

2021 Annual Report to The School Community



School Name: Merbein P-10 College (8886)



- 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 31 March 2022 at 01:30 PM by Chris Grimmer (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 April 2022 at 04:21 PM by Scott Barnes (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

Merbein P-10 College is located in north-west Victoria 550 kilometres from the Melbourne Central Business District and approximately 11 kilometres from the regional city of Mildura. The college provides both primary and secondary education for students residing in Merbein and the west side of Mildura. The college commenced as a P-10 college in 2010 following the merger of three primary schools, Merbein Primary School, Merbein South Primary School and Merbein West Primary School with Merbein Secondary College. The college commenced at its present site in January 2011 and moved into new buildings in November 2012. The college grounds include grassed and hard surface play areas. There is a large shade structure over netball and basketball courts and shaded adventure playgrounds. The primary blocks enable flexible open learning spaces. Secondary classes are housed in new facilities and within the former secondary college building. There is a library, gymnasium, two art rooms, a music room, science laboratories, specialist facilities for classes in food, metal, wood, textiles, STEM (Science, Technology, Engineering and Mathematics) and a recently completed Arts and Technology centre. The college has a flexible learning options (FLO) program housed in renovated flexible classroom spaces. Enrolments at census 2021 were 785.2 students comprising 240.2 primary students and 545 secondary students. The Student Family Occupation (SFO) index was 0.5217 and the Student Family Occupation Education (SFOE) index was 0.4797 in 2021. The staffing profile of Merbein P-10 College includes a Principal, two Assistant Principals and approximately 60 full time equivalent (FTE) teachers including, six Leading Teachers. There are approximately 25 FTE Education Support (ES) staff and office administration staff. The college provides an approved curriculum framework aligned to the Victorian Curriculum for Years Foundation to 10. Secondary students study core and elective subjects. Vocational Education and Training in Schools (VETiS) programs and workplace learning opportunities may be taken by Year 10 students. There is a flexible learning options (FLO) program that provides a personalised curriculum that enables students to learn in small groups with an aim to engage students in their learning and provide additional support. The college has a wellbeing team that supports students and families through early intervention and case management. There is a Doctor in Schools program, a breakfast club operates daily and an out of school hours program, run by qualified staff, is available after school. The college provides a range of extra-curricular activities including sport, camps, performances and music.

Merbein P-10 College aims to:

- a. Provide a friendly, caring, inclusive and respectful learning environment that enables students to achieve their personal best.
- b. Develop in students life-long learning skills which enable them to achieve their individual goals and make a positive contribution to the community.

In our college we show due regard for the feelings, wishes and rights of others.

Respect:

At Merbein P-10 College we show respect by:

- Valuing the personal space and privacy of others
- Showing courtesy and always using appropriate language
- Treating all property with care
- Cooperating with reasonable requests and directions.
- Speaking to and treating others kindly
- Being friendly and welcoming to others
- Treating all members of our community and visitors with respect

Responsibility

At Merbein P-10 College we demonstrate responsibility by:

- Arriving to all classes on time and with correct equipment
- Allowing everyone to learn and allowing teachers to teach
- Listening when others are speaking

- Wearing correct school uniform every day
- Playing and moving around the school safely
- Maintaining a neat and tidy environment
- Helping others who look in need of assistance
- Maintaining a positive safe learning environment

Quality

At Merbein P-10 College we demonstrate quality by:

- Completing all tasks to the best of your ability
- Working hard, and displaying a positive attitude all times.
- Wearing uniform with pride
- Modelling positive behaviour
- Maintaining a positive and safe learning environment

As a college we will work hard to achieve the 2022 DET learning and wellbeing goals. Our aim in coming years is to also increase our ability to empower all students to be active learners. In evaluating the FISO dimensions it was clear that the school had made progress to embed student voice, agency and leadership and was overall at the evolving stage. Staff, students and classroom observations showed that the extent that voice and agency was activated in learning was inconsistent. It was determined that there was scope to empower students as active learners through voice and agency in teaching and learning and the provision of opportunities for leadership, which is why this will be important work for the remainder of the current review period. We made significant progress in this area during semester 1 2021, however the lockdowns and shift to remote learning severely impacted this work in semester 2.

Framework for Improving Student Outcomes (FISO)

In 2021 the school focused on Goal 1 - DET priority goals

The Key Improvement Strategies were:

* 1a. Learning, catch-up and extension priority

Key actions undertaken:

Develop data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support

Embed PLC structures to support teacher collaboration and reflection of strengthen teaching practice

1b. Happy, active and healthy kids priority

Key actions undertaken:

Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels.

Strengthen School Wide Positive Behaviours culture via enhanced House Team structures.

1c. Connected schools priority

Key actions undertaken:

Strengthen and adapt the school-wide approach to digital learning and document procedures outlining an approach to ongoing assessment and reporting

Plan for school facilities and grounds works that will mean every school is a great place to learn

Goal 2

To empower all students to be active learners

Key actions undertaken:

Provide a greater range of authentic voice & leadership opportunities across the college for a far more diverse group of students.

Achievement

Throughout 2021 we undertook a number of activities to progress our achievement goals. We analysed end Term 4 2020 PAT data to identify those students in Yrs 8-10 who recorded negative or low growth in reading and mathematics, all staff, including new tutors, worked with students in the classroom in a way that directly mirrors the teaching and learning model established across the college, students identified as being above expected reading level based on Fountas & Pinnell reading data and teacher judgement data were involved in weekly extension literacy classes run by one of the school's literacy leaders, Year 1 & 4 classes split to ensure class sizes were greatly reduced, allowing for more intense teacher instruction and additional literacy support was made available to Year 2/3 students as the Learning Centre Leader created an additional literacy group.

Despite the impacts of COVID-19 and remote learning the student learning growth for those students involved in our Tutor Learning Initiative was extremely positive. Other positive NAPLAN data was recorded in Year 5 & 7 Reading/Numeracy and Year 9 Numeracy. High Learning Gain from Year 7-9 was also strong. Our Year 3 cohort in 2021 did not perform strongly across all areas of NAPLAN and will need to be monitored as they progress through the college.

COVID-19 impacted learning significantly, but also created a massive interruption to the normal schedule of professional learning, as did the Term 4 AEU bans. Remote learning meant that we narrowed the focus of our professional learning and consequently a number of our KIS actions were not implemented in 2021.

Whilst students who actively engaged in the remote learning program that was in place over the past two years continued to perform well academically, those students who did not engage, certainly struggled to achieve the expected learning growth. Attendance and engagement levels over the past two years have been extremely difficult to maintain, which in turn impacted academic achievement across the college. Teaching staff provided learning tasks and feedback on Compass and in Google Classroom, as well as setting up online reading access for our younger students. Over 130 devices were also provided to ensure all students had access to the curriculum and to daily Webex sessions.

The following key improvement strategies were implemented during the restricted time we were at school in 2021.

****Learning, catch-up and extension priority - successes**

Analysis of data and student performance across the curriculum improved. A large shift in the process to develop and document student IEPs has had a significant impact in this area.

****Happy, active and healthy kids priority - successes**

School wide approach to student wellbeing and behaviour management has increased in consistency across the college. Staff are following the newly developed wellbeing referral process. There is a growing consistency with the process of recognising positive behaviour and dealing with inappropriate behaviour.

****Connected schools priority - successes**

There has been an increase in staff knowledge and understanding of the various elements of feedback. Increased knowledge of Compass Learning tasks and they way they will be used to provide ongoing information and feedback to students and parents. Staff followed the Compass Learning task implementation plan to ensure they had the confidence and knowledge to provide the level of feedback required to successfully implement the change to our assessment and reporting model.

****Develop students as leaders - successes**

Our primary students in particular experienced higher levels of authentic student voice and agency. They were involved in curriculum implementation teams, active SRC and 'kids teaching kids' model. Secondary student action teams were

to be established in semester 2, which was impacted by the lockdowns. As a result our secondary year levels are still experiencing limited authentic voice and agency, but this will be a key focus of our work in 2022.

All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual learning or social/emotional goals.

Engagement

Merbein P-10 College students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement, and social capacity.

In 2021 the College focused on KIS related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing, intentional and, in 2021 included programs such as School Leadership Programs, Step Up / Transition Program along with 'kids teaching kids' program across our secondary/primary year levels. A range of opportunities for student voice and development of student agency continued to be nurtured, particularly across the 4-6, along with a review of student leadership across our secondary year levels. Students had the opportunity, prior to lockdown, to provide valuable feedback and an insight into their learning via the Pivot survey.

In 2021, Merbein P-10 College continued to work with families to ensure students were at school and learning during onsite instruction. The college continued to send SMS messages to parents, requesting them to notify the school of any absences and made phone calls after extended periods of absence (2 days). The college works closely with external agencies and Navigator to support chronic absences and return to school processes. Our attendance during remote learning declined despite efforts to phone and email families who were not engaging in learning.

In 2021 PLCs were restricted by COVID-19 but have still been implemented and were shared across the college. PLC collaborative cycles need to continue to be implemented in KLA/Units, as well as within interest groups. More opportunities for teachers to take part in learning walks and observe practice across primary and secondary classes were provided in 2021. This remains an important initiative to demonstrate what point of need teaching can look like.

As in previous years, the school will continue its efforts to provide a safe, inclusive learning environment in which students are encouraged to take greater ownership of their learning. Our FLO program also plays an important role in maximising attendance of students who are at greater risk of disengagement. The following goals were established to focus on student attendance:

- * Implement attendance processes with rigour and fidelity
- * Review current absence response procedures and practice and implement changes to address unapproved absenteeism earlier than it is currently being actioned.

Successes:

In 2020 we instigated the implementation of an unapproved absence response pilot program for Year 9s, which was then extended to Year 7-10 in 2021. However, the success of this initiative cannot be evaluated effectively due to the change in attendance focus during remote learning. Attendance records were totally inconsistent in relation to previous years data (pre Covid-19), however attendance rates at Merbein P-10 continue to be below state and network average, and as such continue to be an area of concern.

Wellbeing

We have continued to make significant progress in student wellbeing over the past two years, and this is reflected in ongoing improvements in our Attitudes to School survey results. Our previous AToSS data indicated that our primary year levels were well below like schools and state levels in both school connectedness and managing bullying. However, our most recent 2021 data indicates that we are now above similar schools and state average in both these

areas, which is extremely pleasing. At the same time our secondary years data continues to be above similar schools and state average.

In 2021 our wellbeing goal was to continue to build a positive learning environment for students by enhancing staff teaching and learning skills, team collaboration and enabling greater student voice and agency. Our focus was on maintaining a calm learning environment where students were engaged and most could articulate the purpose of their learning and how they were progressing. COVID-19 impacted this massively as students were learning from home for much of semester two.

Transitions at the key levels (Prep, Year 6 to 7 and Year 10 to 11) are given high priority, with extra measures provided to support the transition of students with special needs. Transition was challenging in 2021 due to COVID restrictions but we still managed to run our orientation sessions for our Preps (albeit on a later timeline) and one orientation day for our Year 7s. Our Year 10 students were able to attend the Senior College once the current Year 11 & 12s had finished for the year, which also provided them with an insight into how the school operated. Whilst not as extensive as usual, this was still important experience for our students.

Two Social Workers are also in place to advise teachers in regard to student management, mental health and general wellbeing. Students with specific needs are case managed. Where appropriate, students are referred to SSSO and to local agencies with relevant expertise. During the lockdown our wellbeing staff posted weekly proactive wellbeing information and activities for students to access from home and monitored students at risk on a regular basis, providing pathways to external supports were necessary. In 2022 we anticipate that the need for wellbeing and mental health support will continue to increase quite substantially, so we are committed to enhancing our wellbeing team to ensure we meet the growing need from P-10.

Finance performance and position

The net outcome for the year is a surplus, however, this surplus is committed per the financial commitment summary. \$135,684 of the surplus is funds received in advance which consists of:

- unallocated CSEF due to COVID-19 restrictions in 2020 and 2021, most camps did not go ahead for these funds to be expended. These funds will be used for camps in 2022 or transferred to students' new schools (\$31,000 transferred to Mildura Senior College for exiting Year 10 students)
- credits on family accounts – due to the significant time spent in lockdowns in 2021, the school council decided to credit a portion of amounts paid by families for voluntary contributions. These amounts will be used in 2022 towards voluntary contributions or other items as requested by families

\$81,000 is committed to replacement of netbooks and iPads, \$25,000 is committed to new outdoor and classroom furniture and \$324,000 is committed to capital works (carpark construction/contributions to major building project commencing in 2022).

Extraordinary revenue includes:

Mildura Law Courts Donation (Primary Camps)	\$2,500
Active Schools PE Sport Boost	\$3,348
Active Schools Extracurricular	\$13,600
Accessible Buildings Grant	\$49,260
Water Sale	\$9,153.50

Extraordinary expenditure includes:

Fume Hood for Science	\$6,600
Stile Science Subscription	\$7,922
Replacement Air Conditioners	\$2,150
Automatic Doors (Accessible Buildings Grant)	\$49,260
Upgrade phone system for NBN	\$3,703
Electric Lifter for student in wheelchair	\$5,115

New signage	\$6,580
Replacement shade sails	\$8,854
Purchase therapy dog puppy	\$5,000
Multi Lit Kits & PD	\$17,241

Additional State/Commonwealth Funding the school received beyond the SRP:

• Advance Grant #	\$9,800
• Short Term Leave Reimbursements	\$55,687
• Sporting Schools Grants	\$12,700
• Accessible Buildings Grant	\$49,260
• OSHC Sustainability Support	\$18,000

Advance Program

Advance is a school-based program for young people to volunteer in their community by planning projects, meeting new people, building skills and making a difference in their community.

The Advance grant supported our students in volunteering in a range of community agencies such as Royal Life Saving Victoria, Chaffey Aged Care, RSPCA, PAWS Victoria, Sunraysia Football/Netball Association, DPI, Mildura Rural City Council and Victoria Police. The grant also helped to cover the cost of materials, transport, excursions and camps incorporated in the Advance Program.

For more detailed information regarding our school please visit our website at <http://www.merbeinp10.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 780 students were enrolled at this school in 2021, 336 female and 444 male.

2 percent of students had English as an additional language and 13 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

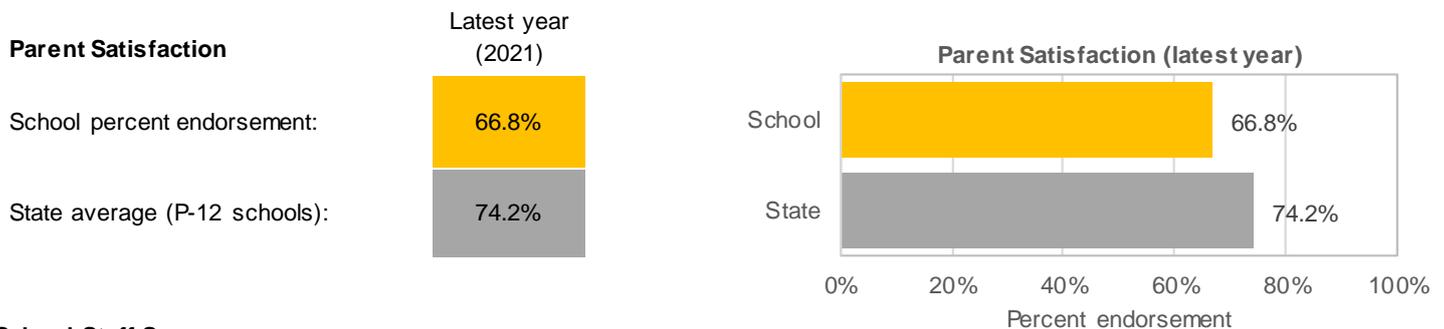
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

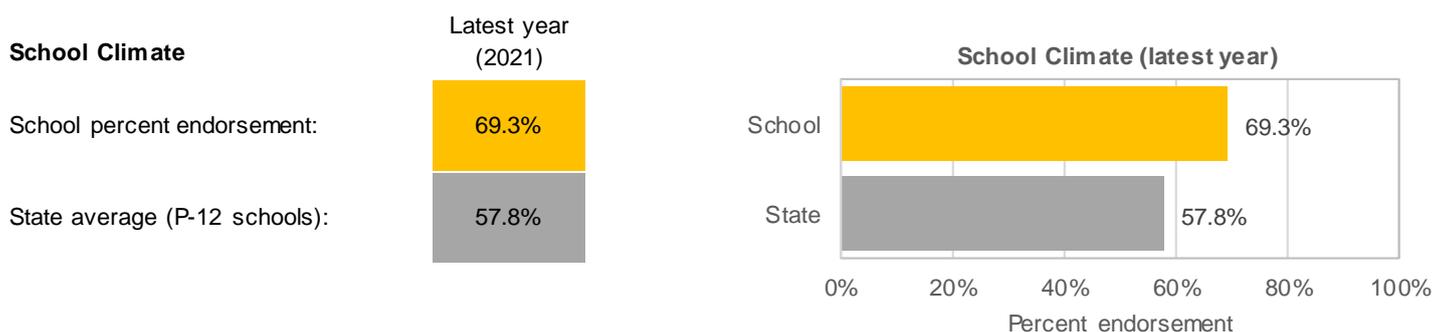


School Staff Survey

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

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

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



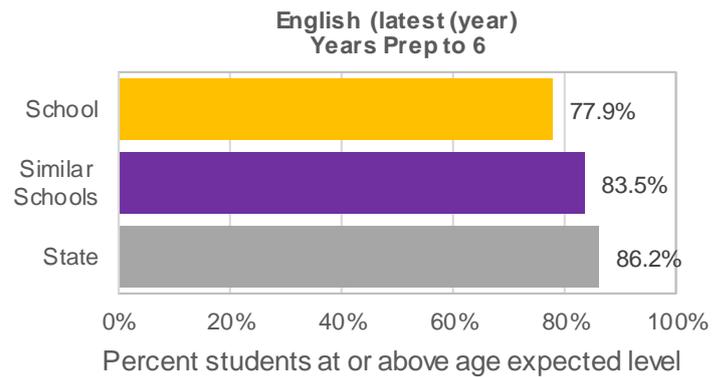
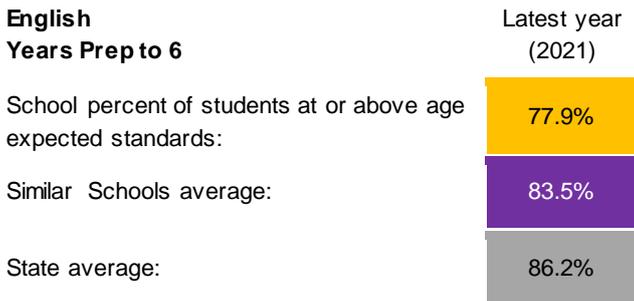
ACHIEVEMENT

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

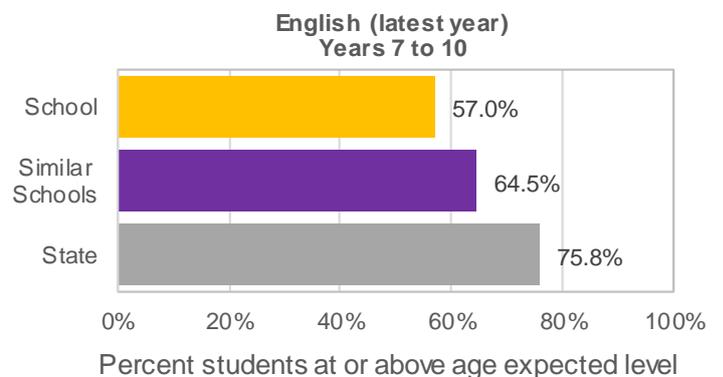
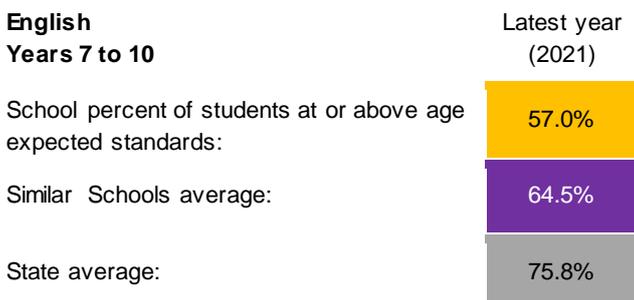
Teacher Judgement of student achievement

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

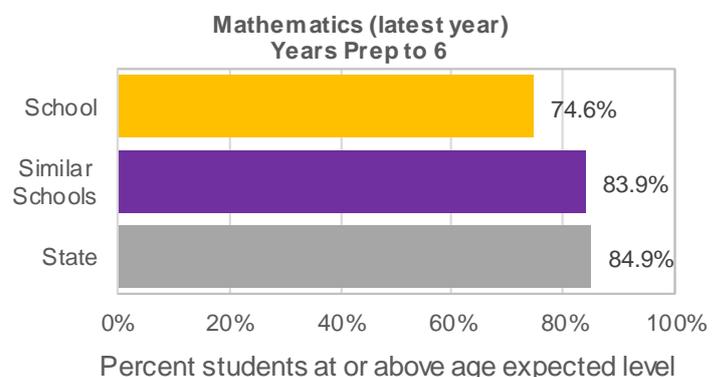
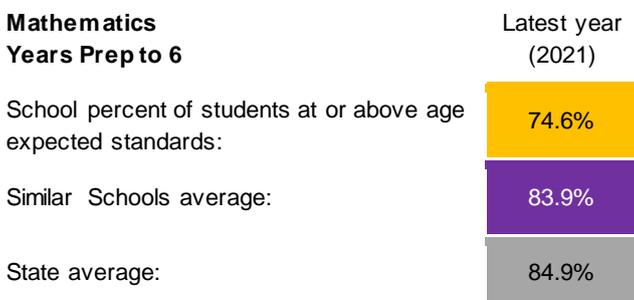
English Years Prep to 6



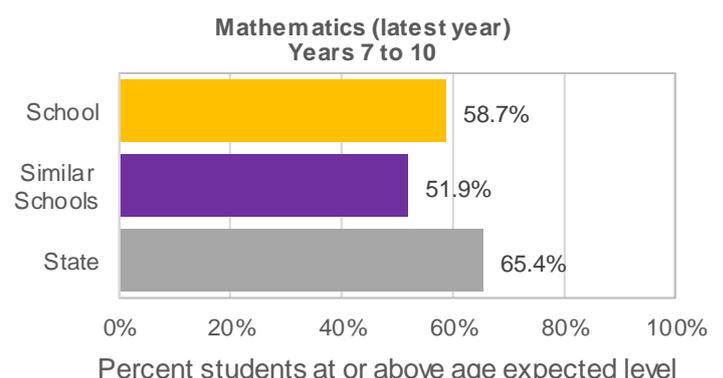
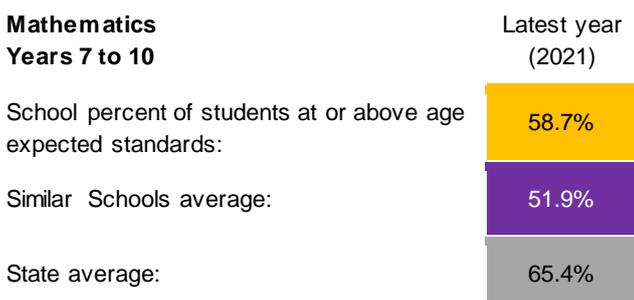
English Years 7 to 10



Mathematics Years Prep to 6



Mathematics Years 7 to 10



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.

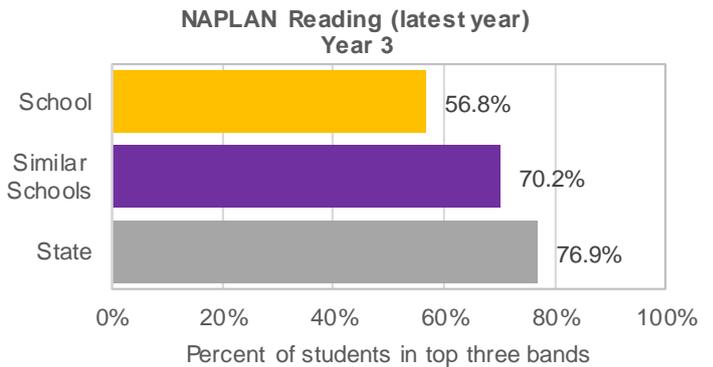
NAPLAN

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.

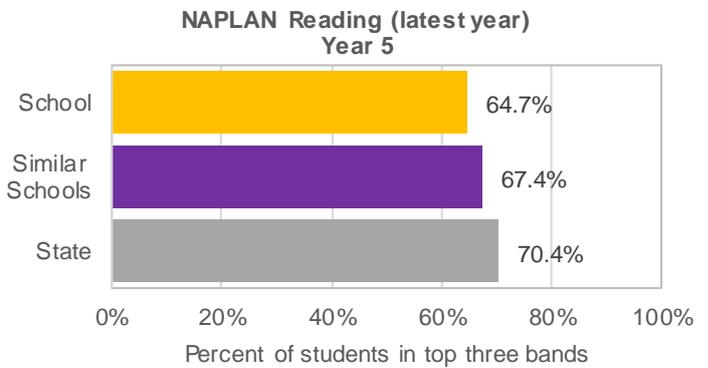
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.8%	64.8%
Similar Schools average:	70.2%	71.2%
State average:	76.9%	76.5%



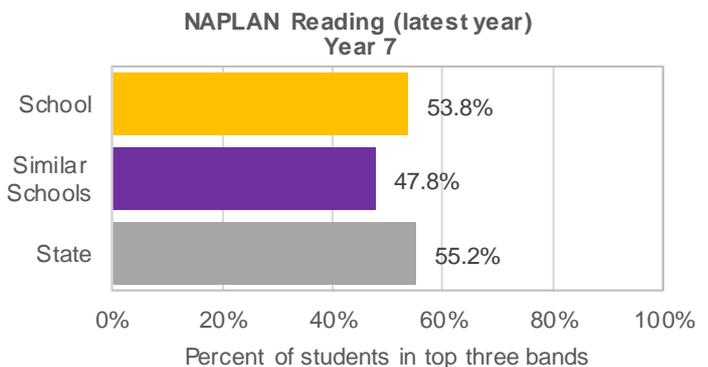
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.7%	54.4%
Similar Schools average:	67.4%	62.7%
State average:	70.4%	67.7%



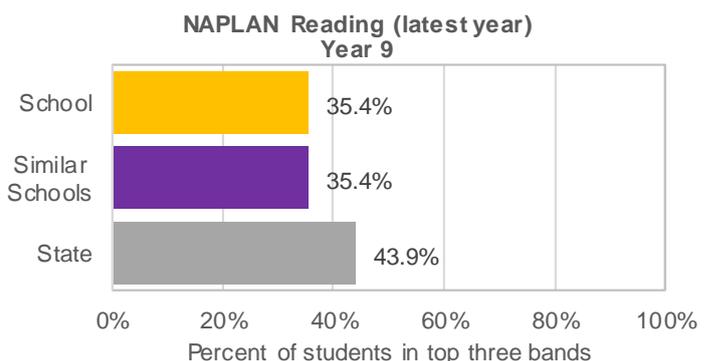
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.8%	52.8%
Similar Schools average:	47.8%	47.3%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	35.4%	38.1%
Similar Schools average:	35.4%	38.5%
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

School percent of students in top three bands:

Similar Schools average:

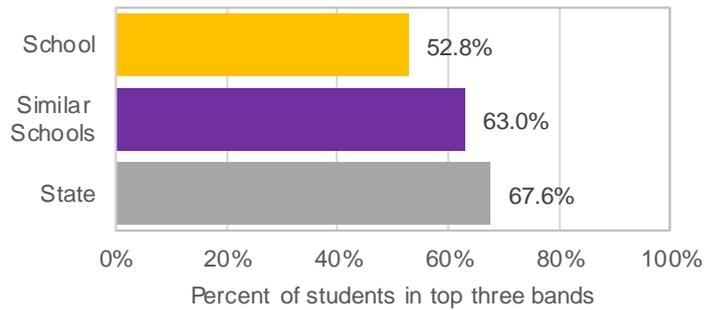
State average:

Latest year (2021)	4-year average
52.8%	57.3%

63.0%	65.9%
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67.6%	69.1%
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NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

School percent of students in top three bands:

Similar Schools average:

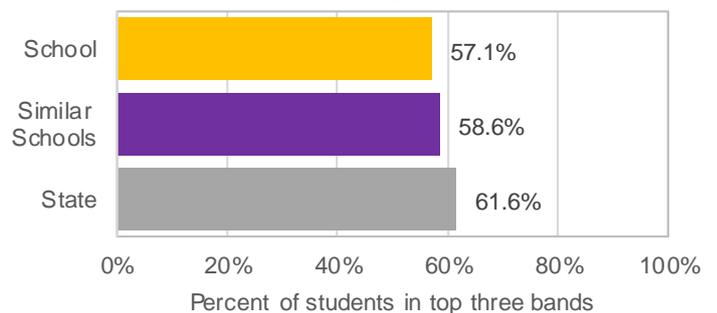
State average:

Latest year (2021)	4-year average
57.1%	44.7%

58.6%	55.4%
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61.6%	60.0%
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NAPLAN Numeracy (latest year) Year 5



Numeracy Year 7

School percent of students in top three bands:

Similar Schools average:

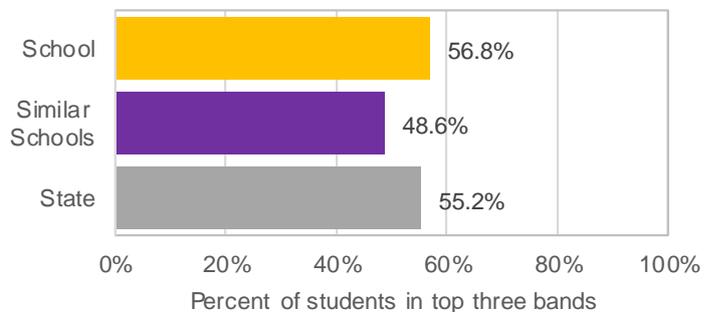
State average:

Latest year (2021)	4-year average
56.8%	61.3%

48.6%	48.3%
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55.2%	55.3%
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NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

School percent of students in top three bands:

Similar Schools average:

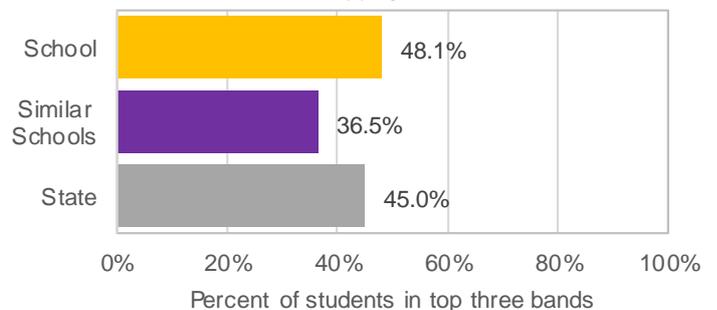
State average:

Latest year (2021)	4-year average
48.1%	47.1%

36.5%	37.9%
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45.0%	46.8%
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NAPLAN Numeracy (latest year) Year 9



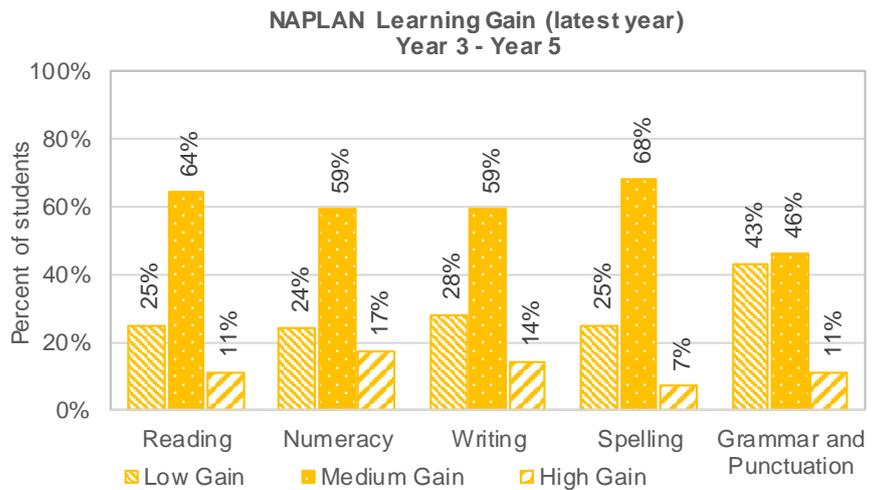
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

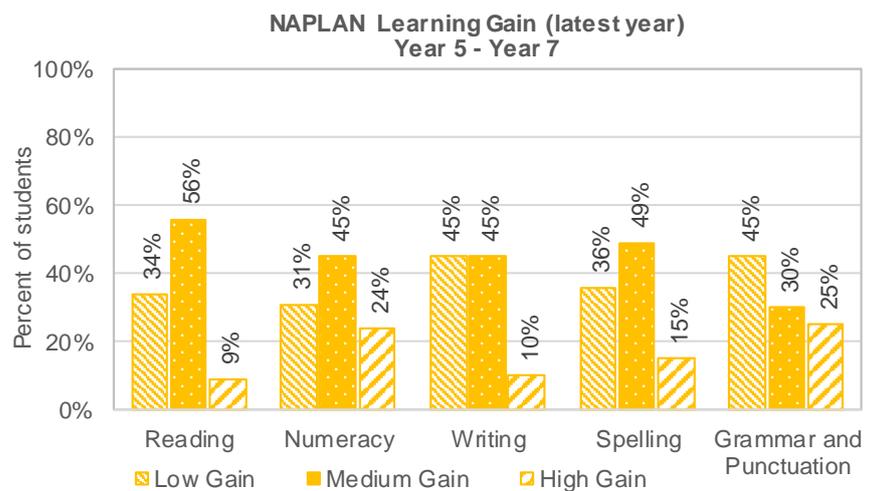
**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	64%	11%	20%
Numeracy:	24%	59%	17%	23%
Writing:	28%	59%	14%	17%
Spelling:	25%	68%	7%	20%
Grammar and Punctuation:	43%	46%	11%	18%



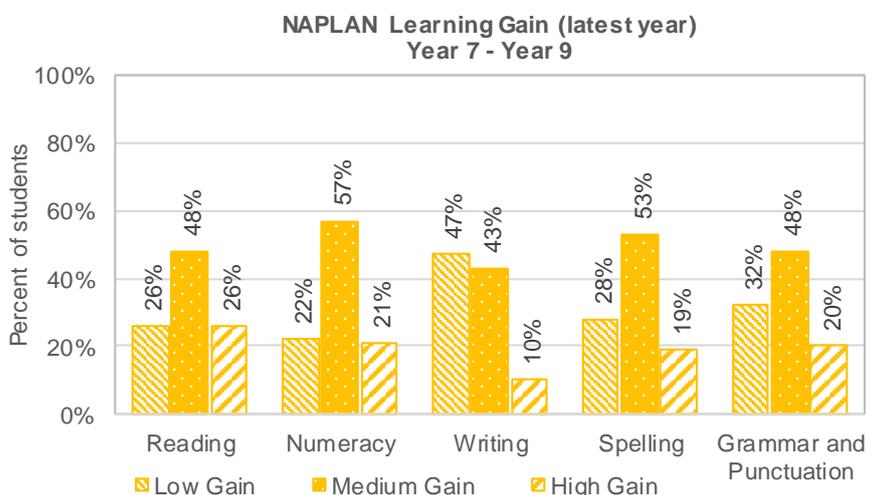
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	34%	56%	9%	17%
Numeracy:	31%	45%	24%	21%
Writing:	45%	45%	10%	16%
Spelling:	36%	49%	15%	20%
Grammar and Punctuation:	45%	30%	25%	18%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	26%	48%	26%	21%
Numeracy:	22%	57%	21%	22%
Writing:	47%	43%	10%	18%
Spelling:	28%	53%	19%	20%
Grammar and Punctuation:	32%	48%	20%	19%



ACHIEVEMENT (continued)

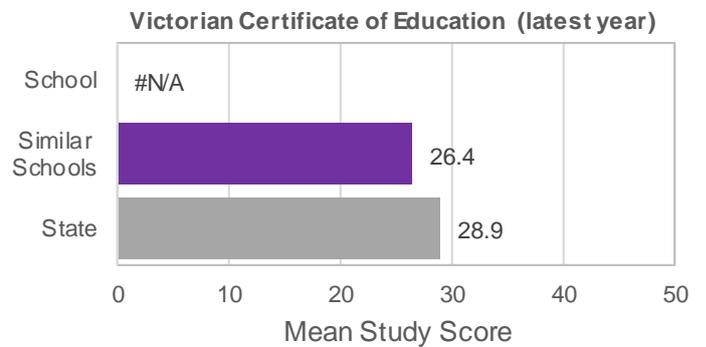
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	NDA	NDA
Similar Schools average:	26.4	26.2
State average:	28.9	28.9



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

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

ENGAGEMENT

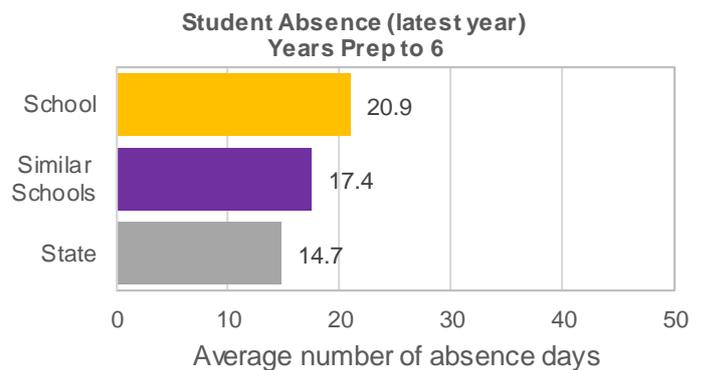
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

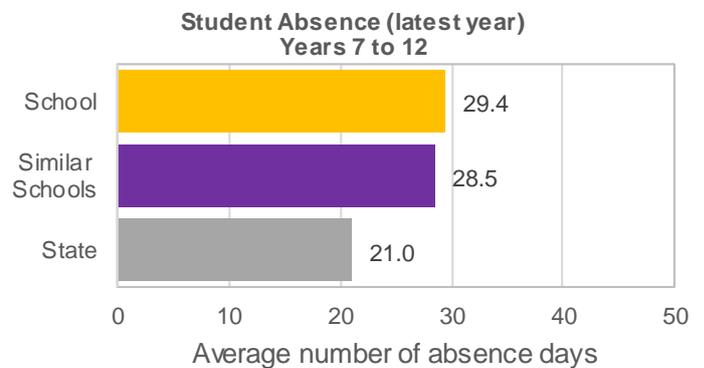
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	20.9	19.3
Similar Schools average:	17.4	16.4
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	29.4	26.2
Similar Schools average:	28.5	25.4
State average:	21.0	19.6



Attendance Rate (latest year)

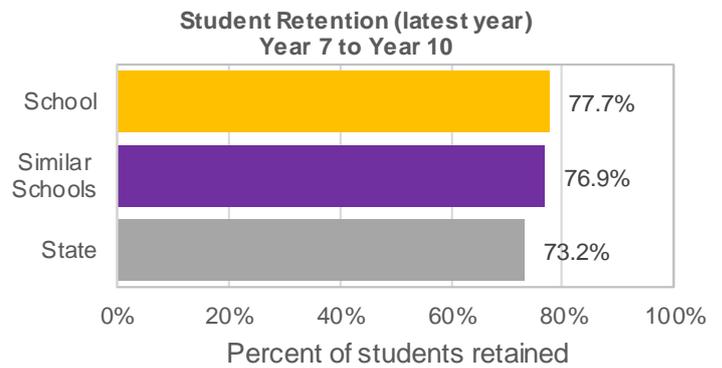
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	90%	92%	89%	90%	92%	89%	85%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	88%	84%	86%	83%	NDA	NDA	

ENGAGEMENT (continued)

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2021)	4-year average
School percent of students retained:	77.7%	81.8%
Similar Schools average:	76.9%	76.6%
State average:	73.2%	72.9%

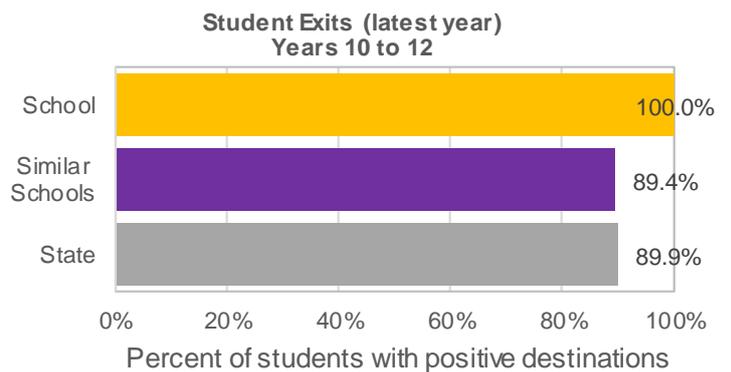


Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	100.0%	100.0%
Similar Schools average:	89.4%	87.5%
State average:	89.9%	89.2%



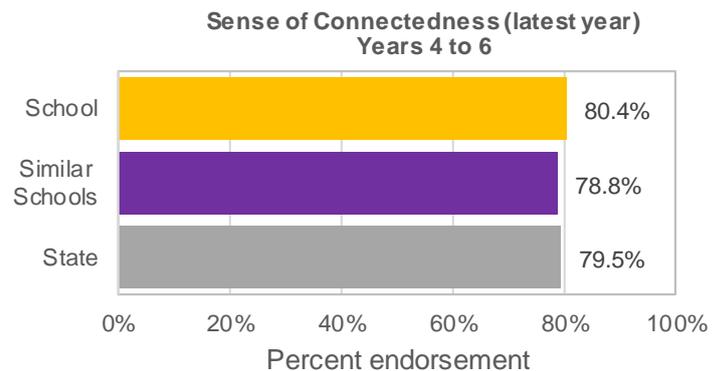
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

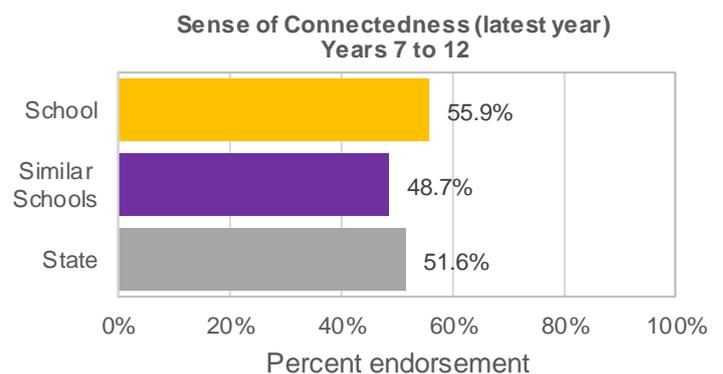
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	80.4%	76.4%
Similar Schools average:	78.8%	79.7%
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:	55.9%	61.3%
Similar Schools average:	48.7%	51.3%
State average:	51.6%	54.5%



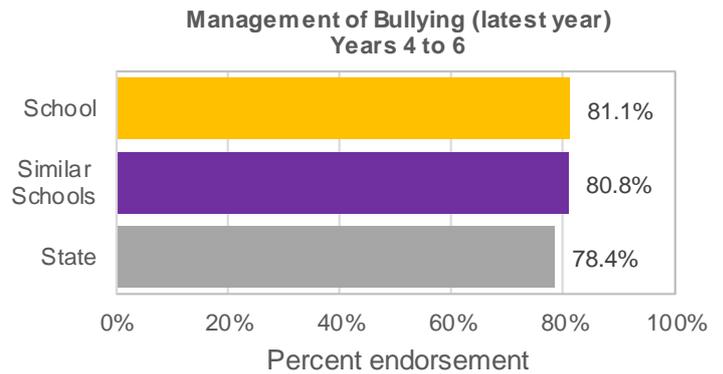
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

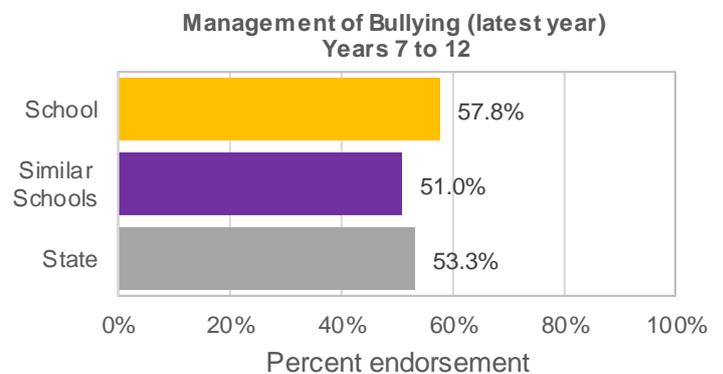
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.1%	74.3%
Similar Schools average:	80.8%	80.5%
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%	60.6%
Similar Schools average:	51.0%	53.2%
State average:	53.3%	56.8%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,002,653
Government Provided DET Grants	\$1,728,630
Government Grants Commonwealth	\$53,882
Government Grants State	\$9,800
Revenue Other	\$23,376
Locally Raised Funds	\$569,557
Capital Grants	\$0
Total Operating Revenue	\$10,387,899

Equity ¹	Actual
Equity (Social Disadvantage)	\$613,453
Equity (Catch Up)	\$36,363
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$649,816

Expenditure	Actual
Student Resource Package ²	\$7,835,679
Adjustments	\$0
Books & Publications	\$20,408
Camps/Excursions/Activities	\$165,098
Communication Costs	\$13,064
Consumables	\$185,646
Miscellaneous Expense ³	\$36,864
Professional Development	\$16,290
Equipment/Maintenance/Hire	\$238,847
Property Services	\$252,039
Salaries & Allowances ⁴	\$354,294
Support Services	\$96,994
Trading & Fundraising	\$199,241
Motor Vehicle Expenses	\$183
Travel & Subsistence	\$61,745
Utilities	\$129,911
Total Operating Expenditure	\$9,606,302
Net Operating Surplus/-Deficit	\$781,597
Asset Acquisitions	\$44,360

- (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	\$1,608,674
Official Account	\$62,990
Other Accounts	\$0
Total Funds Available	\$1,671,664

Financial Commitments	Actual
Operating Reserve	\$289,740
Other Recurrent Expenditure	\$32,944
Provision Accounts	\$4,600
Funds Received in Advance	\$135,684
School Based Programs	\$3,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$106,000
Capital - Buildings/Grounds < 12 months	\$324,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$896,468

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.