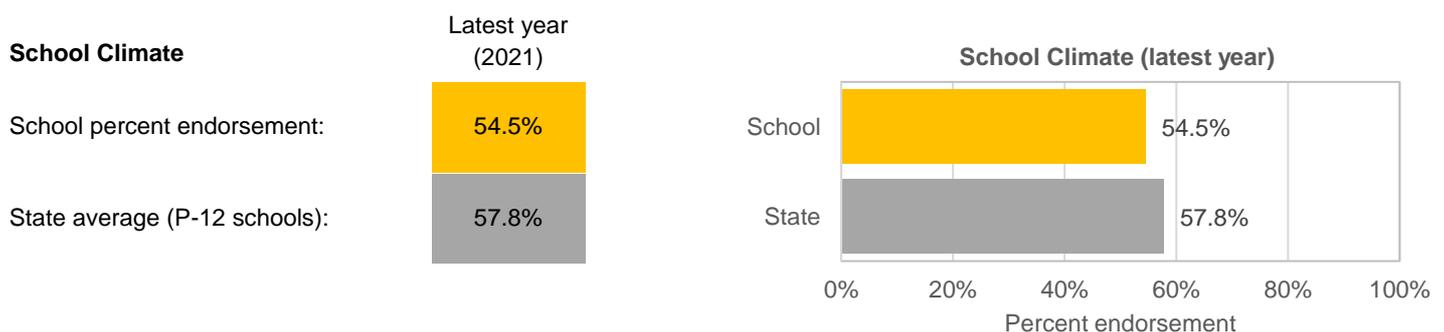


School Staff Survey

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

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

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



ACHIEVEMENT

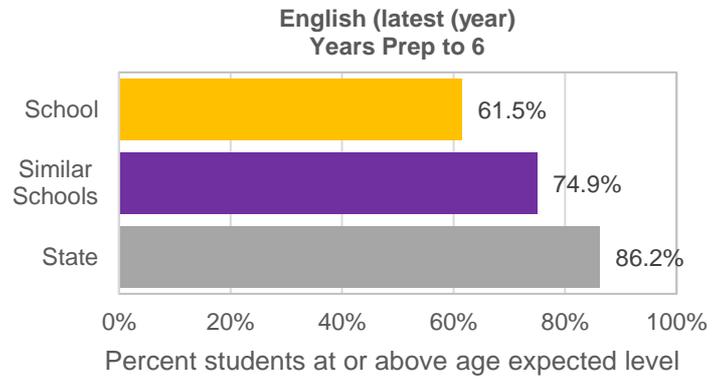
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

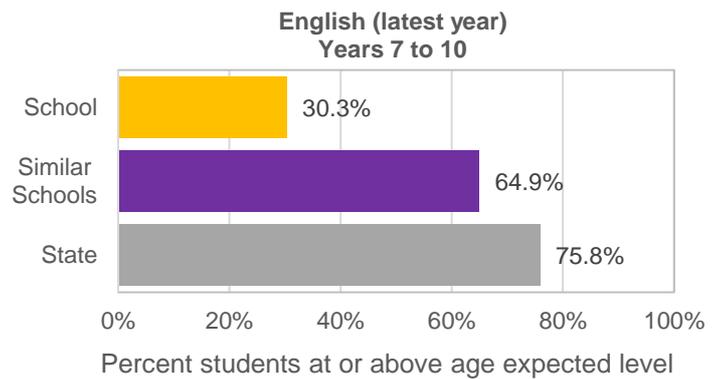
English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	61.5%
Similar Schools average:	74.9%
State average:	86.2%



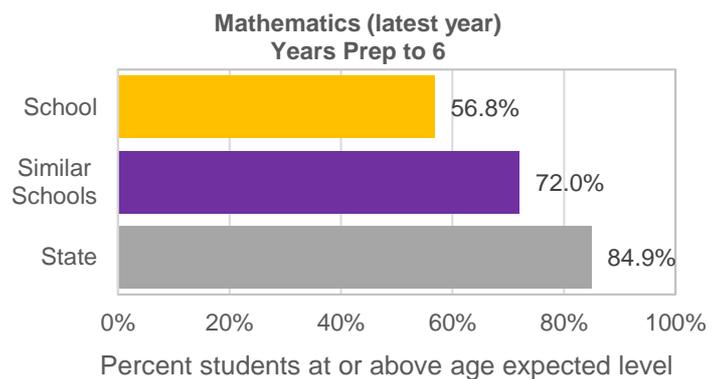
English Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	30.3%
Similar Schools average:	64.9%
State average:	75.8%



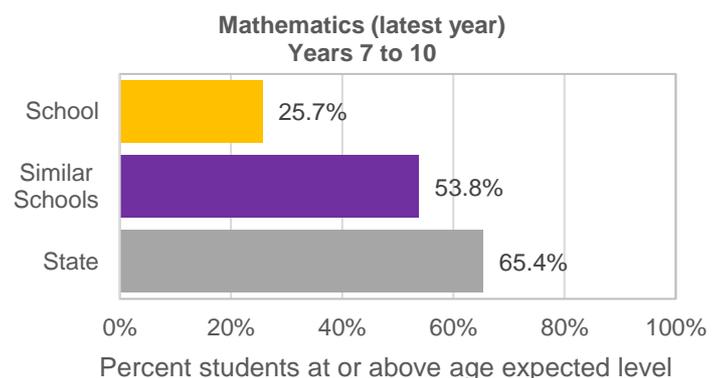
Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	56.8%
Similar Schools average:	72.0%
State average:	84.9%



Mathematics Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	25.7%
Similar Schools average:	53.8%
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.

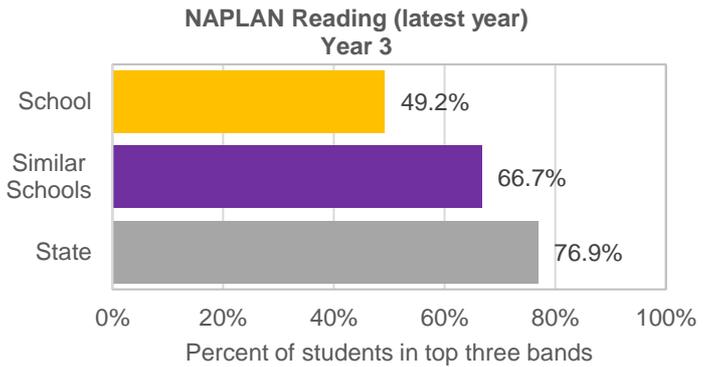
NAPLAN

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.

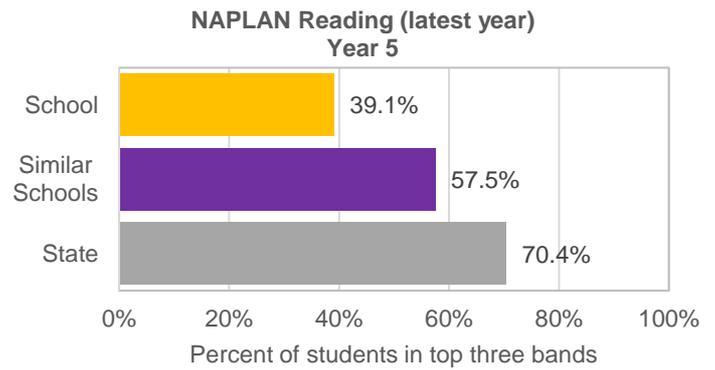
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	49.2%	45.1%
Similar Schools average:	66.7%	66.4%
State average:	76.9%	76.5%



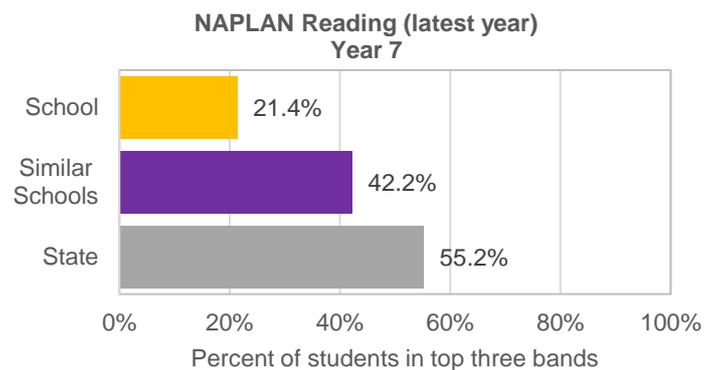
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	39.1%	34.2%
Similar Schools average:	57.5%	53.3%
State average:	70.4%	67.7%



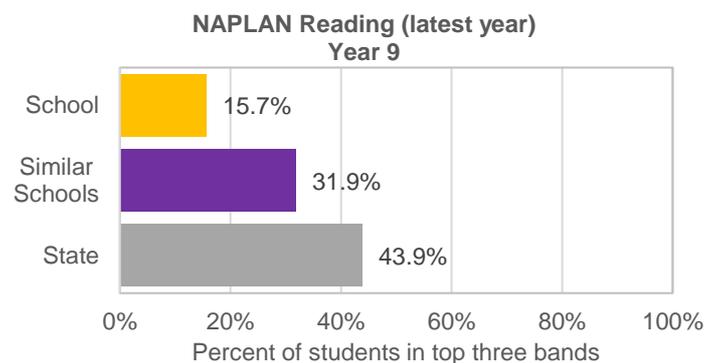
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	21.4%	24.2%
Similar Schools average:	42.2%	40.5%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	15.7%	22.2%
Similar Schools average:	31.9%	31.8%
State average:	43.9%	45.9%



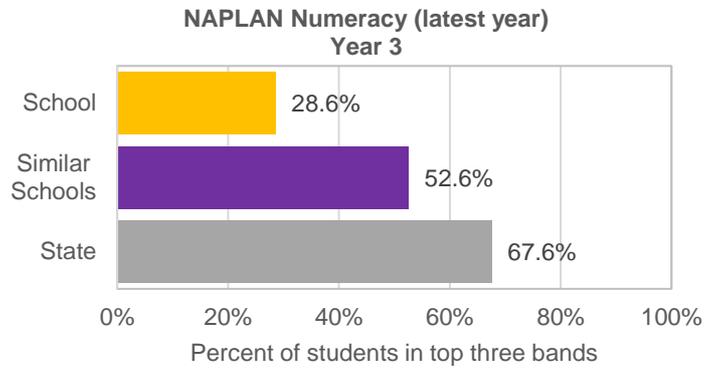
ACHIEVEMENT (continued)

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)

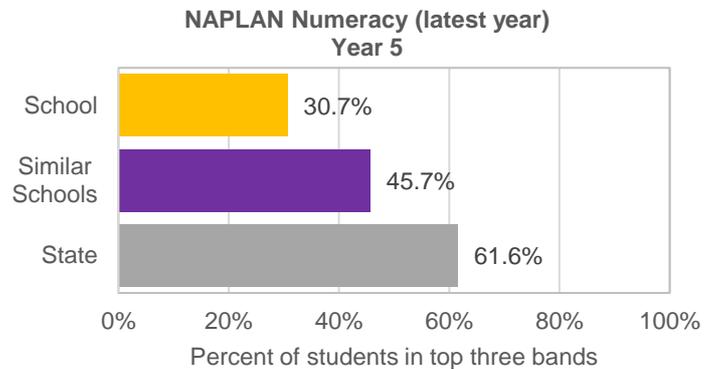
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	28.6%	31.7%
Similar Schools average:	52.6%	54.4%
State average:	67.6%	69.1%



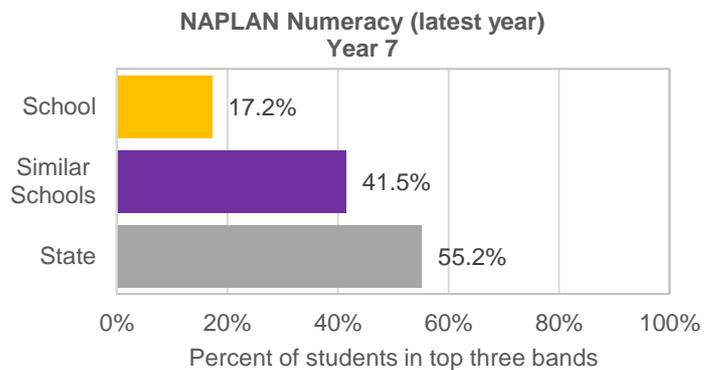
Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	30.7%	22.5%
Similar Schools average:	45.7%	43.5%
State average:	61.6%	60.0%



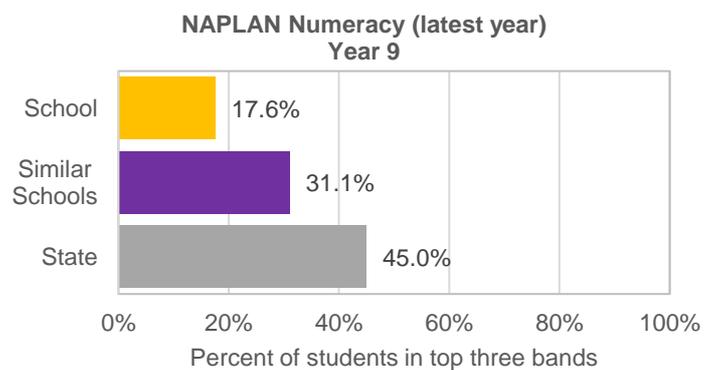
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	17.2%	22.3%
Similar Schools average:	41.5%	40.6%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	17.6%	22.7%
Similar Schools average:	31.1%	31.8%
State average:	45.0%	46.8%



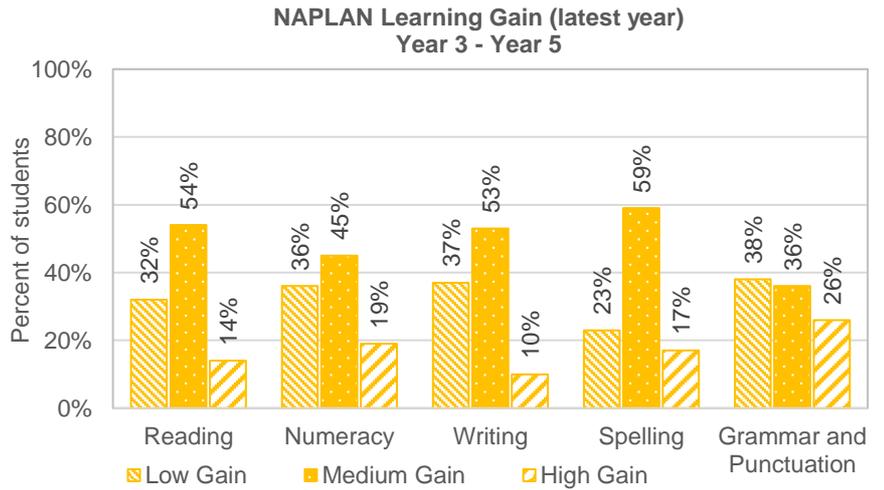
ACHIEVEMENT (continued)

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'.

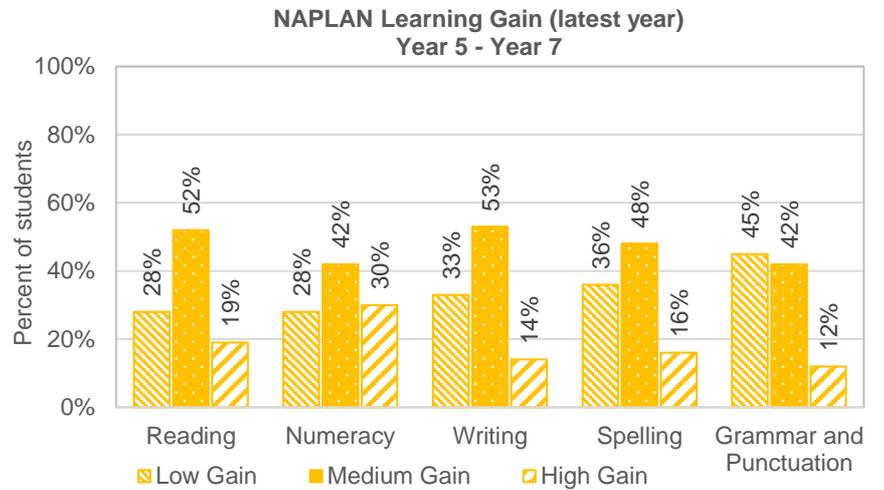
**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	32%	54%	14%	20%
Numeracy:	36%	45%	19%	21%
Writing:	37%	53%	10%	20%
Spelling:	23%	59%	17%	22%
Grammar and Punctuation:	38%	36%	26%	21%



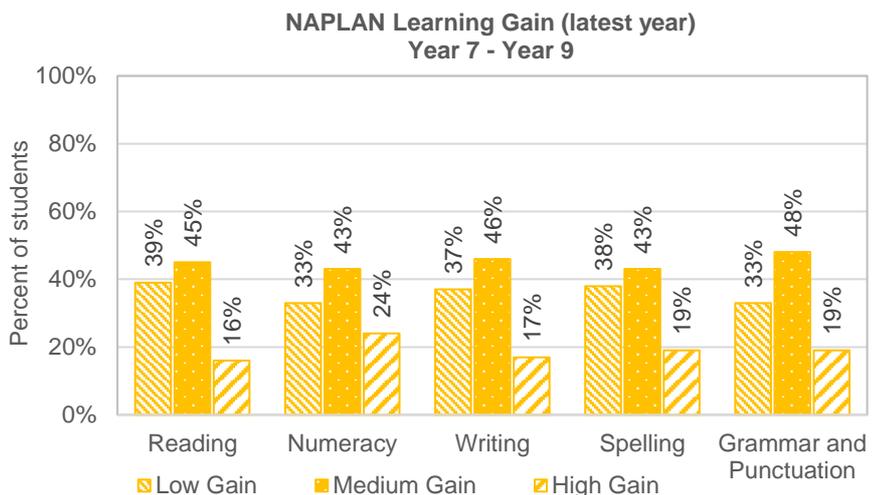
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	28%	52%	19%	21%
Numeracy:	28%	42%	30%	20%
Writing:	33%	53%	14%	20%
Spelling:	36%	48%	16%	24%
Grammar and Punctuation:	45%	42%	12%	19%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	39%	45%	16%	23%
Numeracy:	33%	43%	24%	23%
Writing:	37%	46%	17%	20%
Spelling:	38%	43%	19%	23%
Grammar and Punctuation:	33%	48%	19%	20%



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.

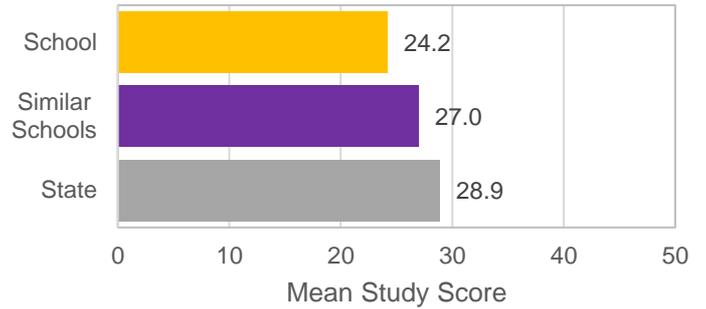
The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education

Latest year (2021) 4-year average

School mean study score	24.2	23.5
Similar Schools average:	27.0	27.0
State average:	28.9	28.9

Victorian Certificate of Education (latest year)



Students in 2021 who satisfactorily completed their VCE:	92%
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:	65%
VET units of competence satisfactorily completed in 2021*:	50%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	54%

* 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

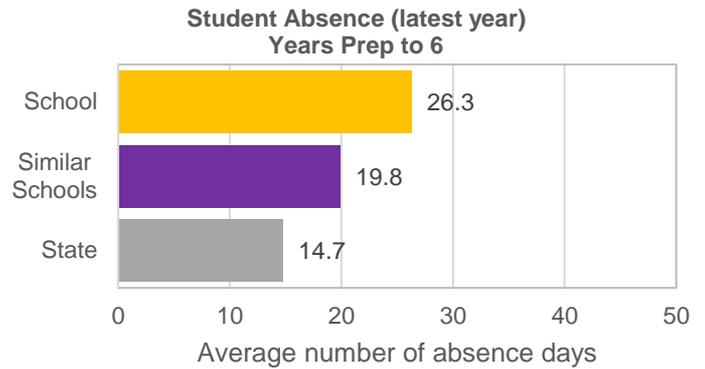
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

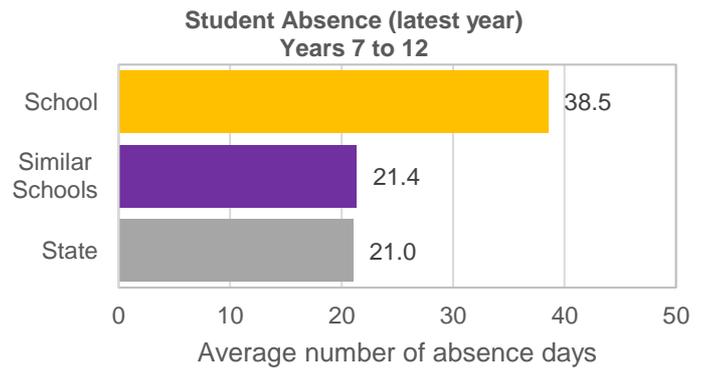
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	26.3	24.5
Similar Schools average:	19.8	18.9
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	38.5	38.0
Similar Schools average:	21.4	20.3
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):	85%	86%	85%	87%	87%	89%	87%

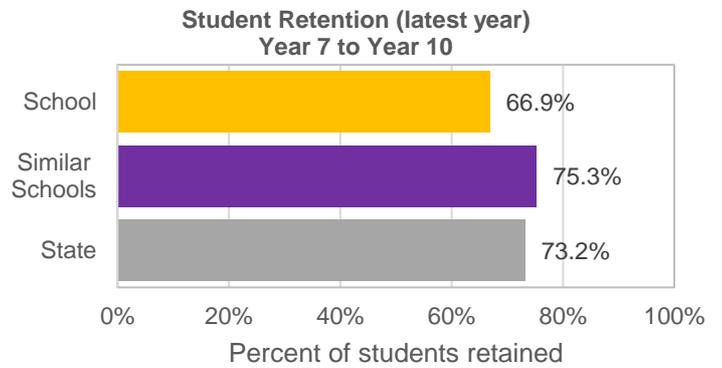
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	82%	76%	79%	80%	83%

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:	66.9%	63.7%
Similar Schools average:	75.3%	73.2%
State average:	73.2%	72.9%

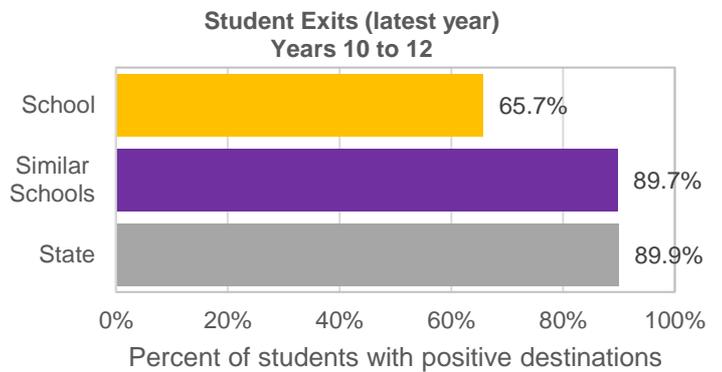


Students exiting to further studies or full-time employment

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:	65.7%	68.6%
Similar Schools average:	89.7%	90.1%
State average:	89.9%	89.2%



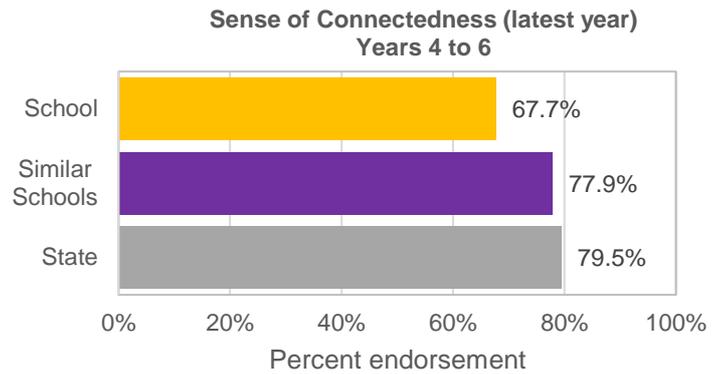
WELLBEING

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

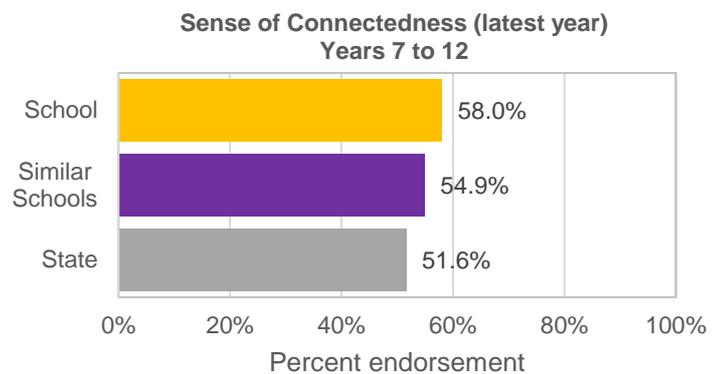
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	67.7%	71.2%
Similar Schools average:	77.9%	79.3%
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:	58.0%	58.0%
Similar Schools average:	54.9%	56.9%
State average:	51.6%	54.5%



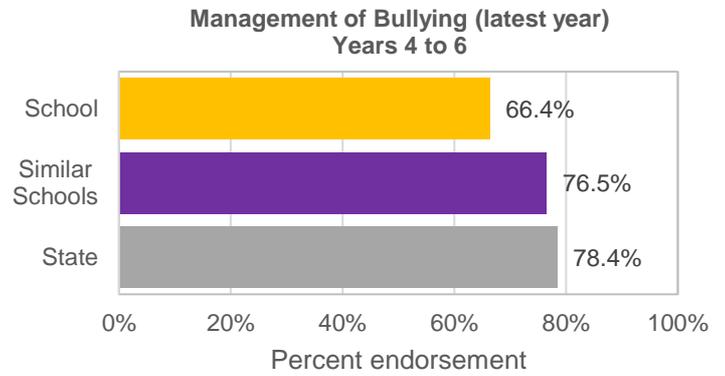
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

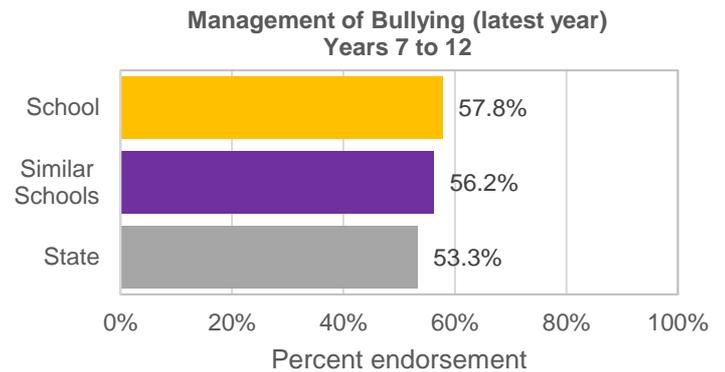
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	66.4%	68.7%
Similar Schools average:	76.5%	78.1%
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:	57.8%	57.8%
Similar Schools average:	56.2%	58.3%
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	\$26,407,001
Government Provided DET Grants	\$6,442,624
Government Grants Commonwealth	\$1,797
Government Grants State	\$67,343
Revenue Other	\$687,440
Locally Raised Funds	\$820,132
Capital Grants	\$100,000
Total Operating Revenue	\$34,526,337

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,552,026
Equity (Catch Up)	\$143,057
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,695,083

Expenditure	Actual
Student Resource Package ²	\$28,449,014
Adjustments	\$0
Books & Publications	\$38,446
Camps/Excursions/Activities	\$234,782
Communication Costs	\$116,602
Consumables	\$654,276
Miscellaneous Expense ³	\$101,324
Professional Development	\$110,975
Equipment/Maintenance/Hire	\$957,512
Property Services	\$1,181,678
Salaries & Allowances ⁴	\$1,136,524
Support Services	\$1,478,784
Trading & Fundraising	\$97,373
Motor Vehicle Expenses	\$11,454
Travel & Subsistence	\$0
Utilities	\$200,802
Total Operating Expenditure	\$34,769,545
Net Operating Surplus/-Deficit	(\$343,208)
Asset Acquisitions	\$414,544

- (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	\$7,142,661
Official Account	\$223,405
Other Accounts	\$0
Total Funds Available	\$7,366,066

Financial Commitments	Actual
Operating Reserve	\$997,160
Other Recurrent Expenditure	\$20,914
Provision Accounts	\$0
Funds Received in Advance	\$402,172
School Based Programs	\$3,175,767
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$2,196,882
Asset/Equipment Replacement < 12 months	\$202,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$371,171
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$7,366,066

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.