

2021 Annual Report to The School Community



School Name: Kurnai College (8716)



- 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 29 April 2022 at 10:36 AM by Matthew Jobling (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 29 April 2022 at 10:37 AM by Stephen Van Rooy (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Kurnai College is a multi campus secondary college in the Latrobe Valley in the Inner Gippsland network of the department's South Eastern Region. We have 2 x 7-10 campuses located at Morwell and Churchill, a senior campus located on the grounds of Federation University in Churchill and a Flexible Learning Campus in Morwell that also hosts our college's Kurnai Young Parents Program (KYPPs). Currently the college has 1172.6 students enrolled and has a high SFOE index of .5968 The college defines itself as a learning community where:

- Learning is our focus
- We all accept responsibility for increasing our own learning
- We all accept responsibility for helping others in their learning

At Kurnai College we work to grow/develop our students to be the best learners and individuals they can be. We strive to develop their foundation skills to enable them to build their learning skills and capabilities along their individual learning pathway. We strive also to develop their resilience, and character through our college pillars of Engagement, Work Ethic, Relationships and Excellence to be contributing and confident members of our college community and looking forward, in their own wider communities. We work with our students to support their pathway and assist them to achieve their goals and ambitions. We seek to provide them with a wide range of learning and growth opportunities that builds their cultural understanding and informs their global perspective.

Kurnai College is driven by the core values of ENGAGEMENT, EXCELLENCE, WORK ETHIC and RELATIONSHIPS. The College's stated purpose is "To build a learning community where staff, students and families connect through resilient and rigorous learning, respectful relationships and the celebration of achievement ". The College has established programs in Advanced Learning, Mentoring, English as a Second Language, International Education, Peer Support and Student Leadership, Community Engagement, Transition, Careers and Pathways and Music. Prompted by the recent Covid pandemic, the college has established a Blended Learning Program to provide a temporary learning program for students whose physical and/or mental circumstances prevent them from attending school in person. Teamwork is a central element in shaping and promoting improvement in the College with year level teams in years 7 to 10, and combined curriculum teams operate in years 11 and 12. Kurnai College continues to make Koorie inclusivity and intercultural learning a focus and an area for continued attention. Considerable emphasis and resources have been devoted to targeted professional learning for all staff. This has involved a suite of professional development activities with a focus on implementing the Kurnai Learning Architecture. SWPBS has continued to be a focus for developing practice across the College.

Instructional Leadership has been a focus for the leadership team and in particular the ongoing work of the Learning Specialists who are an engine room for developing practice across the college. The Kurnai College workforce in 2021 was made up of a total of 171.5 staff. Of these, 99.5 were teaching staff and 72.1 were education support staff. There are 3 members of our staff team who are Aboriginal or Torres Strait Islander.

The college runs an international program which has shrunk dramatically since the pandemic and the worsening geo political situation with China. There are currently 9 international students enrolled at the college with most coming from China and Vietnam. There are promising signs that the program will pick up in the second half of the year with enquiries and pre enrollment applications approaching double figures.

The college faces a number of key challenges and barriers to overcome.

The period of isolation due to the Covid pandemic has resulted in a significant percentage of students becoming disengaged from learning. For some 2020 and 2021 was a lost year of learning. This was despite the herculean efforts of all staff to keep in contact with students and families and to encourage and support students online. The college distributed over 300 devices and internet connections to students and families in online learning. Despite this and the wonderful work of the college team to provide learning tasks online many students withdrew from learning. Upon returning to school students have shown signs of trauma and other negative impacts due to the isolation period. These injuries will take a significant period of time to address. Staff too, have endured much during this time which has taken a toll on the entire Kurnai Learning Community. The college has set up a staff wellbeing team and engaged mental health supports for staff. The college has recently employed 2 mental health workers as part of the mental health reform initiative and these professionals are extremely busy supporting our students.

Community culture around school attendance is a significant challenge. Student absence with family acceptance is a complex problem to overcome. Chronic absenteeism connected to family disintegration, mental illness and substance abuse is a significant cause of lack of student growth.

Building teacher capacity in, and understanding/confidence of the Learning Architecture framework is a challenge across the college. This complex work is a 'slow-burn' improvement strategy and requires constant attention and induction of new staff and at times progress has been hampered by our staffs' capacity to take on professional learning in the current climate.

Low levels of literacy and numeracy is another challenge that impacts on student growth. Less than 30% of year 7s entering the college are at the expected level in literacy and numeracy.

The college leadership team will also work to develop coherence and clarity to harness the power of our strong middle leadership team. Kurnai Leadership Team (KLT) will become the engine room for school improvement. KLT will begin by redefining our college vision and developing a series of improvement plans focused around different elements of the Strategic Plan as we move to develop a new strategic plan in 2023.

Framework for Improving Student Outcomes (FISO)

In 2021 Kurnai College continued to progress development in areas of the Framework for Improving Student Outcomes (FISO) as per the strategic plan however there was a more concentrated approach on addressing the 3 priorities goals of Learning, catch-up and extension, happy, active and healthy kids, and connected schools. Toward the end of 2021 the college leadership began to engage with FISO 2.0 and this contributed to the self-evaluation for the 2022 AIP.

Support for students through curriculum planning and assessment was strengthened with further development of the levels provided in TR@K (Targeted Reading at Kurnai), continuation of MYLNS, the introduction of the Tutor Learning Initiative, and a reorientation program developed for Year 8 students.

The impact of remote learning limited the ability to implement effectively some initiatives related to health and wellbeing, and building communities although adjustments were made where possible to achieve positive impacts with the blended learning program as an example.

A commitment to professional learning was maintained with significant online programs accessed. A selection of the leadership team participated in face-to-face and online programs of the Berry St Education Model which will be undertaken by the whole college in the future. This will be supported by middle leadership undergoing coaching training, then coach others in the implementation of BSEM.

Implementation of Respectful relationships was stymied by COVID, but some progress was made, including a staff briefing on the key points of RR, and an audit of curriculum maps was undertaken.

Achievement

At Morwell Campus, NAPLAN results demonstrated 66% high and medium growth in Reading, 56% in Writing and 88% in Numeracy. Year 9 students in the top two bands of Numeracy and Reading measured at 5% and 6% respectively. PSD students participated and shared in academic successes, though the impact of remote learning was noted on students who generally benefited from in-class aiding. Where possible, SSGs were held and IELPs developed for PSD funded students, with many goals featuring a need for higher levels of engagement. The Campus benefited from a semi-synchronous approach to remote learning in which attendance rates of approximately 60-65% were achieved and maintained throughout the lockdown periods.

In Year 7 the College achieved high gains in NAPLAN reading of 17% which was slightly above that of similar schools of 16%. High gains in Numeracy were on par with that of similar schools at 17%.

In Year 9 the College achieved high gains in NAPLAN reading of 19%, 21% for Numeracy and 20% for Spelling which were all on par with similar schools. Grammar and Punctuation high gains were at 21 % compared to similar schools at 17%.

In Semester two of 2018 the College implemented Targeted Reading at Kurnai (TR@K) in Year 7 and then by 2020 extended to students in Years 7-9. The program groups students together of a similar reading level and aims to

improve all students' reading levels. Given students are developing and improving their phonic and phonemic awareness, the program is best delivered face-to-face. The extended periods of remote learning impacted our potential gains in Reading. In addition to TR@K, in 2022 we introduced a program to bridge the gap for students who were not ready to participate in TR@K due to gaps in their phonemic and phonological awareness. During the Remote Learning period, PSD students were supported by classroom support staff during their synchronous classes and were provided additional support via TEAMS or a phone call.

Outcomes in both VCE and VCAL were both particularly strong in 2021. In VCE 96% of students successfully completed the certificate. The mean study score increased from 27.4 in 2020 to 28.8 in 2021. 8.7 % of VCE study scores were 40 or above and 12.7% of study scores were 37+. 46 students applied for an Australian Tertiary Admissions Rank (ATAR). 78% of these students received first round university offers and 15% of these students achieved an ATAR score of 90 or above.

In Year 12 VCAL 48 of 50 students completed their certificate in 2021. Of this group 90% have moved into apprenticeships/traineeships, ongoing employment or further studies at TAFE in 2022. In fact, across all VCAL year levels in 2021, 28 students successfully started apprenticeships or traineeships, an exceptional result.

That the results in VCAL and VCE were so positive after two years of lockdowns and periods of remote learning is a testament to the effort and resilience of both staff and students at the University Campus or Kurnai College.

Latrobe Valley Flexible Learning Option supported all Kurnai campuses through a challenging year, engaging with 17 new Kurnai students across the year. We provided opportunities for these students to refocus and get ready for their next educational step.

At LVFLO, participation rates in NAPLAN improved 20% on previous years. The year 9 cohort produced results in line with the rest of the college in reading and writing, while spelling, numeracy, and grammar were, on average, 5% above their college peers. The sample size of the year 7 cohort was too few to obtain any valuable data. Literacy and Numeracy has been supported at LVFLO through the use of individual learning plans and literacy interventions, Toe by Toe and TR@K. Staff have also liaised with the college MYLNs coordinator to strengthen curriculum development, ensuring lessons are differentiated effectively and accessible for the wide variety of academic ability in each cohort. Our PSD students are further supported by SSG meetings where staff can develop and share strategies that fulfill their specific needs. Focus is placed on social and emotional development with an overarching goal of preparing them for their next pathway. Overall academic progress is tracked using ACER Progressive Achievement Tests, where 80% of students have shown improvement of at least 1 level over the most recent testing periods.

Engagement

Attention was continued on attendance and an effort to have a positive attitude toward the new year was appearing successful until we returned to remote learning. The uncertainty of how long we would be in and out of face-to-face teaching was difficult for all. Some students found it very difficult to return at times and the College initiated a blended learning program to assist identified students with continuing their education and supporting them with a view to returning to on-site learning. Concerns within the community of the risk of COVID meant some families chose not to send their students for periods of time, especially for the time immediately after remote learning and before holiday breaks, contributing to absence figures.

Compared to 2020 the process for recording attendance became more stringent for years 7-10 in 2021 as it was recorded by class rather than by day and better reflected engagement although increasing the absence figures.

Interestingly our Attitude to School Survey data indicated the attitude toward attendance amongst students from 2019 to 2021 was similar in the following areas

I always try to attend school, 85% - 85%

My parents expect me to complete Year 12, 77% - 77%

However, their engagement with completing their work if they were absent waned

I try to catch up on my work if I am absent from school, 73% - 65%

The opportunity to progress work on raising expectations was impacted by the COVID disruptions and a focus on wellbeing and support was prioritised as a focus.

Work on Voice and Agency was again impacted by COVID, although it is acknowledged that student agency would positively impact engagement. Looking ahead, the College Learning Architecture is including student agency strategies.

LVFLO: Throughout the COVID disruptions of 2020-21 the LVFLO worked hard to ensure students remained connected to the school and engaged with their learning. The LVFLO is designed to cater for disengaged students, so the risk of these students disconnecting during the remote learning period was high. Staff focused heavily on relationships during this period and would deliver personalised hard copy packs, along with food parcels and notes of encouragement. This complemented the daily phone calls to students and families.

When lockdowns were lifted, there were 'extremely' high attendance rates from day one (this was consistent for each return). The success of our approach re-emphasised the critical importance of relationships in our work and to the engagement and attendance levels of our students.

The engagement levels of students on returning to school is further highlighted in the 2021 ATSS. The survey shows 85% of students stating they 'come to class willing to learn' and 86% saying 'they like the school and are happy to be at LVFLO'. For all students who didn't return, home visits were arranged in the first 3 days along with a heightened increase in communication. On each return our attendance levels were either similar to previous or increased.

The school also increased its work around Student Voice and Agency with more involvement from students in their classroom activities. The ATSS showed that 89% of students felt they 'had the opportunity to influence class discussions with ideas and opinions', and that 'they had a voice at the school'.

Wellbeing

Across the College, health and wellbeing of students and staff were a priority with efforts made to ensure the continuing engagement of students during remote learning and on their return to face-to-face learning. Teachers and support staff provided a semi-synchronous mode of delivery for remote learning at both Junior Campuses enabling the regular check-in with students on both their learning and wellbeing. Aides made additional contact with students requiring additional support and wellbeing teams continued contact with students using Microsoft Teams and phone calls. Additional food packs and learning resources were distributed to families to support them during a difficult time.

Upon the return to face-to-face learning, the school made efforts to reconnect with students through on-site extra curricular activities that encouraged student-student and student-teacher relationship building.

The 2021 Attitudes to School Survey result for School Connectedness showed a positive endorsement of 55.5 % compared to similar schools 47.4% and the State 54.5%.

61.8% of the cohort positively endorsed the College's Management to Bullying. The College outperformed similar schools 49.9% and the State at 56.8%.

The College has increased resources in the Student Advocate teams so more staff are available to meet the varying needs of students. With the demand for Wellbeing support increasing, access to Mental Health Practitioners at each Campus has been a welcome addition.

Kurnai College is a STYMIE school which provides an anonymous online platform for students to report harm to themselves or others.

Finance performance and position

The College is carrying higher than normal bank balances due to the impact of COVID19 in 2021 which saw some projects being delayed and operating expenditure lower than anticipated.

In 2022 the College accounts will begin to reduce as projects are completed. The Churchill Campus Home Economics upgrade project was completed in 2021. Project funds will continue to be spent in 2022 as the final stage of the Morwell rebuild project commences with completion expected by the end of 2022. School funds have been allocated to fund additional works as part of the project.

The 2021 budget included once again substantial resources allocated to the Targeted Reading at Kurnai (TR@K) program. This program will continue to run in 2022. The College gratefully acknowledges the increase in equity funding, provided by DET. The additional resource has been crucial to the academic and welfare improvement agenda set by the College.

For more detailed information regarding our school please visit our website at www.kurnai.co

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 1173 students were enrolled at this school in 2021, 539 female and 634 male.

5 percent of students had English as an additional language and 9 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).

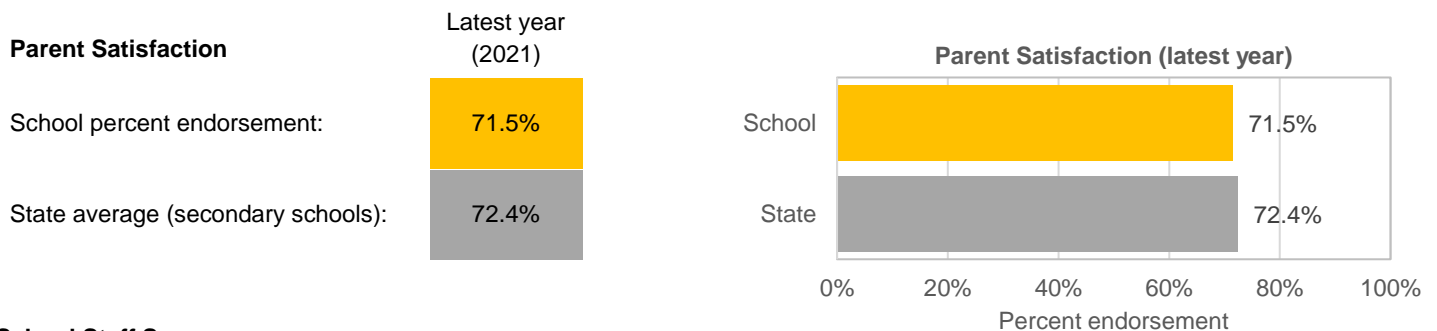
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

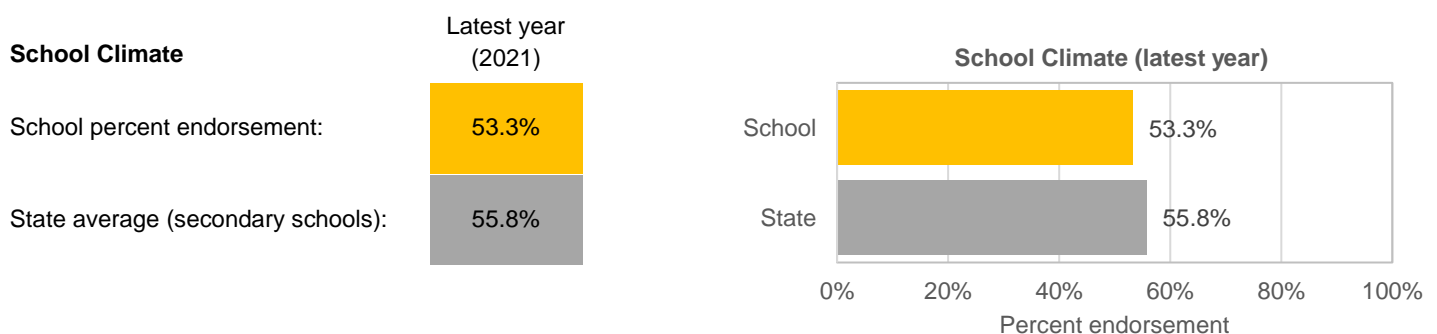


School Staff Survey

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:

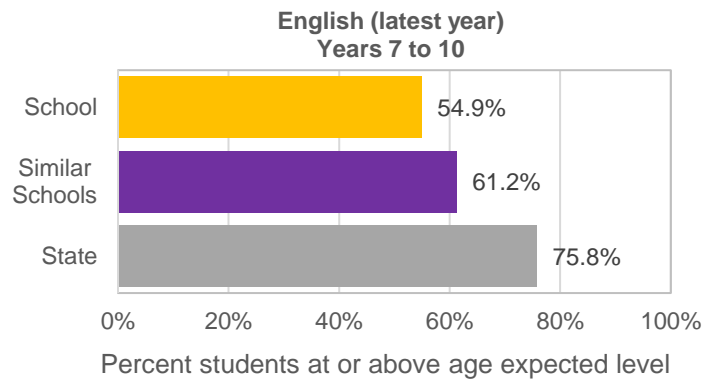
54.9%

Similar Schools average:

61.2%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

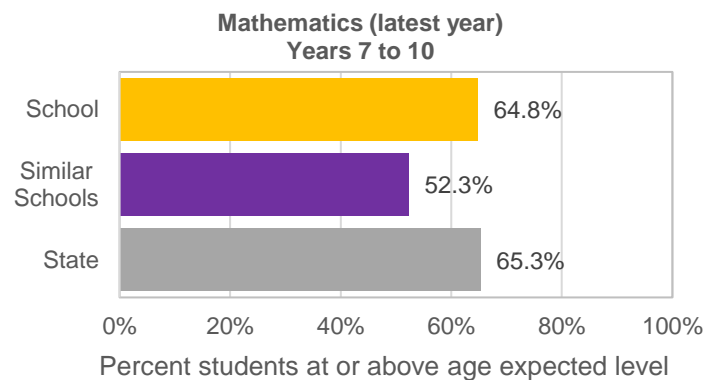
64.8%

Similar Schools average:

52.3%

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.

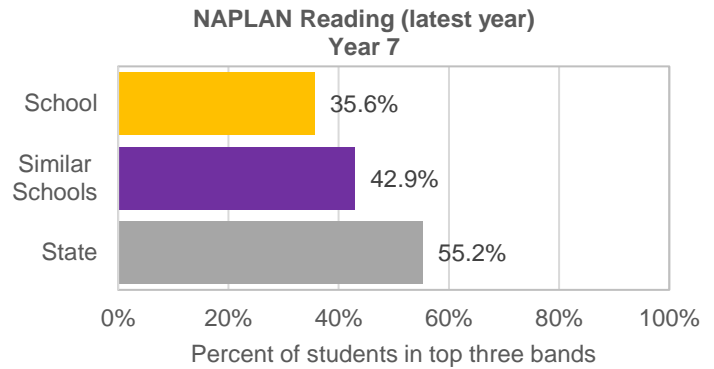
NAPLAN

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.

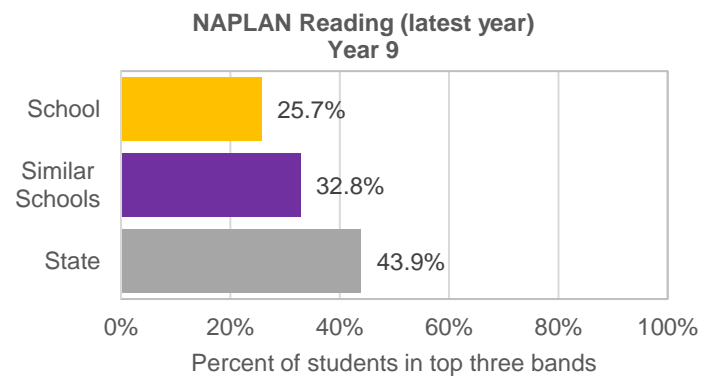
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	35.6%	36.8%
Similar Schools average:	42.9%	44.5%
State average:	55.2%	54.8%



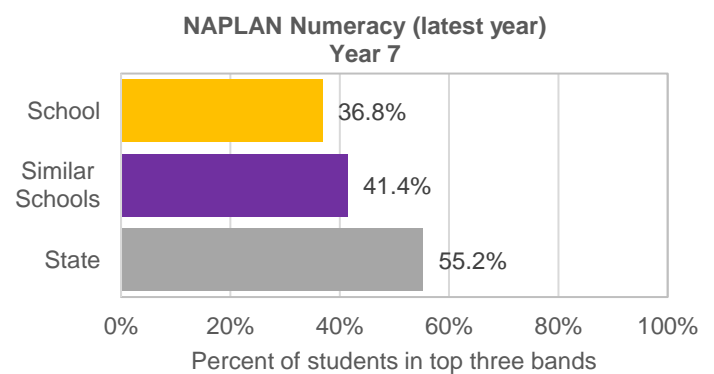
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	25.7%	35.6%
Similar Schools average:	32.8%	35.6%
State average:	43.9%	45.9%



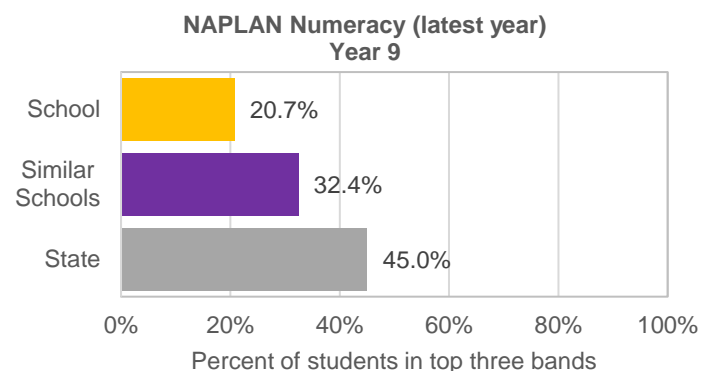
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.8%	34.2%
Similar Schools average:	41.4%	42.8%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	20.7%	30.0%
Similar Schools average:	32.4%	34.3%
State average:	45.0%	46.8%



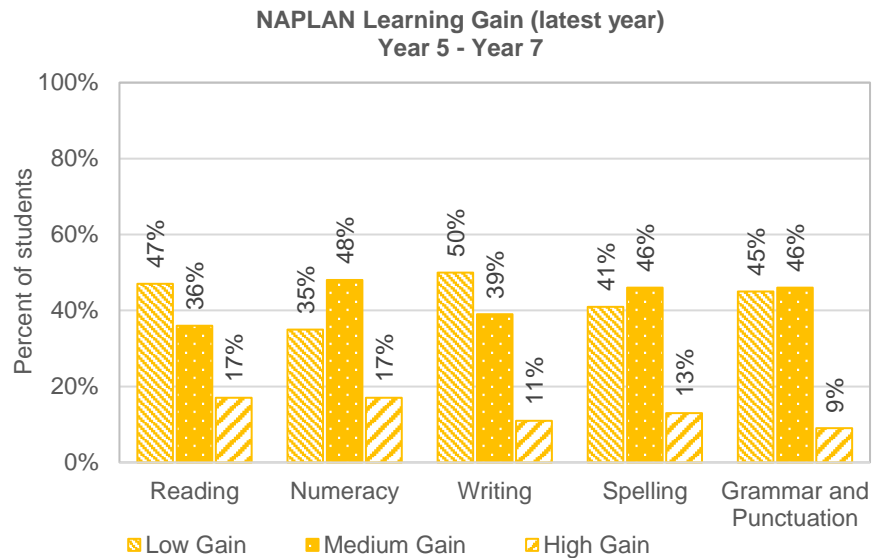
ACHIEVEMENT (continued)

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'.

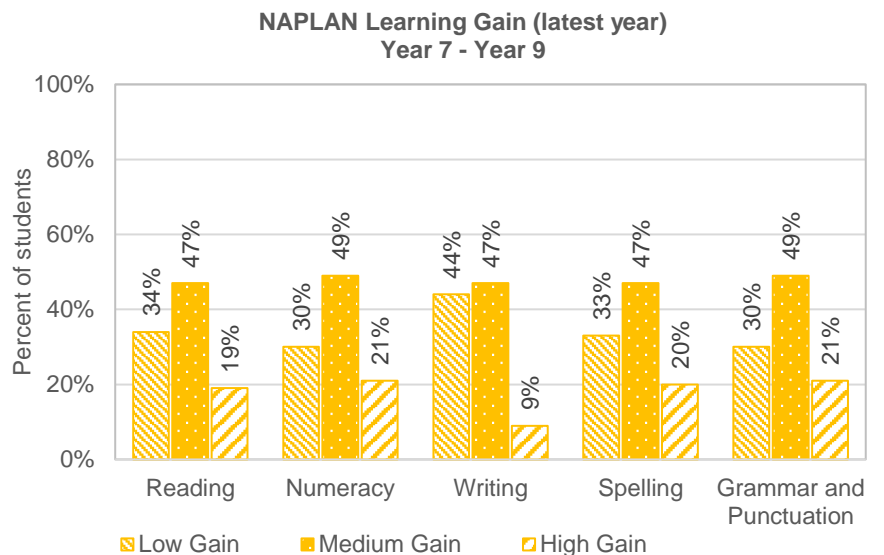
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	47%	36%	17%	16%
Numeracy:	35%	48%	17%	17%
Writing:	50%	39%	11%	16%
Spelling:	41%	46%	13%	19%
Grammar and Punctuation:	45%	46%	9%	18%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	34%	47%	19%	19%
Numeracy:	30%	49%	21%	21%
Writing:	44%	47%	9%	18%
Spelling:	33%	47%	20%	20%
Grammar and Punctuation:	30%	49%	21%	17%



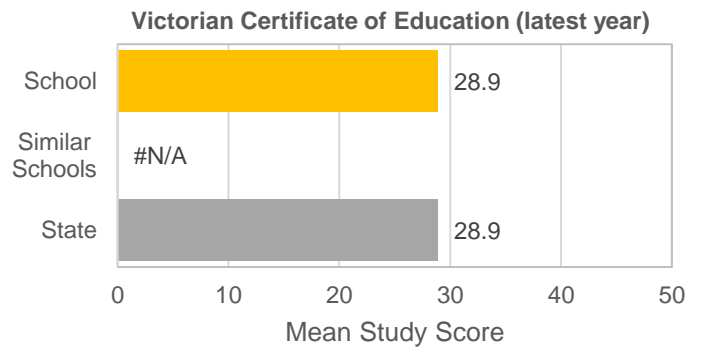
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

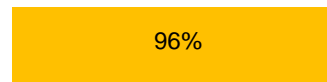
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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

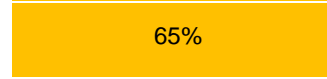
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	28.9	27.5
Similar Schools average:	26.7	NDA
State average:	28.9	28.9



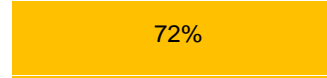
Students in 2021 who satisfactorily completed their VCE:



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.

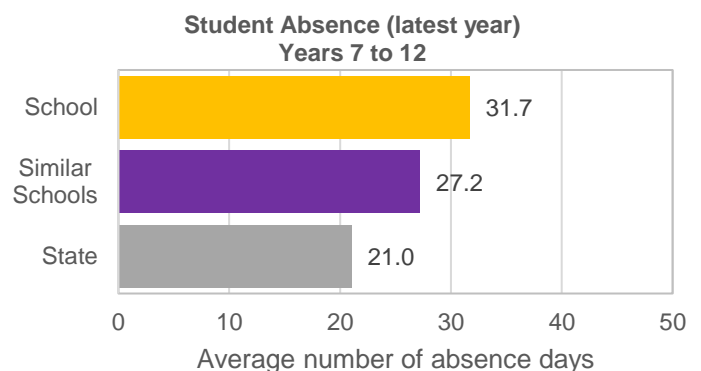
ENGAGEMENT

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:	31.7	27.3
Similar Schools average:	27.2	24.7
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

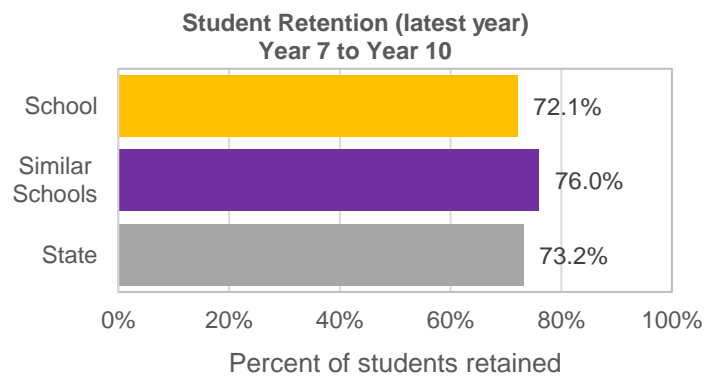
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	84%	80%	80%	82%	90%	92%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2021)	4-year average
School percent of students retained:	72.1%	70.2%
Similar Schools average:	76.0%	74.5%
State average:	73.2%	72.9%



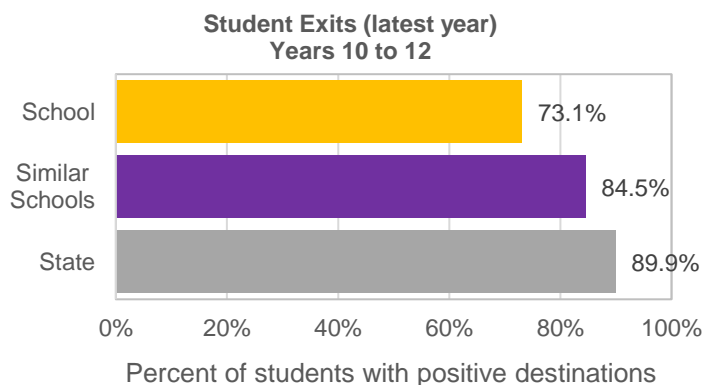
Students exiting to further studies or full-time employment

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:	73.1%	73.1%
Similar Schools average:	84.5%	82.3%
State average:	89.9%	89.2%



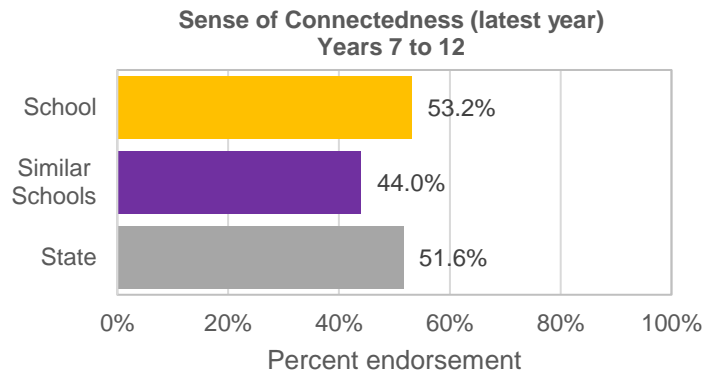
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	53.2%	55.5%
Similar Schools average:	44.0%	47.4%
State average:	51.6%	54.5%

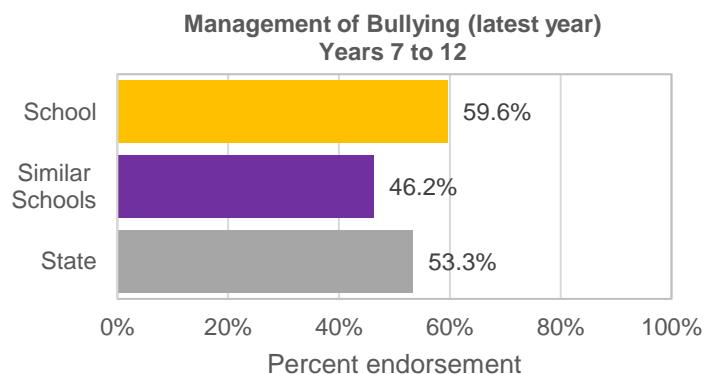


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	59.6%	61.8%
Similar Schools average:	46.2%	49.9%
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	\$16,634,678
Government Provided DET Grants	\$3,920,541
Government Grants Commonwealth	\$11,429
Government Grants State	\$29,400
Revenue Other	\$91,916
Locally Raised Funds	\$365,294
Capital Grants	\$0
Total Operating Revenue	\$21,053,258

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,073,139
Equity (Catch Up)	\$202,402
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$2,275,542

Expenditure	Actual
Student Resource Package ²	\$17,110,021
Adjustments	\$0
Books & Publications	\$11,505
Camps/Excursions/Activities	\$267,949
Communication Costs	\$93,101
Consumables	\$488,108
Miscellaneous Expense ³	\$125,311
Professional Development	\$93,333
Equipment/Maintenance/Hire	\$463,468
Property Services	\$698,712
Salaries & Allowances ⁴	\$730,228
Support Services	\$576,502
Trading & Fundraising	\$174,904
Motor Vehicle Expenses	\$29,888
Travel & Subsistence	\$4,331
Utilities	\$205,400
Total Operating Expenditure	\$21,072,761
Net Operating Surplus/-Deficit	(\$19,503)
Asset Acquisitions	\$520,797

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

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$3,298,575
Official Account	\$90,711
Other Accounts	\$37,182
Total Funds Available	\$3,426,469

Financial Commitments	Actual
Operating Reserve	\$619,551
Other Recurrent Expenditure	\$34,755
Provision Accounts	\$0
Funds Received in Advance	\$418,167
School Based Programs	\$994,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$85,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$732,505
Asset/Equipment Replacement > 12 months	\$634,005
Capital - Buildings/Grounds > 12 months	\$500,000
Maintenance - Buildings/Grounds > 12 months	\$37,200
Total Financial Commitments	\$4,055,182

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.