

2021 Annual Report to The School Community



School Name: Point Cook Prep - Year 9 College (4159)



- 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 16 May 2022 at 09:40 AM by Matt Naudi (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 20 May 2022 at 11:13 AM by Monia Choudhary (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

Our vision of 'creating tomorrow today' is at the core of everything we do and this vision is underpinned by the following guiding principles: Creativity and Innovation, Partnerships, Engagement, Sustainability, Individuality and Leadership and we build positive relationships by demonstrating our expected behaviours and values of We are LEARNERS, We are RESPONSIBLE, We are RESPECTFUL and We are SAFE.

Point Cook Primary School was established in 1923 and is unique in that it was situated on Commonwealth land within an active RAAF base. The school was initially developed to provide education for the children of RAAF families living on the base but also accepted enrolments from local Werribee South residents. Point Cook College opened in January 2010 as the re-location of Point Cook Primary school. Built under the Private Public Partnership model the college has many unique features including and state of the art teaching and learning spaces designed in collaboration with Dr Julia Atkin. Our state of the art facility provides the very best in contemporary educational design and promote active student-centred learning through the creation of adaptable, functional spaces. Our buildings consist of General Learning and Teaching areas, a Learning Resource Centre/Library, full size indoor gymnasium/basketball court, performing arts/music room, spaces for food technology, design, arts, STEM/Technology centre, its very own wetlands, an Environmental Science room, a Stephanie Alexander Kitchen Garden and a community space managed by the YMCA. The College is in partnership with the YMCA for the provision of childcare facilities.

The College now operates under the Public Private Partnership Project. Under the model, the college has been financed, designed and constructed by the private sector to high contractual standards over 25 years, allowing Principals and teachers to focus on student learning, rather than asset management.

The College is located at Ponsford Drive, Point Cook in the City of Wyndham. Programs cater for students in Prep to Year 9. The College Specialist programs include: Visual Arts, Performing Arts, Science, Environmental Science, LOTE Indonesian, Food Technology, Stephanie Alexander Kitchen Garden, Health and Physical Education, interschool sport carnivals, ICT and Year 9 pathways. The College also has an ongoing commitment to Environmental Sustainability Education and Studies of Asia. Point Cook P-9 College is proud to offer a learning environment that is reflective of 21st Century design and is committed to providing our students with innovative teaching approaches. Our staff are caring passionate people who are committed to providing the best education for all our students. Our aim is to ensure we cater for not only the students academic success but also wellbeing.

Teams of educators work together to plan and teach a comprehensive curriculum and to provide rich learning environments for all students. Our programs are supported by contemporary resources and the latest research on teaching and learning. Our College provides access to an education that is seamless from Foundation right through to Year 9.

The curriculum and teaching strategies encourage our students to have high expectations of themselves. The curriculum at our College is developed using an inquiry approach, where students are encouraged to take an active role in investigating and responding to areas of personal interest. The Victorian Curriculum forms a basis for teacher planning and curriculum implementation. A range of extra-curricular opportunities are offered to students, from music tuition, languages and sporting activities. Please enquire at the office for a description of programs and activities. The Student Leadership system at Point Cook College provides students from all year levels with leadership training and skill developments, and there are many opportunities to experience positions of responsibility. Our students relish the opportunity to make decisions, take on responsibility and have an input into the direction of the College. The wellbeing of our students and staff is of the utmost importance to us. The high calibre Student Wellbeing team, consists of speech therapists, social workers, counsellors, ESO- Integration aides and DET SSSO staff provide support and guidance for our students, staff and families. The college has been designed as a community hub and encourages community use and additional community facilities and programs through a partnership with the YMCA. The relationships between the staff, students, parents and the community is a fundamental strength of our College. Parent involvement and participation in a variety of college activities is a significant feature of our college life and is actively encouraged and greatly valued.

During 2021, the college again worked hard to support our students, staff, parents/carers and wider community through periods of remote and onsite learning. Although the college celebrated success during these times, the college also identified areas inconsistencies and areas for improvement to support student outcomes. These area are now identified in our 2022 AIP and have already commenced work to improve our already great college.

Framework for Improving Student Outcomes (FISO)

At Point Cook College (PCC), there was significant work in developing the Learner, Catch-Up and Extension priority. The Tutor Learning Initiative provided an opportunity for students across the college to catch up on their learning. There were some great results with students making variable progress, with a large proportion of students who making significant progress. Another area of success was the implementation of the High Achievers Program. This program gave students an opportunity for extension and achieving at very high levels. Planning was a focus across the college throughout the year with creation of common unit planning documents and expectation for differentiation within each classroom. Capacity for differentiation is still a work in progress, with the college pivoting in and out of remote learning periods impacted the professional learning and implementation in this area.

Regarding the Happy, Active and Healthy Kids priority, the college Implemented the first year of The Resilience Project. This work was maintained online during remote learning, with targeted lessons for maintaining student well-being. As part of our School Wide Positive Behaviour Support, we have continued to make use of tokens to recognise and reward positive behaviour. Token trade-in times were scheduled throughout the year, so that students were rewarded for displaying the college expected behaviours. Teaching for a positive climate was timetabled and planned across the college. Year P-6 students had positive climate classes and Year 7-9 students covered this work in their Growth Classes. During remote learning periods, check-ins were scheduled for all home rooms. Students were provided with opportunities to share information about their learning and well-being. A college student club was a strategy implemented in the Year 3-6 area, which was work focussing on building learning capacity for high need students. In 2022 we are looking to refresh our SWPB focus with a large number of new staff at our college.

Our Connected Schools Priority was impacted with the college pivoting in and out of remote learning periods, including when students returned to school, parents/carers were not able to be onsite. The college attempted to provide regular communication with parents during lockdowns using Compass, as well as online meetings and Compass notifications. During remote learning periods, the college continued to provide learning experiences via a range of online platforms including See-Saw and Google Classrooms. Phone calls were made to parents at point-of-need ranging from student welfare concerns to academic progress. In 2022, the college will look to align our wellbeing processes and engage and educate parents and carers with how to support learning form home, as well as being more involved with the creations of our Individual Education Plans (IEPs) and Student Support Group (SSG) Meetings.

Achievement

At our college staff followed the Assessment Schedule to complete formative and summative assessments. This included the Maths Online and English Online assessments for our the Prep students, the Digital Assessment Library (DAL) was used in the tutoring program and a whole college electronic data wall was implemented across all curriculum areas. With remote learning periods, teachers and students continually pivoted from onsite to online learning throughout 2021. As the college had used Google Classroom in 2020, we were able to quickly move from one platform to another to continue teaching & learning programs as well as the necessary assessments. Our students engaged in online learning through Google Meets where they were provided with face-to-face opportunities to be explicitly taught, ask questions and participate in small group differentiated tasks and completed a minimum of 8 cycles of learning goals and achievements for each curriculum area they were learning in. This was presented in the form of a Continuous Report.

All students in Years 3, 5, 7 & 9 completed NAPLAN using the online platform during a two-week window in May, with all students also receiving two Academic Reports at the end of each semester. Selected students in Years 6, 7 & 8 participated in the online Victorian High Ability Program throughout all of 2021, and selected students from Year 7,8 &

9 participated in the college High Abilities Program for English and Maths, with our Year 7,8 & 9 students participated in Mid-Year and End of Year Exams.

With the college having more than 50 students on our Program for Students with Disabilities (PSD) register, the college worked incredibly hard implement a hardcopy pack program to continue learning at home during remote learning periods. Unfortunately, there was little growth for our PSD students, however the college did well to schedule Student Support Group online meetings between school and home but were not regularly attended.

In 2022 and beyond, the college has continued to use Google Classroom as a online platform for onsite learning. This allows for all students and families to access learning remotely, especially covid isolation periods across the year. We will also use Digital Assessment Library College wide, imbed our continuous reporting system, and review it to improve student voice and agency when goal setting Our Victorian High Abilities Program (VHAP) and our College High Abilities Program (HAP) programs to continue throughout the year, with a reviewed focus on our IEP and SSG meetings scheduled with families throughout the year to ensure a partnership to support student/s with additional needs.

Engagement

During 2021 the college provided the following opportunities to progress and meet the engagement goal of improving student engagement by embedding student voice, agency and leadership in all areas of learning across the College by developing, implementing and continuing the following initiatives:

- Implementation program of ADP for commence in 2022.
- Developing relationships with the huddle initiative and implementing lunch time activities during term 4 for students in 5-9.
- Began community partnerships with the Werribee Football VFL Club.
- Developed partnerships with the Western United FC.
- Initiated the organisation of the colour run for prep to 4.
- 5/6 Fun fields celebration.
- 7-9 Adventure Park celebration.
- Prep to 4 Incursions for cyber safety.
- Developing the relationship with Royal Children's Hospital and Child and School Early Action program to commence partnerships in 2022.
- Organisation and implementation of school camps within 7-9.
- Organisation and implementation of the school community hub which included language classes for parents and provided essential resources to families experiencing hardship.
- Continued the work around developing student leaders within the college.

In 2022 we will continue the above partnerships as well as pursue opportunities for further community partnerships to enhance student voice, agency and leadership. Already we have made commitments to begin the following initiatives commencing in Term 2, 2022:

- The Huddle running girls club after school programs.
- Prep to 6 football clinics run via North Melbourne.
- ADP students leading the P-2 Athletics carnival.
- End of year celebration days across all year levels.
- Year 3-9 school camps.

Due to COVID-19 we have not made gains in building student voice and agency with our students through the Attitudes to school Survey data. We have implemented student choice through the Year 8/9 electives. Moving forward we hope that this will increase with all students to co-create their own learning goals.

Wellbeing

The College has continued to promote the provision a safe, inclusive and orderly environment as a priority for ensuring students' health, safety and wellbeing being paramount. The college works hard to ensure that our students are best placed to progress academically when their wellbeing is in a positive space.

In 2021 the College has schedule professional learning on our School Wide Positive Behaviour Support practices implemented at all year levels providing a framework for consistent classroom routines and expectations. We used opportunities to embed our Positive Climate Curriculum rolled out at all year levels through explicit teaching during Positive Climate and Growth sessions. With the prompt identification of vulnerable students during remote learning, we refreshed our on-site support and learning for all vulnerable students during remote learning and did our best to begin our school-based referral process for students with academic and social challenges has been embedded however requires review. Assistant Principal re-appointed as responsible for overseeing School Wide Positive Behaviour program (SWPB) implementation across the College, including monitoring our SWPBS framework and practices implemented throughout the College with varying levels of consistency and levels of success. New staff were also included in this process.

The College has approximately 10-15% of its students with learning needs that require additional supports and strategies. EAL numbers have continued to increase across 2021, with the college continuing to have a significant number of students who have a range of special needs, with approximately 50 students funded under PSD in 2021.

Specific and targeted programs have been in place to support the academic, physical, social and emotional needs of all students across the College, such as clubs/lunch time activities, activities indoors to assist students who struggle socially and emotionally in the playground and areas/support for students who required extra academic support, including virtual & onsite once students were back at school.

The Wellbeing team was absorbed into the three sub schools in 2021, with wellbeing staff being allocated primarily to each sub school. Our Speech Therapist and Community Youth worker both moved to new schools during the year and we had four staff changes across the year in relation to managing the PSD program. A Mental Health Practitioner was appointed at the start of 2021, initially to support our adolescent students, and she is now working across the College. Student engagement and wellbeing was supported through:

- Rolling out of our Positive Climate curriculum through explicit teaching of practices, strategies and expectations that promote positive Mental Health and Wellbeing. The curriculum encompasses our SWPBS framework, Resilience, Rights and Respectful Relationships Relationships (RRRR) curriculum, Berry St Educational Model strategies and Resilience Project lessons and practices and is linked to Victorian Curriculum capabilities learning outcomes.
- Introduced Positive Climate reporting to parents specifically linked to Victorian Curriculum capabilities outcomes, with a major focus on Personal and Social and Intercultural Capabilities and SWPBS expectations.
- Ongoing commitment to Resilience, Rights and Respectful Relationships, has helped us to promote and model respect and equality and to teach our students how to build healthy relationships, resilience and confidence.
- Engagement with The Resilience Project including explicit teaching in class, student, staff and parent forums.
- Continued partnership with local Senior Secondary Schools and Warringa, ensuring a smooth transition for our students.
- Development of an orientation program that provides multiple opportunities for visits prior to the commencement of the school year – both for Prep and Year 7 students.
- Developing links with the onsite YMCA Early Learning Centre.
- Information sessions for prospective students and their families offered remotely in 2021.
- Refinement of IEP development and SSG processes including staff collaboration and professional learning
- Refinement of Positive Behaviour Support Plan development as a proactive strategy to support learning
- 7-9 Hands on Learning program as part of the re-engagement program for Years 5-9
- Ongoing monitoring of student engagement during remote learning periods. Homeroom teachers maintaining contact with families to provide support where required, and referring disengaged students and families to wellbeing staff for follow up support

Finance performance and position

Throughout 2021, PCC managed both the Student Resource Package (SRP) Funding and Other Locally Raised funds in a fiscally responsible manner ensuring that all DET policy guidelines relating to the recording and reporting of revenue and expenditure were observed. Resources were allocated to program budgets in line with the DET with the focus of Improving Student Learning Outcomes.

Our funding for 2021 was \$14,794,037.

This can be broken down further into \$13,602,187 of credit and \$1,191,850 of Cash.

We received \$16,901 of funding for Bridging the Digital Divide through all the devices that we were handed out during COVID19. Other 2021 grants we received:

- ? Overseas Fee-Paying Students (International Students)
- ? Advanced Grant – Student Leadership
- ? CSEF – Camps, Sports & Excursions Funding

We completed a credit to cash transfer of \$450,000. This is targeted to the Multipurpose Sports Outdoor Covered Play Area that will be completed 2022/2023. Based on our surplus of 2021 we have contributed \$84,253 to the Tutor Learning Program for 2022. At the 31st of December we are in a credit surplus of \$270,513 and a cash surplus of \$1,520,513.92. This Surplus will be carried forward into 2022 to further support the provision of quality programs at PCC. To summarise all funds received from the Department, or raised by the college, 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, College Council approvals and the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at
<https://www.pcc.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 1508 students were enrolled at this school in 2021, 716 female and 792 male.

49 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

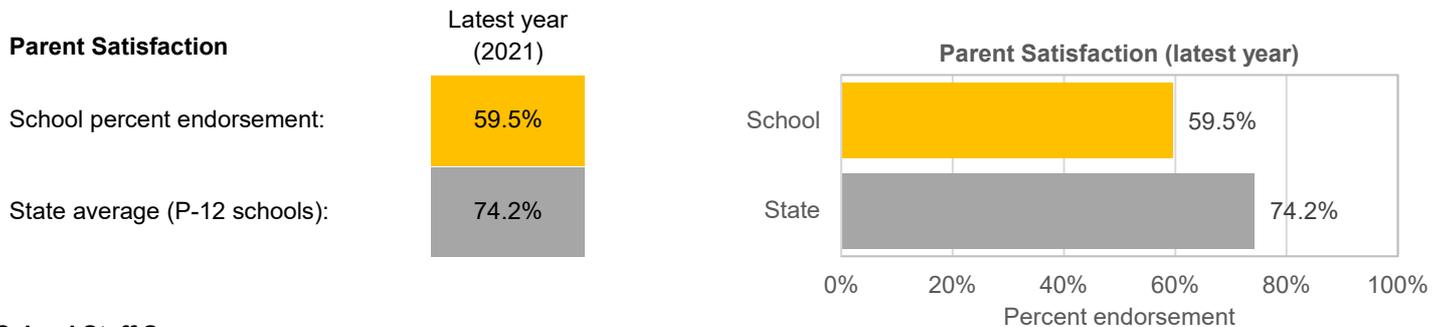
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

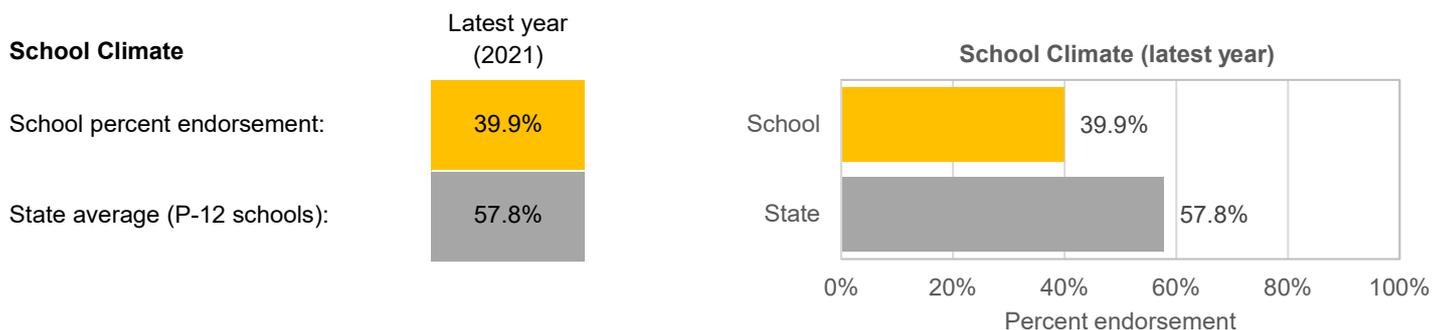


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

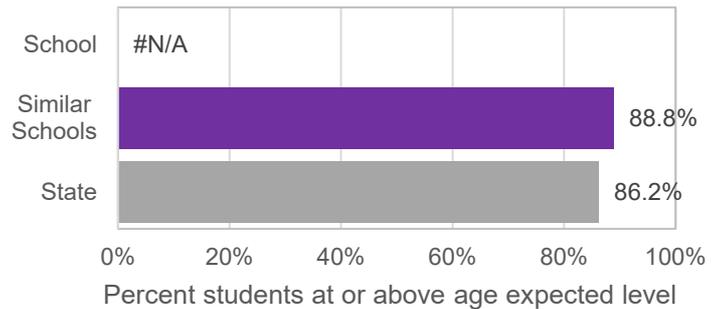
Similar Schools average:

88.8%

State average:

86.2%

English (latest year) Years Prep to 6



English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

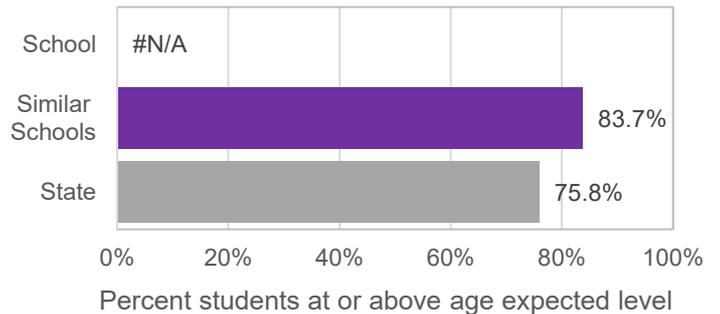
Similar Schools average:

83.7%

State average:

75.8%

English (latest year) Years 7 to 10



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

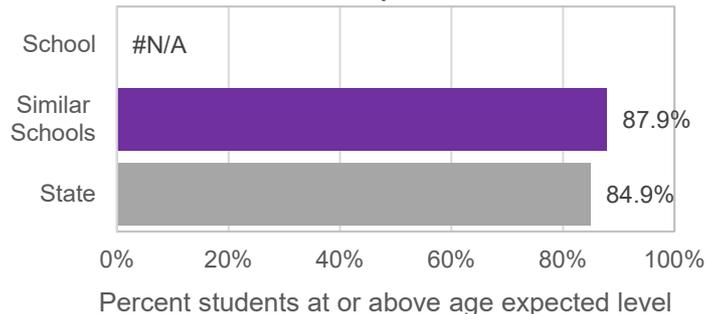
Similar Schools average:

87.9%

State average:

84.9%

Mathematics (latest year) Years Prep to 6



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

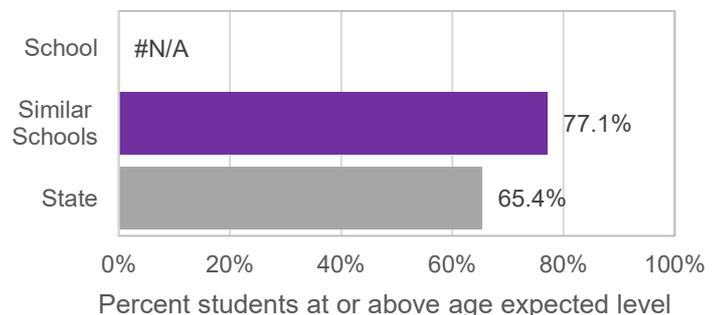
Similar Schools average:

77.1%

State average:

65.4%

Mathematics (latest year) 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.

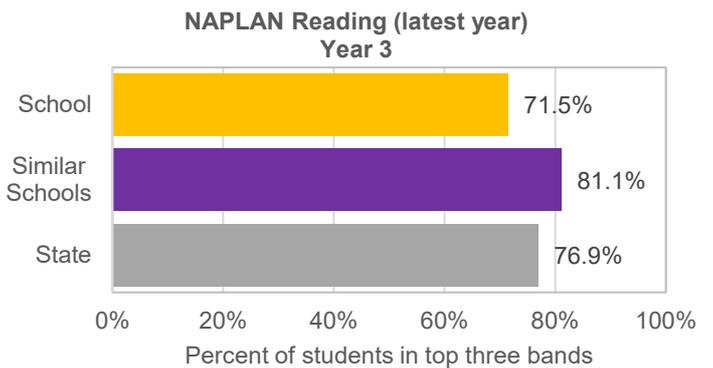
NAPLAN

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.

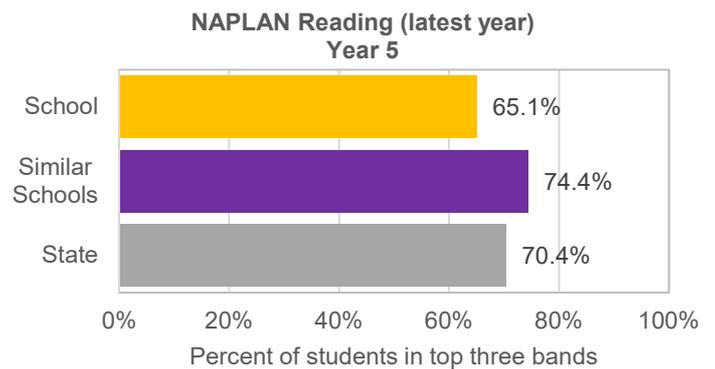
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.5%	75.6%
Similar Schools average:	81.1%	80.9%
State average:	76.9%	76.5%



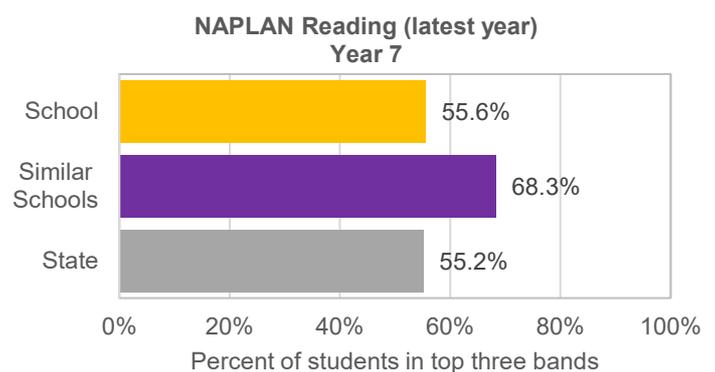
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.1%	66.4%
Similar Schools average:	74.4%	71.7%
State average:	70.4%	67.7%



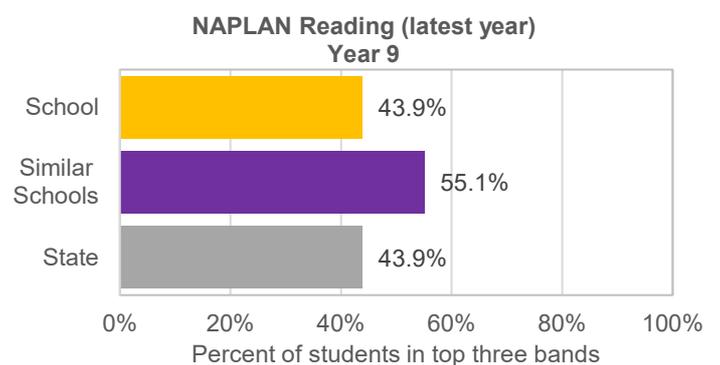
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.6%	57.4%
Similar Schools average:	68.3%	67.1%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	43.9%	45.4%
Similar Schools average:	55.1%	56.7%
State average:	43.9%	45.9%



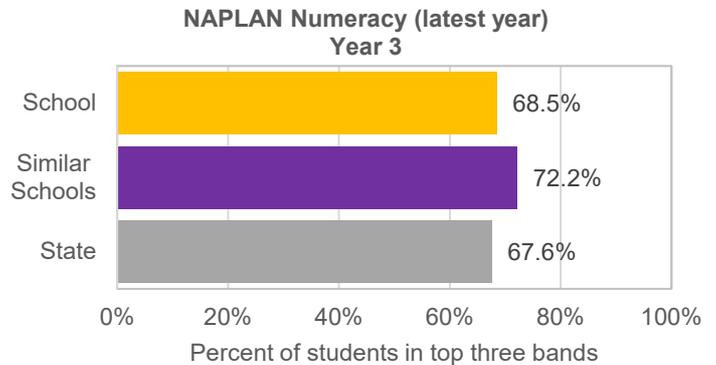
ACHIEVEMENT (continued)

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

NAPLAN (continued)

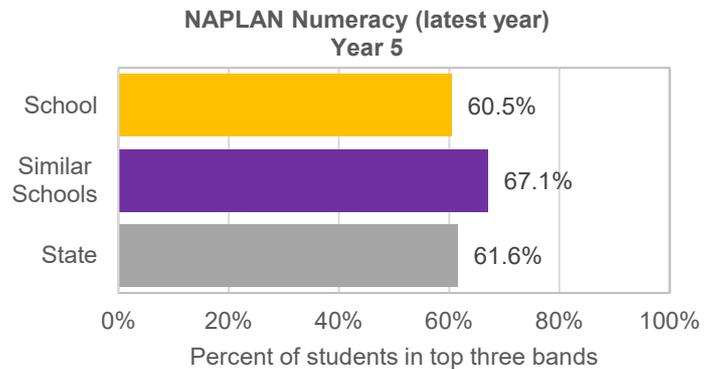
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.5%	69.6%
Similar Schools average:	72.2%	73.0%
State average:	67.6%	69.1%



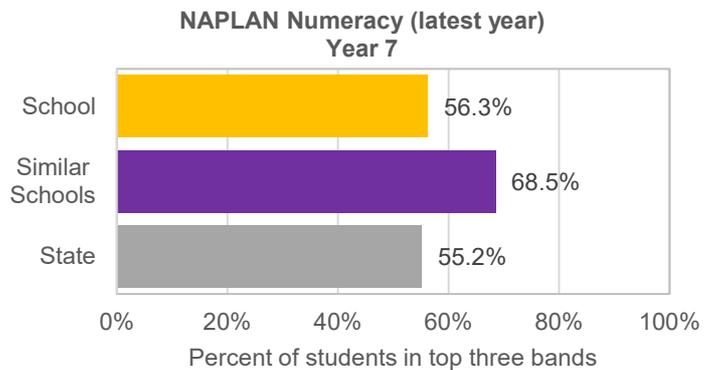
**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.5%	56.9%
Similar Schools average:	67.1%	66.3%
State average:	61.6%	60.0%



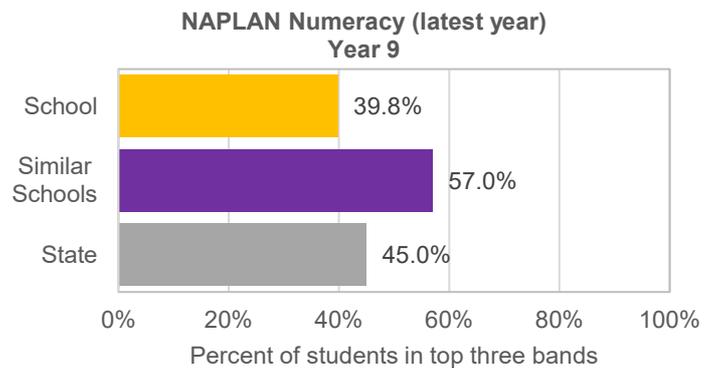
**Numeracy
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.3%	55.3%
Similar Schools average:	68.5%	68.5%
State average:	55.2%	55.3%



**Numeracy
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	39.8%	45.5%
Similar Schools average:	57.0%	58.6%
State average:	45.0%	46.8%



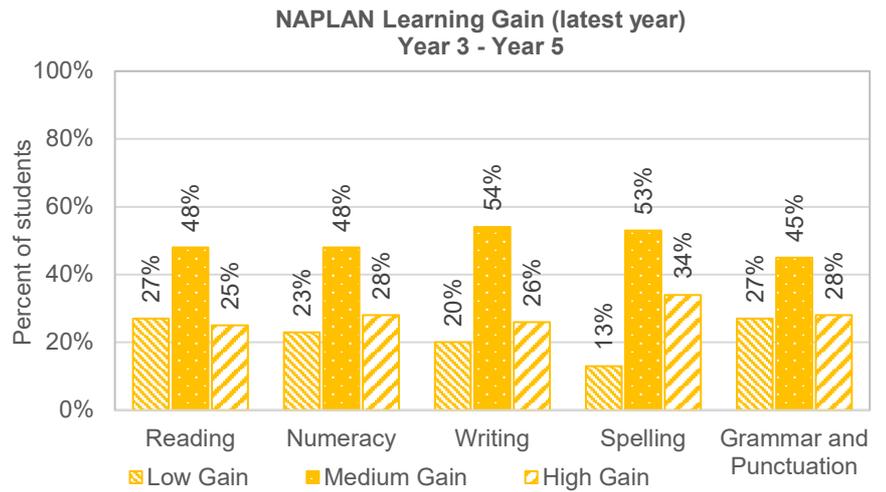
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

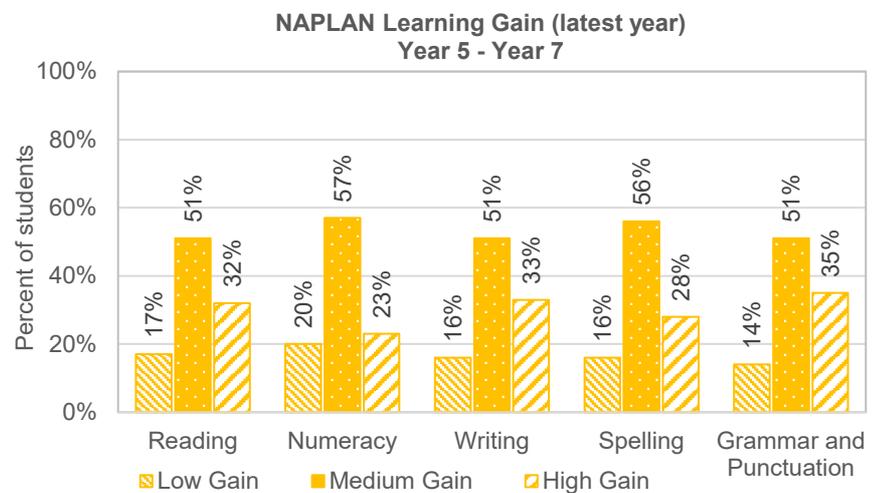
**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	48%	25%	26%
Numeracy:	23%	48%	28%	30%
Writing:	20%	54%	26%	31%
Spelling:	13%	53%	34%	30%
Grammar and Punctuation:	27%	45%	28%	33%



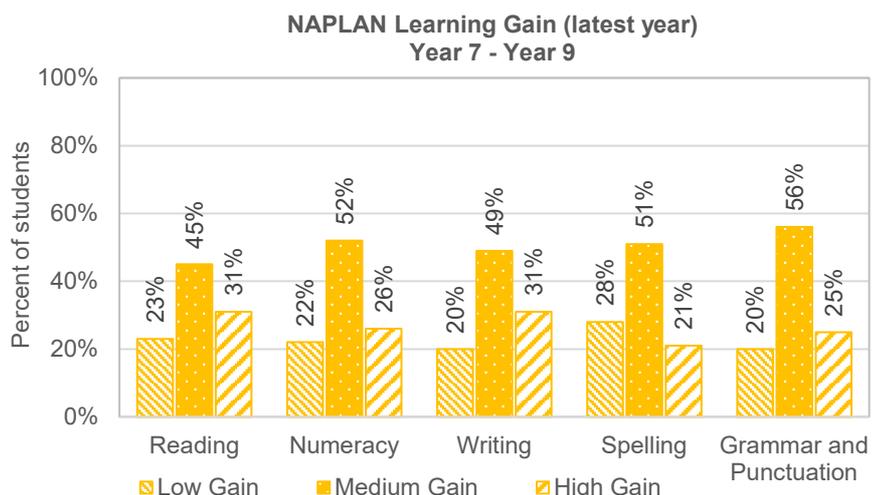
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	51%	32%	29%
Numeracy:	20%	57%	23%	27%
Writing:	16%	51%	33%	28%
Spelling:	16%	56%	28%	28%
Grammar and Punctuation:	14%	51%	35%	28%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	45%	31%	29%
Numeracy:	22%	52%	26%	26%
Writing:	20%	49%	31%	27%
Spelling:	28%	51%	21%	29%
Grammar and Punctuation:	20%	56%	25%	26%



ACHIEVEMENT (continued)

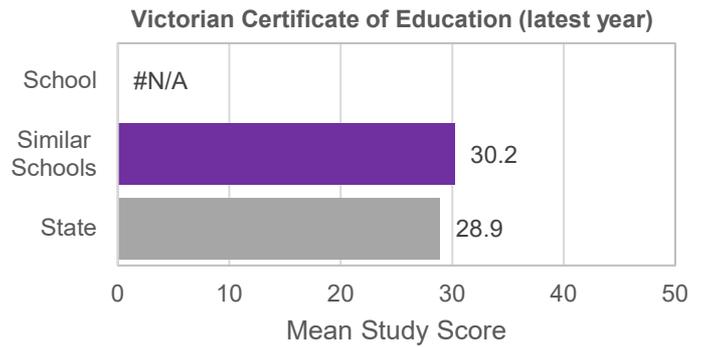
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	30.2	30.3
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

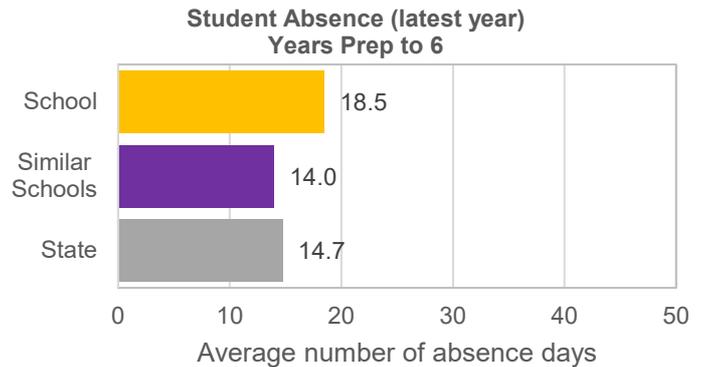
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

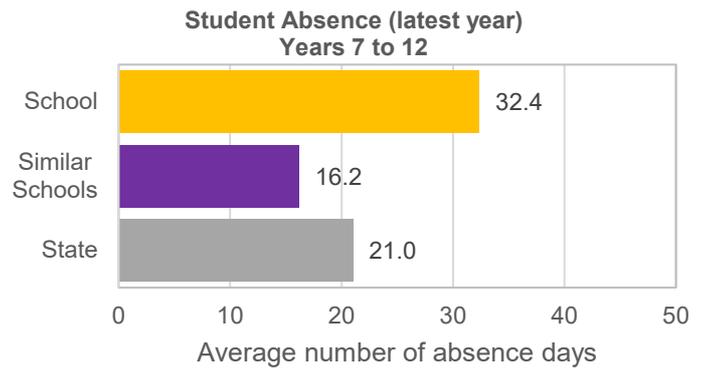
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	18.5	17.2
Similar Schools average:	14.0	14.8
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	32.4	24.4
Similar Schools average:	16.2	16.1
State average:	21.0	19.6



Attendance Rate (latest year)

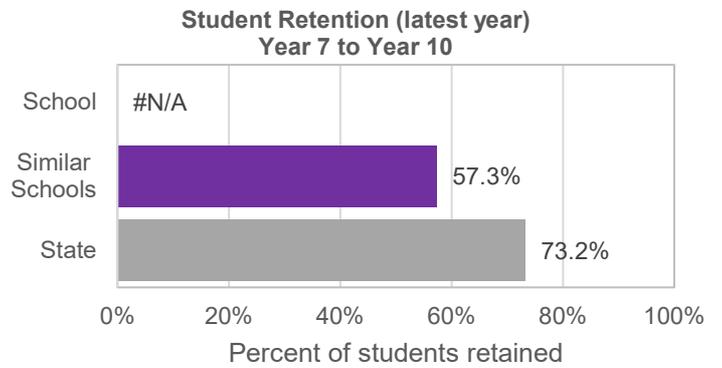
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	90%	90%	90%	90%	91%	91%	92%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	85%	86%	80%	NDA	NDA	NDA	

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:	NDA	NDA
Similar Schools average:	57.3%	57.5%
State average:	73.2%	72.9%

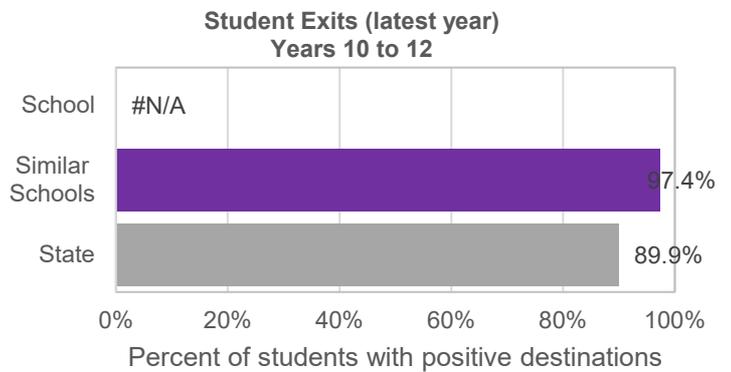


Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	97.4%	96.7%
State average:	89.9%	89.2%



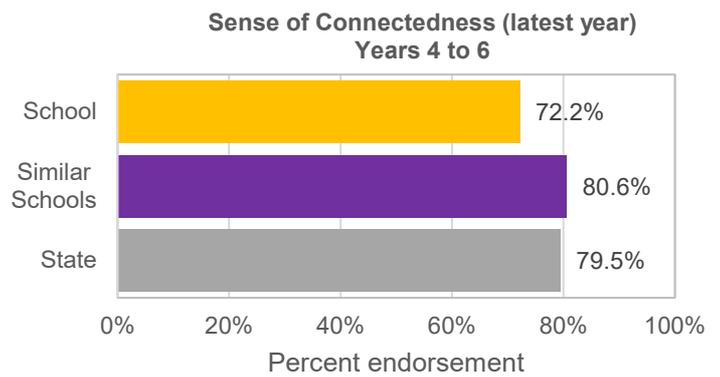
WELLBEING

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

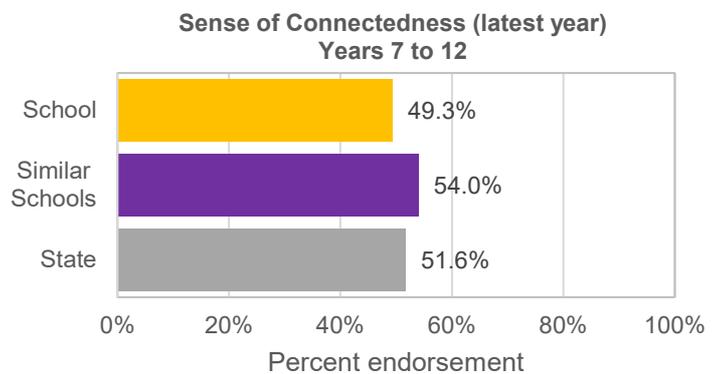
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	72.2%	77.5%
Similar Schools average:	80.6%	80.8%
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:	49.3%	54.2%
Similar Schools average:	54.0%	55.8%
State average:	51.6%	54.5%



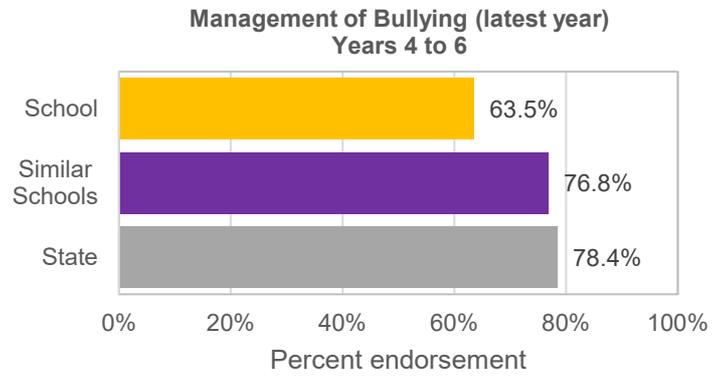
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

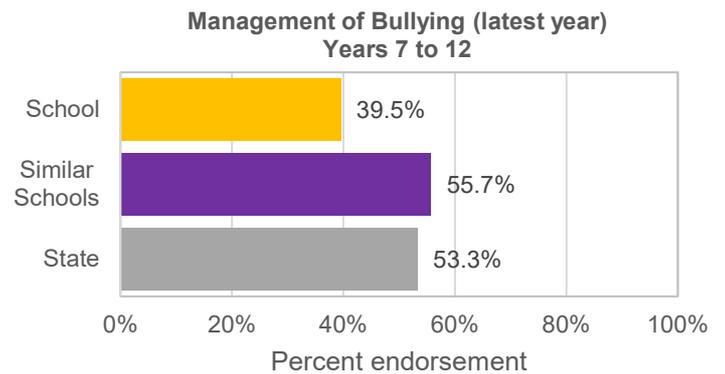
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	63.5%	73.6%
Similar Schools average:	76.8%	78.2%
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:	39.5%	52.0%
Similar Schools average:	55.7%	57.8%
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	\$13,405,383
Government Provided DET Grants	\$1,584,426
Government Grants Commonwealth	\$21,410
Government Grants State	\$57,986
Revenue Other	\$50,826
Locally Raised Funds	\$464,334
Capital Grants	\$0
Total Operating Revenue	\$15,584,365

Equity ¹	Actual
Equity (Social Disadvantage)	\$142,408
Equity (Catch Up)	\$33,619
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$176,027

Expenditure	Actual
Student Resource Package ²	\$13,265,550
Adjustments	\$0
Books & Publications	\$29,856
Camps/Excursions/Activities	\$105,080
Communication Costs	\$41,036
Consumables	\$341,662
Miscellaneous Expense ³	\$101,050
Professional Development	\$152,603
Equipment/Maintenance/Hire	\$277,530
Property Services	\$118,927
Salaries & Allowances ⁴	\$913
Support Services	\$603,372
Trading & Fundraising	\$18,775
Motor Vehicle Expenses	\$67
Travel & Subsistence	\$0
Utilities	\$99,074
Total Operating Expenditure	\$15,155,496
Net Operating Surplus/-Deficit	\$428,870
Asset Acquisitions	\$30,965

- (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	\$1,468,663
Official Account	\$51,834
Other Accounts	\$0
Total Funds Available	\$1,520,497

Financial Commitments	Actual
Operating Reserve	\$296,307
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$37,206
School Based Programs	\$294,784
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$652,900
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	\$1,281,197

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.