

# 2021 Annual Report to The School Community



School Name: Kurunjang Secondary College (8718)



- 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 28 April 2022 at 04:04 PM by John Mitsinikos (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2022 at 07:49 AM by Craig Matthews (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

Kurunjang Secondary College opened in 1986 and is in the township of Melton, thirty-five kilometres west of Melbourne. It is a coeducational secondary college with a student population of 945 students in 2021. Kurunjang's Years 7 to 10 curriculum is based on the Victorian Curriculum (VicCurric) and at Years 11 and 12 the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Vocational Education and Training (VET) programs are available from Year 11. We pride ourselves on being a well organised and professionally managed school that is strategic in its thinking, planning, and implementation of curriculum programs.

At Kurunjang Secondary College we believe all students can learn and, to facilitate this, our mission is to be an exemplary and inclusive learning community fostering achievement and growth in learning. Using 21st century approaches, we provide students with the means to achieve their potential and we challenge our students to grow academically, socially, culturally, and emotionally. Collaboration and positive relationships are at the core of all our work.

As a community, our shared vision is to achieve success for our community through respect, responsibility, and collaboration. Our agreed set of values allow all members of the college community to demonstrate the values of Respect, Achievement and Responsibility. We meet the needs of students in each year level and area through a positive attitude, knowing each student well and having a comprehensive and engaging curriculum program. Our motto of 'Learn, Grow, Achieve Together' underpins the way we collaborate with all members of our community. All teachers at Kurunjang Secondary College actively work to develop their professional capacity to provide the best possible learning experience for our students.

The demographics of the Shire of Melton are reflected in our cohort. Melton is a low socioeconomic area which is evident in our school community. The college received equity funding for more than half of its students in 2021. Melton is also a growing community, and this is reflected in the school's student population, which has increased from 708 in 2014 to 945 in 2021. The Student Family Occupation and Education Index has been consistent close to 0.6 since 2017 (0.6041) to 2021 (0.5999). However, our families Language Background other than English (LBOTE) has increased from 23% to 34% within this same timeframe.

Our college has numerous students in Out of Home Care, EAL students, students from Aboriginal/Torres Strait Island backgrounds, and students in our Program for Students with Disabilities (PSD). Our numbers, particularly in EAL, have grown over the last five years. According to the "My School" website 89% of our students come from the two lowest socio-economic quartiles with 63% in the lowest quarter. In 2021, 51% of students are in receipt of the Camps, Sports, and Excursion Funding. These figures present a picture of considerable economic and social disadvantage for many of our students and influence where and how we place resources to best influence student achievement.

In February of 2021, the Leadership Team of the college consisted of a principal, 3 Assistant Principals and 10 Leading Teachers and Learning Specialists, Learning Area Leaders, Student Management and Student Support Leaders. Our Leadership Team leads and oversees the implementation of our AIP with a focus on our FISO priorities. The college had 68.4 Teaching Staff as well as 29.7 EFT non-teaching staff to support its programs. Currently we have no staff who identify as Aboriginal and Torres Strait Islanders.

In 2021, the college community completed the last year of its Strategic Plan. The college has an agreed learning framework in place as well as a focus on expanding the AVID strategies school wide through professional development and collaboration. The priority of improving Literacy, Numeracy and VCE/VCAL outcomes has continued with attention placed on consistency and high expectations continued although the challenges the college faced as a consequence of Covid-19 did have an impact on the improvement strategies.

At a wider community level, Kurunjang Secondary College worked cooperatively with other schools and educational providers within the Melton district to ensure that the educational needs of all students were met by the provision of a range of educational pathways. We are the lead school of the Western Edge VET Cluster; we also provided students

with alternative educational settings and reengagement settings such as CaLM, FLIP and Djerriwarrah Community VCAL.

The College's intent in 2021 was to complete the last year of its SSP, and then complete a pre review in preparation for its Review. The recent School Review recommended new goals and key directions for the next School Strategic Plan (SSP) from 2022 and onwards however, at its core, the emphasis is on continued improvement on the gains of the last plan in student outcomes and student engagement in a safe and inclusive environment for all students.

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## Framework for Improving Student Outcomes (FISO)

Kurunjang Secondary College has chosen to focus on the following three Improvement Priorities in 2021:

**Excellence in Teaching and Learning - Building practice excellence.** Areas of specific focus will include building practice excellence, curriculum planning and assessment, evidence based high impact teaching strategies and evaluating impact on learning.

**Professional Leadership- Building leadership teams.** Areas of specific focus will include building leadership teams, instructional leadership, strategic resource management and vision, values, and culture. Our work in 2021 featured a continued focus on the development and implementation of the PLT Framework, curriculum planning and assessment with an emphasis on differentiation and scaffolding. A major focus will be on the further consolidation of our new student management school structure to better support student connectedness, wellbeing, and the monitoring and intervention of student learning and pathways. A greater emphasis on organisational climate and developing professional leadership will continue to be prioritised.

**Community engagement in Learning- Parents and Carers as partners.** Areas of focus included the embedding of the School Wide Positive Behaviours consistently in each classroom and the school community. In 2018, the college revisited its mission, vision, and values. In 2021 the work of the college was to embed this work into our day-to-day interactions and expectations. The new vertical team structure, with an emphasis on consistency and sense of collective ownership by school community/stakeholders, continued to provide better opportunities to develop positive relationships and better communication, and better opportunities to celebrate success. It will also provide more opportunities for student leadership and student voice to influence learning.

The College in 2021 had the following goals and key improvement strategies as its focus:

### Goal 1- Support for the 2021 Priorities

#### Key Improvement Strategies

- Learning Catch up and extension Priority
- Happy, active and healthy kids priority
- Connected Schools Priority

### Goal 2- Improve Student Learning outcomes

#### Key Improvement Strategies

- Improve teacher capacity and consistency through the use of research-based instructional practice.
- Fully implement and embed a guaranteed and viable curriculum
- Develop individual teachers and teams' capacity and use of data to inform instruction and measure impact.
- Improve literacy and numeracy outcomes for all students.

### Goal 3- Improve student engagement in their own learning with aspirational outcomes.

#### Key Improvement Strategies

- Improve student attendance
- Improve student outcomes, pathways and transitions in VCE and VCAL
- Increase use of learning technology to enhance collaboration around learning
- Explore and implement student and parent voice strategies to implement feedback on learning.

#### Goal 4- Improve the school's safe and orderly environment

##### Key Improvement Strategies

- Embed vertical team structure with an emphasis on consistency and sense of collective ownership by school community/stakeholders
- Embed school wide positive behaviours consistently in each classroom.
- Enhance teacher capacity in classroom/student management, including an understanding of student wellbeing research and policies, as well as employing an agreed, consistent process for engaging with students.

The performance against the School Strategic Plan (SSP) goals and targets in 2021 were evaluated in great detail by the Pre Review analysis completed by the college as well as by the Review panel. It was evident that the College did achieve some its targets and that goals were partially met. It was also acknowledged that Covid did affect the implementation of many of its key improvement strategies over that last 2 years which in turn impacted the achievement of targets in certain areas.

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## Achievement

COVID -19 affected many schools and we were no different. Our students, staff and community responded quite well to remote learning. Most of our students responded well to self-directed and project-based learning tasks during the remote learning period. During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students

Reading and Numeracy Results in Year 9 NAPLAN in 2021 were better than previous years, and comparable to similar schools. Teacher judgements in English show that our students are below those at similar schools. In Mathematics, Teacher judgements show that our students are comparable to other similar schools. The Kurunjang Literacy Program in 2021 showed significant improvement for our Year 7, 8 and 9 students when assessed with effect size gains way above expectations. VCE results also showed an improvement from the previous year and are now like other comparable schools. The outcomes achieved by students involved in our Program for Students with Disabilities (PSD) progress was also comparable to similar schools.

The focus on teaching and learning practices continued to be at the forefront of our professional learning. Most teachers at the college are AVID trained teachers using the Writing, Inquiry, Collaboration, Organisation and Reading (WICOR) as well as High Impact Teaching Strategies (HITS) in their classes. The analysis of data supported teachers and leaders to focus on specific improvement measures across the college. Teachers continued to work in Professional Learning Teams (PLTs) with consultants and coaches available to improve their lesson planning and delivery.

In 2021 we continued to focus and further improve our student learning outcomes through the following initiatives and strategies:

- VCE Improvement Plan consolidated with actions which included an analysis of VCE data that supports the development of action plans for individual teachers and school based processes.
- Professional Learning Teams (PLTs) meeting regularly to help focus on the documentation and delivery of lessons using the ELF template, formative assessment practices and both the WICOR and HITS strategies. Teachers will continue to work in teams underpinned by the DuFours Principles with a focus on improving writing across all year levels.
- Regular monitoring and support for staff in the delivery of the Literacy Program across Years 7, 8 and 9.
- Numeracy teams to continue to meet and work on curriculum documentation and an effective and consistent learning approach in year 7 to 10 classes.
- The use of a range of data from our assessments to inform teacher practice.

## Engagement

COVID – 19 deeply affected many schools in a multitude of areas, we saw some of these effects in engagement. Our focus on improving attendance over the past few years has continued but because of remote learning difficult to comment on in comparison to previous years. Our Attendance Policy always is still a focus for the College and programs specifically targeting strategies to better support our students to attend are in place. A high proportion of students who previously experienced challenges in terms of their engagement connected strongly with the opportunities for agency during the remote learning period. In future, our PLCs will focus on opportunities to continue building student agency in the classroom.

To support student engagement during the transition back to onsite learning, our school's Student Success program specifically targeted strategies to better support our students engagement and wellbeing.

Parent survey participation results were similar to last year's and generally show an improvement over the past four years. The higher number of parents returning the surveys have enabled the data to have a higher degree of accuracy than previous years. The Student Attitudes to School Survey was completed late once we returned in November, because of Covid-19, and so did not include our Year 12 cohort's feedback.

Our staff has continued using the Ready to Learn protocols, to support all students in being well prepared, punctual, and showing a positive attitude. The work on developing engaging lessons through the ELF and WICOR strategies has seen a shift in improved participation of our students across each year level. Data analysis and specific actions to help improve differentiation in the classes, have been the work of PLTs. The use of technology during the lockdown period showed how effective technology can be in aiding differentiation.

For the last few years the college has been using the School Wide Positive Behaviour (SWPB) framework and has introduced the agreed School Wide Positive Behaviour Matrix to guide its implementation. Our SWPB framework in 2021 enabled us to begin to embed our matrix for both students and staff.

The Student Leadership Program and Student Voice continued to be emphasised and expanded, with more students involved in a number of programs and several ceremonial events implemented. Our after-school homework support program, Study Hall, has continued to support students in their learning and has helped them with their organization and study habits.

In 2021, we continued to support our students, by:

- Continuing to embed and support the four Junior Teams and our Senior Team with leadership positions in place. Each team will be allocated further resources; with more time allowances given to coordinators to support proactive approaches to student engagement and management.
- Implementing positive approaches to building student behaviours according to our agreed values.
- Expanding the Student Voice program by adding more student leaders into our committees.
- Continuing to coach individual teachers to further develop a collaborative and positive learning environment using effective and high impact teaching strategies.
- Documenting plans using the ELF template and WICOR and HITS strategies. All teachers will receive feedback and support through their teams in meetings and classroom observations.
- Enhancing the use of COMPASS to support more accurate attendance data given to parents, students, and staff to help monitor and partner improvement in this area.
- Consolidating the Student Success Program by using WICOR strategies for all Years 7 and 8 students. We continued with Study Hall, Master Classes, and planned tutor sessions for all students.

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## Wellbeing

Student retention at the college has shown over a 4-year period that it is now above similar standard to like schools and slightly above state median for all schools. We continue our work to further improve these results through various initiatives that help build better connection with the students and other members of the college community and in

particular with the introduction of Junior Teams. The implementation of SWPB framework will continue to further support the improvement of student learning confidence.

In the last three years, the college has developed a large team to support its students. A Leading Teacher was appointed with the responsibility to lead, oversee, and manage the work of the college's Student Support Services staff. Presently, this team includes a Student Wellbeing Officer, Social Worker, Chaplain, School Health Nurse, Multi-Cultural Aides, PSD Coordinator, and Careers. We continued our strong partnership with the Doctors in School Program. In 2021 both a psychologist as well as a provisional psychologist joined the team.

The sustained focus on pathway counselling has helped with the positive trend of students continuing with further education and full-time employment after Year 12. The percentage of our students entering university increased over the last few years with those attending the university of their first choice. The expansion of AVID electives into a whole school initiative has improved students' general attitude to their learning and building their aspirations. The continued focus on supporting and monitoring the Year 12 students within the Senior School Team and through mentoring, structured tutorials and guest speakers, has helped frame the importance of study and work habits.

We continued to develop stronger links in the wider community, including long-term connections with primary schools to strengthen our Year 6 to Year 7 transition programs even under the challenges of Covid-19.

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## Finance performance and position

The college is in a sound financial position at the end of the 2021 school year.

Of the financial position achieved, most of it is reserved for renovations to current facilities and for the funding of it Master Plan of facilities as we plan for the future.

The college did receive equity funding for more than half of its students in 2021. This money was spent in recruiting additional staff and providing additional time for the necessary work in supporting students to occur; as well as providing a variety of support programs and additional help in many forms over the year, both within the classroom and outside.

This position and the financial commitments that have been made, indicate that the college is in a strong position to support all of the improvement initiatives that have been identified in both its new Strategic Plan and the corresponding 2022 Annual Implementation Plan.

**For more detailed information regarding our school please visit our website at**  
<http://www.kurunjangsc.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 945 students were enrolled at this school in 2021, 454 female and 491 male.

26 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

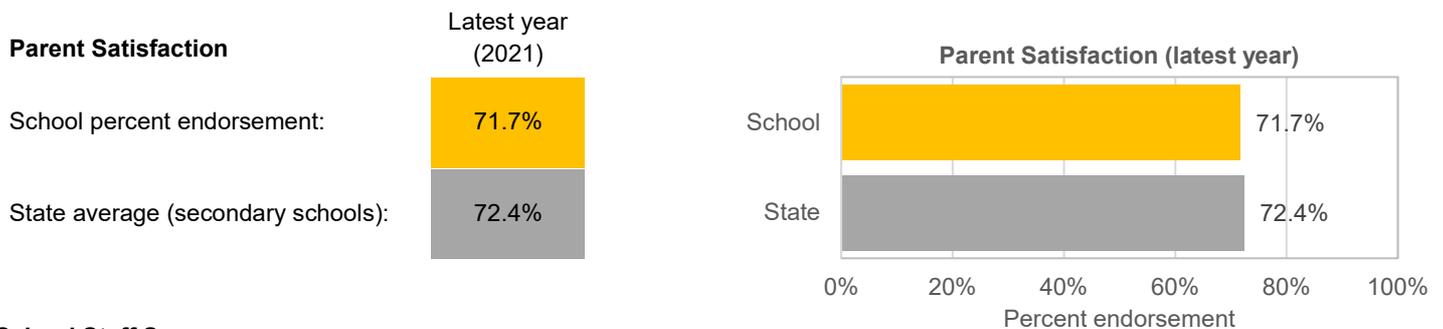
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

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

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

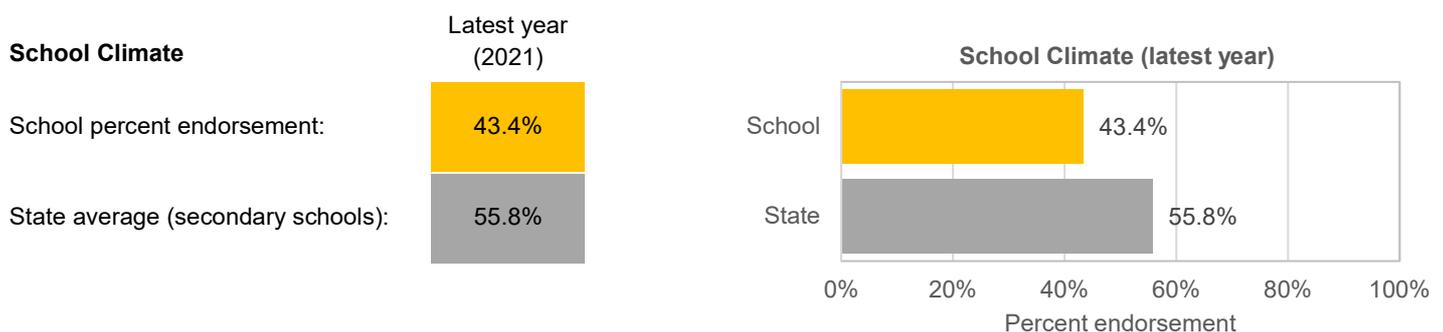


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

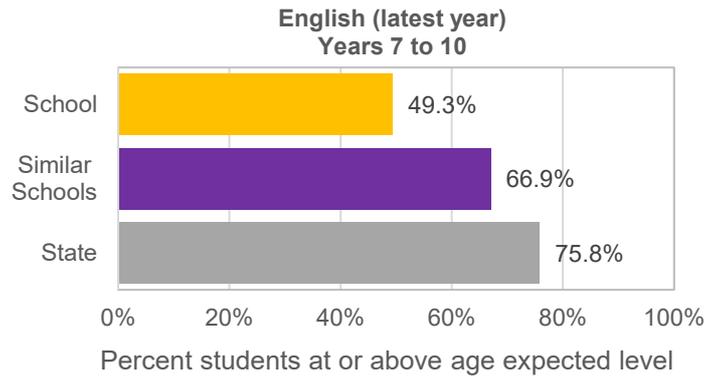
49.3%

Similar Schools average:

66.9%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

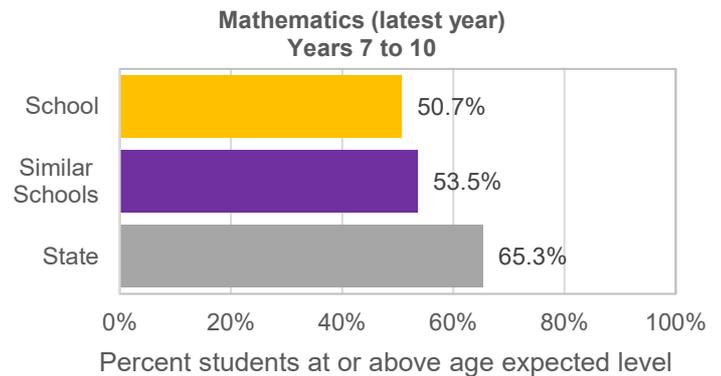
50.7%

Similar Schools average:

53.5%

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.

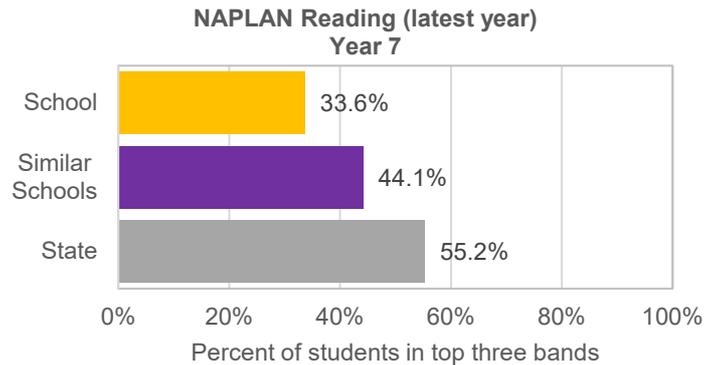
### NAPLAN

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.

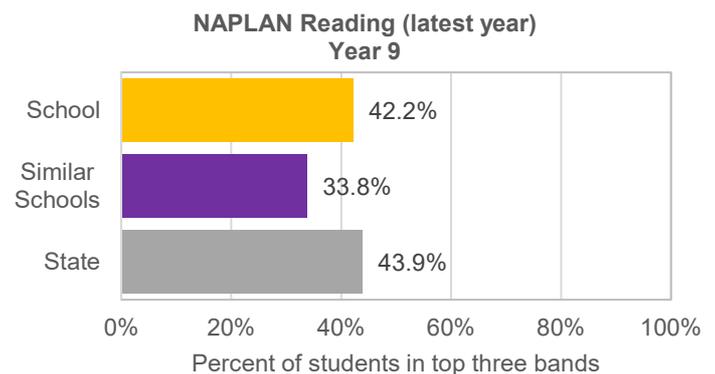
#### Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	33.6%	39.9%
Similar Schools average:	44.1%	43.7%
State average:	55.2%	54.8%



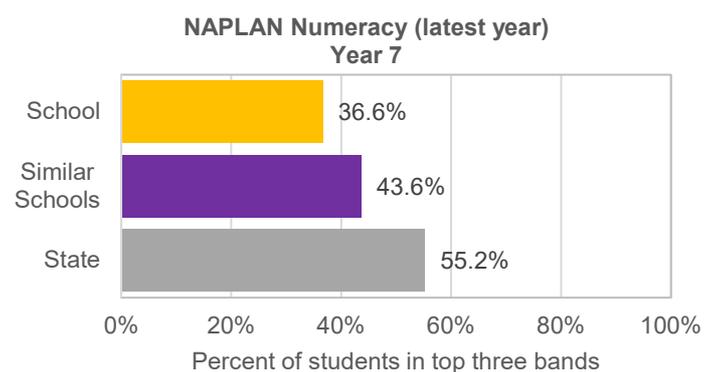
#### Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.2%	31.7%
Similar Schools average:	33.8%	34.1%
State average:	43.9%	45.9%



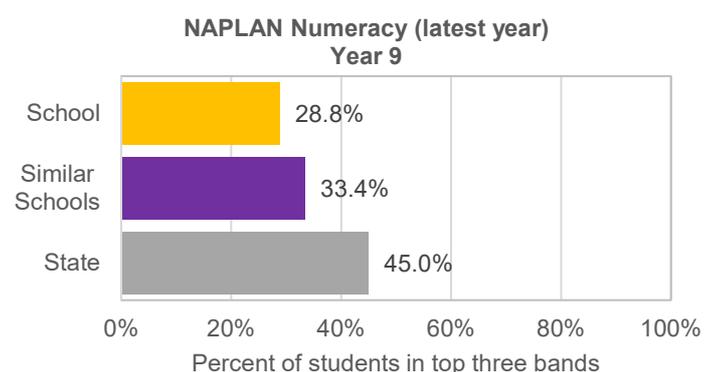
#### Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.6%	35.3%
Similar Schools average:	43.6%	43.2%
State average:	55.2%	55.3%



#### Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	28.8%	22.7%
Similar Schools average:	33.4%	33.1%
State average:	45.0%	46.8%



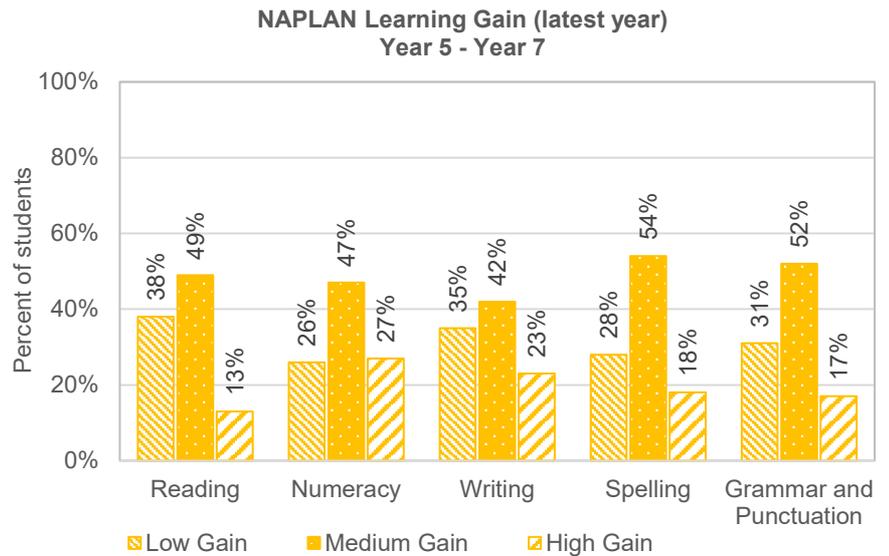
**ACHIEVEMENT (continued)**

**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'.

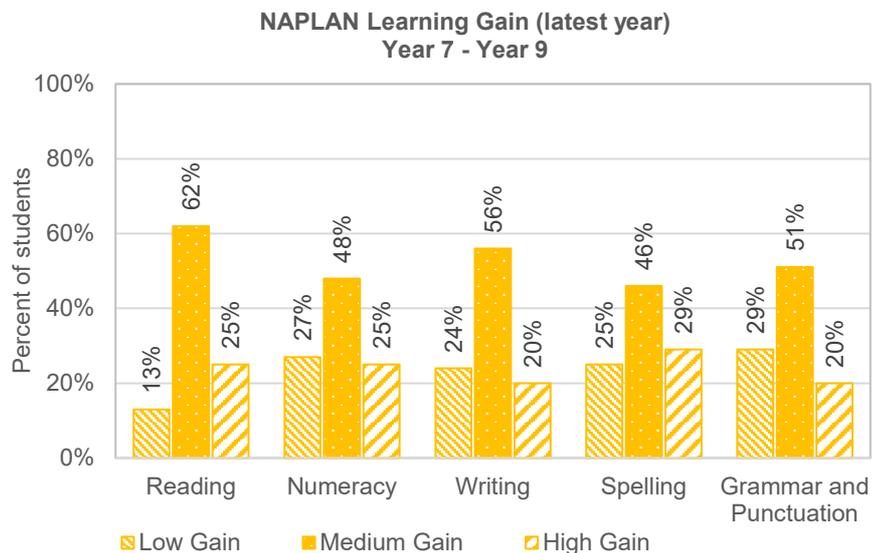
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	38%	49%	13%	20%
Numeracy:	26%	47%	27%	19%
Writing:	35%	42%	23%	21%
Spelling:	28%	54%	18%	24%
Grammar and Punctuation:	31%	52%	17%	19%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	13%	62%	25%	23%
Numeracy:	27%	48%	25%	22%
Writing:	24%	56%	20%	21%
Spelling:	25%	46%	29%	23%
Grammar and Punctuation:	29%	51%	20%	21%



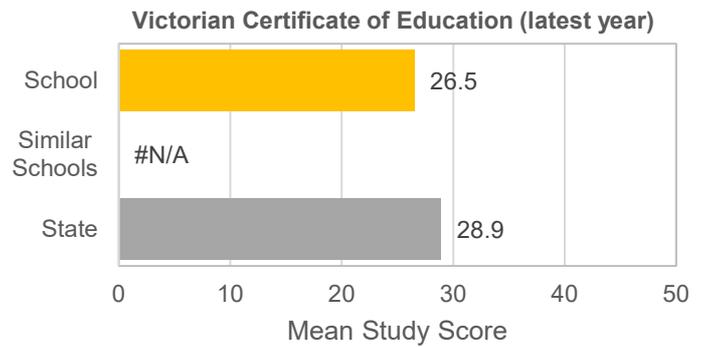
## ACHIEVEMENT (continued)

### 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	26.5	25.6
Similar Schools average:	27.3	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.

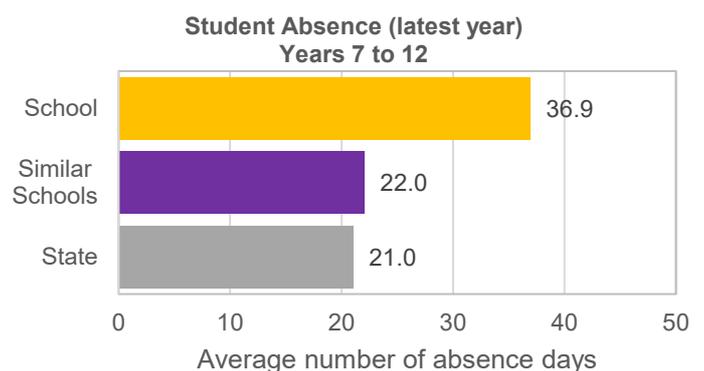
## ENGAGEMENT

**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:	36.9	24.9
Similar Schools average:	22.0	20.9
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

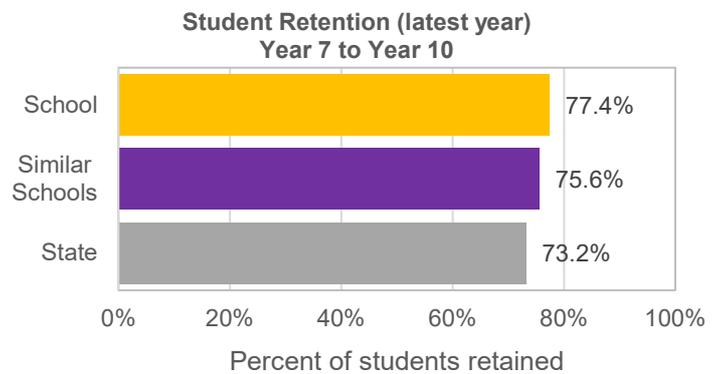
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	83%	81%	81%	78%	83%	88%

**Student Retention**

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

**Student Retention Year 7 to Year 10**

	Latest year (2021)	4-year average
School percent of students retained:	77.4%	75.7%
Similar Schools average:	75.6%	73.5%
State average:	73.2%	72.9%



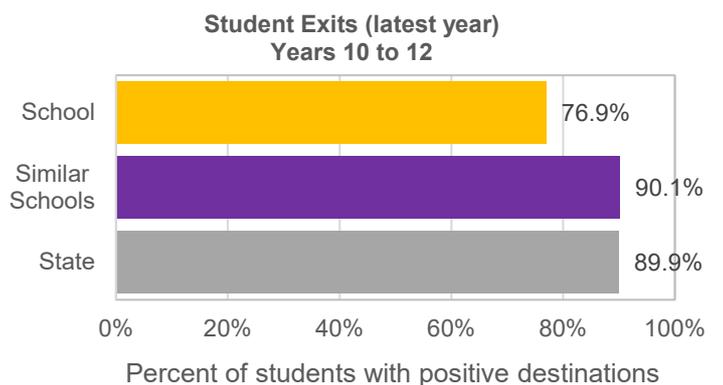
**Students exiting to further studies or full-time employment**

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:	76.9%	83.2%
Similar Schools average:	90.1%	89.0%
State average:	89.9%	89.2%



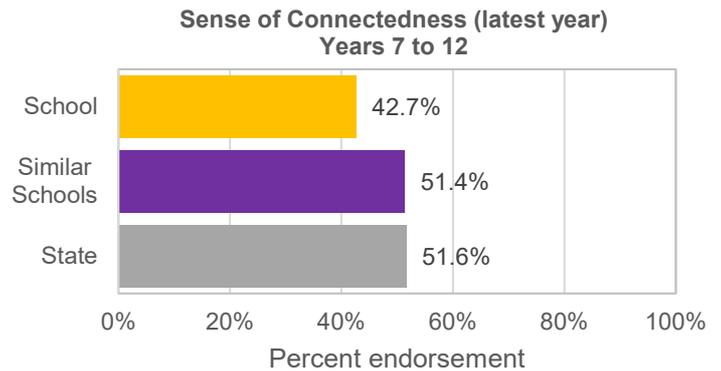
## WELLBEING

**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:	42.7%	43.0%
Similar Schools average:	51.4%	53.4%
State average:	51.6%	54.5%

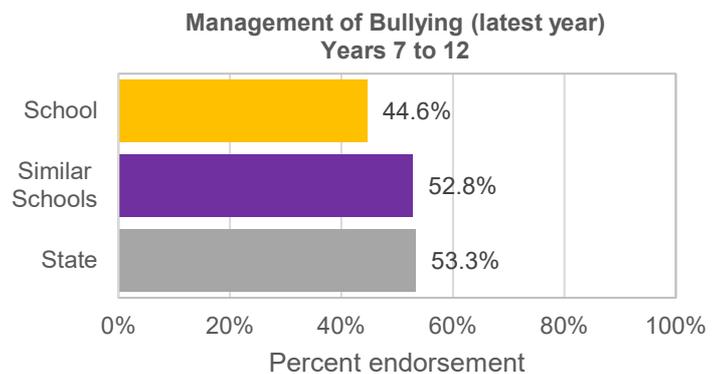


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	44.6%	44.7%
Similar Schools average:	52.8%	55.1%
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	\$12,345,400
Government Provided DET Grants	\$2,162,827
Government Grants Commonwealth	\$26,304
Government Grants State	\$8,459
Revenue Other	\$279,060
Locally Raised Funds	\$219,474
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$15,041,525</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,698,632
Equity (Catch Up)	\$159,524
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,858,155</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$10,683,960
Adjustments	\$0
Books & Publications	\$6,544
Camps/Excursions/Activities	\$52,491
Communication Costs	\$21,592
Consumables	\$249,385
Miscellaneous Expense <sup>3</sup>	\$1,837,352
Professional Development	\$31,070
Equipment/Maintenance/Hire	\$136,199
Property Services	\$105,483
Salaries & Allowances <sup>4</sup>	\$264,550
Support Services	\$504,573
Trading & Fundraising	\$16,706
Motor Vehicle Expenses	\$60
Travel & Subsistence	\$5
Utilities	\$102,776
<b>Total Operating Expenditure</b>	<b>\$14,012,747</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,028,779</b>
<b>Asset Acquisitions</b>	<b>\$62,894</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

Funds available	Actual
High Yield Investment Account	\$2,078,693
Official Account	\$39,072
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$2,117,765</b>

Financial Commitments	Actual
Operating Reserve	\$543,404
Other Recurrent Expenditure	\$48,584
Provision Accounts	\$0
Funds Received in Advance	\$310,712
School Based Programs	\$47,770
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$71,496
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$13,870
Capital - Buildings/Grounds < 12 months	\$997,005
Maintenance - Buildings/Grounds < 12 months	\$84,924
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,117,765</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.*