

2021 Annual Report to The School Community



School Name: Brentwood Secondary College (7647)



- 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 28 April 2022 at 11:42 AM by John Ballagh (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 03 May 2022 at 09:25 AM by Stella Koutsikos (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

Brentwood Secondary College is a vibrant learning community where all students are supported and encouraged to achieve success and to pursue excellence. A learning community is a place where everyone is learning, both independently and together, and where everyone is continually striving to improve. Our guiding philosophy is the belief that all students learn best when they are happy, healthy and resilient and our vision for learning encapsulates all members of our community.

Our vision for learning states "We learn as a connected community to grow as individuals who are future ready". This vision drives our purpose to ensure that every student is provided with every opportunity to achieve their potential as a learner and as a person where they can develop their talents, nurture a passion and to grow in confidence about their future. Every student will be supported in their intellectual, emotional, social and physical development by a highly professional group of teachers and education support staff.

Consistent with the Melbourne Declaration on Educational Goals for Young Australians (2008) our purpose is to ensure that all Brentwood students have the opportunity to become successful learners, confident and creative individuals, and active and informed citizens. We strive to ensure that our students learn in a connected community so that they grow as individuals who are future ready.

Brentwood Secondary College is a co-educational school located in the eastern Melbourne suburb of Glen Waverley. The socio-economic profile of the school is classified as high. The 2021 enrolment was 1676 including 28 International Students. The total enrolment has been increasing over recent years. The number of equivalent full time staff employed was 141.95. This equates to 4 principal class officers, 123 teachers and 34 education support staff.

The Junior School curriculum at Year 7 integrates the study of English (or EAL), Humanities in a program that is called Thinking, Learning and Creativity (TLC). Mathematics, Science, Health/PE, Languages (German or Japanese), Digital Technologies and The Arts (Art and Music) are taught as stand-alone subjects. A Curriculum Enrichment Program is offered to those students who demonstrate academic skills above those of their peer group. There are two Enrichment classes at Year 7, Year 8 and Year 9; one that studies German and the other Japanese. The Year 8 curriculum includes the study of English (or EAL), Mathematics, Humanities, Science, Health/PE, Languages, Art, Drama, Digital Technology and Food Technology. At Year 9 the core curriculum is reduced to English, Mathematics, Humanities, Health & Physical Education and Science thus allowing for the introduction of a range of specialised elective units. This model promotes personalised learning pathways in preparation for Senior School. The Senior School curriculum provides opportunities for advanced placement in VCE & VET subjects and university enhancement studies.

A secure education or training pathway beyond Brentwood is a priority for all students. There is a strong commitment to pastoral care and the extra-curricular program promotes high levels of participation. Student leadership opportunities are spread across a broad range of activities and services. The Brentwood culture is one of learning, leadership and high expectations for every member of our community.

Framework for Improving Student Outcomes (FISO)

In 2021, the College's Annual Implementation Plan (AIP) focused on the statewide goals of:

1. Learning, catch up and extension priority
2. Happy, active and healthy kids priority
3. Connected schools priority

These priority areas aligned with the School Strategic Plan goals of

1. Improving student achievement through improving teaching and learning
2. Improve the positive climate for learning

During 2021, the interruptions of Remote Learning throughout the year required the school to regularly adjust and adapt the implementation of the school's AIP. This required the school leadership team to be agile and focused on supporting staff and students in an ever-changing environment. The consequence of this was adjustments to the implementation of Professional Learning Communities. For example, peer observations were unable to occur as planned and the inquiry cycle increased in length. A greater emphasis was also placed on further developing formative assessment practices and developmental rubrics to enhance assessment strategies in a Remote Learning environment. The implementation of the school ASPIRE program also adjusted to better suit individual student wellbeing needs rather than address larger cohort needs.

Despite these adjustments, it was evident through the School Review in Term 4 that progress has been made against the FISO continua. The review panel used a range of evidence including student performance data, surveys from students, staff and parents, classroom observations and forums with all key stake holders to assess Brentwood's growth. The School Improvement Team also undertook learning walks and consulted broadly with staff to determine Brentwood's ongoing progress against the continua.

Achievement

Within the context of the statewide focus in 2021, the school continued to work on its strategic plan goal of embedding a culture of curriculum design and assessing the impact of learning programs, adjusting them to suit individual student needs.

In 2021, students in Years 7 to 10 once again achieved higher than the state average and similar schools average for the percentage of students at or above age expected standards in both English and Mathematics, based on teacher judgements.

The NAPLAN results for Year 7 and 9 students also continued to place them above state and like schools for all tests in 2021. Of particular note, a greater percentage of students achieved high learning gain from Years 7 to 9 for the Reading, Writing, Spelling and Grammar and Punctuations tests than similar schools and state. The Numeracy test was equal to the percentage of high gain achieved by similar schools and was above state. Pleasingly, there were significantly fewer students that achieved low learning gain in comparison to the 2019 learning gain data.

The significant increase in the NAPLAN learning gain from Year 7 to 9 data for the Writing, Spelling and Grammar and Punctuation tests in 2021 can be attributed in part to the school's focus on vocabulary as a 'crumb' for the guided PLC cycles in 2021 and the precursor work the year before that has provided the wider staff with a toolkit of shared strategies to explicitly teach and model the use of Tier 2 and 3 words in writing tasks and see themselves as all being 'teachers of literacy'. Likewise, the range of additional supports implemented in 2021 to support the learning 'catch up and extension' of students whose learning was and continued to be disrupted by the periods of remote learning allowed us to progress the learning of identified students through the employment of literacy and numeracy specialists and tutors and development of programs to cater for our students' needs. These staff worked with students individually and in small groups within classes and withdrawal groups across Years 7 to 12 during remote learning and periods onsite in 2021.

A strong focus on formative assessment practices started in 2020 was continued to consolidate and embed practices and then extended in 2021 to build the capacity of all teachers to create and use developmental rubrics to augment this work. Much of this work whilst started in term one was further collaborated on during extended periods of remote learning over the year. This work, and collective focus of teachers enabled them to more accurately establish where students were in their learning and the next steps they need to take and was reinforced in various student feedback data and the School Review. Teaching staff have built their collective efficacy to improve their assessment practices through actively engaging with learning specialists embedded in faculties in addition to a range of communities of practice and professional learning offered by the North Eastern Victorian Region.

The school performed above state average for the VCE All Studies score, however it was slightly below the average for similar schools and below our strategic plan target of 32. Almost all students (99%) satisfactorily completed their VCE in

2021 which is testament to the work done by our pathways team, house leaders and all our teaching staff to make sure all students were successful in another difficult year. Whilst the school had fewer students completing VET subjects the percentage of units of competence satisfactorily completed was higher than the previous year with an increase to 88%. This is a positive shift in the school being able to offer a wider variety of student pathway options and students viewing this as a viable alternative to subjects only offered onsite.

The school's continued investment in technology and professional learning to allow staff to leverage it to enhance their teaching practice to improve our learning programs was very beneficial in allowing the seamless continuation of learning during the periods of remote learning. Office 365 tools including Microsoft Teams and OneNote as well as clear protocols that evolved with each period of remote learning were used to communicate and provide synchronous classes allowing teachers and students to collaborate, connect and provide feedback to each other. Communication with our community also continued and in some cases improved through the use of technology and this included Learning Conferences via Webex video conferencing which strengthened our partnerships with parents to support student learning.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

The average days absent per full time equivalent student was less than the median for all Victorian government schools. This result is greater than the four-year average. The attendance rate for each year level was as follows, Year 7 - 94%, Year 8 - 92%, Year 9 - 91%, Year 10 - 89%, Year 11 - 93% and Year 12 - 95%. Due to the nature of remote learning for much of 2021, these figures are the result of recording students engaging with online attendance protocols.

Student attendance is recorded for each lesson by class teachers using an online information management system, Compass. Attendance is also monitored by House Leaders and Heads of House. Parents are also able to monitor attendance using the Compass portal and are contacted by SMS if their child is absent from school without an approval. A Student Absence Learning Plan is developed for those students who are absent from school for extended periods either as a consequence of serious illness or a family holiday.

Intensive support is provided by the Student Wellbeing Team for students who are absent due to serious illness and/or mental health issues. The Student Wellbeing Team also co-ordinate an Outreach Program for students who, for whatever reason, are finding it difficult to attend school on a regular basis. The very precise online monitoring of attendance by both teachers and parents has no doubt contributed to the high student attendance rate. In 2021, both the Wellbeing Team and ASPIRE pastoral care teachers ensured all students were monitored for those periods they learnt remotely in their homes.

The percentage of students who remain at Brentwood from Year 7 through to Year 10 is higher than the median for all Victorian government schools.

The comprehensive pathways program at Brentwood includes extensive careers and course counselling for all junior and senior school students. All students in Years 7 to 12 complete an annual Career Action Plan identifying their areas of interest and how they can pursue and develop these passions. Careers education is embedded into the ASPIRE program for all year levels. This is complemented by ongoing incursions, pathways experiences, immersion days and guest speakers. Year 9 students complete Morrisby testing culminating in a one-on-one interview with a trained Morrisby counsellor. Morrisby endeavours to highlight areas of interest and relate these to potential future pathways. This is an invaluable tool that can also assist students in selecting an appropriate Work Experience placement in Year 10.

Early exposure and exploration of potential areas of interest and pathways is paramount to providing our students with a solid foundation to become active participants in their chosen areas of interest. Students are empowered with the tools to explore areas of interest facilitated by the dedicated Pathways Team. The goal of our transition and pathways

strategies is to encourage all students to develop a growth mindset and, as articulated in our vision, to provide every student with the opportunity to grow in confidence about their future. A secure education, training or employment pathway beyond Brentwood is a priority for all students.

Wellbeing

The 2021 Attitudes to School Survey score for the 'connectedness to school' variable is slightly lower than the median for all Victorian government schools and also for comparable schools. The Attitudes to School Survey four year average score for the 'connectedness to school' variable is slightly higher than the median for all Victorian government schools and slightly lower than comparable schools. The 2021 Attitudes to School Survey score for the 'Managing of Bullying' variable is slightly lower than the median for all Victorian government schools and also for comparable schools. The Attitudes to School Survey four year average score for the 'Managing of Bullying' variable is higher than the median for all Victorian government schools and higher than comparable schools.

Improving student engagement with the learning culture continued to be a focus in 2021 with the College continuing the wellbeing program at Year 7 where a resilience worker is placed into Year 7 homegroups. Creating a classroom environment that explicitly builds the capacity of students to be disciplined, reflective and resilient learners has continued to be promoted through the ASPIRE program in 2021. The focus of this curriculum is based on the 3 pillars of 'The Learner', 'The Person' and 'The Future'. Teachers are encouraged to further develop the role of student voice in learning by extending opportunities for student feedback and student choice in the classroom through the use of the PIVOT student survey.

Student wellbeing is a precursor to learning and, consistent with our vision for happy, healthy, resilient students. Pastoral care continues to be a focus. In 2020, both the Wellbeing Team and ASPIRE pastoral care teachers ensured all students' wellbeing was monitored weekly as they learnt remotely. In Term 4 the student wellbeing focus was aimed at supporting students with the transition back to onsite learning by familiarising them with the routines and processes of school.

The Parents Support team further enhances the relationships with our parent body. Support for the work of classroom teachers, Heads of Faculty, House Leaders and Heads of House remains a priority of the Wellbeing Team.

A breadth of co-curricular and student leadership opportunities continue to be offered to enhance students' connectedness to school and to build their sense of belonging. We will continue to promote and celebrate student participation, leadership and service to the community.

Finance performance and position

The Operating Statement Summary for the year ending 31 December 2021 indicates a Total Operating Revenue of \$19,084,458 and the Total Operating Expenditure of \$18,048,707. This indicates a Net Operating Surplus of \$1,035,752. The surplus funds relate to projects to be completed within the next 12 months, including new outdoor basketball courts, library refurbishment, landscape works alongside our newly completed VCE centre (Stage 1 of our masterplan) and computer MacLab upgrade. School Council savings towards Stage 2 of our masterplan are also a component of the surplus.

Grants received include equity funding \$130,876, MYLNS Improvement Teacher Funding \$138,342, student excellence program funding \$36,495 and the Tutor Learning Initiative \$391,284

Projects completed in 2021 include the new Wellbeing Centre and Mental Health Practitioner Suite \$83,000, relocation of the House Hub \$15,000, plumbing works \$15,000, carpet refresh \$17,500 and ongoing painting costs for refreshment of classrooms and office areas.

Asset acquisitions include new food tech benchtops \$15,000, large format printer \$10,500 and upgrade to PA system \$16,000.

Covid19 expenses included \$7,500 for extra cleaning and sanitising costs and continued payment to Casual Relief Teachers for supervision of students attending onsite during lockdowns.

The Financial position on 31 December 2021 was as follows: Total Funds Available \$4,618,497 and Total Financial Commitments \$4,618,497 including savings towards major capital project. The strong financial position is a reflection of the ongoing support of our School Council and parent community.

For more detailed information regarding our school please visit our website at
www.brentwood.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 1676 students were enrolled at this school in 2021, 774 female and 902 male.

34 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).

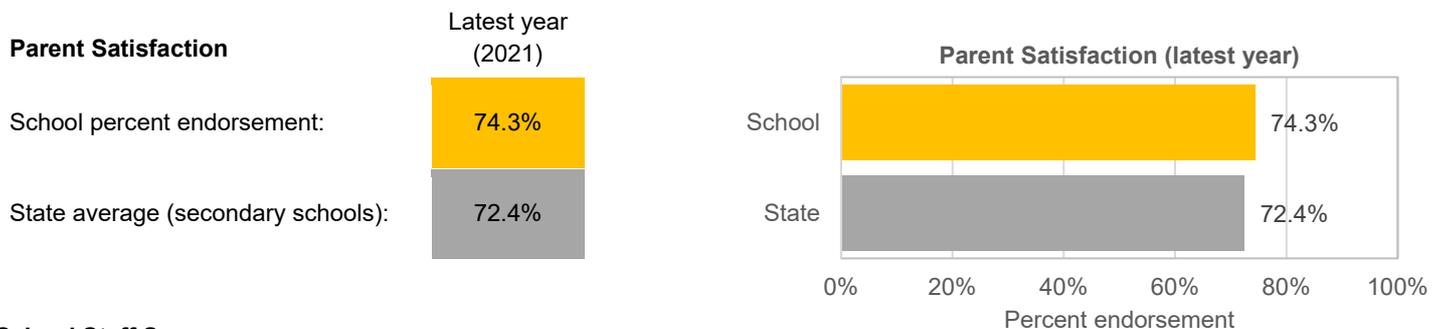
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

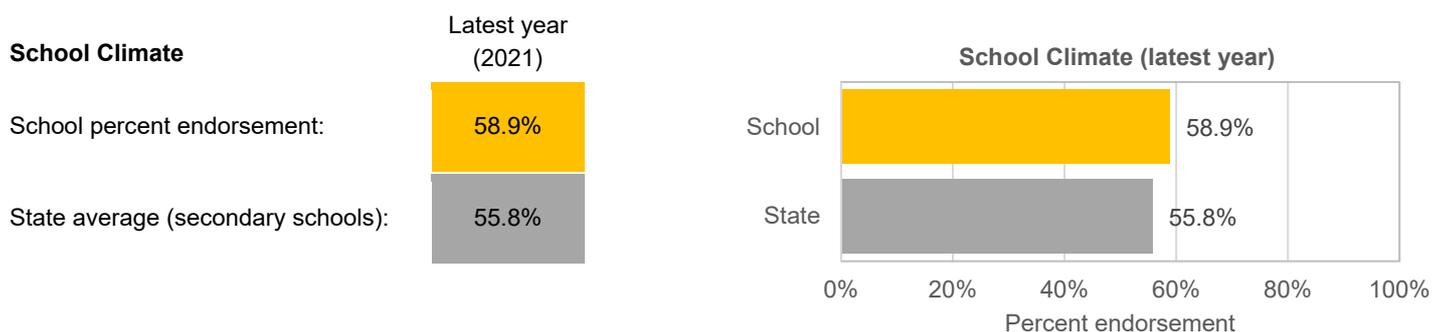


School Staff Survey

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:

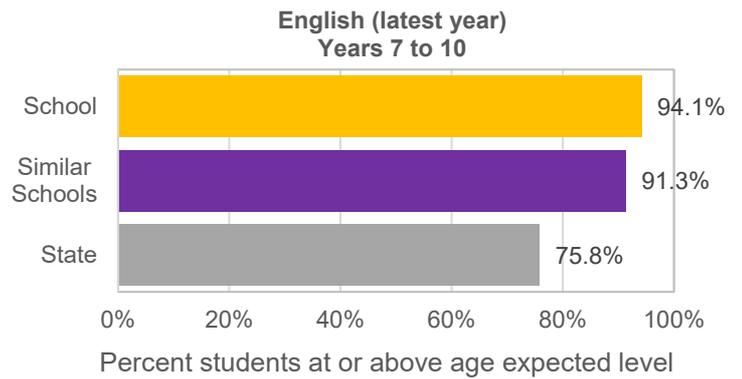
94.1%

Similar Schools average:

91.3%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

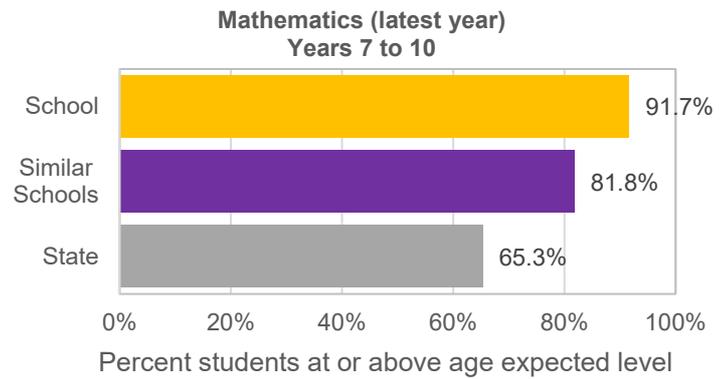
91.7%

Similar Schools average:

81.8%

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.

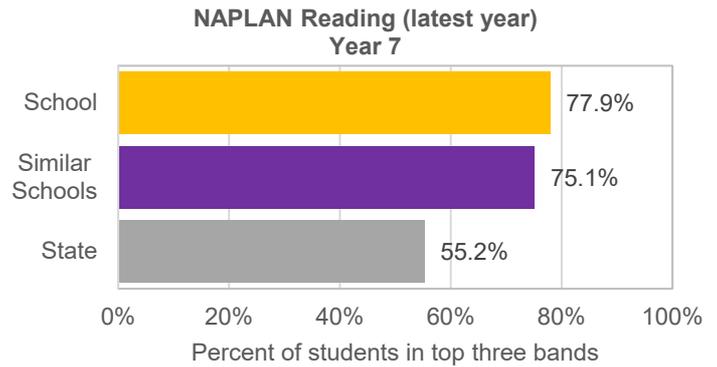
NAPLAN

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.

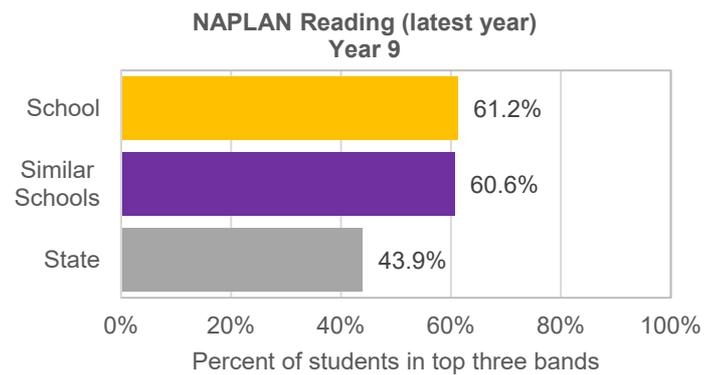
**Reading
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.9%	75.7%
Similar Schools average:	75.1%	73.9%
State average:	55.2%	54.8%



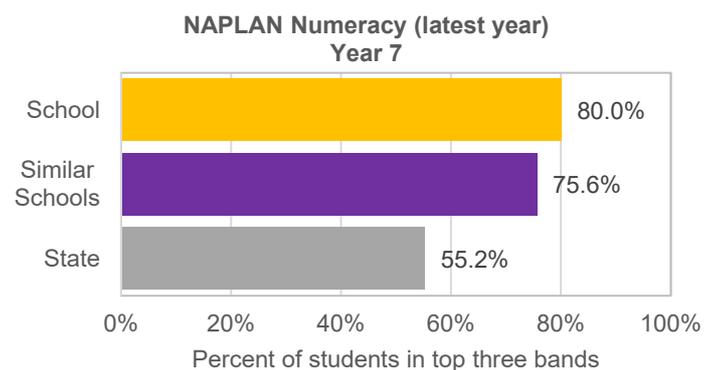
**Reading
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.2%	62.7%
Similar Schools average:	60.6%	62.7%
State average:	43.9%	45.9%



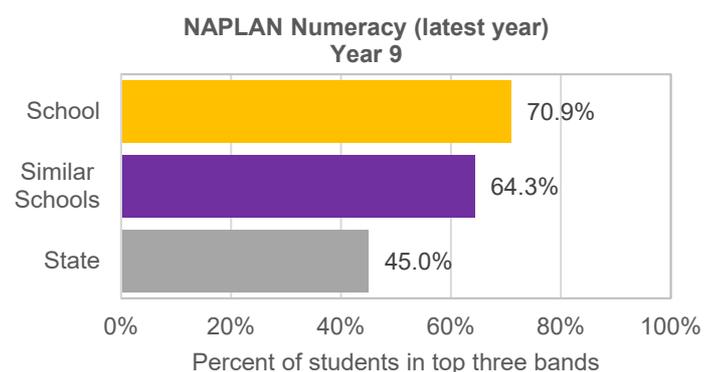
**Numeracy
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	78.6%
Similar Schools average:	75.6%	76.0%
State average:	55.2%	55.3%



**Numeracy
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.9%	69.6%
Similar Schools average:	64.3%	66.2%
State average:	45.0%	46.8%



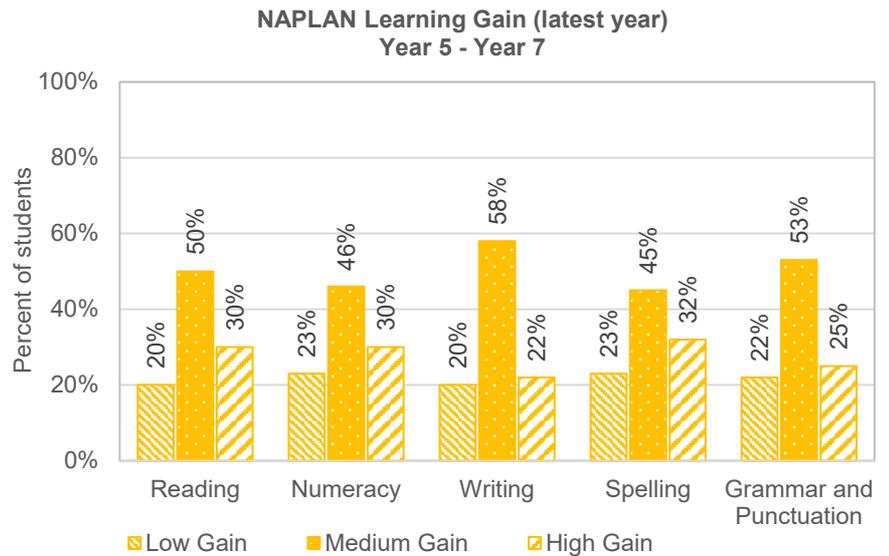
ACHIEVEMENT (continued)

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'.

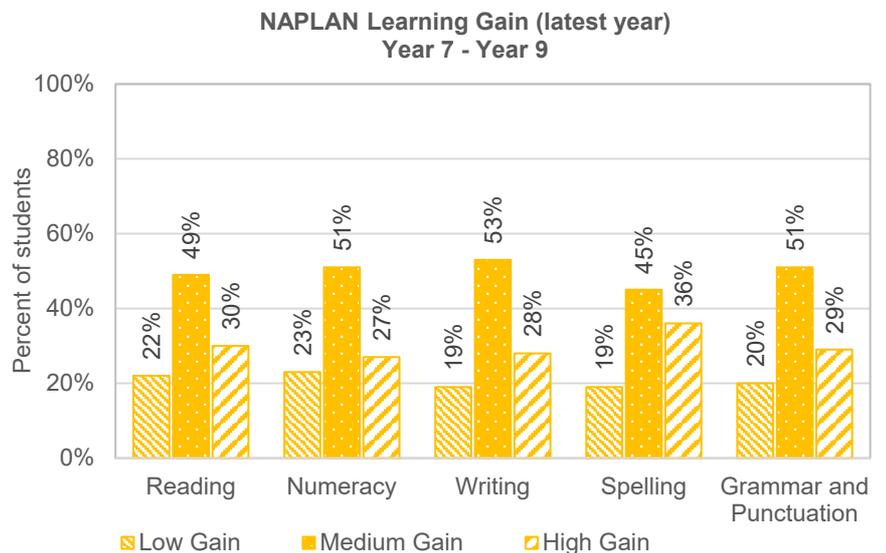
Learning Gain Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	20%	50%	30%	28%
Numeracy:	23%	46%	30%	27%
Writing:	20%	58%	22%	27%
Spelling:	23%	45%	32%	27%
Grammar and Punctuation:	22%	53%	25%	27%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	22%	49%	30%	27%
Numeracy:	23%	51%	27%	27%
Writing:	19%	53%	28%	27%
Spelling:	19%	45%	36%	30%
Grammar and Punctuation:	20%	51%	29%	26%



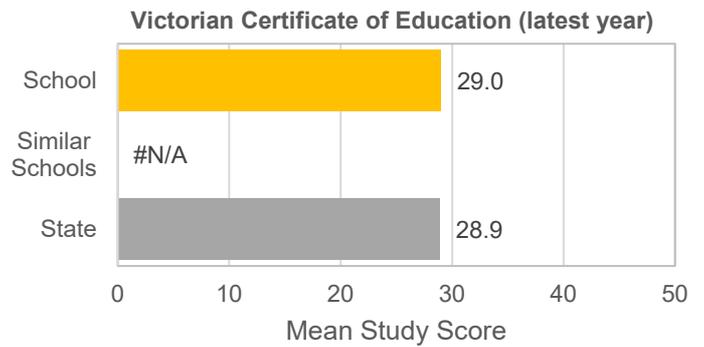
ACHIEVEMENT (continued)

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	29.0	29.4
Similar Schools average:	30.1	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:



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



VET units of competence satisfactorily completed in 2021*:



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



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

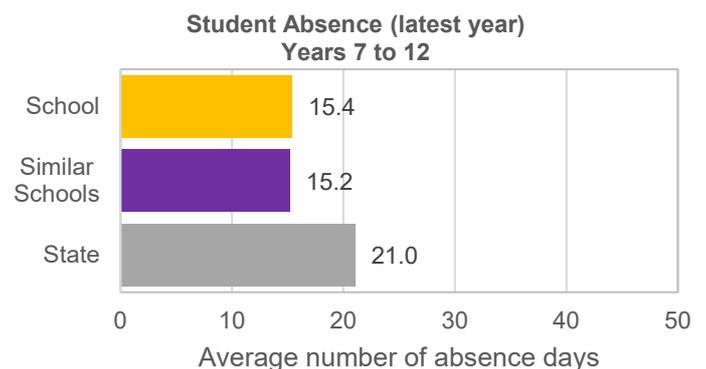
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	15.4	14.1
Similar Schools average:	15.2	14.8
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

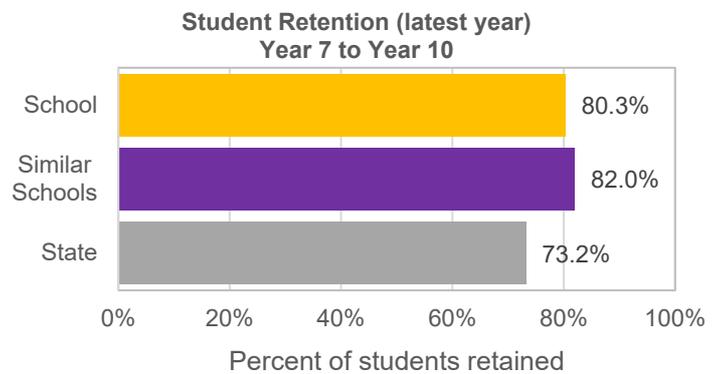
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	94%	92%	91%	89%	93%	95%

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:	80.3%	79.0%
Similar Schools average:	82.0%	80.6%
State average:	73.2%	72.9%



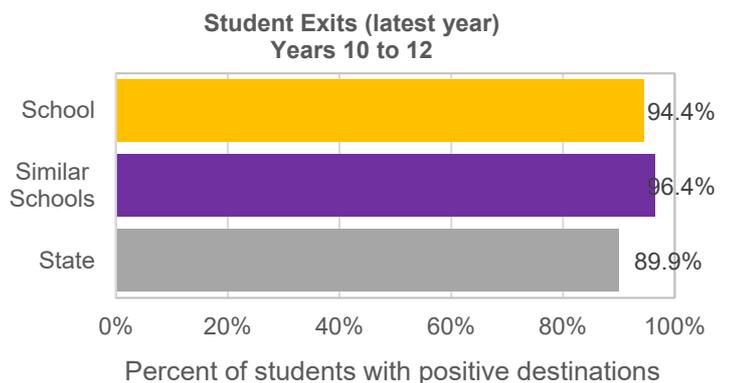
Students exiting to further studies or full-time employment

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:	94.4%	96.1%
Similar Schools average:	96.4%	95.9%
State average:	89.9%	89.2%



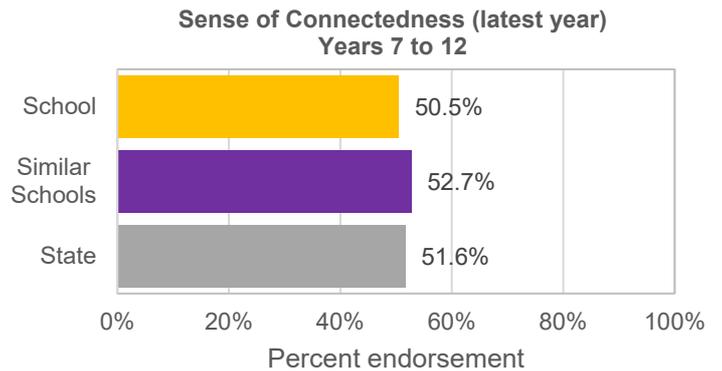
WELLBEING

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:	50.5%	55.0%
Similar Schools average:	52.7%	55.8%
State average:	51.6%	54.5%

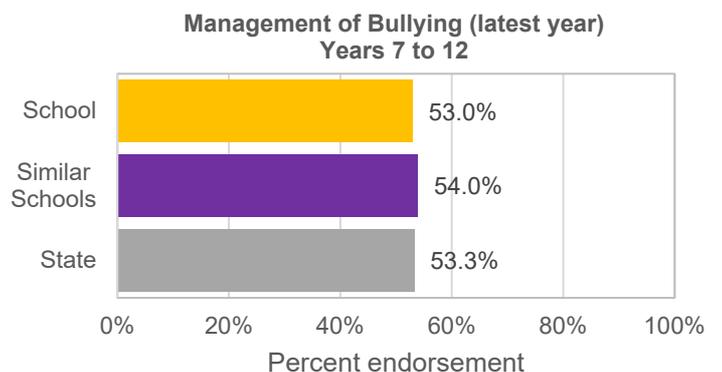


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	53.0%	57.9%
Similar Schools average:	54.0%	57.6%
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	\$15,802,932
Government Provided DET Grants	\$1,899,100
Government Grants Commonwealth	\$57,458
Government Grants State	\$39,651
Revenue Other	\$68,275
Locally Raised Funds	\$1,217,042
Capital Grants	\$0
Total Operating Revenue	\$19,084,458

Equity ¹	Actual
Equity (Social Disadvantage)	\$92,911
Equity (Catch Up)	\$37,965
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$130,875

Expenditure	Actual
Student Resource Package ²	\$15,838,076
Adjustments	\$0
Books & Publications	\$13,328
Camps/Excursions/Activities	\$287,438
Communication Costs	\$55,982
Consumables	\$327,675
Miscellaneous Expense ³	\$89,797
Professional Development	\$48,140
Equipment/Maintenance/Hire	\$162,083
Property Services	\$225,268
Salaries & Allowances ⁴	\$670,194
Support Services	\$178,091
Trading & Fundraising	\$48,664
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$5,654
Utilities	\$98,316
Total Operating Expenditure	\$18,048,707
Net Operating Surplus/-Deficit	\$1,035,752
Asset Acquisitions	\$208,614

- (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	\$4,412,815
Official Account	\$71,626
Other Accounts	\$134,056
Total Funds Available	\$4,618,497

Financial Commitments	Actual
Operating Reserve	\$339,224
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$613,376
School Based Programs	\$91,777
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$233,400
Capital - Buildings/Grounds < 12 months	\$1,040,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$2,300,719
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$4,618,497

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.