

# 2021 Annual Report to The School Community



**School Name: Casterton Secondary College (7695)**



- 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 March 2022 at 02:51 PM by Meridith Walker (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 09:07 AM by Leanne Munro (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

Casterton is 353km West of Melbourne and is approximately 70 km from Hamilton and Mt. Gambier. Casterton Secondary College is committed to providing its students with excellence in education while growing and maintaining positive partnerships between the school and the wider community. Our moral purpose is to achieve the best outcomes for all students, underpinned by the school's values of Respect, Accountability and Persistence. Together with a mantra of "High Expectations – No Excuses" the focus is on promoting responsibility for the acquisition of skills, knowledge and positive personal qualities through a dynamic learning environment that engages students and prepares them for their future. This is achieved through a rich and challenging curriculum at all year levels supported by purposeful teaching and informed assessment processes. Students participate in a range of academic and extra-curricular activities, develop computer literacy and an awareness of the importance of vocational pathway planning and preparation.

All students are supported to develop social skills, and positive personal attitudes and values through mutual respect and positive behaviour which underpins our commitment to provide every student with the knowledge, skills and experiences that lead to successful outcomes. We actively encourage students to become life-long learners and support their transition through school and beyond.

Facilities such as the Casterton and District Trade Training Centre, Applied Science Centre and 16 hectare school farm support students in practical and technology subjects and form part of the wide range of curricula offered by the College. Cross-curricula applied learning occurs at all levels with Year 7, 8 and 9 students engaging in STEM activities and challenge days; our students develop an understanding of the link between their learning, the world in which they live and employment pathways.

The College currently has 16 teaching staff: 2 principal class, 14 teachers, 8.8 support staff; and a school nurse. Casterton Secondary College offers each of its 112 students educational and careers based opportunities in a small and caring school setting. Primary School enrolments suggest future enrolments will fluctuate.

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### Framework for Improving Student Outcomes (FISO)

In 2021 schools were required to focus on three DET priority areas in their Annual Implementation Plan, in response to the impact of the events of 2020. Priority Areas for 2021 were:

-Excellence in Teaching and Learning: Learning catch-up and extension

Build teacher capability to support differentiated teaching including catering for students with significant literacy/numeracy needs

-Positive Climate for Learning: Happy, active, and healthy kids

Build staff capacity to reflect a whole-school approach to health and wellbeing

-Community Engagement in Learning: Connected schools

Strengthen and embed a school-wide approach to communication with parents/carers

Where possible given the restrictions, teachers collaborated in capability building on differentiation and how best to address the literacy/numeracy needs of all students.

Through PLC meetings, time release etc. teaching staff shared best practice, analysed data to inform planning, moderated student work and developed strategies that supported improved literacy and numeracy outcomes.

Students were supported to develop the skills and confidence to problem solve and reason/justify their responses.

Throughout the year students received support from aides and identified students participated in the MacqLit program(3/week). The Tutor Learning Initiative enabled the school to employ a tutor who worked with identified students to improve their literacy/numeracy skills.

Due to restrictions, MYLNS (Middle Years Literacy Numeracy Support initiative) improvement teachers were unable to engage teachers in professional learning aimed at building capability to differentiate instruction to cater for students with significant literacy and/or numeracy learning needs. However, they did provide support to identified Year 8 and 10 students in English and Maths during remote and on-site learning. Conversations with the relevant English and Maths teachers were also ongoing.

All school-level student testing was completed and the SPA Platform was updated regularly. At meetings related to Statements of Expectations, teachers outlined how they used a variety of data sets to inform their planning (in-school testing, anecdotal, formal/informal assessments and pre/post-tests).

Teachers, in pairs, participated in peer observations with a focus on differentiation, feedback and student agency. The process allowed teachers the opportunity to have discussions prior to the observation, have “feedback” discussions and identify future priorities.

It was particularly important to ensure that students were supported during remote learning and on return to face-to-face learning. The school provided every class with additional support for students who were finding remote learning and a return to on-site learning challenging.

Students were provided with opportunities to develop agency for their learning in a safe environment where they were supported and could confidently: provide feedback to their teachers and peers, shape learning activities, develop and set goals in consultation with teachers, reflect on their learning progress and identify what they need to learn next.

Throughout 2021, staff developed effective partnerships with parents/carers to support connections between learning at/outside school. The use of XUNO was crucial to maintaining open lines of communication between the school, parents/carers and students during remote learning.

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## Achievement

2021 performance data indicates that the percentage of Year 9 students in the top 3 bands (bands 8-10) of testing in NAPLAN Numeracy was 66.7% with the 4-year average above the median of similar schools and all government secondary schools. Overall, 100% of students were above the National Minimum Standard.

The percentage of Year 9 students in the top 3 bands of testing in NAPLAN Reading was 58.8% with the 4-year average above similar schools and all government secondary schools. Overall, 75% of students were at or above the National Minimum Standard.

The relative learning gain for students from year 7 to 9 indicates students currently in year 9 have made medium to high growth in: Spelling (56%), Numeracy (77%), Writing (84%), Grammar and Punctuation (77%) and Reading (95%). Whilst there is scope for improvement, the results reflect the successful implementation of intervention programs such as MacqLit and QuickSmart, and the implementation of strategies to support a whole school approach to improving literacy and numeracy.

Teacher judgements of students working at or above age expected standards in years 7-10 indicates that whilst student achievement is below State in both English and Mathematics, it is above similar Government schools.

Literacy and Numeracy will remain high priorities for improvement in 2022, with a particular focus on reading to learn and numeracy across all areas of study, along with the continued use of data to improve teaching and learning and inform planning. Strategies to support students Year 7-10 improve literacy and numeracy skills include:

- Tutor Learning Initiative
- Daily reading and writing programs
- Weekly numeracy and literacy blocks
- Individual learning goals for all students which will form part of the reporting process to parents
- MacqLit and QuickSmart intervention programs

The Director of Teaching and Learning will continue to support Literacy/Numeracy Leaders, English/Maths Leaders and PLC Leaders with professional learning for all staff in numeracy and specific writing and vocabulary skills relating to subject domains; the implementation of relevant key improvement strategies to increase the capacity of teachers to improve Numeracy through a targeted and scaffolded process; and to effectively include numeracy and literacy strategies in all learning areas.

In 2022, MYLNS Literacy and Numeracy Improvement teachers will engage teachers in professional learning aimed at building capability to differentiate instruction to cater for students with significant literacy and/or numeracy learning needs.

The 2021 VCE mean all study score was 31.3 whilst the 4-year average score was 32. The college is regularly performing above State and similar schools, as reflected by these outstanding results. Strategies in place for 2022 to assist students in VCE includes skills workshops and other relevant seminars, in-school study sessions and in-school revision lectures. Individual assistance for student pathways in 2022 will provide additional support.

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## Engagement

The 2021 percentage retention rate of students who remained at school from Year 7 to Year 10 was lower than similar and state schools. The retention rate of 64.7% reflects the small number of students who left the town with their parents/carers due to employment opportunities or accepted apprenticeships.

Student attendance rates in all year levels other than Year 9 ranged between 91% and 95%. The Year 9 attendance of 88% was impacted by a very small number of school refusers. The average number of absence days was well below that of the State and similar schools. In 2021 the average absence, 7-12, was 16.2 days and the 4-year average was 16.6 days.

Student attendance and connectedness to school will continue to be a focus in 2022, with the school Welfare team working closely with families and relevant agencies to support students who are at risk of not completing school.

Information for students, parents/carers is communicated through:

- An attendance policy, procedures and parent information brochure articulates student attendance being the responsibility of the whole college community.
- Regular newsletter articles provide parents/carers with information about the Victorian Government's Attendance Guidelines and Strategies to support their child.
- CSC Facebook
- XUNO, the school's communication platform

The "Attendance Ladder" competition for home groups continues to support improved attendance, with the average attendance across the school 92.1%.

Contact is made daily to parents/carers of students with unexplained absences. Individual Attendance Plans are developed in consultation with parents/carers and the students identified as being at risk through frequent absences.

The Exit Destinations measure uses 2020 data and excludes destinations recorded as "unknown". The percentage of Year 10-12 students in 2020, exiting to go onto further studies or full-time employment was 96.3%, above similar schools and the State.

Student learning pathways in the Post Compulsory years included combinations of VCE studies, VCAL, School Based Apprenticeships and Structured Workplace Learning. Whilst there were challenges due to Covid-19, students were able to satisfactorily complete their courses.

A whole school Careers Framework and Action Plan ensures all students in Years 7-12 engage in a careers program, which is reported on annually. The Careers Coordinator provides ongoing pathways support to all students throughout

the year and beyond.

Individual pathways for all students continues to be a priority, and they are supported to transition into, through and beyond school.

Intensive careers counselling and work experience opportunities will continue to be a focus in 2022 for senior school students. Links with business are firmly established, regularly reviewed and strengthened.

“Start-up” classes will again commence in late November in preparation for 2023.

Year 12 students attended an interview with their parents/carers in the first two weeks of the school year to discuss how to successfully complete Year 12 through goal setting, time management, study timetables, quiet space for study etc. This will continue in 2022.

Senior school students engage in blended learning opportunities including virtual school, providing students with choice at year 11 and 12.

In 2022 the college will implement a variety of flexible learning programs to improve student engagement and retention, including: intervention meetings for students at risk of not completing year 12; and regular parent/student information nights and parent/teacher interviews will increase the levels of engagement with parents/carers.

In 2022 all students will engage in a pastoral care programs focused on well-being and developing study skills and strategies, all of which are important to achieving success.

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## Wellbeing

Remote flexible learning during 2021 created challenges and had the potential to affect the consistency of data in relation to the 4-year average of the findings of the Student Attitudes to School Survey.

Our Student Attitudes to School Survey:

Sense of Connectedness factor result (67.6%) was well above the State, Network and similar schools for 2020 and over a 4-year average (70.3%).

Similarly, the Management of Bullying factor result (82.9%) was well above the State, Network and similar schools for 2020 and over a 4-year average (83.1%).

The results indicate our students feel safe and connected to the school. Students positively endorsed a stimulating environment, sense of confidence and the management of bullying. They look forward to attending school, are happy to be at Casterton Secondary College where they feel like they belong at the school.

During remote learning students received daily instruction from their teachers for all timetabled classes, through XUNO and Webex. Absences were followed up daily. Students identified as requiring additional help with tasks were provided with a high level of support from ES staff and MYLNS improvement teachers.

This ensured students transitioned seamlessly when face-to-face teaching resumed.

The health and well-being of students is paramount. During 2021 staff created opportunities to empower students to develop agency for their learning, and provide feedback between students, staff and leadership. The PIVOT student survey and developmental rubrics were used to inform future planning. Students understood the high expectations that were set for them and what they needed to do to achieve success.

The Student Voice, Leadership and Agency Policy and Processes document was produced in 2021 with strategies relating to it being implemented in 2022.

In 2022, all Year seven students will participate in the eSmart Digital Licence program whilst Year 8 students will participate in the Healthy Minds program (all staff will receive the training).

The school will also be using the Student Check-in Tool to identify vulnerable students and provided appropriate levels of support.

Throughout the uncertainty of 2021, school staff referred students they had concerns about to sub-school leaders and other members of the leadership team, who then provided the level of support that was required. Students already connected with organisations such as Headspace and CAMHS continued to “attend” their appointments remotely and on return to school.

To promote the health and well-being benefits of regular physical activity students participated in physical activities during remote learning.

Restorative Practices are embraced by the school community. The success of this model is reflected by the minimal number of students being withdrawn from class for inappropriate behaviours.

The Student Engagement Policy is reviewed annually, and its purpose is to ensure that all students and members of our school community understand:

- our commitment to providing a safe, inclusive and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school’s policies and procedures for responding to inappropriate student behaviour

Students enrolling in Year 7 are assisted by a comprehensive Transition Program that operates throughout the year in partnership with our feeder primary schools. In 2021, the transition program was hindered by lockdowns etc. but will continue in a similar format in 2022, with a review conducted in term 4. The school will also have Open Days throughout the year to showcase the many wonderful learning opportunities and experiences that we provide to all students.

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## Finance performance and position

In 2021, CSC received a cash grant of \$584,989, a credit grant of \$2 624 924 and equity funding of \$196 906, which was utilised to support our key learning areas and to pay the salaries of our Principal class, teachers and support staff. Other department grants received were: Advance funding \$3778, COVID Cleaning Uplift \$40050, Shared Maintenance Grant (Stadium) \$7455, VCE Revision Lecture Funding \$3305, Conveyance \$726 and Camps, Sports and Excursions Fund (CSEF) \$3 128.

Other revenue received included: bank interest \$7455, Camps/Excursions \$17228, Canteen/Uniform Shop \$61559, Hire of facilities \$1849 and a total of \$2275 was raised through fundraising.

The school’s financial commitments include targeted programs & provisional accounts such as: planned maintenance funds, provision for bus replacement, long service leave, STEM, and applied science, which ensure that student resources and programs can be purchased and accessed when needed.

Some of the large expenses included:

leased equipment \$25 692, purchase of new chairs – Room 8 \$3 788, Xuno \$7 255, Pivot surveys \$1 725, 12 new outdoor mats \$1 529, Resource Centre air conditioners \$7 045, completion of Block A cover way \$12 764, staining of cover way \$2 485, Resource Centre carpet \$13 473, aquaponic upgrades \$7 621 and staff professional development \$8 093.

Other expenses included resources to support: Edrolo program, Clickview, Elevate program, Word Flyers, Athletics, SPA Tracker, Quick Smart program, and other general school expenses such as utilities and communication costs.

All surplus funds have been committed in the school’s 2022 annual budget.



**For more detailed information regarding our school please visit our website at**  
**[www.castertonsc.vic.edu.au](http://www.castertonsc.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 119 students were enrolled at this school in 2021, 62 female and 57 male.

3 percent of students had English as an additional language and 4 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).

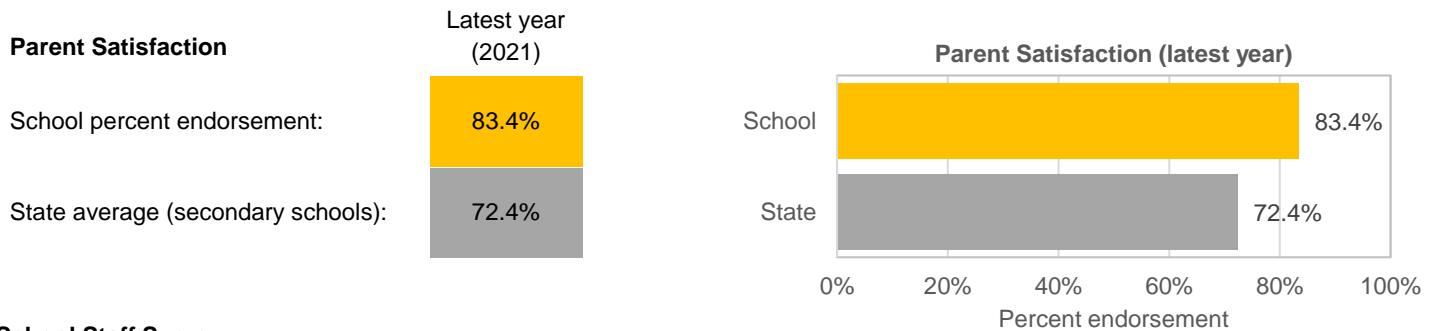
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

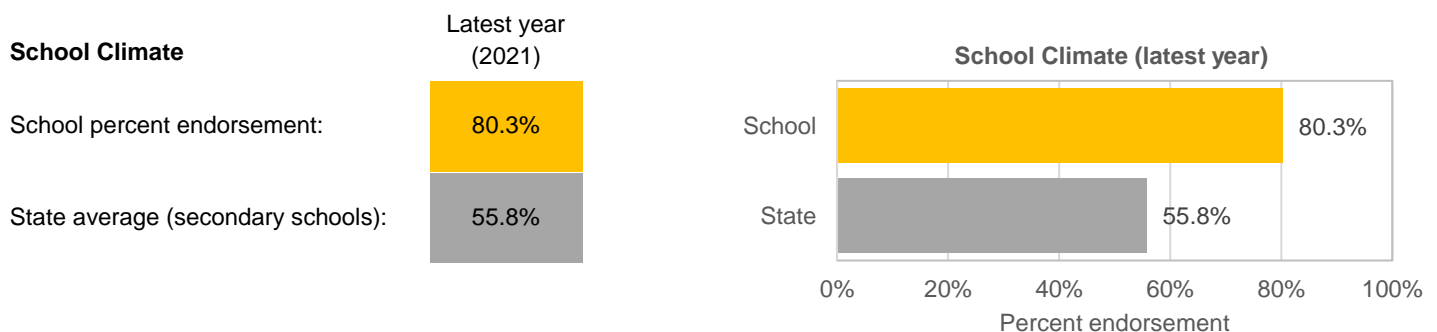


### School Staff Survey

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:

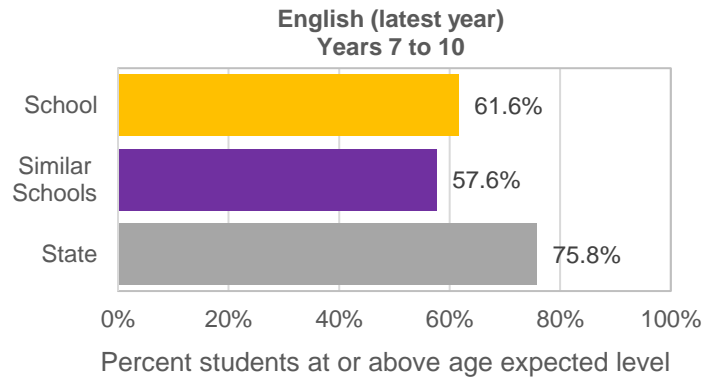
61.6%

Similar Schools average:

57.6%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

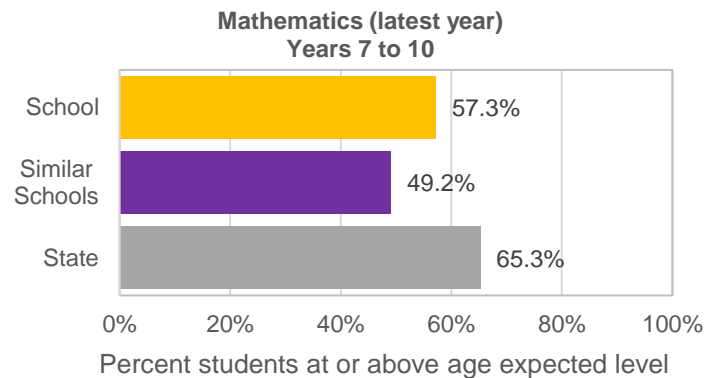
57.3%

Similar Schools average:

49.2%

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.

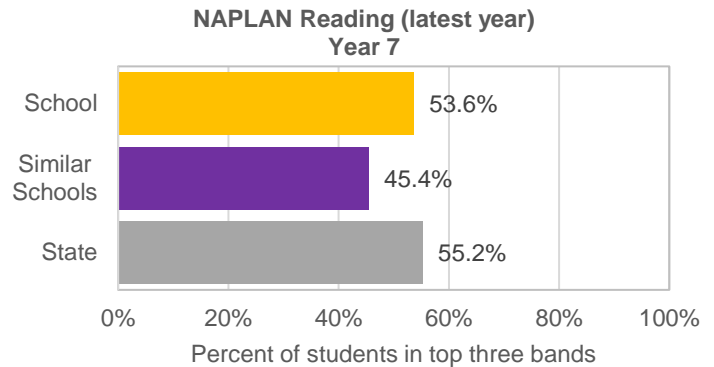
**NAPLAN**

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.

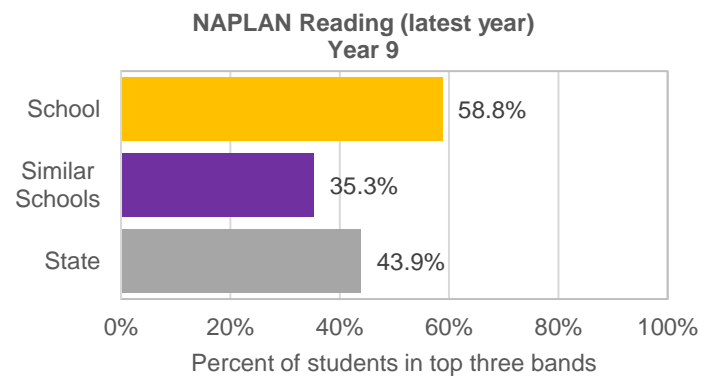
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.6%	56.7%
Similar Schools average:	45.4%	45.4%
State average:	55.2%	54.8%



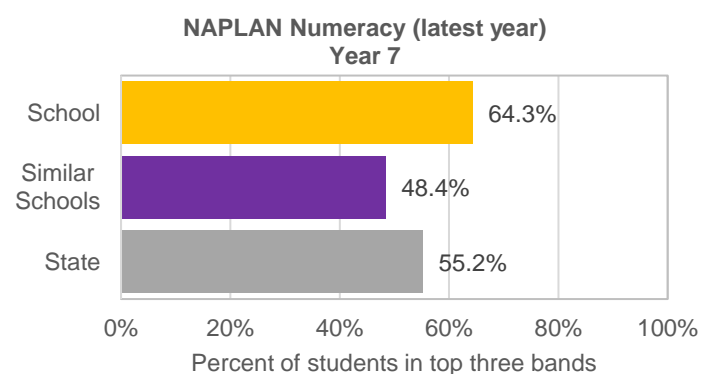
**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.8%	45.3%
Similar Schools average:	35.3%	39.9%
State average:	43.9%	45.9%



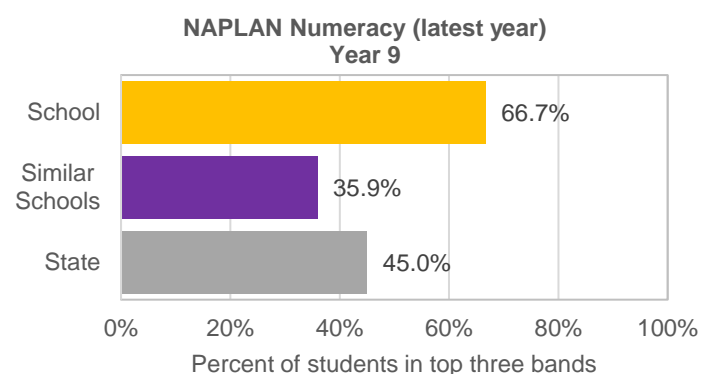
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.3%	72.9%
Similar Schools average:	48.4%	48.5%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	51.9%
Similar Schools average:	35.9%	41.9%
State average:	45.0%	46.8%



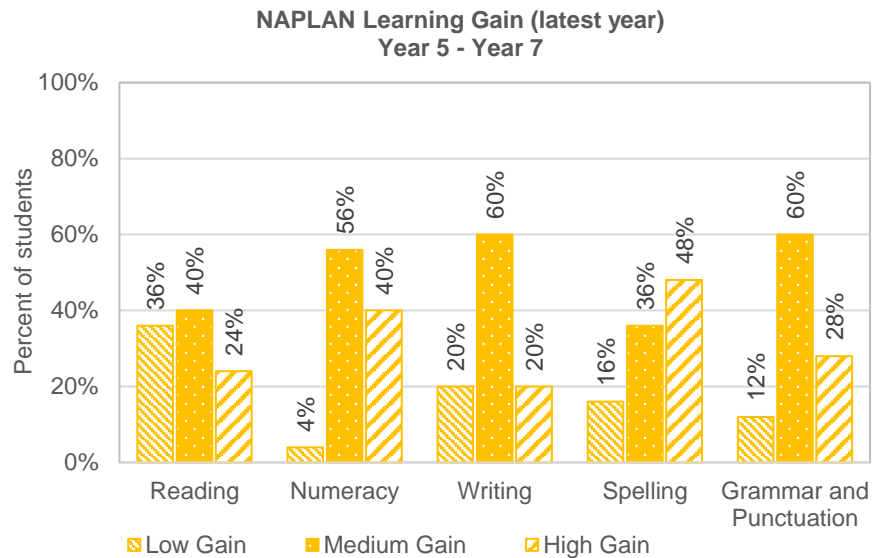
**ACHIEVEMENT (continued)**

**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'.

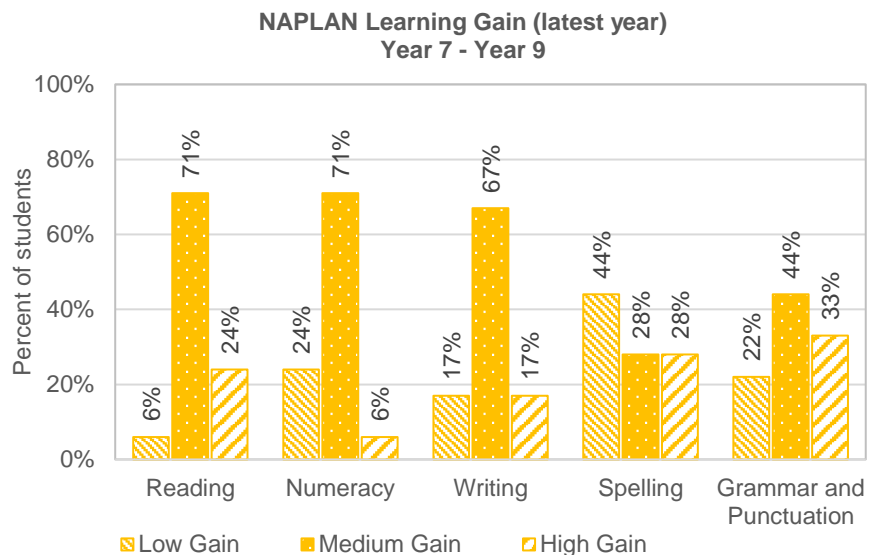
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	36%	40%	24%	18%
Numeracy:	4%	56%	40%	19%
Writing:	20%	60%	20%	15%
Spelling:	16%	36%	48%	22%
Grammar and Punctuation:	12%	60%	28%	20%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	6%	71%	24%	21%
Numeracy:	24%	71%	6%	23%
Writing:	17%	67%	17%	17%
Spelling:	44%	28%	28%	23%
Grammar and Punctuation:	22%	44%	33%	22%



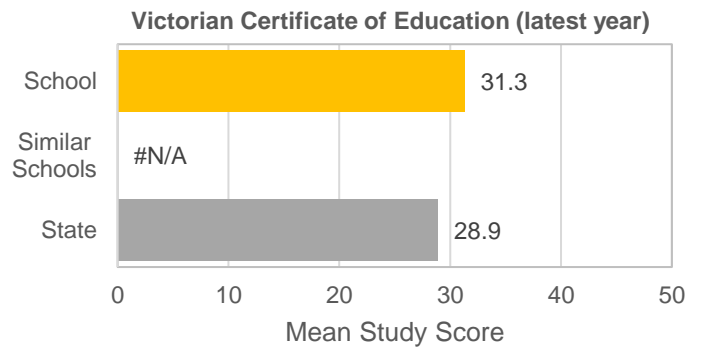
## ACHIEVEMENT (continued)

### 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	31.3	32.0
Similar Schools average:	28.2	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

100%

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

56%

VET units of competence satisfactorily completed in 2021\*:

100%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

100%

\* 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.

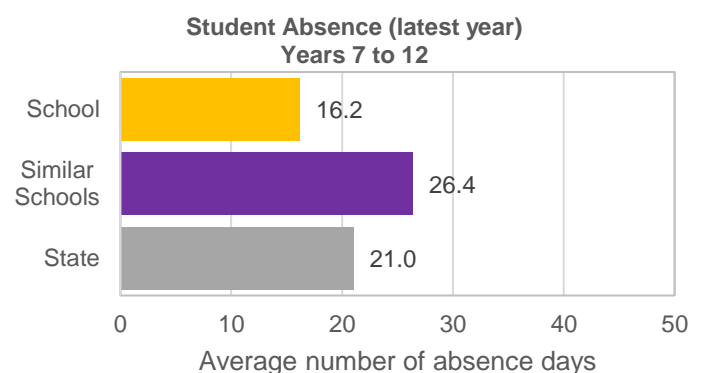
## ENGAGEMENT

**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:	16.2	16.6
Similar Schools average:	26.4	24.3
State average:	21.0	19.6



## ENGAGEMENT (continued)

### Attendance Rate (latest year)

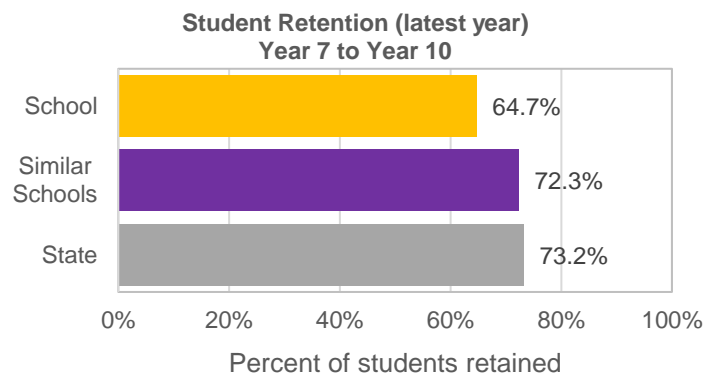
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	92%	91%	88%	95%	94%	93%

### 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:	64.7%	65.3%
Similar Schools average:	72.3%	71.2%
State average:	73.2%	72.9%



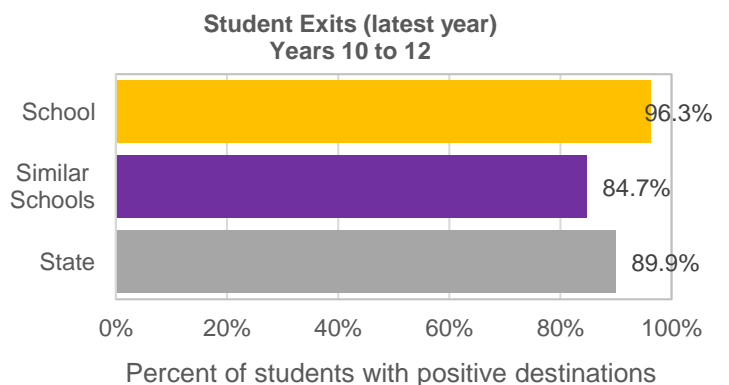
### Students exiting to further studies or full-time employment

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:	96.3%	93.3%
Similar Schools average:	84.7%	85.8%
State average:	89.9%	89.2%



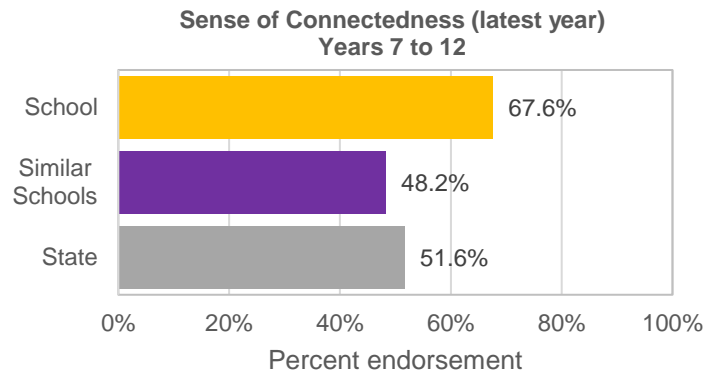
## WELLBEING

**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:	67.6%	70.3%
Similar Schools average:	48.2%	51.9%
State average:	51.6%	54.5%

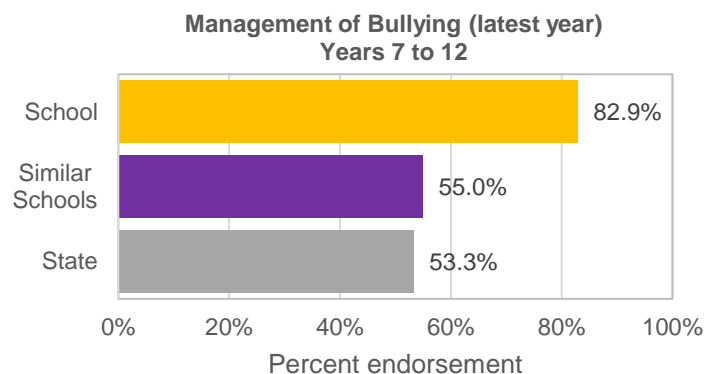


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	82.9%	83.1%
Similar Schools average:	55.0%	58.0%
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	\$2,624,924
Government Provided DET Grants	\$601,530
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$22,224
Locally Raised Funds	\$123,317
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,371,995</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$185,468
Equity (Catch Up)	\$11,435
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$196,903</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,562,035
Adjustments	\$0
Books & Publications	\$2,042
Camps/Excursions/Activities	\$16,511
Communication Costs	\$8,157
Consumables	\$90,532
Miscellaneous Expense <sup>3</sup>	\$40,753
Professional Development	\$8,093
Equipment/Maintenance/Hire	\$44,302
Property Services	\$138,278
Salaries & Allowances <sup>4</sup>	\$78,600
Support Services	\$29,972
Trading & Fundraising	\$44,783
Motor Vehicle Expenses	\$8,473
Travel & Subsistence	\$0
Utilities	\$44,549
<b>Total Operating Expenditure</b>	<b>\$3,117,081</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$254,914</b>
<b>Asset Acquisitions</b>	<b>\$5,422</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	\$1,274,629
Official Account	\$32,775
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,307,404</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$79,999
Other Recurrent Expenditure	\$0
Provision Accounts	\$11,852
Funds Received in Advance	\$0
School Based Programs	\$747,401
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$13,931
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$454,221
<b>Total Financial Commitments</b>	<b>\$1,307,404</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.*