

# 2021 Annual Report to The School Community



**School Name: Wheelers Hill Secondary College (8474)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 April 2022 at 09:31 AM by Aaron Smith (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 28 April 2022 at 10:49 AM by Steve Kourtis (School Council President)

# How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

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

### Engagement

Student attendance and engagement at school, including:

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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## Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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

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

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### What does 'NDP' or 'NDA' mean?

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

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### School context

Our College Motto:

"To Be The Best That You Can Be"

Our Vision:

"As a school that values respect, excellence and creativity, Wheelers Hill Secondary College strives to develop students capable of being global citizens ready to embrace the future. We encourage members of our College Community to be 'the best that they can be' in all of their endeavours".

Our Values:

Respect – we promote respectful, inclusive and positive relationships. Our students and staff act with integrity and value diversity.

Excellence – we provide opportunities to demonstrate excellence in all areas of learning and teaching by adopting a focused and committed approach.

Creativity – we have developed a creative approach to learning and teaching. Our student and staff are encouraged to seek innovative solutions to problems.

We pride ourselves on providing leaning opportunities to our students in the following areas:

- Academic Excellence across all learning domains
- Sport
- Performing Arts
- Student Leadership and our Community

Established in 1980, Wheelers Hill Secondary College is a Year 7-12, government school. Situated in the City of Monash in Melbourne's eastern suburbs, the student population is drawn from a wide geographic area, with a significant percentage of students travelling from outside the immediate neighbourhood. Our student enrolment over recent years demonstrates strong growth and so many of our graduates go on to university and / or TAFE placements.

We are proud of our ability to again provide a high quality Remote Teaching and Learning Program throughout 2021 due to Covid - 19. 2020 and 2021 saw the College embark on extensive periods of Remote Teaching and Learning and we are very proud of the efforts of our College Community during these challenging times.

We provide a high quality learning environment that is both supportive and challenging. Our innovative and successful Extension and Enrichment Program provides a breadth of challenge and opportunity, particularly at Middle School. In addition, there are a great range of extra-curricula opportunities across all year levels.

In 2021, we nominated the following areas as Areas of Focus for further improvement - Literacy, Numeracy, VCE, further establishing a guaranteed and viable curriculum and how we can use data to monitor and measure student growth. In 2021, all leaders within the College established a Mini AIP concentrating on their roles and responsibilities as they apply to Areas of Focus for the year ahead.

The school is strongly committed to the innovative use of ICT to assist learning and is particularly well resourced in this area. We continue to provide excellent support for eLearning and 21C learning opportunities.

Senior school students have access to a breadth of Victorian Certificate of Education (or VCE) studies, the Victorian

Certificate of Applied Learning (or VCAL) and some Vocational Education and Training (or VET) programs. There is a strong pathways program and commitment and support available for every student across years 7 to 12 with a careers framework implemented and connections with external providers and industry where appropriate. Careers and Wellbeing support for our students is a strong feature of our College. In 2021, we further added some staffing to our Student Wellbeing Department to try and further meet student needs. In 2021, we successfully introduced VCAL and number of our Year 11 students enrolled into the Program as a viable alternative to the VCE.

Each year level cohort has been formed from approximately 20 primary schools upon secondary college entry. Student families are from a broad range of socio economic backgrounds and comprise approximately 50 different nationalities and the college provides extensive ESL support. For organisational purposes the College is divided into two sub-schools - Senior and Middle School.

We offer two Languages at the College - French and Mandarin (Indonesian was phased out throughout 2020). Furthermore, we committed to the Aspire Challenge and Enrich Program in 2019 and this Program was developed throughout 2020 for implementation at Year 7 in 2021. The Aspire, Challenge and Enrich (or ACE) Program has been a success in 2021 with our first intake of our Year 7 students enjoying the Program. The ACE Program is for high ability students.

The College is a full fee paying school for international students. The impact of Covid - 19 has had an impact on international student enrolments both here at WHSC and across Victoria. Our International Students are predominantly from China with other countries represented adding cultural diversity and interest to our learning community.

The College is a 'core plus' design with well maintained buildings and grounds. Major upgrades and expenditure in recent years have improved classroom design and amenities. The College grounds have undergone significant development and this, along with highly functional administration and staff work areas, has created a thoroughly agreeable working environment for students and staff alike where the focus is on continuous improvement for all. Key building projects completed in recent times include The Bunjil Centre and our VCE Centre.

In 2021 our school had 10 Leadership Staff, and 59 Teaching and 23 Support Staff. We had no staff who identify and share with us as Aboriginal and / or Torres Strait Islander.

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## Framework for Improving Student Outcomes (FISO)

In 2021, our Annual Implementation Plan (or AIP) was developed using the Framework for Improving Student Outcomes (or FISO). Our areas of focus aligned with DET's Priority Goal centering on the 3 State - Wide Key Improvement Strategies : Learning Catch Up and Extension; Happy, Active and Healthy Kids; Connected Schools. Furthermore, we included a Goal of our own for our 2021 AIP - Maximising Student Learning and Achievement Outcomes

We worked with our College Community to develop Strategies in line with these carefully considered Goals. Markers of success reflecting observable changes in practice, behaviour, and measures of progress were also developed. Our Strategic Plan (2018 - 22), together with our 2021 Annual Implementation Plan (AIP) was endorsed by College Council.

Due to global pandemic, 2021 again featured our Remote Teaching and Learning Program. Our College Community shared many positives on how we provided continuity of learning with respect to the Pandemic in 2021. For example, our families were very positive in their support of our Remote Teaching and Learning Program.

We are incredibly proud of our ability to work through the Global Pandemic as well as we did to ensure that Wellbeing continued to remain a priority for our College Community, together with ensuring a continuity of Learning for our students. Our students were phenomenal - they were able to make the most of the Remote Teaching and Learning Program to make progress with their Learning across their subjects. Our staff were outstanding in their teaching and support of students and families - their level of dedication and commitment throughout was exceptional. The Wellbeing

of students, families and staff will continue to be important to our College.

Despite the Global Pandemic, we were still able to get through some important work throughout the year. Our Professional Learning Communities continued in order to further improve teacher practice, we introduced our VCAL and ACE Programs, and we were still able to provide many co-curricular opportunities for our students that were remote / online (examples include the Monash Tech Schools Program and various incursions and presentations). We were committed to best preparing our students for the NAPLAN Assessments and we made significant gains in this area in 2021. The Mathematics and English Domains led the way with the creation of Developmental Rubrics allowing teaching staff to better measure student progress on a more ongoing basis. Data Talks and the Independent Reading Program with the use of Comprehension Strategies continued to be a feature of our work. Furthermore, our VCE Improvement Plan was further developed in 2021 in an attempt to secure even stronger results for our VCE students.

Remote Learning Walks were again a feature of our work in 2021 to further improve teacher practice, and we continued to document our Guaranteed and Viable Curriculum throughout the year. Our staff were outstanding in their ability to pivot and provide high quality Face-to-face and Remote Teaching and Learning experiences to our students throughout the year. Our staff were again exceptional in their care and support of each other, and our students and families throughout 2021.

We achieved some strong VCE results in 2021. For example, we achieved excellent growth in our Year 12 English results in 2021 when compared to 2020, whilst our Studio Arts, Health and Human Development, and Legal Studies. Our Face to Face and Remote Teaching and Learning Programs also supported gains in areas such as STEM, the Performing Arts and other Student Engagement Activities (eg Student Wellbeing, Student Participation). We were able to develop and implement our College Presentation Evening online to best recognise Student Achievement in 2021 .

Our Professional Development and Learning Plan was maintained for staff providing opportunities for professional growth, while our Cyclical Reporting Model continued to keep our College Community informed of student progress.

We continued to strengthen our connections with Primary Schools whilst our Year 7 Enrolments for 2021 were strong. Our International Student Enrolments did decrease due to the impact of Covid - 19.

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## Achievement

The NAPLAN Assessment Program was not provided in 2021. Other assessments were used in the areas of Literacy and Numeracy to best monitor and measure student growth. As noted earlier in this Report, we achieved some strong VCE results in areas such as Studio Arts, Health and Human Development and Legal Studies. We also had strong growth in our Year 12 English results for 2021 when compared to 2020.

We achieved some excellent NAPLAN Results in 2021. For example, there was a significant increase in Above Benchmark Growth in Year 9 Reading and Numeracy from 2019, there was a significant increase in Relative High Growth in Year 9 Reading and Numeracy from 2019, and there was stronger results when compared to Similar School Data in the Top Three Bands for Year 9 Reading, Numeracy and Writing at Year 9 in 2021.

Teacher Judgements for Student Achievement for English and Mathematics (Years 7 - 10) are better or close to Similar Schools and the State Average - this is an improvement from 2020.

The College continued to develop a number of initiatives which are supported by our capacity to use data to inform learning. These included (and many of these points below continue to align with our future directions and strategies to further improve student outcomes):

- Continuing documentation of a Guaranteed and Viable Curriculum
- Improving consistency of assessment and moderation processes
- Review of our Literacy and Numeracy approach and programs, together with further supporting staff in these areas. For example Number Talks (Numeracy; Mathematics) and the Independent Reading Program with

Comprehension Strategies (or IRP, Literacy) were further implemented and used in 2021

- Our VCE Improvement Plan. We Further established our VCE Improvement Plan in 2021 and we achieved some pleasing VCE results (see earlier in Report).
- Further refinement of our Extension & Enrichment Program at Years 7 and 8
- A focused attention to the improvement of both literacy and numeracy skills
- Working in Professional Learning Communities
- Further work with our Teaching and Learning Model and how it aligns with High Impact Teaching Strategies and high level teacher practice
- Alignment with Performance and Development / Statement of Expectations, AIP and other planning documents
- Links with the Tech Schools Initiative (emphasis on innovation and the so called STEM subjects) to support learning and increased participation in STEM Learning throughout the College
- Links with Monash University and Tutoring Programs
- Further visibility and growth (eg Instrumental Music) in the Performing Arts Program
- More of an emphasis on Differentiation to support gains by all students with their learning
- More formative assessment of students to best gauge student learning and improvement - supporting this work is the important creation of Developmental Rubrics in English and Mathematics Domains. Students and teachers as a result can better gauge the progress of learning on an ongoing basis. Teaching staff can use the data from these Rubrics to guide their teaching.

Working with our Teaching Staff in our Learning Walk Program to support classroom observations and practice

Achievement was also measured for identified students as part of the MYLNS and TLI Initiatives. Both Initiatives were very successful with some growth seen as part of the work completed with students.

The College continued with its cyclical Assessment and Reporting Program to keep our College Community well informed with respect to student learning and growth. Important amendments first made in 2020 in the face of Remote Teaching and Learning were retained and made part of our Assessment and Reporting in 2021 to best meet the challenges of Remote Teaching and Learning.

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## Engagement

Our student's sense of engagement and enjoyment is important to our College Community.

We were successful in our ability to pivot from Remote to Face to Face Teaching and Learning throughout 2021. Our College Community were very supporting of one another as these changes were made through out the year. We were able to maintain Wellbeing as the priority to our work yet engage our students with the Teaching and Learning provided. Furthermore, we were successful throughout the year in providing co-curricular activities when able due to the impact of the Pandemic.

Student engagement has been supported by:

- Providing a breadth of high quality Teaching and Learning Programs (as supported by our Face to Face and Remote Teaching and Learning Programs), together with co - curricular activities and opportunities
- Developing positive relationships and high expectations with our students, aligning with our sense of purpose and our school values
- Providing rigorous and relevant learning activities and strategies
- Leadership opportunities and pastoral care type programs for all of our students
- Provision of a broad range of co curricular activities to best keep students engaged with their learning and the College more broadly whilst working and learning from home.

In 2021, to further support student engagement, we:

- Continued to promote links between student engagement and performance through Compass and the use of Teams (Office 365 platform), also allowing for regular and accurate communications between the College and our Community
- Provided a supportive and pro-active approach to programs and opportunities made available to our students
- Continued to provide quality feedback to our students and families with respect to learning through the use of our Cyclical Assessment and Reporting. Furthermore, we provided regular and ongoing communications to students and families via other platforms. Formative feedback was a real focus for our College Community given our Face to Face and Remote Teaching and Learning Programs. The introduction of Developmental Rubrics in English and Mathematics further strengthened learning engagement for our students as they were able to clearly understand the progress they were making in key areas of these subjects.
- Some participation with respect to Student Voice and Engagement Activities
- Continued to strengthen Careers and Pathways processes (eg Year 10 Futures Program) and support. Furthermore, we conducted a review late in 2021 to best understand and implement measures to further support and guide our senior students in respect to their pathway and enrolment here at WHSC
- The implementation of our PLC Program to best support teaching staff to support student growth, using Formative Feedback as the strong focus to our work in this Program
- The use of ICT by both staff and students to support the continuity of learning throughout the College. Furthermore, there were many activities provided to students that centred on the use of ICT which further developed their skills. Our connection with the Monash Tech Schools and various other STEM Opportunities also remained strong in 2021.
- The introduction of the Creative Workers Program centering on the Visual Arts and STEM learning opportunities for our students
- Some integrated units across Domains (eg STEM) to further improve engagement for students
- Due to COVID - 19, Student Programs were again impacted in 2021. Whilst a number of areas including Sport, the Performing Arts, various Camps, Excursions and Overseas Tours, and other co-curricular activities (eg Excursions) remain a priority for the College, opportunities for these students in these areas were severely affected throughout 2021 due to the Pandemic. We were able to offer some onsite activities (within Covid - 19 safety requirements), with many other opportunities provide remotely / online (eg our College Production, Presentation Evening, the Arts - Technology Show, incursions, presentations, etc)

Attendance is supported and monitored through electronic information from every lesson, sending SMS messages for absences and having immediate on-line information available for families. Reports are generated on a regular basis to key staff allowing for careful monitoring of student attendance. Our student attendance rates for Years 7 - 12 in 2021 were stronger than that of Similar Schools and the State Average. Our Student Retention (Years 7 to 10) and Student Exit (Year 10 to 12) for 2021 were also stronger when compared to Similar Schools and the State Average.

## Wellbeing

Promoting an increased sense of Wellbeing and Connectedness to school remained a strong focus at the College. This continued to be our most important priority for our College Community given the ongoing COVID - 19 Pandemic. We continued to work closely with teachers and families to know and support our students in what was again a challenging year in 2021.

Wellbeing measures such as Sense of Connectedness (Years 7 to 12) and Management of Bullying (Years 7 to 12) were stronger and close to that of Similar Schools and the State Average respectively.

Student Wellbeing was supported by:

- A strong sub-school structure and focus on individuals
- Providing support for students when required, including the use of our documented staff referral system
- Providing the necessary support for individual students through staff awareness and connections with external agencies and DET



- A range of pro-active preventative wellbeing programs at various levels as evidenced by weekly Year Level Bulletins
- Despite the Pandemic, providing opportunities where we could for students to build their personal skills through a range of leadership, curriculum programs, student voice and participation roles
- Regular check ins with with students (eg via Home Group Teachers and Year Level Co-ordinators) during the year
- Supporting students with their transitions from Remote to Face to Face Learning.
- Working with families and staff to support the wellbeing of students. Sharing regular updates with families and staff on resources that we used to support Student (and family) Wellbeing
- Development of key sections relevant to Student Wellbeing support within our Remote Teaching and Learning Handbooks for students (and families)
- Further supporting staff to best look out for the wellbeing of students
- Leveraging wellbeing resources (eg from DET) to best support the wellbeing of students
- The development of a WHSC (Draft) Student Wellbeing Handbook
- More regular wellbeing meetings of the Wellbeing Department with key members of staff
- Adding staff resources to our Wellbeing Department including our Mental Health Practitioner
- Establishing a Wellbeing Calendar with each of the Sub Schools that documents proactive and supportive wellbeing activities for students
- Organising and implementing family wellbeing sessions with external providers (eg safe internet use)
- Trialing a Wellbeing (Pivot) Survey System in Home Group - data collected then used to support students
- Regular check ins with students and families on a consistent basis
- Ensuring that wellbeing of students (and staff, families and the broader community) remained our number one priority

We continued to:

- Implement strategies and programs to focus on relationships and promote improvement in the areas of student wellbeing and positive behaviours
- Acknowledged and celebrated student effort and achievement (eg Presentation Evening, Year Level Assemblies, Newsletter, etc) as much as we can given the circumstances of the Pandemic
- We held regular Year Level Meetings with students to maintain connection
- Our synchronous nature of our Remote Teaching and Learning Program supported connection with students. Our ability to successfully move from Remote Teaching and Learning to Face to Face Teaching and Learning supported student wellbeing
- The use of The Resilience Project activities in 2021 as part of our Home Group Program
- Continued to use relevant data to support students and their wellbeing eg use of Surveys and the analysis of data to support
- Continued to emphasise and communicate behavioural expectations (including expectations relating to acceptable use of ICT)
- Build the partnership with parents, students and teachers to provide increased involvement and participation in college activities and in supporting optimal student wellbeing, aspirations and outcomes
- Used our Home Group Program to promote and educate students using wellbeing themes and activities that were provided (eg weekly Year Level Bulletins)
- Ensured strong opportunities for Student Voice and Agency through the College as much as we could given the Pandemic
- Use of Student Feedback to be included in Student Assessments across Learning Domains in 2021
- Regular check ins with students and families on a consistent basis
- Use of DET and other agencies and resources to support and develop student wellbeing

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## Finance performance and position

Wheelers Hill Secondary College's financial performance is a reflection of effective management and indicates that, along with the provision of Government funding and the continued support of the school community, it continues to

have a strong commitment to enhance student learning whilst, importantly, trying to provide a breadth of programs, numerous opportunities, resources and a broad and challenging curriculum for all of our students.

Wheelers Hill Secondary College's end of year financial position does display a deficit, which is primarily made up of a staffing deficit - funds for which are held aside from one year to the next to help us meet the shortfall. Meeting program and curriculum need remains a challenge in respect to enrolments and staffing. We would also note that a decrease in collection of fees and levies, a significant loss of revenue from the hiring of facilities and a reduced International Student Program (ISP) due to Covid-19 has had an impact on our financial position.

The Equity Funding received was utilised to assist with additional tutoring and wellbeing support, a Mentor program, provision of Edrolo at VCE and Resilience Project Planners across the entire College. The Advance Grant of \$9,800 was divided equally between the Performing Arts Domain and the Innovation Program to enable the College to host a 'Creative Works in School Program which also received an additional grant of \$3,500 to further complement the program. The College was also successful in receiving an amount of \$25,000 to support the ISP program, and significant funding (approximately \$350,000.00) to install a new perimeter fence around the College.

Wheelers Hill Secondary College's School Council has entered another 5-year lease with Fujifilm via CBA Equigroup for 6 photocopiers at a total cost of \$71,700. Funds carried over from the previous year to due Covid-19 have been utilised to install synthetic turf (\$29,825) near the Bunjil Centre, Video Wall (\$88,715) in the Gym, works on the Canteen ceiling (\$17,000), purchase of additional lockers and furniture, carpet additional spaces and further enhancements around the College. All donations to the Library and Building Funds and the payments of Voluntary Contributions have allowed for the provision of upgrading of facilities and providing a stimulating environment for our students and staff.

**For more detailed information regarding our school please visit our website at**  
<https://www.whsc.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 712 students were enrolled at this school in 2021, 371 female and 341 male.

10 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).

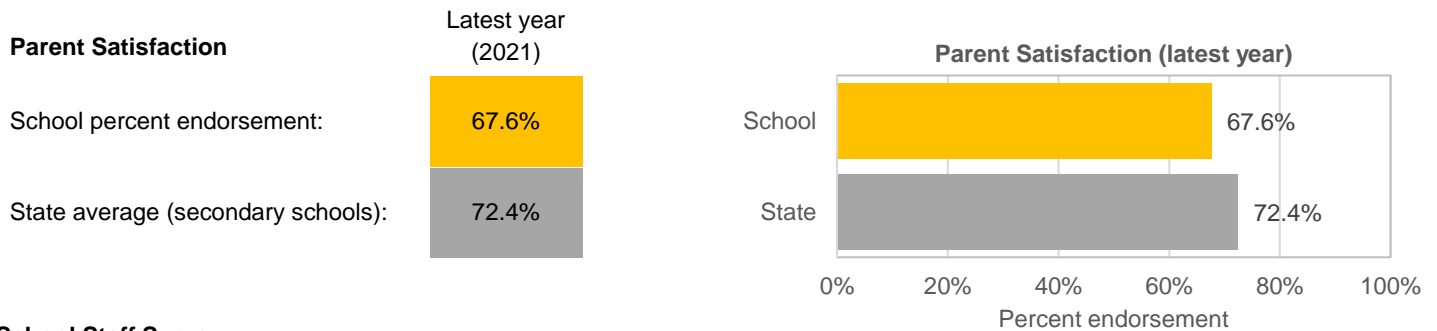
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

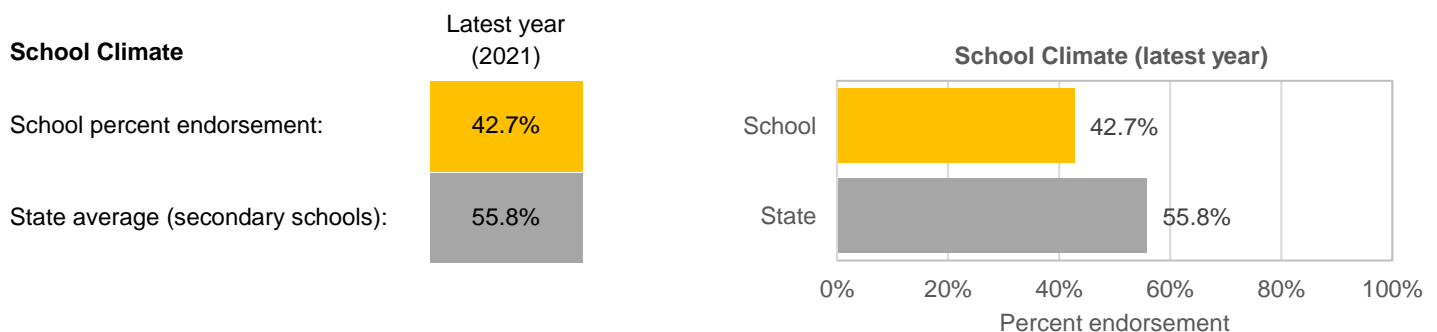


### School Staff Survey

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 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

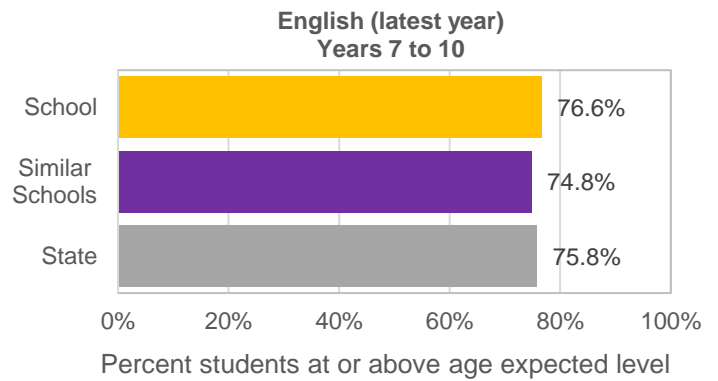
76.6%

Similar Schools average:

74.8%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

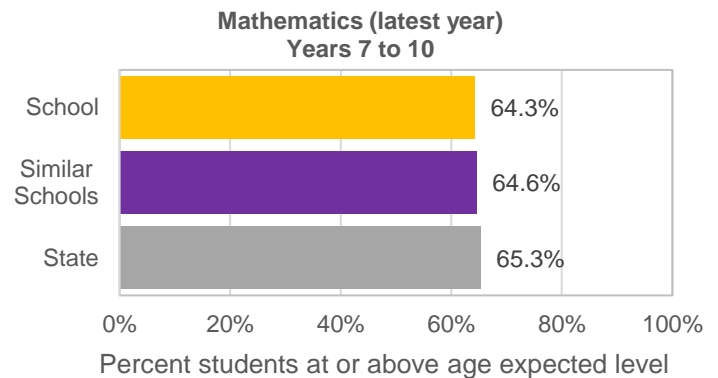
64.3%

Similar Schools average:

64.6%

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.

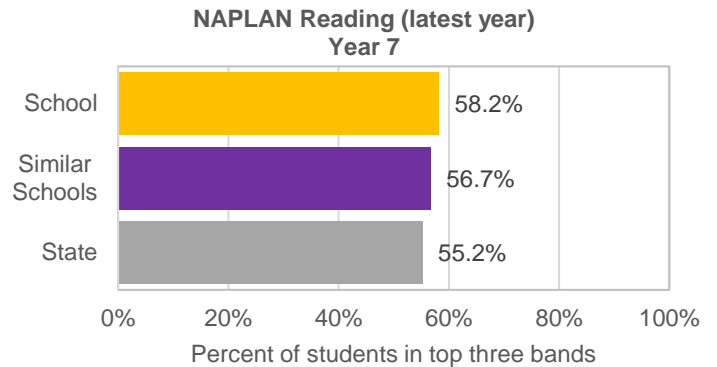
**NAPLAN**

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.

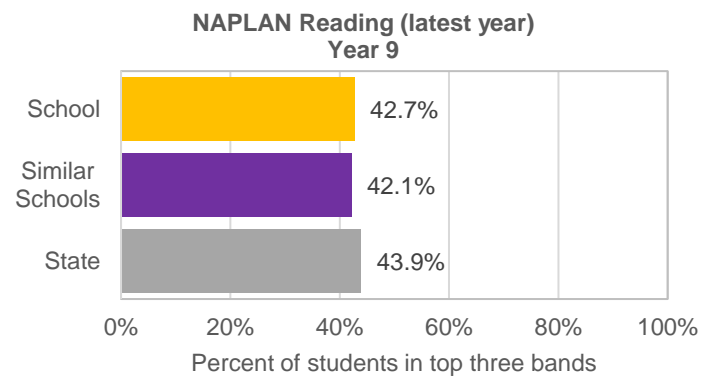
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.2%	53.8%
Similar Schools average:	56.7%	54.6%
State average:	55.2%	54.8%



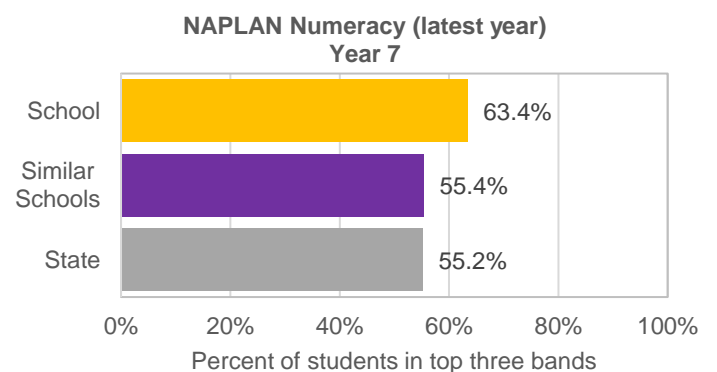
**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.7%	39.8%
Similar Schools average:	42.1%	44.3%
State average:	43.9%	45.9%



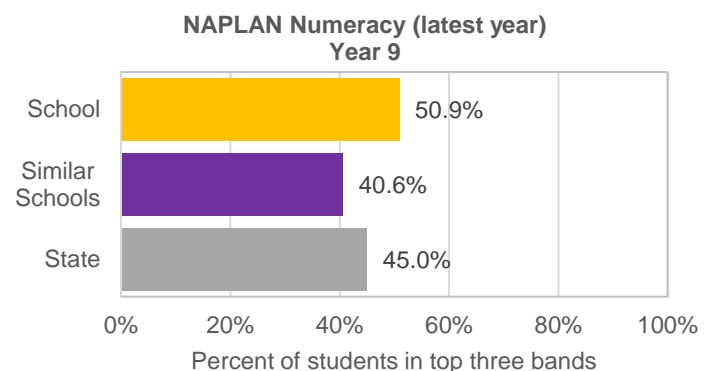
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.4%	59.7%
Similar Schools average:	55.4%	54.4%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.9%	46.1%
Similar Schools average:	40.6%	42.8%
State average:	45.0%	46.8%



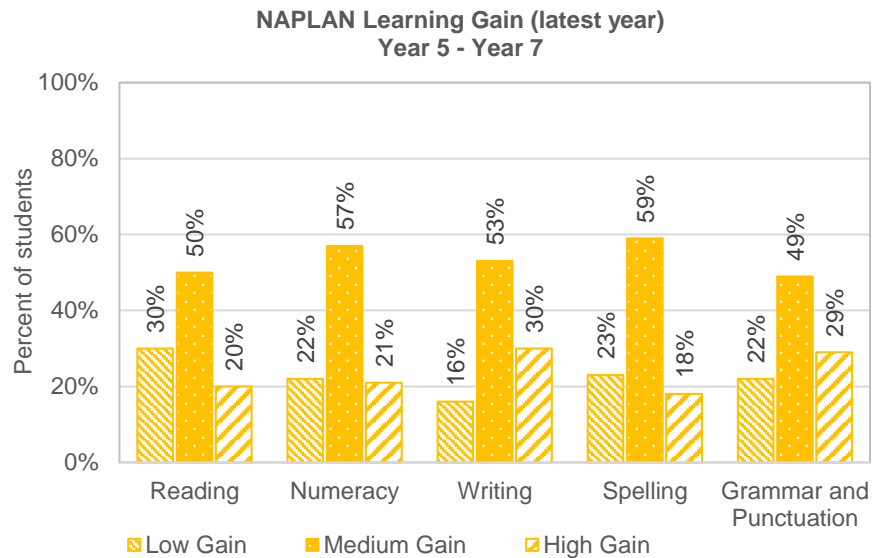
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

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

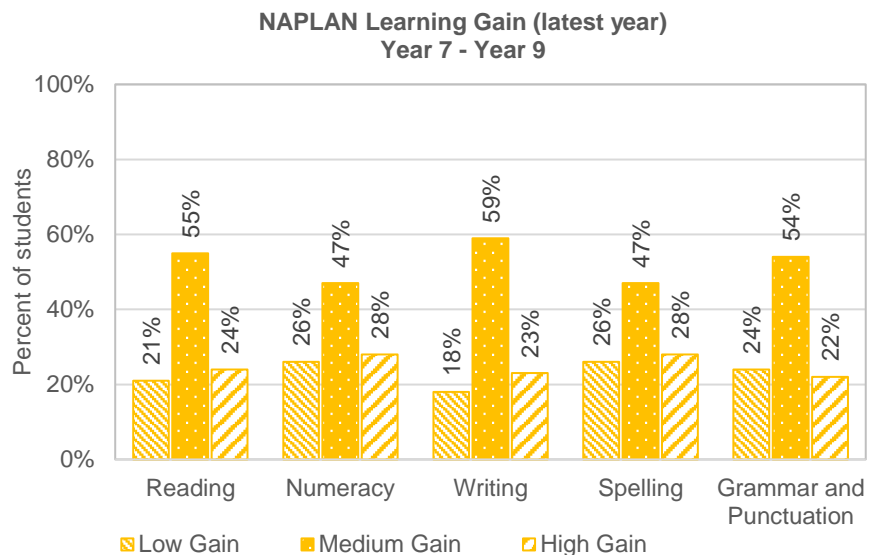
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	30%	50%	20%	21%
Numeracy:	22%	57%	21%	21%
Writing:	16%	53%	30%	22%
Spelling:	23%	59%	18%	22%
Grammar and Punctuation:	22%	49%	29%	20%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	55%	24%	23%
Numeracy:	26%	47%	28%	22%
Writing:	18%	59%	23%	20%
Spelling:	26%	47%	28%	21%
Grammar and Punctuation:	24%	54%	22%	22%



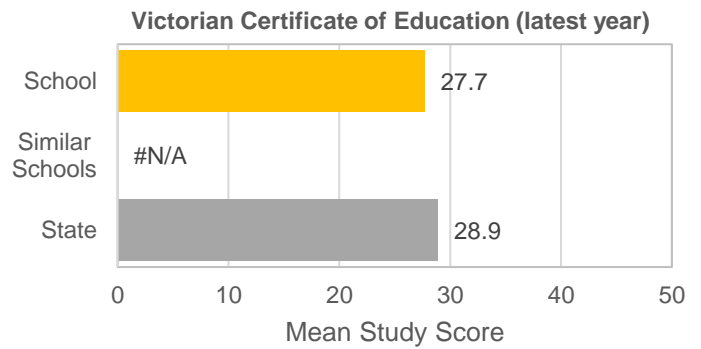
## ACHIEVEMENT (continued)

### Victorian Certificate of Education (VCE)

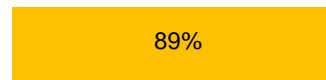
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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

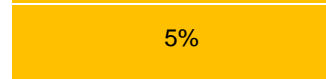
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	27.7	27.7
Similar Schools average:	27.2	NDA
State average:	28.9	28.9



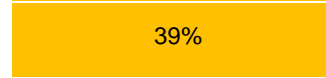
Students in 2021 who satisfactorily completed their VCE:



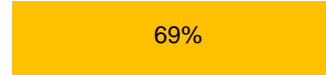
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



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.

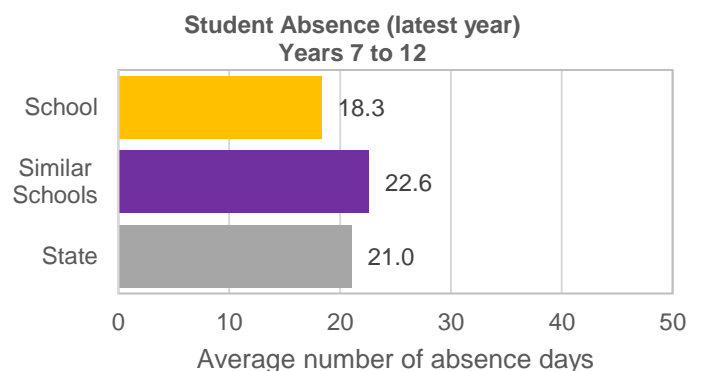
## ENGAGEMENT

**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:	18.3	18.3
Similar Schools average:	22.6	20.5
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

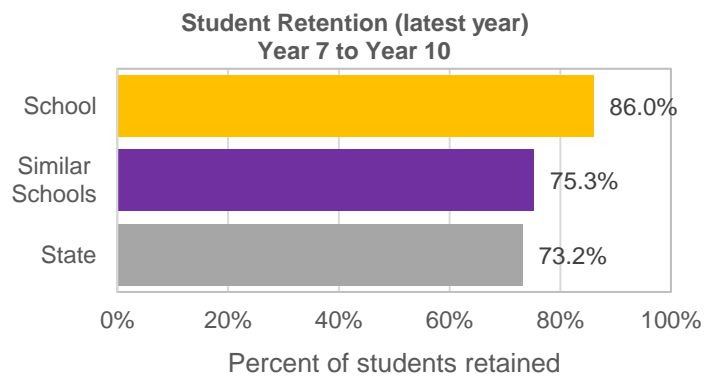
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	92%	89%	88%	91%	93%	93%

**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:	86.0%	79.8%
Similar Schools average:	75.3%	74.8%
State average:	73.2%	72.9%



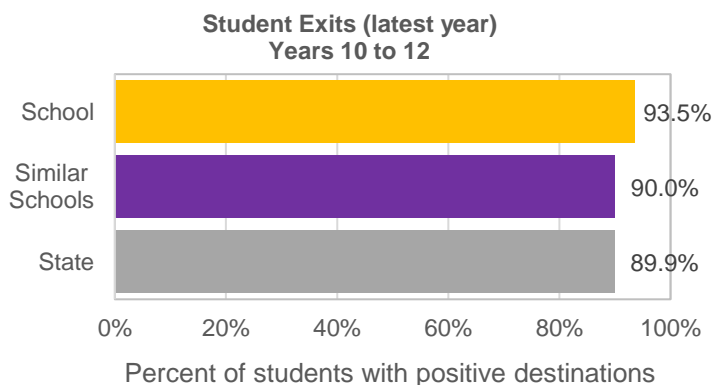
**Students exiting to further studies or full-time employment**

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:	93.5%	92.6%
Similar Schools average:	90.0%	89.5%
State average:	89.9%	89.2%





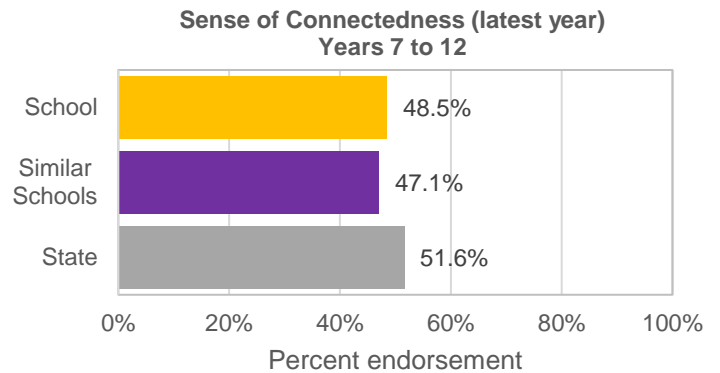
## WELLBEING

**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 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	48.5%	50.8%
Similar Schools average:	47.1%	50.3%
State average:	51.6%	54.5%

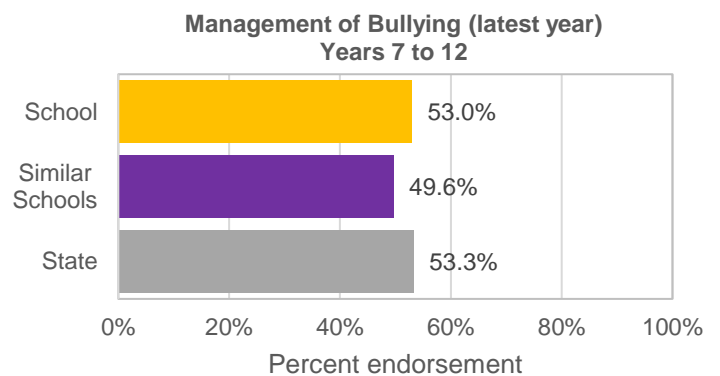


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	53.0%	55.5%
Similar Schools average:	49.6%	54.1%
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	\$7,060,785
Government Provided DET Grants	\$827,331
Government Grants Commonwealth	\$4,222
Government Grants State	\$16,790
Revenue Other	\$89,484
Locally Raised Funds	\$549,284
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,547,897</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$108,615
Equity (Catch Up)	\$38,193
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$146,809</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,540,754
Adjustments	\$0
Books & Publications	\$5,651
Camps/Excursions/Activities	\$218,352
Communication Costs	\$20,552
Consumables	\$264,710
Miscellaneous Expense <sup>3</sup>	\$351,970
Professional Development	\$25,335
Equipment/Maintenance/Hire	\$217,928
Property Services	\$113,439
Salaries & Allowances <sup>4</sup>	\$93,804
Support Services	\$221,850
Trading & Fundraising	\$17,498
Motor Vehicle Expenses	\$1,605
Travel & Subsistence	\$0
Utilities	\$60,929
<b>Total Operating Expenditure</b>	<b>\$9,154,376</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$606,479)</b>
<b>Asset Acquisitions</b>	<b>\$181,101</b>

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,179,903
Official Account	\$25,618
Other Accounts	\$9,162
<b>Total Funds Available</b>	<b>\$1,214,683</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$253,493
Other Recurrent Expenditure	\$18,155
Provision Accounts	\$0
Funds Received in Advance	\$135,792
School Based Programs	\$412,824
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$49,998
Repayable to the Department	\$265,620
Asset/Equipment Replacement < 12 months	\$50,315
Capital - Buildings/Grounds < 12 months	\$118,932
Maintenance - Buildings/Grounds < 12 months	\$118,932
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,424,062</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*