2021 Annual Report to The School Community

School Name: Craigieburn Secondary College (8705)

THE **EDUCATION STATE**

- 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 27 April 2022 at 08:00 PM by Kate Morphy (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 07:04 PM by Scheree Mularczyk (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

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

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

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

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

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

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

What is the *'Victorian Curriculum'*?

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

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

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

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

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

About Our School

School context

The College's vision is to be an environment in which every student achieves their highest potential, and the school has structures and processes that ensure that every student is in 'the right place to learn'. Our high expectations of students, teachers and parents underpins the work that we do and provides a framework as we strive to continually improve our learning environment, professional practices and student achievement outcomes. Established in 1984, Craigieburn Secondary College is set in landscaped grounds in the Northern suburbs of Melbourne. Our 1184 students were drawn from the local area and a diversity of cultural and language backgrounds. The staff comprises of 5 Principal Class, 104 teachers including 9 leading teachers and 5 learning specialist positions, and 43.3 education support staff. We have one staff member who has aboriginal heritage.

Over the past five years the College has grown significantly and quickly, with an increase in students from 750 in 2015 to 1184 in 2021. Providing a safe and stimulating learning environment for this large cohort has been a major focus for the school, and in particular, ensuring there are lots of available spaces, spread out across the grounds for groups of students to spend their recess and lunch times. Our student demographic includes over 40 different language backgrounds with 30.9% from Australia, 26.1% from Iraq, 8.7 from Samoa, 4.3% from Syria and 3.5% from India. 10% of our cohort are new English speakers and 9.19% are refugees.

The curriculum is designed to provide opportunities and support structures that assist every student to reach their full academic, personal and career potential and to create their pathways to a fulfilling and meaningful future. The College offers an enrichment and acceleration program that provides extension opportunities for students in the all areas of the curriculum in years 7-9 and leads into accelerated learning opportunities in year 10. We also offer differentiated literacy and numeracy fluency programs that aim to address student learning at their point of need. There are many and varied opportunities for students to participate in school life, including Visual and Performing Arts, Sport, Camps, Excursions, Creative Writing, Community Service, mentoring and an extensive student leadership program. Teaching and Learning at our school is underpinned by a strong professional learning program for all teachers. This program is informed by our Teaching Code of Practice that sets out our high expectations and incorporates an instructional framework that is used by all teachers in every classroom. The Code of Practice also ensures there is a focus on positive relationships within the classroom, where teachers actively seek and give feedback in the pursuit of personal best. Craigieburn Secondary College expects its students to work to the best of their ability, respect the rights of all others, to strive for excellence and to take pride in their work and our school. The College community actions and decisions reflect the values of Respect, Responsibility, Achievement and Community.

We had one international student in 2021 who was undertaking year 10 studies. We continue to welcome international students to our school.

Our strategic plan 2020 - 2024 has three main focus areas;
1. A continued focus on Literacy, and an increased focus on Numeracy, as well as strategies to empower students to become more reflective, self–aware and independent learners
2. Structured feedback as a means to empower teacher leaders and teams to work more purposefully and more coherently, as well as the need to strengthen leader and team capacity to use data and assessment practices. This will support teachers to focus on explicit point of need teaching, leading to improved student learning growth.
3. Staff wellbeing and student wellbeing with support for all students to reach their full potential.

Framework for Improving Student Outcomes (FISO)

Craigieburn Secondary College delivered on our KIS 1 to strengthen the assessment literacy of all teachers by partnering with the University of Melbourne consultants on writing developmental rubrics. The working party consists of several teachers with a range of experience and teaching methods and this work will continue into 2022. Our collaborative teams across the school focused on the literacy and numeracy demands of assessment tasks and then embedded explicit teaching of these demands into the learning sequence. Two week planners were developed and

adopted into 2021 to enable students, families and staff to clearly communicate about learning progression. These evolved to include feedback points the the second round of remote learning. Adaptations and review of assessment tasks to match online learning resulted in a reduction in the content and number of assessment tasks. This work needs to be continued in 2022 to ensure precision around paring back curriculum to align curriculum 7 to 12 developmentally. The College has a structured and documented curriculum (KIS 2), however revisions from COVID needed to be accommodated. This includes the review of rubrics across the College to align with best practice. The work to map genres across Learning Areas was completed and teams continued to identify the literacy and numeracy demands of their tasks. Learning partners worked with teachers to understand and implement ILPs. PIVOT surveys were utilised for teachers to gain feedback from students, and these were supported by a Feedback Fortnight process of unpacking survey results with classes. The College has made some progress in the area of 'Intellectual engagements and self-awareness'. The College has invested heavily in the formation of intervention teams and EAL classes to provide more targeted support to our students. Our work in supporting the DET priorities included the college engaging with the MYLNS and tutoring initiatives to further support students identified as well below level, and those wanting support to catch up. The tutoring program is a significant whole school initiative impacting students at all learning stages to address gaps in learning growth as a result of interruptions in learning caused by COVID. Encouraging participation in College programs related to Art, Performing Arts, Sports and other extra-curricular activities such as the STEM club, CHAC and EAL Engagement program created opportunities for student to reconnect and/or strengthen relationships across a range of areas. Staff and student wellbeing was also a focus for 2021 and we engaged Teacher Wellbeing, a wellbeing program constructed with staff input, to identify and support staff wellbeing needs. This program assisted the school to respond as the College sought to better understand the impacts of isolation and organisational mental health and wellbeing as an integral part of teaching practice. Communication with parents was enhanced during COVID through the advocacy program and other methods of contact and families identified that this support from the College was beneficial to students.

Achievement

Our student achievement goals as measured by teacher judgement are below those of similar schools and the state average by 9% and 17.6% respectively. These results are concentrated in the year 7 and year 10 2021 cohorts, where across reading, speaking and writing a significant proportion of the cohort were assessed below level. For the year 10 cohort, longitudinal data suggests that this group of students were progressing well across 2019 and 2020 with an average of 68% and 70% respectively achieving at or above expected levels. It is expected that the impact of two years of remote learning, particularly across years 8 and 9 for this cohort has had a significant impact on their achievement levels as assessed by teachers. Another contributing factor may be the paring back of the curriculum across the two years of remote learning, which has created gaps that teachers were not able to assess. For the year 7 cohort the transition from primary to secondary school during the remote learning period, with significantly different approaches to remote learning structures, may have been a contributing factor to lower than expected achievement levels. It is worth noting that the year 8 and 9 cohorts, who were both at CSC when remote learning commenced, were judged by teachers to be achieving at or above expected levels that were above or the same as similar schools, with year 8 being 71% (CSC) and 69% (similar schools), and year 9 being 65% (CSC) and 65% (similar schools). For Mathematics, the percentage of students below similar schools and state average was 6.5% and 19.6% respectively. The least impacted of the mathematics strands was the Number strand, with years 7 and 10 students being assessed as at or above expected achievement levels higher than similar schools with 66% (CSC) and 57% (similar schools), and 54% (CSC) and 52% (similar schools) respectively. The Measurement and Geometry strand and the Number and Algebra strand both were equal to similar schools with 50% (CSC) and 51% (similar schools), and 50% (CSC) and 52% (similar schools) respectively. The largest discrepancy between CSC and similar schools is in the Statistics strand, particularly at years 8 and 9 with a average 29% gap between CSC and similar schools. Our year 8 Maths program is based on Maths Pathways, a self-directed and paced module program. The alignment of this program to statistics and probability units was pared back during remote learning.

Our student achievement goals as measured by NAPLAN - the percentage of students in the top three bands for year 7 - were below similar schools but showed an encouraging trend of being above our four year average for reading and numeracy. For our year 9 cohort, the percentage of students in the top three bands was significantly below similar schools and state average, with a slight decline compared to our four year average. Given that a significant number of our students have an EAL and refugee background, and combing this with two years of remote learning, these may have contributed to this result. Although many students have engaged in and benefited from the tutoring program, we

know that greater resourcing of our Multicultural education aides is needed.

Our student achievement goals as measured by NAPLAN learning gain when comparing the years 5-7 gain and the years 7-9 gain, show that for reading we reduced the percentage of students with low gain and increased the percentage of students with medium gain, while the percentage of students with high gain declined slightly. For writing we significantly decreased the percentage of students with low gain from 38% (5-7) to 24% (7-9). We also significantly increased the percentage of students with medium gain from 46% (5-7) to 59% (7-9). Spelling and Grammar and punctuation results show very similar gains achieved between growth periods, with the exception of grammar and punctuation showing an increase in the percentage of students with high gain in the 7-9 growth period by 5%. Our collaborative teams focus on writing skills has had an important impact, and this work continues with significant teacher professional learning and the continuation of the collaborative team resourcing at years 7 and 8.

Our student achievement goals as measured by VCE results is below where we want it to be with an average study score of 22.9. Although the remote learning period did provide compensation for students our data indicates a significant number (55%), of students achieving an ATAR below 50. Our continued work with career planning and pathways is intended to better prepare students for studies that will best prepare them for their chosen career pathway. The introduction of the new Vocational Pathways Certificate will also give students more streamlined options for their senior studies.

All PSD, OOHC and Aboriginal students have ILP's that were collaboratively developed with students, parents, aides and learning partners. Dedicated Learning Partners support teachers in the implementation of these. Our 31 PSD students were supported by integration aides with a mixture of in class and out of class support with sessions continuing to occur via Webex during remote learning periods. Teacher Judgement reports for English and Maths show progress in learning at various VC levels. Reporting against the progress of ILP goals is currently being evaluated.

Engagement

Our student engagement goals included increasing connectedness to school by students and decreasing the average number of days absent rate. Although we have not met the targets outlined in our Strategic Plan, the remote learning period did have a significant impact on our attendance. During this time teachers were instructed to only mark students present if they were sighted or heard during classes. Many students missed classes, however they did access the online learning materials as evidenced by submission of work and assessments. Student attendance continues to be one of our main focus areas with work being done to clarify follow up responsibilities. Significant and good work around attendance processes has been undertaken over the past 3 years which has increased the clarity and consistency of attendance administration protocols. Pre-covid we were making strong gains in reducing unapproved absences and resourcing staffing towards long term absenteeism. Student absence profiles and nudge letters have been developed however there has been difficulty in sustaining positional responsibility for student absences with middle level leaders. An initiative to reframe student advocacy through form teacher roles is currently in play. A truancy initiative that encouraged wider leadership to be visible and active in managing did have some impact in early 2021, although we continue to have a significant number of classroom truancies. Our next level of work in this space is to ensure role clarity for student attendance responsibilities, and for these to be shared with collective responsibility across sub-schools, classroom and form teachers and engagement portfolios. Through increased scrutiny of absence data at the cohort and individual level we hope to focus in on who is turning up (or not) when and why. Our goal to better engage our parent community and to build stronger community links particularly with the EAL community has progressed well with a positive endorsement for connection and progression, and student development increasing to 76% from a base of 55% in 2019. The student opinion survey results also indicate that students are reporting stronger connections to the school with an increase to 81% from a base of 48% in 2019. Increasing student leadership opportunities and programs including subject based leadership opportunities such as EAL, Performing Arts and STEM. Increased student involvement in decision making forums including school council and leadership planning days - 2022 school captains participated in the leadership planning day of our 2022 AIP KIS and actions. Student Voice continues, mostly through pivot surveys, with more in depth feedback and analysis occurring with students. We now have a regular collection of student perceptions information through forums on a range of issues. Our next level work will focus on a wider analysis of student feedback to inform learning areas and addressing curriculum and pedagogy across a learning area. We also are ready to better develop student agency in best teaching and learning practice, and working together with students to understand what this looks like, and how we can elicit feedback from students around this. During 2020 and 2021 the school provided a support network to families through allocating all families to advocates who touched base with

families on a regular basis. Their role was a general check in and to communicate issues of concern raised by families with relevant people. In term four when many of our students returned onsite, the school focused on rebuilding relationships and getting students more fully engaged with tutors, aides and our wellbeing supports. The Engage program has been successfully implemented with assistance from Sydney Road Community School, and with adjustments across the year improving the model and gaining high levels of engagement for at risk students. Student Support Groups and parent meetings occurred regularly for students at risk of disengagement and student support plans were developed and implemented.

Wellbeing

Our student wellbeing goals for 2021 focused on ensuring students had access to mental health and wellbeing resources during 2021 as well as developing a staff wellbeing program. Our strong, well-structured allied health team and framework supported students across a range of issues including mental and adolescent health, as well as speech, autism and language support needs. Team members were available to students during the remote learning period with additional referrals being made through our advocacy program. During 2021 we trained a number of education support staff in identifying and testing for language difficulties who are now referring students into our language support program run by our speech pathologist. A strong MEA team have expanded communications and advocacy across the college. With over 700 students coming from EAL backgrounds we continued to expand support to these students through increased numbers of MEA's and tutors. Our school based nurse oversees the sickbay and supports students and families with day to day care as well as providing information on general health to the community. We have a strong relationship with a local GP and our Doctors in Schools program was utilised by students via Telehealth. Students reported to us, through the student opinion survey, progress towards our strategic plan targets for teacher concern, student safety and managing bullying, although the percentage of positive endorsement dropped slightly from 2020. During 2021 the school supported the vaccination program for our local community through newsletters and a vaccination hub. During the periods when students were at school our Covid-19 protocols were implemented and enforced as best as possible, and we experienced only a few small clusters that could be attributed to onsite infections.

Our staff wellbeing program was strengthened through the engagement of the company 'Teacher Wellbeing' and the Truwell online platform. Although sessions were delivered via Webex, all staff were able to report and track their wellbeing needs and develop strategies across the year. We also shared a wellbeing officer with network schools and her services were well utilised by staff.

Finance performance and position

Craigieburn Secondary College finalised 2021 with a surplus of $442,492, the bulk of which was a carryover from the 2020 budget of $438,585. This means that effectively we had a surplus of $3,907 in our 2021 Credit funding. The surplus is being addressed in 2022 with the employment of additional teaching and support staff in areas required. Once again Covid had a large impact on our expenditure with additional funds spent on sanitation measures within the school for the protection of students, staff, and the community. The employment costs of Casual Relief Teachers were also higher to cover staff in isolation as well as difficulties in employing substantive staff to cover long term leave and vacancies during these times.

Extensive works were completed throughout the school, maintaining, and improving the learning areas, and facilities. Our cyclic program of updating and replacing furniture also continued. Additionally, improvement works were also completed within the grounds, providing tables and seating and many varied areas for use by students during breaks and for the option of outdoor teaching if desired.

Craigieburn Secondary College received $1,258,551.53 in Equity credit funding and $1,268,127.39 in Equity cash funding. Across the board this was used to employ additional staffing such as a Speech Pathologist, School Nurse, additional Leadership team members and additional student support staff. The Literacy for Learning program is funded through Equity and it is also used to fund additional student engagement programs such as the Engage Program. Support for families in need is also funded through equity, supplying laptops, textbooks, and uniforms to students. A portion of the funding is used to enhance the Program Budgets to provide the best possible outcomes for our students. The school received $69,540 for the Bridging the Digital Divide program which was used to offset the costs of supplying laptops to students who required them for remote learning but were unable to supply their own.

The school also received $27,620 for the Safe and Well Initiative which was used to provide a comprehensive online wellbeing program for all staff.

Craigieburn Secondary College holds a Building fund which will be partially used in 2022 to erect a cover over the basketball courts to supply an additional weatherproof outdoor area for classes and recreational use. The balance of the funds is earmarked to go towards a dedicated STEM facility.

The school holds a large amount of CSEF for use by eligible students, this has not been able to be used during Covid but hopefully will now be accessed for those students to attend Camps and Excursion activities.

For more detailed information regarding our school please visit our website at
https://craigieburnsc.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 1182 students were enrolled at this school in 2021, 531 female and 651 male.

58 percent of students had English as an additional language and 2 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).
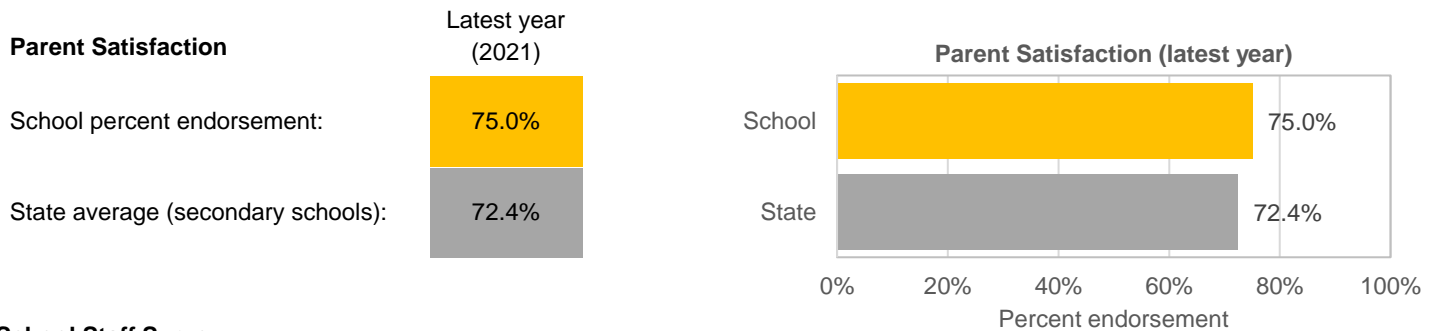
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.
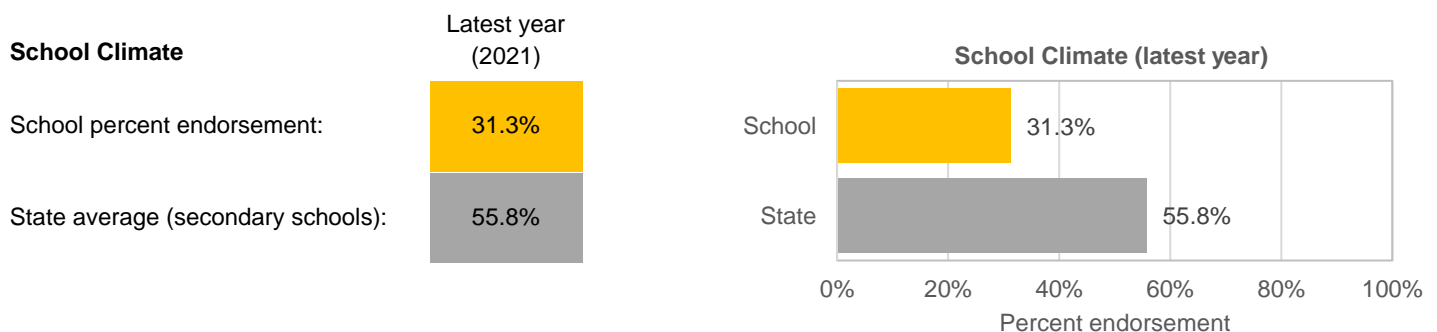
Parent Satisfaction	Latest year (2021)
School percent endorsement:	75.0%
State average (secondary schools):	72.4%

Parent Satisfaction (latest year)

	Percent endorsement
School	75.0%
State	72.4%

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.

School Climate	Latest year (2021)
School percent endorsement:	31.3%
State average (secondary schools):	55.8%

School Climate (latest year)

	Percent endorsement
School	31.3%
State	55.8%

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:	58.2%
Similar Schools average:	67.2%
State average:	75.8%

English (latest year)
Years 7 to 10

School	58.2%
Similar Schools	67.2%
State	75.8%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
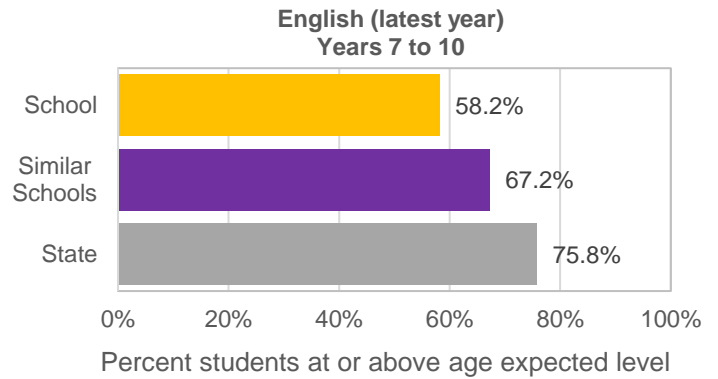
Mathematics **Years 7 to 10**	Latest year (2021)
School percent of students at or above age expected standards:	45.8%
Similar Schools average:	52.3%
State average:	65.3%

Mathematics (latest year)
Years 7 to 10

School	45.8%
Similar Schools	52.3%
State	65.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
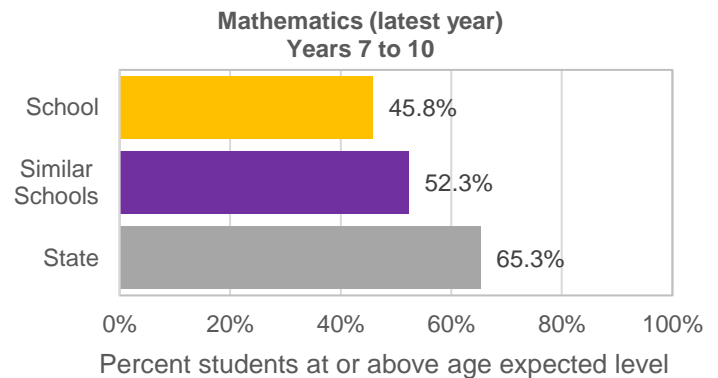
ACHIEVEMENT (continued)

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.
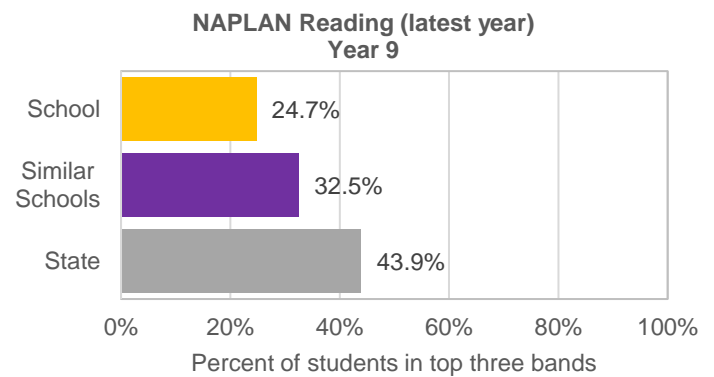
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	39.4%	33.8%
Similar Schools average:	43.4%	42.2%
State average:	55.2%	54.8%

NAPLAN Reading (latest year) Year 7

- School: 39.4%
- Similar Schools: 43.4%
- State: 55.2%

Percent of students in top three bands
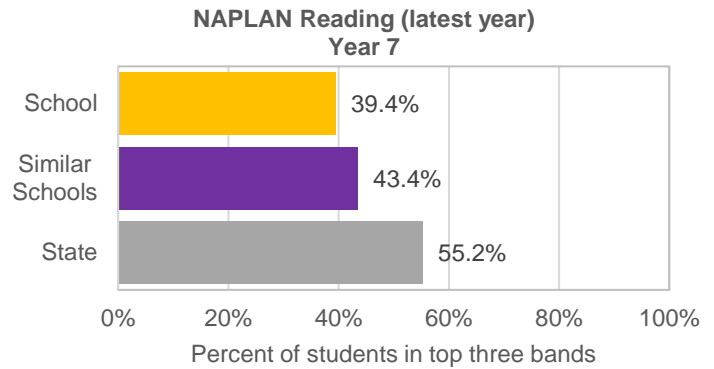
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	24.7%	26.1%
Similar Schools average:	32.5%	33.6%
State average:	43.9%	45.9%

NAPLAN Reading (latest year) Year 9

- School: 24.7%
- Similar Schools: 32.5%
- State: 43.9%

Percent of students in top three bands

Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	41.7%	35.4%
Similar Schools average:	43.8%	42.6%
State average:	55.2%	55.3%

NAPLAN Numeracy (latest year) Year 7

- School: 41.7%
- Similar Schools: 43.8%
- State: 55.2%

Percent of students in top three bands
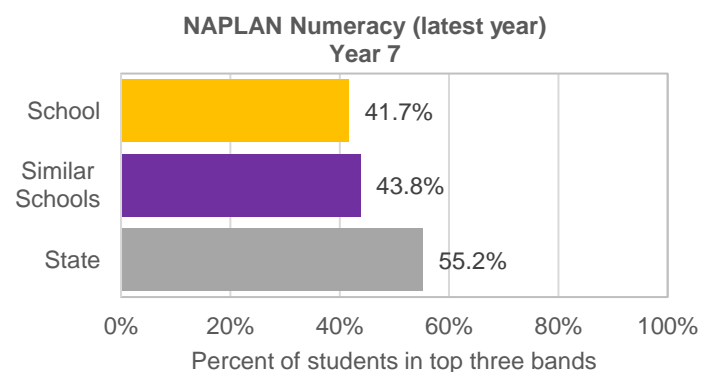
Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	20.6%	21.0%
Similar Schools average:	31.8%	32.8%
State average:	45.0%	46.8%

NAPLAN Numeracy (latest year) Year 9

- School: 20.6%
- Similar Schools: 31.8%
- State: 45.0%

Percent of students in top three bands
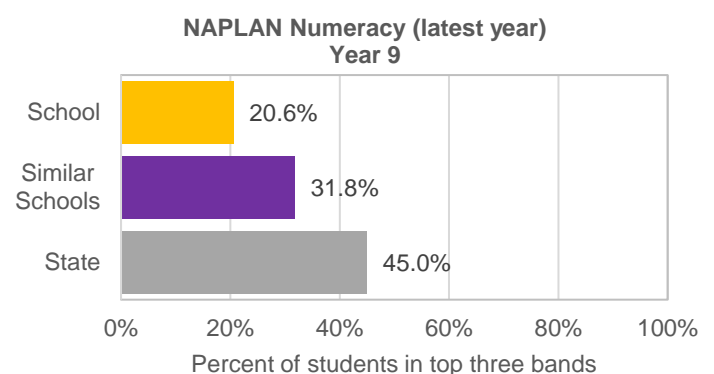
ACHIEVEMENT (continued)

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:	36%	48%	17%	21%
Numeracy:	28%	49%	23%	20%
Writing:	38%	46%	16%	20%
Spelling:	36%	46%	18%	24%
Grammar and Punctuation:	39%	52%	9%	20%

NAPLAN Learning Gain (latest year)
Year 5 - Year 7
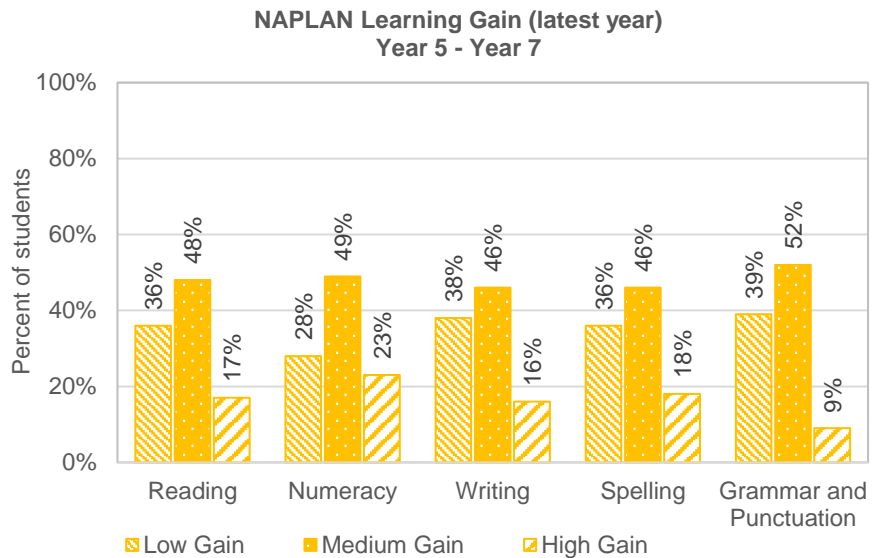
Learning Gain
Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	35%	50%	14%	24%
Numeracy:	32%	53%	15%	22%
Writing:	24%	59%	17%	21%
Spelling:	37%	46%	17%	24%
Grammar and Punctuation:	38%	49%	14%	21%

NAPLAN Learning Gain (latest year)
**Year 7 - Year 9**
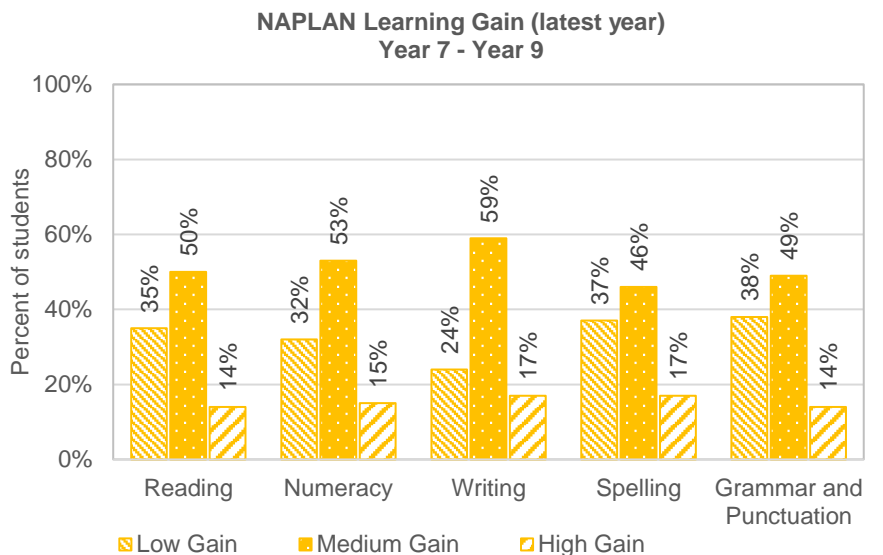
ACHIEVEMENT (continued)
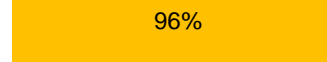
Victorian Certificate of Education (VCE)

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	22.9	23.4
Similar Schools average:	27.3	NDA
State average:	28.9	28.9

Victorian Certificate of Education (latest year)

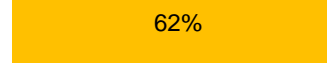|	
School	22.9
Similar Schools	#N/A
State	28.9

Mean Study Score
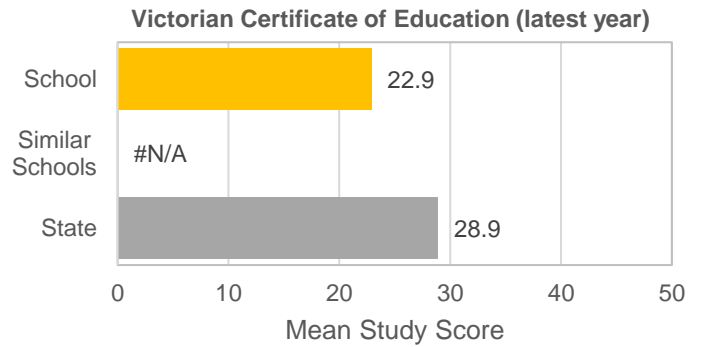
Students in 2021 who satisfactorily completed their VCE:	96%
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:	14%
VET units of competence satisfactorily completed in 2021*:	62%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	70%

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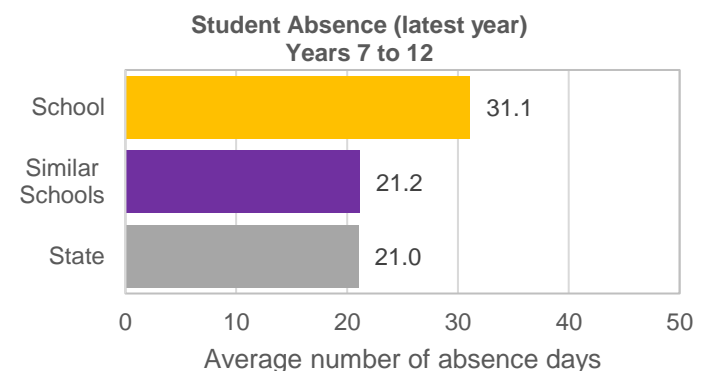
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	31.1	27.6
Similar Schools average:	21.2	19.9
State average:	21.0	19.6

Student Absence (latest year) Years 7 to 12

School	31.1
Similar Schools	21.2
State	21.0

Average number of absence days

ENGAGEMENT (continued)

Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	86%	83%	81%	83%	89%

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2021)	4-year average
School percent of students retained:	72.5%	69.7%
Similar Schools average:	76.4%	74.0%
State average:	73.2%	72.9%

Student Retention (latest year) Year 7 to Year 10

- School: 72.5%
- Similar Schools: 76.4%
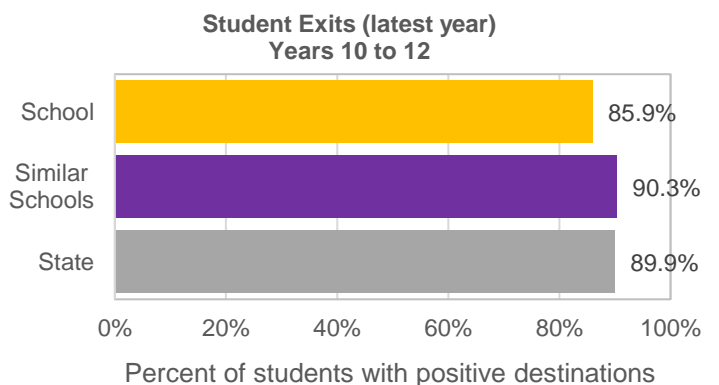- State: 73.2%

Percent of students retained
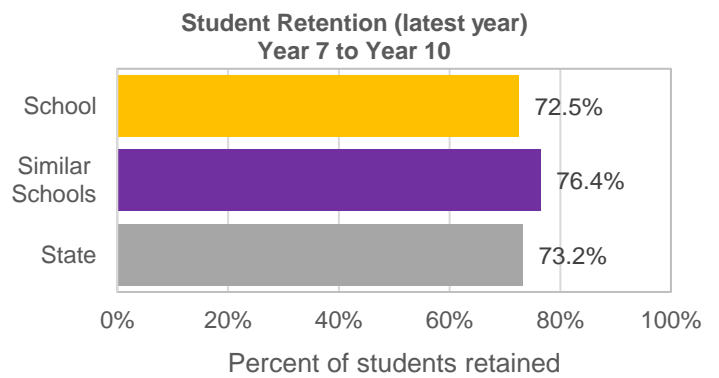
Students exiting to further studies or full-time employment

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:	85.9%	86.4%
Similar Schools average:	90.3%	90.0%
State average:	89.9%	89.2%

Student Exits (latest year) Years 10 to 12

- School: 85.9%
- Similar Schools: 90.3%
- State: 89.9%

Percent of students with positive destinations

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:	47.1%	51.8%
Similar Schools average:	53.8%	56.2%
State average:	51.6%	54.5%
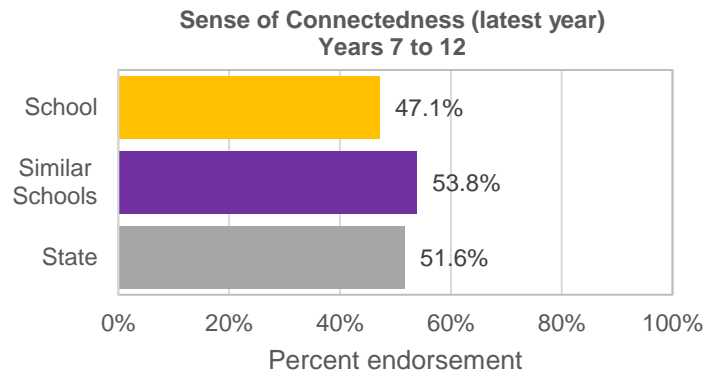
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 7 to 12

School 47.1%
Similar Schools 53.8%
State 51.6%

0%   20%   40%   60%   80%   100%
Percent endorsement

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).

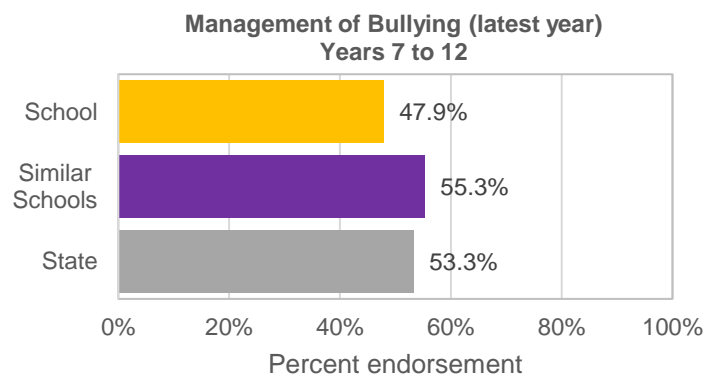| **Management of Bullying Years 7 to 12**	Latest year (2021)	4-year average
School percent endorsement:	47.9%	50.6%
Similar Schools average:	55.3%	57.9%
State average:	53.3%	56.8%

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

Management of Bullying (latest year) Years 7 to 12

School 47.9%
Similar Schools 55.3%
State 53.3%

0%   20%   40%   60%   80%   100%
Percent endorsement

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$14,815,285
Government Provided DET Grants	$2,909,702
Government Grants Commonwealth	$0
Government Grants State	$1,568
Revenue Other	$67,572
Locally Raised Funds	$75,260
Capital Grants	$0
Total Operating Revenue	**$17,869,386**

Equity [1]	Actual
Equity (Social Disadvantage)	$2,359,501
Equity (Catch Up)	$130,132
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$2,489,633**

Expenditure	Actual
Student Resource Package [2]	$14,370,471
Adjustments	$0
Books & Publications	$27,555
Camps/Excursions/Activities	$45,266
Communication Costs	$29,932
Consumables	$245,544
Miscellaneous Expense [3]	$69,678
Professional Development	$112,700
Equipment/Maintenance/Hire	$231,770
Property Services	$321,554
Salaries & Allowances [4]	$267,933
Support Services	$1,121,155
Trading & Fundraising	$18,096
Motor Vehicle Expenses	$2,546
Travel & Subsistence	$357
Utilities	$165,757
Total Operating Expenditure	**$17,030,314**
Net Operating Surplus/-Deficit	**$839,072**
Asset Acquisitions	**$51,531**

(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	$969,404
Official Account	$57,253
Other Accounts	$1,420,001
Total Funds Available	**$2,446,659**

Financial Commitments	Actual
Operating Reserve	$399,523
Other Recurrent Expenditure	$40,033
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$267,070
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	$250,000
Maintenance - Buildings/Grounds < 12 months	$250,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$1,200,000
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$2,406,626**

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.