

# 2021 Annual Report to The School Community



**School Name: Croydon Community School (7757)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 25 May 2022 at 01:42 PM by Bronwyn Harcourt (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 25 May 2022 at 01:48 PM by Leanne Haley (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

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### School context

Croydon Community School, Croydon Campus is situated in the heart of Croydon (Mt Dandenong Rd). It seeks to engage young people who have struggled to experience academic success and/or personal/social wellbeing in mainstream schools. The OPTIONS@Bayswater campus is situated in Neal St Bayswater and seeks to reengage some of the region's most disengaged young people back into school education. On behalf of NEVR, Croydon Community School also manages the Woori Yallock Farm School and a Capacity Building Team which is now situated on site at Croydon Community School .

The school's vision is to graduate confident, compassionate, reliable and resilient young people who possess a positive personal philosophy and a focus on continuing growth. Our mission is to engage each student in learning that nurtures individual interest, encourages active participation in the learning process and develops each students' ability to apply knowledge and skills to real life experiences and challenges. This vision applies equally to all sites and teams operating under the OPTIONS umbrella, despite many of the students provided for not being Croydon CS enrollments.

Common characteristics of the student cohort include histories of disrupted schooling; backgrounds of trauma due to family violence; physical and/or sexual abuse; self and/or family issues relating to drugs and alcohol; complex mental health issues; bullying at previous schools; exclusion or limited access allowed by previous schools; deficit personal and social, literacy, and numeracy competence. many students have been impacted by more than one of these factors and do not feel psychologically safe at the time of their enrollment. It is for this reason that the school focuses on building strong and trusting relationships with students and their families/carers.

Croydon Community School & OPTIONS value equity and strong personal qualities equally with the pursuit of academic success. For us, HEART means not only for learners to pursue what they love in their learning, but also some non-negotiable behaviours about how we come together in our school. As individuals and as a learning community, we strive to be Honest, Excellent, Accountable, Respectful and Thankful. The school's purpose is to maximise student wellbeing, engagement and achievement by personalising learning for each young person using Big Picture Learning Design and Distinguishers, to deliver the Victorian Curriculum and Victorian Certificates of Applied Learning. In 2021 Year 12 students were assessed against the International Big Picture Learner Credentials as part of a pilot across Australia. Students completed portfolios of their work and were assessed against a five-step capabilities continuum in six areas. This work was led by Melbourne University and students are able to seek enrollment into some university courses without an ATAR score.

Along with all other schools and communities, both Croydon and Bayswater sites were impacted by the COVID 19 pandemic and the multiple closures for public safety. Croydon CS operated throughout with classes being held online during designated lockdown periods. Vulnerable students continued to attend in person on both sites, with regular attendance by 12 students at the Croydon campus and 10 at the Bayswater campus, most of whom were living in out of home care. An additional four vulnerable students were provided weekly support at the Woori Yallock Farm School due to its proximity to their homes. The level of engagement with students varied significantly across the school, with some advisories recording close to 100% attendance and others less than 50% attendance. A great deal was learned from the lockdown periods of 2020 and the strategies and ideas implemented resulted in much greater engagement. The social restrictions also impacted heavily on the wellbeing of some staff members.

Enrollment in August 2021 was 145 EFT students across both the Croydon and Bayswater sites, 50 female and 95 male. As in previous years, the school had a waiting list of young people wanting to enroll but COVID 19 restrictions prevented this throughout the year. 33 of these students were funded through the Program for Students with Disabilities, 3 received transition support into Year 7; 11% of students identified as Aboriginal; and 19 were living in official Out of Home Care. 0 students had English as an additional language. The school's SFO was 0.5970 and SFOE was High, both representing a high level of socioeconomic disadvantage.

Parent satisfaction with the school is high at 85.8%, 13% higher than the State average for secondary schools. Data for

the staff survey indicates positive responses of agree or strongly agree from staff who responded. School Climate sat at State average.

In 2021 the Woori Yallock Farm School had planned to offer the Cert 1 in Conservation & Land Management and a Cert 2 in Horticulture to small groups of students from 7 different secondary schools in the Dandenong Ranges & Yarra Valley. The certificate 1 programs were not completed because of the restrictions on travel but the Certificate 2 course was able to continue in a significantly modified form due to the efforts of staff to develop step-by-step videos demonstrating student activities that were modified to their home environments. The Capacity Building team's work was heavily impacted throughout 2021 and the number of schools they were able to work with was reduced to just 24, with the team being unable to work onsite at schools for close to half the year.

The school had a total of 47 employees, with an EFT of 39.0, comprised of 10.8 EFT teaching staff at Croydon, plus 2 Learning Specialists EFT 2.0 and 2 principal class officers EFT 2.0. 18 Education Staff were employed in administrative, (5 staff = 4.9 EFT) Wellbeing (4 staff = 3.4 EFT) and classroom support roles (6 staff = 5.31 EFT). At the Bayswater site there was 1.0 EFT Leading Teacher, 1.0 EFT Wellbeing, 2 Classroom Support (1.0 EFT) and 6.0 EFT teaching staff at the start of term 1. This reduced to 4.0 EFT and 0.6 ES in term 3 due to staff movements, with the Principal assuming a 0.4 EFT teaching load to pick up shortfall. Capacity Building staff comprised 3 staff, including 1 higher duties LT, with an EFT of 3.9 EFT. There was also staff movement in Capacity Building, with 3 staff moving to Regional and Central office positions throughout the year. Woori Yallock Farm School comprised 2 teaching staff (1.4 EFT), one ES with Permission to Teach, and an animal care ES at 0.2 EFT. There were no staff who identified as ATSI. Total turnover during 2021 of 7 teachers and 2 ES staff.

The school does not offer an international student program.

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## Framework for Improving Student Outcomes (FISO)

2021 Strategic Goal: To optimise and accelerate the learning growth of every student in literacy and numeracy.

KIS 1a. Develop a whole school approach to the inquiry learning model

Reinstatement of the Big Picture Learning design was the central part of progress towards this KIS and the reason for strong progress being made. Progress was affected by COVID 19 and the need for all staff to continue with remote learning, however, it was actioned by way of individuals and teams within the school to implement individualised learning plans and the need to approach the many challenges in a solution-focused way for very real problems that students, the school, communities and staff were confronted with throughout the year.

KIS 1 b. Develop a Guaranteed & Viable curriculum

Croydon CS has a guaranteed and viable curriculum, and further work was done in relation to documentation of the links between Victorian Curriculum and Big Picture learning design; teacher accountability to deliver and monitor Vic Curric areas within the Big Picture Framework; and ability of teachers to make informed judgements regarding student achievement. introduction of the International Big Picture Learner Capabilities (IBPLC), supported by Big Picture Learning Australia and Melbourne University strengthened the portfolio completion for graduating students.

KIS 1 c. Deepen and embed teacher capacity to use rigorous & multiple forms of assessment and feedback to inform teaching & learning practices

The assessment schedule at Croydon CS was affected by COVID 19, but testing across the school was completed in semesters 1 and 2 through use of Maths Online, ACER COMPASS, KTEA, Student Perception Surveys (each term).

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## Achievement

Student achievement goals

1. 45% of students will be at or above their age appropriate level of learning in English by the end of 2020.

Although included in the SSP, it is important to note that it is an inappropriate goal for Croydon CS in that it is focussed on achievement and not growth. The SSP goals have been discussed with School Council and NEVR and it is agreed that whilst the SSP goals will remain the same, targets must be revised.

Revised goal:

Learning Gain to be a minimum of one year in literacy and numeracy, and two-years for students supported by tutoring and MYLNS. Will be measured with triangulated data of ACER COMPASS, KTEA and teacher judgements, and stored on Edapt for analysis.

Achievement was affected by attendance and COVID remote learning. Students who attended regularly made excellent progress in both literacy and numeracy, and the introduction of Maths Online supported learning at individual point of need. Re-introduction of Fast-for-Word neuro-development program also resulted in strong learning gains for students who completed it.

2. By 2023, the percentage of Year 9 students assessed as making at or above benchmark learning gain in NAPLAN As above, this SSP goal is an inappropriate one for Croydon CS in that it is focussed on achievement and not growth. The SSP goals have been discussed with School Council and NEVR and it is agreed that whilst the SSP goals will remain the same, targets were revised to learning gain and achievement is as stated above.

3. By 2023, increase the percentage of Year 9 students assessed above the National Minimum Standard to:  
Reading—from a 2017-19 average of 29 per cent to 40 per cent  
Writing—from a 2017-19 average of 8 per cent to 20 per cent  
Numeracy—from a 2017-19 average of 42 per cent to 50 per cent  
As above - goals revised to growth.

25% of students in Years 7 - 10 are at or above age expected levels in English, well below the State average of 75.8%. This is not surprising given our cohort and supports our reticence to apply the previous SSP goals. There is no data available for Similar Schools.

18.9% of Year 7 - 10 students are at or above age expected levels in Mathematics, well below the State average of 65.3%. Again, this is not surprising and no similar school data is available.

Learning Gain from Year 7 in 2019 to Year 9 in 2021 is very pleasing, with 33% of students showing High Gain and 17% showing Medium Gain. The school will further review the numeracy and mathematics support and tutoring programs to address that 50% made Low Gain.

Learning Gain in Reading, Writing, Spelling, Grammar and Punctuation indicates that there is still a great deal of work to be done in these areas. 10-14% of students made high gains and 30 - 60% made medium gains, but this is not to the school's satisfaction.

4. By 2023, decrease the percentage of students in the VCAL eligible but did not complete category from 35% to zero per cent.

Remote learning affected attendance, engagement and achievement of students. The school identified areas for improvement in 2022, including an increase in follow-up on absenteeism and the need for even more specialised individualised responses for the most vulnerable students. The school has consciously decided to not improve data relating to this goal by exiting students who are not engaging in their studies.

Senior programs at Croydon CS are much richer than the VCAL certificates, which are effectively a 'tick-the-box' process and not motivational or individual. The focus on VCAL at Croydon CS in 2019-2020 had become the completion of workbooks, and this does not fit in the school's vision of relevance and rigor. Members of the school's leadership team have worked with Big Picture Australia and Melbourne University to develop a learner profile, which we believe is a superior model to the current VCAL qualifications. As such, satisfactory completion of VCAL units is not the school's priority, and with the effects of COVID the result of only 34% unit completion is not surprising. However, we believe we have identified some areas for improvement in data tracking to acknowledge the task completion by students for their portfolios that is also a VCAL unit requirement.

As described above in section 1, students at Croydon CS have faced, and continue to face enormous challenges in their lives away from school. Attendance data for 2020 records that 45% of students were absent for 30+ days during the year. It is important to note that this data includes students enrolled at the Bayswater campus, amongst whom are some of the most vulnerable, disengaged, and at-risk young people in the inner and outer areas of Melbourne's east.

The average number of absence days was 35.2, and the four-year average was 38.2. This is well above the State average of 21.0 and 19.6. No like school data exists. Average attendance of Year 7s was 90%, Year 8 84%, Year 9 80%, Year 10 83%, Year 11 80% and Year 12 80%.

Data collected in term 1 indicated solid growth in attendance, with 75% of students attending for 80% or more. Attendance and engagement varied widely across classes throughout remote learning, with some groups recording above 90% attendance and others well below 50%. This variation has alerted the school's leadership to the need for a higher level of professional accountability from many staff. The school's response to absenteeism varied widely across the school, with some staff making contact every day a student was absent, and others doing so only when directed by leadership.

Student Retention from Year 7 to Year 10 has increased from a four-year average to 80% in 2021. Sadly, there were a number of high-risk, challenging students who were actively discouraged from attending the Bayswater campus in semester 1, 2021 and they responded by not coming. Throughout semester 2 there was a sustained push for all teachers to be following up and some problems with coding of absence records were found, which seems to have impacted the accuracy of the data collection. Student exits in Years 10 - 12 to further studies or full-time employment was 79.5%, slightly higher than the four-year average of 75%.

The school used its position in tranche 4 for PLCs in 2021 to focus on attendance as its problem of practice.

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## Wellbeing

Croydon CS invests heavily into providing wellbeing supports for all students. There are 4 youth workers (EFT 3.4) at the Croydon site and 1 youth worker (EFT 1.0) at the Bayswater site. The wellbeing team have established strong community partnerships with community providers for psychology, OT, Speech and music therapists, and mental health social workers. These community-based providers either bulk-bill for their services or are NDIS funded and so student family's are not impacted by the costs. These services have been developed through the passionate work of the wellbeing team members, and any additional services identified as needed are sourced promptly.

Sense of Connectedness to school reported by all students was 63.3%, slightly higher than the four-year average of 61.5%. This is 12% higher than the State average and an area that the school can pride itself in but also reflect heavily on because we pride ourselves on having positive relationships with students and families, yet this is clearly an area in need of improvement. 70% of students also reported that they agreed or strongly agreed that any incidents of bullying were well managed within the school.

The school also has strong relationships with government-funded organisations such as YSAS (Youth Substance Abuse Service); CYMHS (Child Youth Mental Health Services); Adolescent inpatient mental health unit; Head Space; Victoria Police Youth Resource Officers; and Maroondah CC Youth Services team. Students who are at high risk are individually case managed at both campuses, and all other services working with a student are encouraged to be part of the education discussions. It has continued to be a challenge for the reverse to occur, especially with DFFH services who at times assume responsibility for educational programs without contact and/or consultation with the school. This has meant that less than the best outcomes are achieved.

Croydon CS is one of the ten Maroondah Network schools promoting Positive Education. This program is as effective as a staff wellbeing tool as it is for student wellbeing and the development of a flourishing school. There was some disruption to this program but all staff completed further professional learning on trauma-informed approaches in classrooms, and on identifying, maximising and developing character strengths. There was a range of responses to both professional learning programs and as the future direction of the school became clear to all, some staff decided to move onto other schools that better matched their personal philosophies. Most of these staff were from the Bayswater

campus and the impact on programs was significant. In the midst of COVID remote learning it was decided that the Principal would return to classroom teaching at the campus with Out of Home students. Success with a highly personalised and heavily supported case-managed approach was strong with some students, but not with all. Success is estimated at 50%.

One of the school's most valuable partnerships Hope City Mission. In 2021 they were the weekly supplier of all food requirements for many of our families who were experiencing financial devastation due to COVID 19 impacts on their work. Hope City's generosity was endless. They worked with Year 9s from another school, leading a social justice program, and participants then worked in small groups to raise money through activities such as cake sales or car washes. Croydon CS was not identified as the receiving school, and Croydon students were not told where the gifts had come from, but every student at Croydon and Bayswater received a Christmas gift bag filled with items purchased for them. Some students received remote control cars, caps, drink bottles, toiletries, and so on. Hope City Mission also consulted with the Wellbeing Team to identify 10 families that would receive a full Christmas hamper that included everything needed to celebrate on Christmas Day. These hampers included puddings, hams, mince pies, table decorations, etc. It was heart warming when some of the Croydon and Bayswater families identified that the hamper should be given to someone else because their plans for the day meant that they did not require them.

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## Finance performance and position

The school's bank balance at the end of 2021 was \$1,210,953.91 . There are a number of reasons for this historically high amount:

- a. Reduced spending due to remote learning. This includes classroom materials, excursions, CRTs and whole school events.
- b. Funds that the school has been setting aside for purposes within the replacement school building program for the provision of air conditioning in all classrooms and to support VSBA budgets for furniture, classroom resources, etc
- c. Future expenditure requirements for capital items such as minibus replacement. Smaller amounts are identified each year and put aside to manage future needs to avoid the need to find funds urgently for known expenses.

The net cash position at the end of 2021 was \$129,515.

The school recorded a surplus of \$437, 605 in 2021, but this can be accounted for in targeted programs that were funded as cash items on the SRP such as MYLNS, Instrumental Music, VET etc.

# 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 145 students were enrolled at this school in 2021, 50 female and 95 male.

0 percent of students had English as an additional language and 11 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).

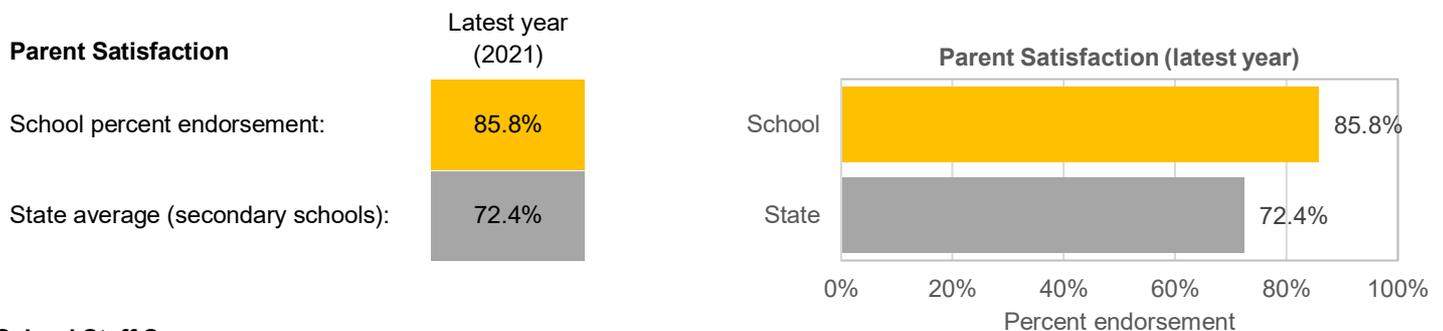
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

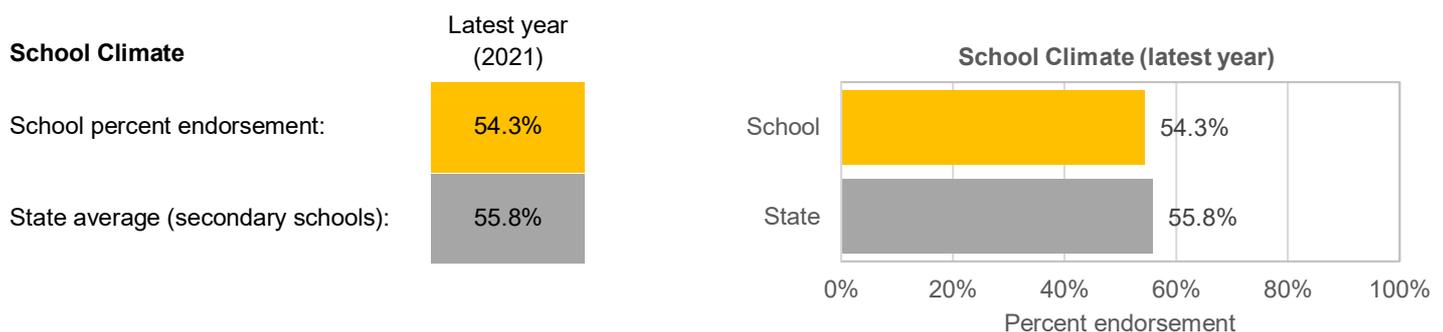


### School Staff Survey

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 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

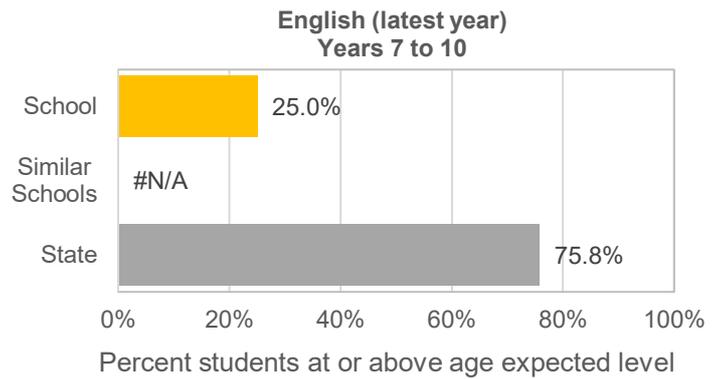
25.0%

Similar Schools average:

NDA

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

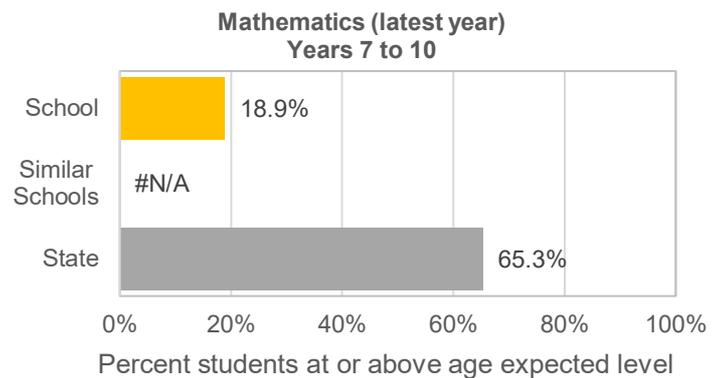
18.9%

Similar Schools average:

NDA

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.

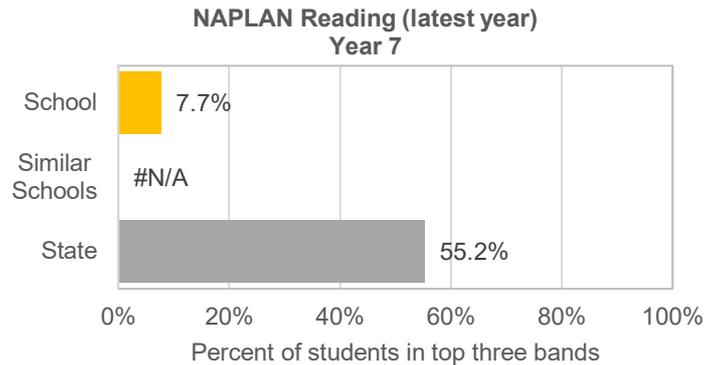
**NAPLAN**

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.

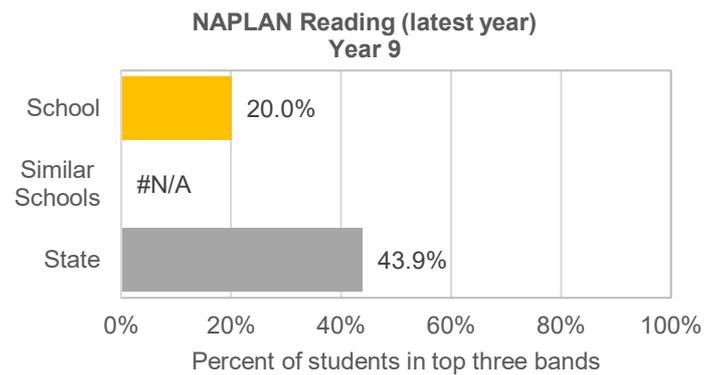
**Reading Year 7**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 7.7%               | 13.0%          |
| Similar Schools average:                       | NDA                | NDA            |
| State average:                                 | 55.2%              | 54.8%          |



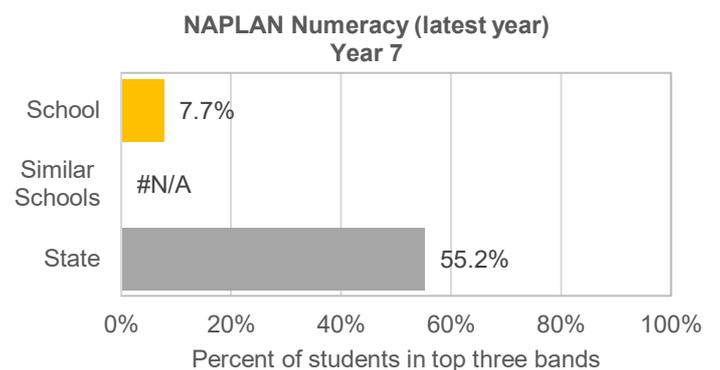
**Reading Year 9**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 20.0%              | 18.3%          |
| Similar Schools average:                       | NDA                | NDA            |
| State average:                                 | 43.9%              | 45.9%          |



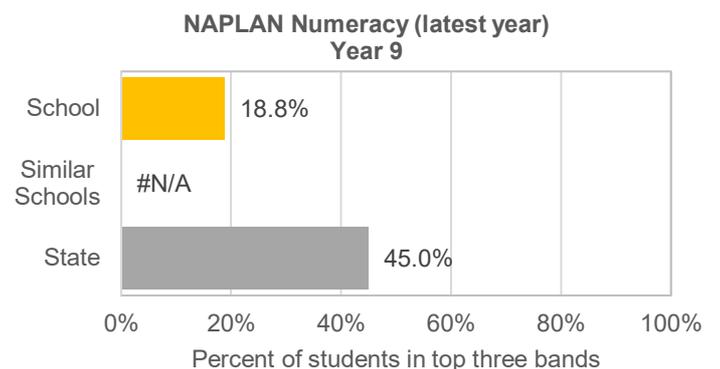
**Numeracy Year 7**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 7.7%               | 4.2%           |
| Similar Schools average:                       | NDA                | NDA            |
| State average:                                 | 55.2%              | 55.3%          |



**Numeracy Year 9**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 18.8%              | 9.4%           |
| Similar Schools average:                       | NDA                | NDA            |
| State average:                                 | 45.0%              | 46.8%          |



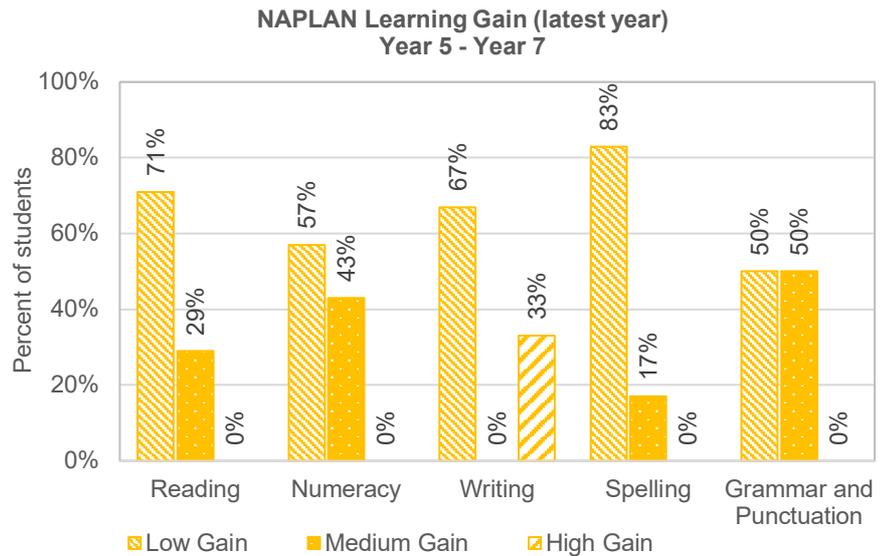
## ACHIEVEMENT (continued)

### 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'.

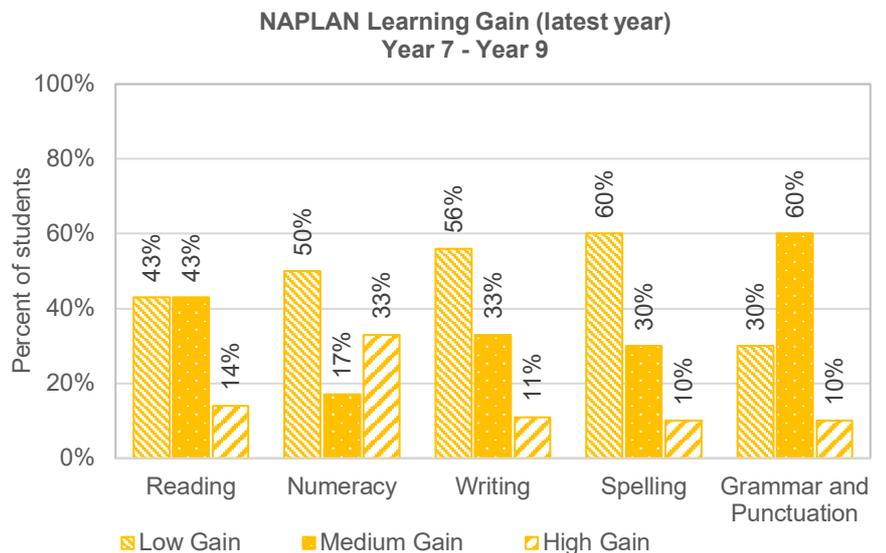
#### Learning Gain Year 5 (2019) to Year 7 (2021)

|                          | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading:                 | 71%      | 29%         | 0%        | NDA                         |
| Numeracy:                | 57%      | 43%         | 0%        | NDA                         |
| Writing:                 | 67%      | 0%          | 33%       | NDA                         |
| Spelling:                | 83%      | 17%         | 0%        | NDA                         |
| Grammar and Punctuation: | 50%      | 50%         | 0%        | NDA                         |



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

|                          | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading:                 | 43%      | 43%         | 14%       | NDA                         |
| Numeracy:                | 50%      | 17%         | 33%       | NDA                         |
| Writing:                 | 56%      | 33%         | 11%       | NDA                         |
| Spelling:                | 60%      | 30%         | 10%       | NDA                         |
| Grammar and Punctuation: | 30%      | 60%         | 10%       | NDA                         |



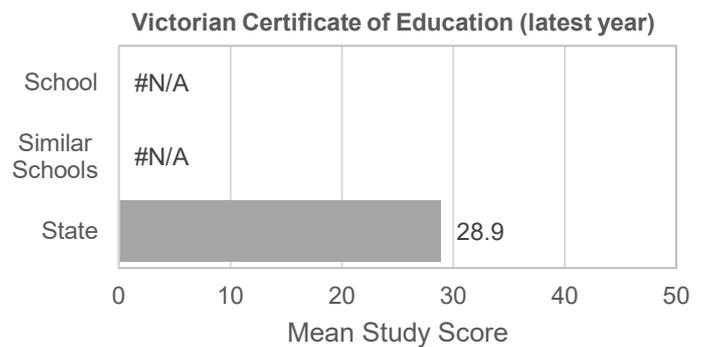
## ACHIEVEMENT (continued)

### 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            | NDA                | NDA            |
| Similar Schools average:           | NDA                | NDA            |
| State average:                     | 28.9               | 28.9           |



Students in 2021 who satisfactorily completed their VCE:



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



VET units of competence satisfactorily completed in 2021\*:



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



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

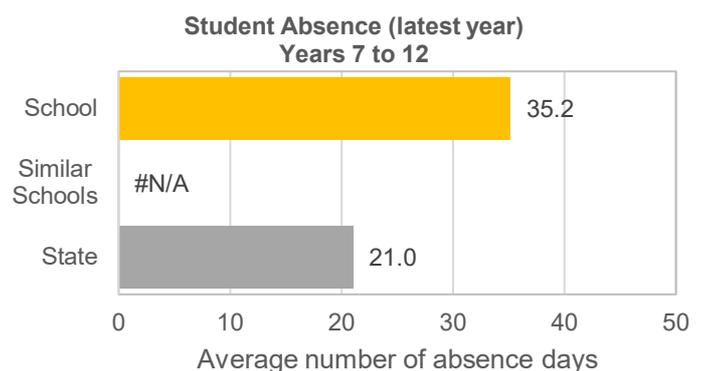
## ENGAGEMENT

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

### Average Number of Student Absence Days

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

| Student Absence Years 7 to 12          | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 35.2               | 38.2           |
| Similar Schools average:               | NDA                | NDA            |
| State average:                         | 21.0               | 19.6           |



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

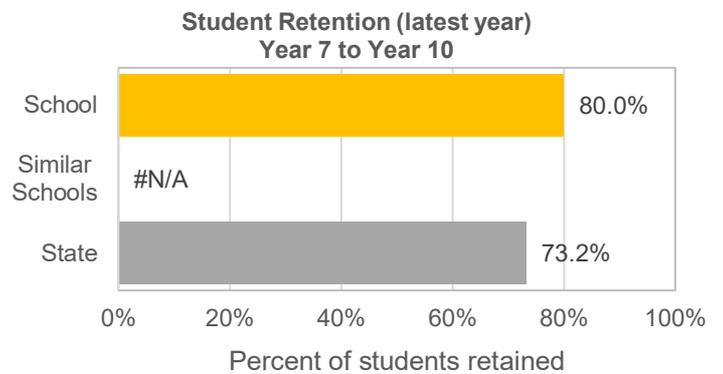
|                                       | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2021): | 90%    | 84%    | 80%    | 83%     | 80%     | 80%     |

**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: | 80.0%              | 68.0%          |
| Similar Schools average:             | NDA                | NDA            |
| State average:                       | 73.2%              | 72.9%          |



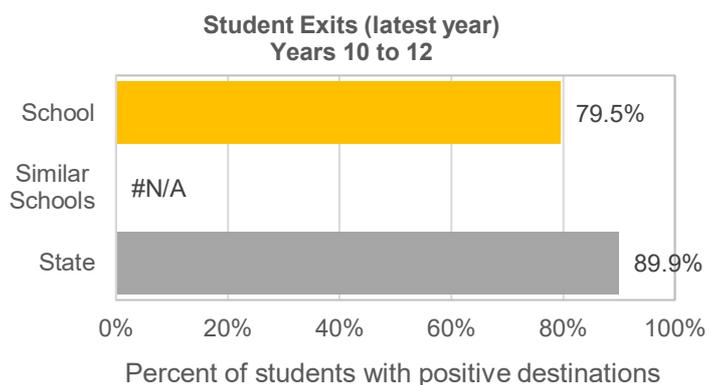
**Students exiting to further studies or full-time employment**

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school. Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

|  | Latest year (2020) | 4-year average |
|--|--------------------|----------------|
| School percent of students to further studies or full-time employment: | 79.5%              | 75.0%          |
| Similar Schools average:   | NDA                | NDA            |
| State average:   | 89.9%              | 89.2%          |



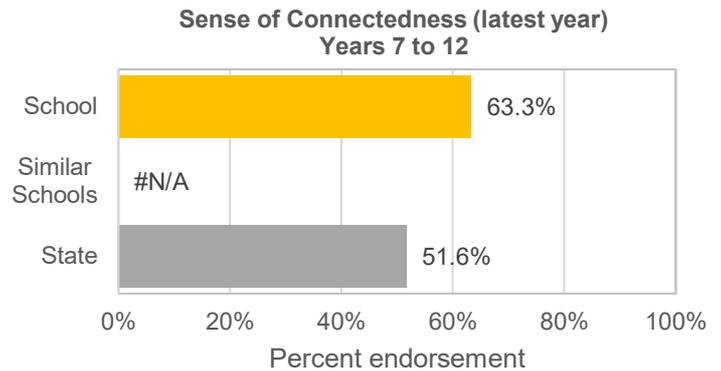
## WELLBEING

**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:          | 63.3%              | 61.5%          |
| Similar Schools average:             | NDA                | NDA            |
| State average:                       | 51.6%              | 54.5%          |

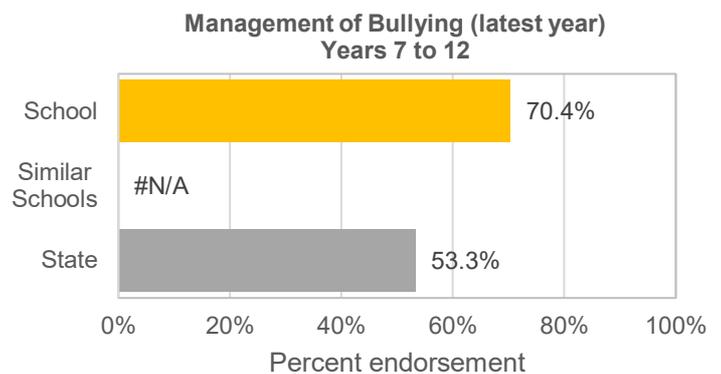


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:          | 70.4%              | 62.0%          |
| Similar Schools average:             | NDA                | NDA            |
| 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       | \$4,445,588        |
| Government Provided DET Grants | \$663,671          |
| Government Grants Commonwealth | \$3,000            |
| Government Grants State        | \$29,400           |
| Revenue Other                  | \$154,188          |
| Locally Raised Funds           | \$29,527           |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$5,325,375</b> |

| Equity <sup>1</sup>                                 | Actual           |
|---|------------------|
| Equity (Social Disadvantage)                        | \$177,423        |
| Equity (Catch Up)                                   | \$10,979         |
| Transition Funding                                  | \$0              |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0              |
| <b>Equity Total</b>                                 | <b>\$188,402</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$4,098,468        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$0                |
| Camps/Excursions/Activities           | \$15,725           |
| Communication Costs                   | \$31,807           |
| Consumables                           | \$68,948           |
| Miscellaneous Expense <sup>3</sup>    | \$8,577            |
| Professional Development              | \$12,188           |
| Equipment/Maintenance/Hire            | \$82,773           |
| Property Services                     | \$40,854           |
| Salaries & Allowances <sup>4</sup>    | \$32,677           |
| Support Services                      | \$156,979          |
| Trading & Fundraising                 | \$786              |
| Motor Vehicle Expenses                | \$12,568           |
| Travel & Subsistence                  | \$28,246           |
| Utilities                             | \$32,908           |
| <b>Total Operating Expenditure</b>    | <b>\$4,623,502</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$701,873</b>   |
| <b>Asset Acquisitions</b>             | <b>\$0</b>         |

- (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**

| <b>Funds available</b>        | <b>Actual</b>      |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,186,921        |
| Official Account              | \$19,981           |
| Other Accounts                | \$5,464            |
| <b>Total Funds Available</b>  | <b>\$1,212,366</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---|------------------|
| Operating Reserve                           | \$82,225         |
| Other Recurrent Expenditure                 | \$0              |
| Provision Accounts                          | \$526            |
| Funds Received in Advance                   | \$0              |
| School Based Programs                       | \$409,346        |
| Beneficiary/Memorial Accounts               | \$105,459        |
| Cooperative Bank Account                    | \$0              |
| Funds for Committees/Shared Arrangements    | \$5,488          |
| Repayable to the Department                 | \$107,342        |
| Asset/Equipment Replacement < 12 months     | \$111,704        |
| Capital - Buildings/Grounds < 12 months     | \$0              |
| Maintenance - Buildings/Grounds < 12 months | \$120,223        |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$942,314</b> |

*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.*