

# 2021 Annual Report to The School Community



**School Name: Werribee Secondary College (8465)**



WERRIBEE SECONDARY COLLEGE

- 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 04 April 2022 at 04:14 PM by Amanda Mullins (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 08 April 2022 at 04:10 PM by Damian Marinaro (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

Werribee Secondary College services the suburb of Werribee and adjacent communities. Werribee is situated in South Western Victoria between Melbourne and Geelong. The school was established in 1956. The school is accredited by the Council of International Schools (CIS) and the International Baccalaureate Organisation (IBO). The International Baccalaureate Organization (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. These programs encourage students across the world to become active, compassionate and life-long learners who understand that other people, with their differences, can also be right.

The college consists of both permanent and portable classrooms. There is a gymnasium and auditorium which contains food technology rooms, two health classrooms, a canteen and music centre. The buildings include an art and technology wing, school library, staff resource centre and administration. There is a language centre and science centre with science classrooms, science preparation room, LOTE rooms and offices. There is a Recital Centre completed in 2018 used for school music performances.

The college has access to two ovals the College Oval and Soldier's Reserve, used for sporting purposes including interschool cricket, Australian rules football, rugby and soccer. The college's gymnasium is used for basketball, netball and volleyball. Basketball courts are located adjacent to the College Oval.

The College enrolled 1,554 students from Year 7 to Year 12 in 2021. 50% have English as an additional language whilst 1% are ATSI. Werribee Secondary College has experienced high demand for admissions at all year levels; an enrolment zone is in place to limit the student population to the College's capacity.

The school employed 140.8 FTE staff – 5.0 Principal Class Officers, 95 teachers and 30 Education Support staff with 9 leading teachers and 6 learning specialists.

The curriculum structure embeds the Victorian Curriculum. An elective program operates in the Middle School with Year 10 students able to study a VCE or VET subject. The College operates four programs in the Senior School:

- Victorian Certificate of Education (VCE)
- International Baccalaureate Diploma Program (IBDP) – the College offers IBDP as an alternative to VCE.
- Vocational Education and Training (VET) units – these units are offered to students by the College and across a cluster of local schools.
- Victorian Certificate of Applied Learning (VCAL)

At Werribee Secondary College we strive for success in students' chosen endeavours. The College community provides a safe and caring environment where each student is valued. We celebrate achievements, success and growth for all students. Our programmes equip students with the skills, knowledge and attitudes needed for the dynamic world after secondary education. College leaders, teachers and support staff adopt evidence-based best practice to generate a progressive 21st century educational setting. We enhance learning and develop digital literacy through the purposeful use of emerging technology. With a focus on realising optimal outcomes for learners, staff commit to continuous improvement through ongoing targeted professional development, peer collaboration and reflection. At Werribee Secondary College we nurture the values of respect, cooperation, honesty, integrity, confidence, perseverance, resilience and responsibility. Driven by these ideals, the College community embraces cultural and social diversity. Students develop a strong sense of personal identity and global citizenship, enabling different cultural groups to interact, learn from each other and grow together.

The College offers a high quality education that develops students' skills and competencies and the acquisition of the knowledge needed to meet future challenges. Students may select one of the four languages offered at the College from Year 7: Chinese, Japanese, Italian and Spanish. Students are given opportunities to develop leadership skills and teamwork through the College's wide range of co-curricular programs which include an extensive Student Leadership Program, Australian Army Cadet Unit, Inter-School Sports, House Competitions, Instrumental Music, Performing Arts, Music Club, Chess Club, Public Speaking and Debating.

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## Framework for Improving Student Outcomes (FISO)

Werribee Secondary College partially met the KIS across 2021 due to COVID. The Learning catch up and extension priority, a department mandated goal was met. We successfully implemented a tutoring program to support student needs. The FISO dimensions of Building Practice Excellence, Building Leadership Teams and Empowering Students and building school pride continued to be the focus of 2021 but in a flexible manner that was suited to the environment at the time. The experience of 2020 meant teaching staff were able to adapt their teaching to the online environment very quickly. We put measures into place to ensure the wellbeing of staff and students were being supported. WeBex provided staff with a platform to engage in face to face teaching online. Staff were required to complete progress reports every three weeks that was monitored by the Student Management and Wellbeing team. From these reports we were able to put supports in place for individual students according to needs.

Goal 1: 2021 Priority Goals were set by the department.

We developed as well as implemented a process for identification of the 309 students who need extra support to catch up or be extended. English support ran 3 times per week outside of the classroom, Maths support was delivered within the Maths classroom. Biology and Chemistry, IB and VCAL tutoring ran weekly. Students recognised that the supports are helping them and participation is high with learning growth measured through pre and post testing. Lockdown 6.0 saw us adapt the tutor learning program to focus on the increasing number of disengaged students.

At the start of 2021 we increased our wellbeing staff numbers in the middle years to support students coming back into the school environment. Staff professional learning was offered to support students returning to the school environment. Our wellbeing structure is clearly being implemented and students getting the supports required. Clear documentation that monitors students at risk has been established. School Wide Positive Behaviour System is being introduced and we have started conversations about a positive merit system.

During 2021 we increased the number of reporting cycles to improve the connection we had with home and school. Online information sessions hosted by School Council President and Principal were introduced and well attended. We also promoted parent involvement in course counselling meetings to support their children's choices. Many parents attended these counselling sessions with children which further builds communities.

Goal 2: To improve the individual learning growth of all students. Some goals were met and others not,

NAPLAN targeted Results y 9  
Numeracy 29% - Met and risen  
Writing 32% - Missed by 1%  
Reading 24% - Missed by 5%

2a. Implement a whole school guaranteed and viable curriculum

We have an agreed unit planner through extensive consultation with all staff. Time has been spent unpacking the planner with leaders to ensure consistency of understanding and use.

2b. Improve consistent school wide effective teaching practice

Meeting schedule gives time to PLC for teacher collaboration on a weekly basis. Implementing PLC for the first time online was challenging. The Learning Specialist team provided Data analysis Professional Learning to support PLCs. We continued to focus on making Learning Intentions & Success Criteria visible during remote & face to face learning in all classes.

Goal 3: Students are engaged as learners and empowered global citizens.

3a. Develop learner agency in students

Student leadership were introduced to the Amplify document that drives their focus. We established student committees, held workshops and engaged students in the ATOSS data. This helped us begin to understand more about student perspective.

Student led assemblies and staff meetings have been introduced. Engaging all students across year levels, focusing on connectedness and student agency to develop a common understanding and transform culture.

Community Engagement - Environment Champions Committee (staff & students)

Global Citizenship Committee (staff & students)

3b. Empower students to determine their pathways

We increased access to early commencement of VCE to the whole cohort rather than SELP students only. This along with the implementation of an improved pathways process for Year 10 and 11 students provided further clarity to students and families.

The Careers Expo was introduced and was very successful even though it was the evening we all went into lockdown.

Goal 4: To improve student wellbeing and connectedness to the school.

4b. Improve the home school partnership

Developed sustainable connections with the following:

The Salvation Army Water Hole First Nation Alice Spring

Ethiopian Association Victoria, Somali Youth Engagement Association and the

South Sudan Youth Engagement Association to conduct mentoring with students and support parents

Wathaurong Co-op- Provides elders to give information on Wathaurong culture

Wurundjeri Association- Provides elders to give information on Wurundjeri culture

Utopia Asylum Seeker- Medical and counselling support for our asylum seeker students and parents.

Foundation House-Support for refugees and families and work with Student Well Being

VUT Indigenous Dept to provide links to First nation students with career pathways and advice

Karen Community Association, Karenni Association, The Hub provides support for refugees and families and information to staff. Operating in school weekly.

The Huddle -Refugee and Student Homework Club. Youth work

INVICTA Performance

Werribee Football Club

ABCN Scholarships

Alumni planning and implementation with Caroline Milburn

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## Achievement

Werribee Secondary College offers students the choice of three senior school certificates: the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) and the International Baccalaureate Diploma Program (IBDP). Werribee Secondary College students graduated at the end of Year 12 with excellent results. Our VCE Median study score was 29 with 95% of students successful in their completion of VCE. 48% of the VCE cohort obtained an ATAR greater than 70 whilst 85% of IB students gained an ATAR greater than 70. The IB results were again excellent. 45% of the cohort received an ATAR above 90. The College's VCAL students achieved a completion rate of 71% in 2021. This does not reflect students not completing school but rather student success in finding their desired pathway and choosing to leave school to pursue apprenticeships.

The use of Compass Learning Tasks and Lesson Plans was a requirement for all classes as well as a controlled use of WeBex. Students were provided both online learning as well as time to continue their studies without use of technology. Learning Specialists continued the support to provide PL to staff. Confidence gained from the previous

year meant that innovative and engaging lessons were being provided more broadly across the curriculum. Alternative programs were provided to students that were disengaged. Achievement here isn't measured in a grade but rather the ability for a student to attend and participate in a learning environment. Re-engagement online was vital to transition students back into the college for face to face learning.

On return to school the focus was particularly on supporting the Year 12 students to prepare for exams. The focus for other cohorts was more about engagement in learning and social groups. Whilst teachers expected students to complete set work there was time factored in for socialisation in the classroom to assist students in re-adjusting.

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## Engagement

AT WSC, we have 3 ES in the role of attendance officers. We have a clear process that identifies absent students. Depending on the number of days absent, we have a structure that involves the Directors of Sub-schools and Wellbeing referrals to support individual student needs. Compass is used very effectively to record information about students.

The College maintains a register of student attendance for each of the six periods per day and publishes each student's absence data online for parents via compass. Student absence rates are below the median of all Victorian government schools therefore classified as 'above' to comparable schools. The 'above' classification indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. Our attendance rate during 2021 was 94% or above for all year levels. College staff will continue to record student attendance every period of the day and intervene to address issues where students who have a record of low attendance. During lockdown, students were required to log their attendance once per day through the Compass platform. Teachers recorded attendance during WeBex lessons. On average, 80% of students logged attendance each day. Attendance during Webex classes was closely monitored through interim report cycles every three weeks. Sub school staff followed a process to follow up on students that were disengaging with online learning. Many attempts were made to engage students that were not actively completing school work from home. A re-engagement program was introduced by using the tutors. Small groups of students were invited to choose activities each day. These students were required to attend 2 sessions a day. This had some success, however the great challenge of COVID, keeping all students engaged in learning was still evident.

When students leave Werribee Secondary College between Years 10 and 12, the percentage of students entering further study or full-time employment indicates that we achieve better than the state median and that the College is performing at 'above' the level to comparable schools. Our Year 12 VCAL students experienced positive outcomes, entering tertiary studies, training or employment.

The College is committed to ensuring that all students who exit the College prior to completing Year 12 have a pathway plan that leads to positive outcomes.

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## Wellbeing

During 2021, case management continued to occur on a regular basis regarding students at risk of disengagement. The wellbeing team embedded the use of a student tracker system for students most at risk. This ranged from 'red', top tier students that needed ongoing and very close contact with wellbeing staff and also outside agency's, 'yellow' were students that were monitored fortnightly and 'green' were active referrals and supported on a needs basis. In some instances an individual learning plan was put in place that included exemption from some online classes. The student tracker and fortnightly case management meetings between the Director of Wellbeing and Sub School Directors is embedded in our practice and will continue as this ensures all students at risk are supported in their education.

The specific wellbeing needs of students are supported through the work of Sub-School Teams (Years 7 & 8, Years 9 & 10 and Years 11 & 12). The College employs a Director of Wellbeing, two full time Student Wellbeing Co-ordinators and a part time psychologist who support students in close co-operation with the Sub-School Teams.

The College's comprehensive Student Management Systems and the Online Portals enable parents to monitor the indicators of student wellbeing and academic achievement and to intervene, as appropriate.

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## Finance performance and position

Throughout 2021 Werribee Secondary College continued to operate in a prudent and conservative manner, ensuring all financial commitments were met while planning for opportunities to improve our student's outcomes. Throughout the challenges presented by COVID and restrictions imposed on international travel, the College is currently operating a larger than previous managed deficit created from having a reduced number of fee paying Overseas Students able to attend Werribee Secondary in 2020 and 2021.

The College continues to maintain a proactive and strategic approach to financial management, continually striving to improve grounds, buildings and assets to provide a safe, inviting, engaging and practical learning environment for all students, staff and community groups who access school facilities.

# 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 1554 students were enrolled at this school in 2021, 774 female and 780 male.

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

### Overall Socio-Economic Profile

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

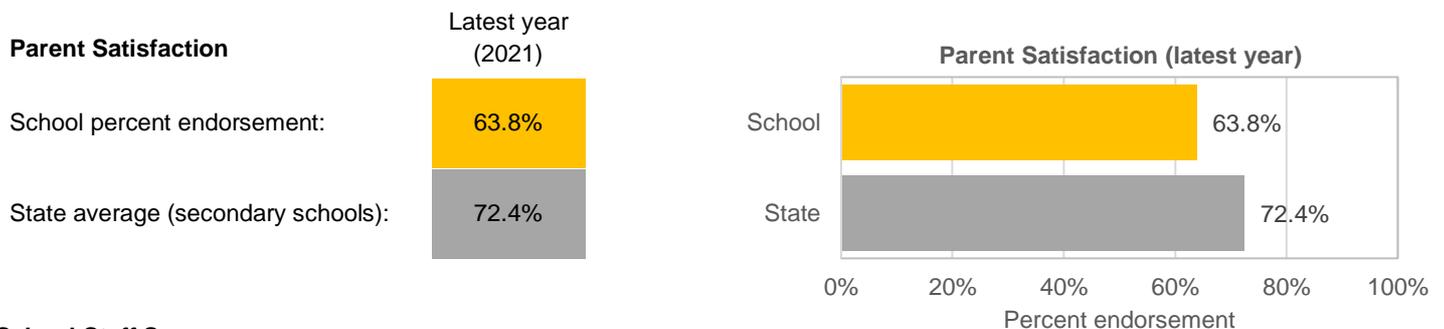
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

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

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

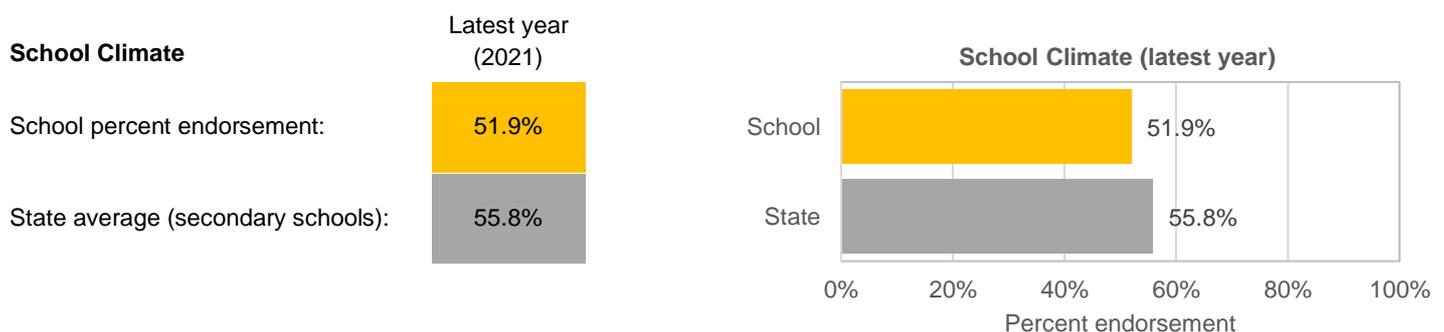


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

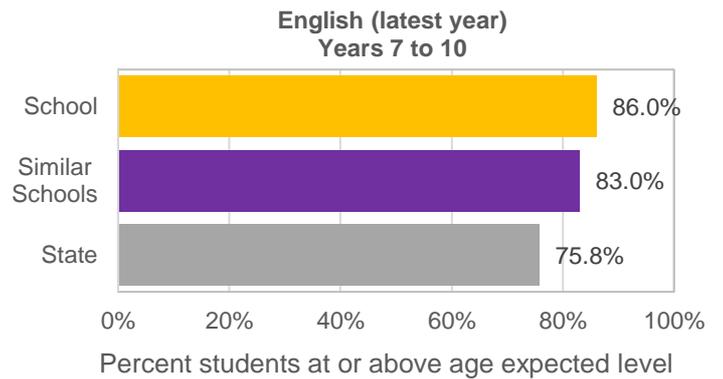
86.0%

Similar Schools average:

83.0%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

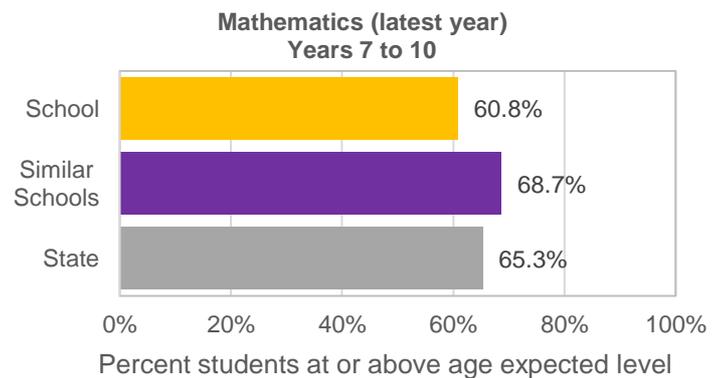
60.8%

Similar Schools average:

68.7%

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.

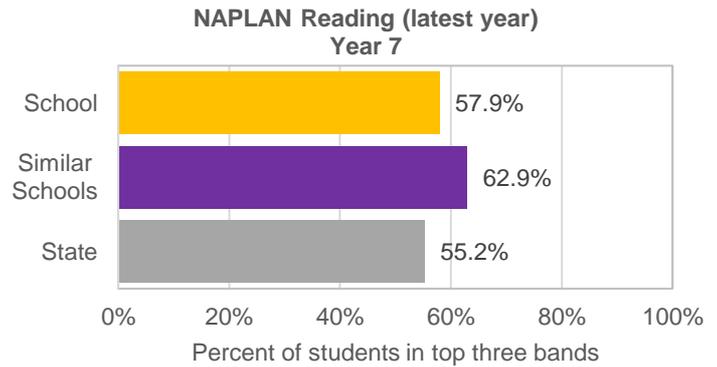
**NAPLAN**

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.

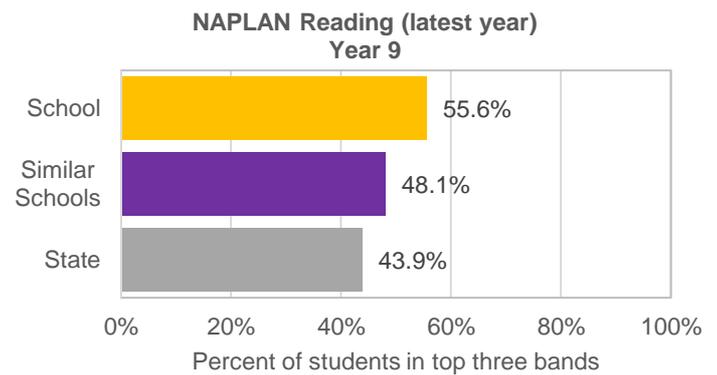
**Reading  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.9%	62.1%
Similar Schools average:	62.9%	62.5%
State average:	55.2%	54.8%



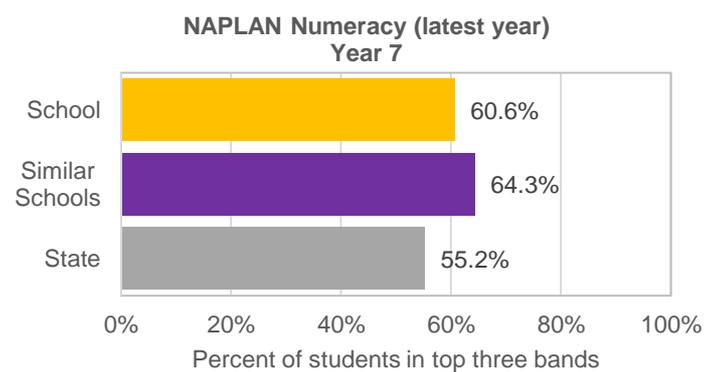
**Reading  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.6%	55.8%
Similar Schools average:	48.1%	49.9%
State average:	43.9%	45.9%



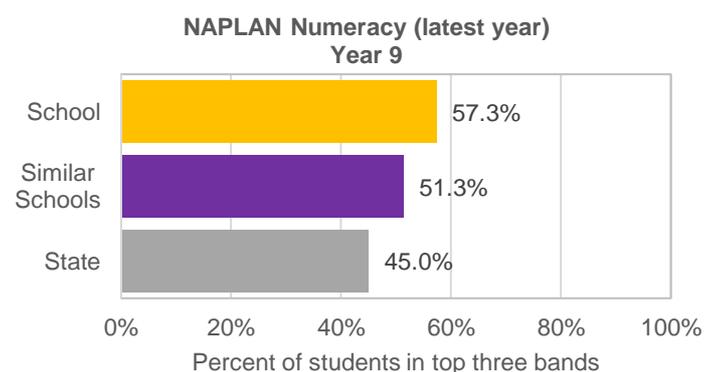
**Numeracy  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.6%	64.3%
Similar Schools average:	64.3%	64.4%
State average:	55.2%	55.3%



**Numeracy  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.3%	58.4%
Similar Schools average:	51.3%	52.8%
State average:	45.0%	46.8%



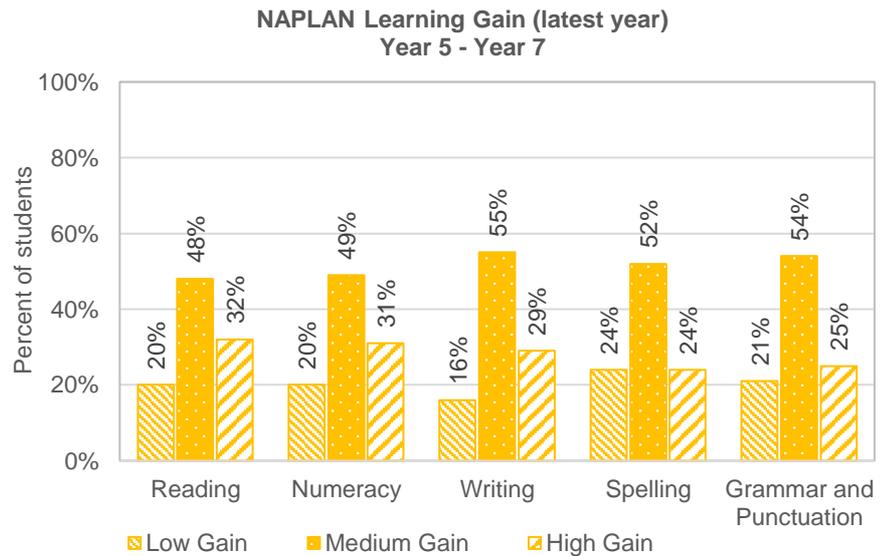
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

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

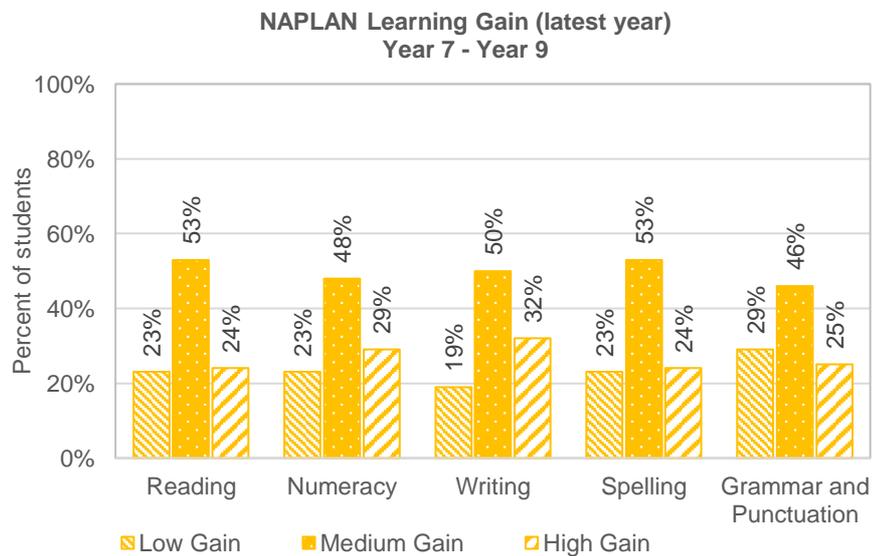
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	20%	48%	32%	25%
Numeracy:	20%	49%	31%	25%
Writing:	16%	55%	29%	26%
Spelling:	24%	52%	24%	26%
Grammar and Punctuation:	21%	54%	25%	25%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	53%	24%	26%
Numeracy:	23%	48%	29%	23%
Writing:	19%	50%	32%	24%
Spelling:	23%	53%	24%	25%
Grammar and Punctuation:	29%	46%	25%	25%



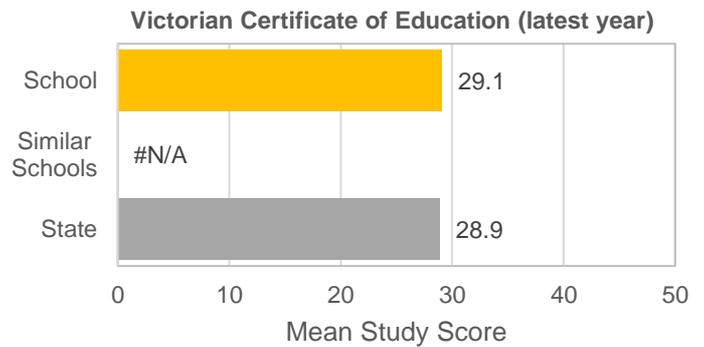
## ACHIEVEMENT (continued)

### 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	29.1	30.2
Similar Schools average:	29.0	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

95%

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

23%

VET units of competence satisfactorily completed in 2021\*:

62%

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

71%

\* 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.

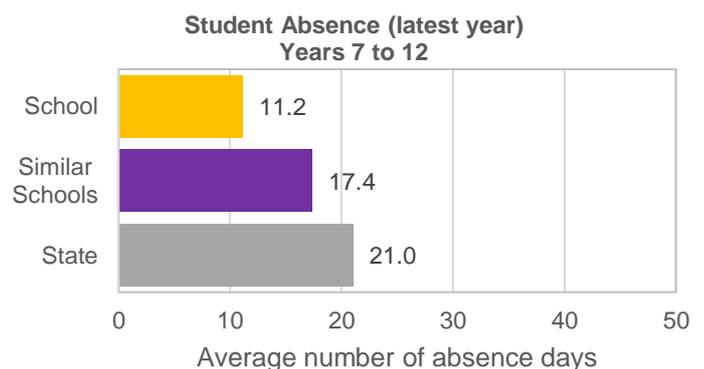
## ENGAGEMENT

**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:	11.2	13.4
Similar Schools average:	17.4	16.6
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

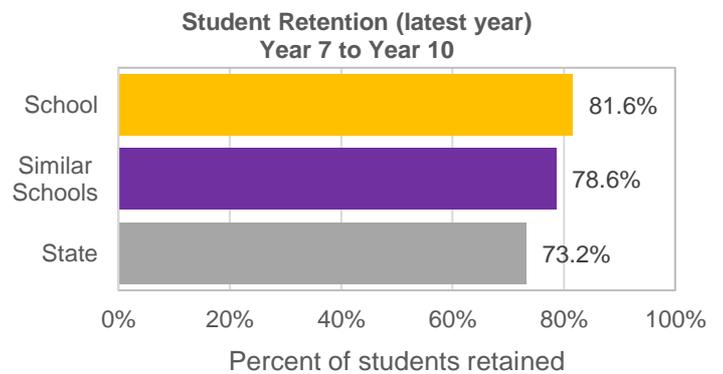
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	94%	94%	94%	95%	95%	95%

**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:	81.6%	72.5%
Similar Schools average:	78.6%	76.5%
State average:	73.2%	72.9%



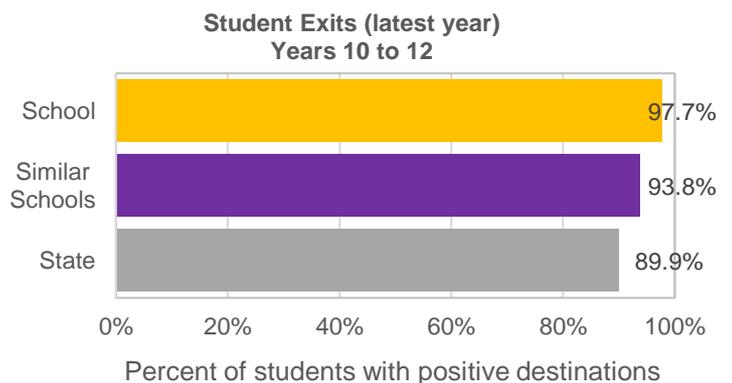
**Students exiting to further studies or full-time employment**

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:	97.7%	98.5%
Similar Schools average:	93.8%	93.4%
State average:	89.9%	89.2%



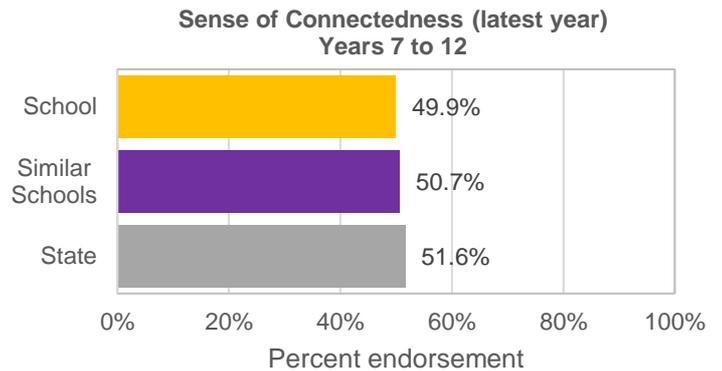
**WELLBEING**

**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).

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	49.9%	52.4%
Similar Schools average:	50.7%	53.2%
State average:	51.6%	54.5%

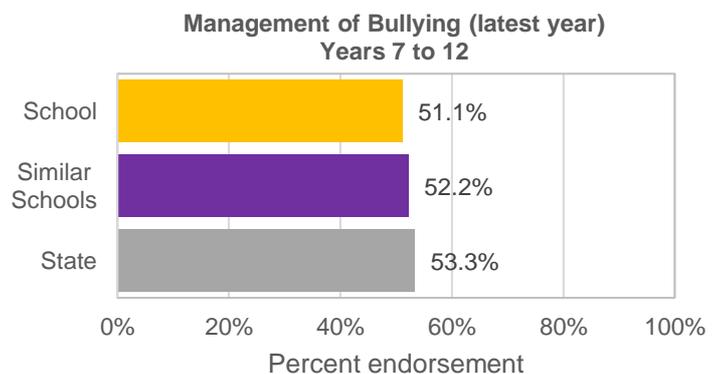


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	51.1%	52.9%
Similar Schools average:	52.2%	55.6%
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	\$14,874,982
Government Provided DET Grants	\$1,574,776
Government Grants Commonwealth	\$0
Government Grants State	\$34,060
Revenue Other	\$379,690
Locally Raised Funds	\$822,132
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$17,685,640</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$317,899
Equity (Catch Up)	\$46,199
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$364,098</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$15,605,498
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$146,480
Communication Costs	\$46,948
Consumables	\$419,482
Miscellaneous Expense <sup>3</sup>	\$627,275
Professional Development	\$91,162
Equipment/Maintenance/Hire	\$325,810
Property Services	\$1,028,187
Salaries & Allowances <sup>4</sup>	\$625,181
Support Services	\$371,085
Trading & Fundraising	\$397,491
Motor Vehicle Expenses	\$477
Travel & Subsistence	\$0
Utilities	\$150,058
<b>Total Operating Expenditure</b>	<b>\$19,835,133</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$2,149,493)</b>
<b>Asset Acquisitions</b>	<b>\$17,350</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	\$3,814,095
Official Account	\$64,311
Other Accounts	\$844,215
<b>Total Funds Available</b>	<b>\$4,722,620</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$541,055
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$700,000
Beneficiary/Memorial Accounts	\$843,214
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$700,000
Asset/Equipment Replacement < 12 months	\$700,000
Capital - Buildings/Grounds < 12 months	\$650,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$120,000
Capital - Buildings/Grounds > 12 months	\$1,000,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$5,254,269</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.*