

2021 Annual Report to The School Community



School Name: Murtoa College (1549)



- 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 11 April 2022 at 07:59PM by Shannon Argall (Acting 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 12 April 2022 at 11:12 AM by David Goodin (School Council President)

About Our School

School context

Murtoa College's mission is inspiring young minds to grow into lifelong learners. Our vision for learning is for students to develop skills that enable them to succeed in everyday life and pursue their aspirations and passions. We aim to nurture students to become respectful, compassionate and tolerant citizens, ready to contribute to their community. Through collaboration and consultation the Murtoa College community have committed to the values of: Respect, Enthusiasm, Honest, Responsibility, Cooperation, Courtesy, Caring, Friendliness, Excellence and Commitment.

Our key objectives at Murtoa College are:

- To improve the learning growth of all students in all areas.
- To ensure all students are motivated in their learning and that they have a strong sense of belonging and connectedness to the college and their peers.
- To maintain a safe and respectful environment for the whole college community.

To improve learning growth of all students in all areas, Murtoa College teachers focus on pedagogical approaches that are evidence based and shown to have the greatest impact on student learning. This underpins our focus on maintaining teacher quality by using the Murtoa College Instructional Model. Murtoa College also recognises the importance of enabling staff to collaborate and share their practice with others. In doing so, we have developed a rigorous Professional Learning Communities (PLCs) to allow staff to support each other and build their capacity so that all students can benefit from improved teaching and learning. When implementing the Victorian Curriculum, including VCE, VCAL and VET studies, Murtoa College staff prioritise the strategic use of data to inform teaching practices. In doing so, they shall share best practice pedagogy, observe and reflect on the learning and teaching practices, design assessment protocols, coach and mentor each other and ensure professional development is targeted to the needs of the individual, team and the whole college.

The college has 27.4 EFT teaching staff plus 12.6 EFT education support staff. Within this figure, there are a large number of part timers. There are no Aboriginal and Torres Strait Islander staff.

Murtoa College is a Foundation to Year 12 School of currently 271 students situated 300 kilometres north-west of Melbourne, and approximately 30 kilometres east of Horsham. Currently there are five combined classes in years F-6 area with a total of 88 students. There are two classes at each year level in years 7-12 with 183 students. Classes at year 11 and 12 (VCE) have small numbers in all subject areas. As well as drawing students from the local area, Murtoa also has 55 students who pay to travel by bus each day from Horsham. The school services a wide area that ranges east to west from Horsham to Rupanyup (45 kilometres) and north to south from Minyip to Glenorchy (about 50 kilometres).

The enrolment numbers have been stable, varying between 260 and 280 students in last 10 years. Our feeder schools are Minyip Primary School, Rupanyup Primary School and Our Lady Help of Christians School. Students from Horsham come from all the primary schools in Horsham. About 80% of students travel to school by bus from the surrounding farming areas and towns, including Horsham. The college has no students with a language background other than English (EAL). There are two families that have parents born in a non-English speaking country. Murtoa serves a generally low to mid socio-economic status community. Our SFOE is 0.5203 and we experience around 50 families qualifying for government benefits. A large percentage of our students live within a two-parent family unit.

In the 7-12 area, the college offers a diverse program and a comprehensive year 11 and 12 program including VCE, VCAL and VET. In year 9 and 10, students are offered greater choice through an 'elective' program. They must all complete 'core' subjects of Maths, English, Science, Humanities and Positive Education (Social and Emotional Learning) and all other subjects are chosen from comprehensive elective program that follows the Victorian curriculum. The year 7 and 8, follow a comprehensive program that offers English, Maths, Science, Humanities, Languages (German), Health and Physical Education, Home Economics, Art, Visual Communication, Textiles and Digital Technologies.

Instrumental music lessons are available for students in Years 5-12. Science, Art, Languages (German) and Physical Education are specialist subjects in F-6 area of the college with all other domains covered by class teachers. There is a variety of extra support programs across the college. These include the Tutor program, MYLNS, Quick Smart, CAFÉ reading, Maths Tribes, Hands on Learning, Peer Support and Early Years literacy

Intervention. Enrichment programs such as sport, camps, and educational excursions are a feature of the comprehensive learning program. In 2022, Murtoa College has no international students and therefore offers no programs in this area.

Framework for Improving Student Outcomes (FISO)

In 2021, Murtoa College had three main priorities as part of its Annual Implementation Plan:

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

Because of the impact of the pandemic in 2020, the college prioritised the learning catch up and extension of all students in 2021. Using data to identify student needs, teaching staff worked in different groups such as professional learning communities, student wellbeing team and learning areas to prioritise and deliver the required supports. 2021 saw the implementation of tutoring at the college where students most impacted by remote learning were given literacy and numeracy support. Working in small groups with a tutor, similar ability students were given differentiated curriculum throughout the year. 5-week cycles enabled tutors to assess, progress and refine students involved to ensure the learning met their needs. The tutoring and other intervention programs such as CAFÉ reading and Middle Years Literacy and Numeracy ensured many students got the learning support, catch up and extension they needed.

The happy, active and healthy kids priority saw whole staff (teaching and education support staff) receive trauma informed practice professional development through the Berry Street Education Model. BSEM provided strategies for teaching and learning that enabled teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement. Staff learnt pedagogical strategies that incorporate trauma-informed teaching, positive education, and wellbeing practices. Within the professional learning community teams, teachers were able to collaborate, reflect and experiment with their learning in a supportive team which would enable them to fully embed BSEM into their teaching. BSEM has had a profound effect on our teaching and will continue to be a focus with further professional development prioritised in 2022.

The connected schools priority required the planning for a whole school facilities and grounds upgrade. In 2020-21, a facilities strategic plan was developed and finalised resulting in the creation of Murtoa College Landscape Master Plan. As a result, appropriate budgets were allocated and input from the whole college community was sought for grounds improvement. The upgrade work commenced in 2021 with the F-6 outdoor assembly area and fairy garden being installed. This program will be ongoing for many years but provides the 'big picture' framework for grounds improvements as each project and stage is finished. Through these works, we hope that the college will become an even better place to learn.

Achievement

Despite the challenges faced with another school year impacted by remote learning, Murtoa College students demonstrated positive achievement and learning growth. The College continues to perform well in NAPLAN reading assessment. Students in Grade 3,5,7 and 9 continue to rank above similar schools across four-year average. Our Year 3 reading NAPLAN data is particularly pleasing with the percentage of students in the top three bands above similar schools and the state average. Numeracy results continue to show pleasing results, particularly at Year 9 with above similar school and state comparisons. There is continued work to be done to support our students in Grade 3 and 5, however the data demonstrates that the College's teaching enables students to catch up, and often exceed state averages by the time students are assessed in Year 9. In the past year we have continued to trial a range of assessment and diagnostic tools to help us to accurately diagnose each student's point of learning. The disruptions the college has experienced over the last 2 years has shifted this point of need significantly for many students and the college staff have used these diagnostic tools to "recalibrate" their curriculum plans accordingly.

Learning gain analysis shows that the College's practices are supporting students to grow and learn. Across all year levels the majority of students demonstrated medium gain as expected. However, the data shows opportunities for further improvement, particularly on supporting students to achieve higher than average learning gain. Strategies to support this will include regular data analysis sessions with the teaching staff to improve their understanding of each student's level of achievement, this will allow staff to further improve their capacity to

deliver content targeted at the wide range of abilities held by students in their class. Additionally, learning areas will continue to focus on the concept of “essential learning”; placing greater importance on fundamental elements of the curriculum such as reading comprehension in English, and number skills in Numeracy, to more efficiently target learning deficiencies that may have developed over the previous pandemic affected years. Staff will administer PAT English and Maths tests at regular intervals and analyse the gains demonstrated by students to monitor the effectiveness of the teaching program.

We are continuing to develop the capacity of the staff and we are providing extra support to students with lower levels of achievement. This has been achieved via programs such as CAFÉ reading, early years literacy intervention such as Maths Tribes, MYLNS and tutoring. The Tutor Learning Initiative has helped a large proportion of our student cohort to progress further in their learning than they would have without the program. Further analysis of student data has identified that Murtoa College staff need greater support to stretch those with higher levels of achievement. This teacher support and learning will be delivered within learning areas, PLCs and teaching and learning meetings.

Our VCE results from 2021 continue to be positive and show that the college is providing a high-quality education and enabling genuine pathway opportunities for our students. Our median unit study score was up one to 29, however more work is needed to build the mean study score in VCE. There will be a continued focus on teacher professional development and collaboration, in particular, on analysing data to inform VCE specific teaching practices.

At Murtoa College, we have always strived to provide genuine pathways for all students in the final years of their schooling. In 2021, we had 100% of students enrolled in VCE successfully complete their certificate and 98% of VET units of competence successfully completed. This demonstrates the College’s ongoing commitment and success in preparing students to successfully finish their schooling with a nationally recognised certificate.

Engagement

Murtoa College prides itself on being a safe, supportive and welcoming school community that provides a variety of programs and supports to engage students in learning. The student engagement data of all F-12 students clearly indicates that we continue to do well in this area. This is particularly pleasing considering the impact of Covid-19 pandemic and rural isolation disadvantage factors experienced by our community.

Student absences did increase in 2021, although this is to be an expected impact due to the Covid-19 pandemic. However, Murtoa College is worse than state averages in F-6 and 7-12 absence data and more work needs to be done in this field. In 2021, continued engagement programs that support students to attend included:

- Dedicated Wellbeing Coordinator and daily follow up of students who are absent
- Private counselling provided on site by the college,
- wellbeing and learning supports such as individual education/student support plans
- Alternative learning settings such as Hands on Learning
- Intervention programs such as Tutoring, CAFÉ reading, Quick Smart and early years literacy intervention

It is hoped these programs are helping those students who are struggling socially and academically to improve their connectedness to school. Continued engagement with parents, carers and community in this matter will continue to be important as the school alone cannot influence attendance rates. Working in partnership with the College community will be essential moving forward as will further work on the Berry Street Education Model. In doing so, Murtoa College is hoping to strengthen our whole-school approach, build consistency and predictability across all classrooms throughout the school. As a result, staff will be focusing on the following areas of BSEM to support students:

- Stamina - Creating a culture of academic persistence by nurturing resilience, emotional intelligence and a growth mindset.
- Character - Harnessing a values and character strengths approach for learning and future pathways.
- Engagement - Motivating students with strategies that increase their willingness to learn.

Analysing the pathways and retention data, the percentage of students in Year 7 who remain at Murtoa College through to Year 10 continues to demonstrate the students feel safe, connected and supported. In 2021 and across 4-year averages, Murtoa College continues to be above similar schools and state comparisons. Murtoa College

continues to excel in the percentage of students from Years 10 to 12 going on to further studies or full time employment. Our 4 year average of 93% is well above state and similar schools comparisons. In 2021, 100% of students in this category moved on to full time employment or further studies. This is a fantastic achievement and demonstrates the commitment and capability of the College's staff and programs to prepare students for life post-school.

In 2021, a Landscape Master Plan was completed for Murtoa College that outline grounds and facilities improvement priorities. Engagement of students in the yard and building connectedness to their school environment has been a focus since the development of the Landscape Master Plan. Works completed in 2021 included the complete renovation of F-6 play and assembly area. The installation of a fairy garden, new sandpit, relocated cubby, rubberised soft fall play spaces and lawn areas provided students with a new area to play, socialise and have fun with friends. From this project, we are now shifting our focus to the secondary setting to provide spaces to support students to connect with their peers in positive, age appropriate and appealing surrounds. The renovation of the secondary oval is ongoing with installation of new sprinkler system and sowing new grass has opened up a brand new area for secondary students to be active. In 2022, Murtoa College developing dedicated play spaces for secondary students. This will include installing swing set and two outdoor classrooms with shade sails.

Wellbeing

The Student Family Occupation and Education (SFOE) index of the Murtoa College community has again remained in lower than state averages with an SFOE of 0.5203. This result further demonstrates the importance of Murtoa College providing a range of wellbeing supports to assist our students learn, grow, be happy and healthy. Within the broader community, Murtoa College has a reputation for providing an excellent wellbeing program that supports all students. As a result, we continue to have many students attending the College from the Horsham area. We have approximately 55 students travel via bus from Horsham every day. We maintain excellent links with our feeder kindergarten and continue to have an extensive transition process for Foundation year 7 students.

Murtoa College continues to pride itself on providing a positive climate for learning by supporting the health and wellbeing of students. In 2021, we developed a more coordinated approach to student welfare by creating the Student Wellbeing, Integration and Management (SWIM) team. This team is has worked hard to ensure all students at risk receive Individual Education Plans (IEPs). IEPs require students and families to be part of the process as teachers contribute to literacy and numeracy goals of these students, make adjustments to support their learning to ensure the overall needs of the student are met. This team also coordinates external supports such as counselling. The College provided a counsellor one day per week to support students and this will continue in 2022. We are also engaging with external providers such as Grampians Community Health to provide further counselling supports for our students.

Student survey data demonstrates that Murtoa College continues to mirror similar schools and state trends, however more work needs to be done in building a sense of connectedness – particularly in years 4-6. We are hoping initiatives such as the Dogs Connect program which has supported us with Rosie the wellbeing dog will support students in all year levels to feel safe, valued and connected at Murtoa College. We are also hoping through the Out of School Hours Care (OSHC) program that we can foster new relationships with students and families to build connectedness.

Pleasingly, Murtoa College's management of bullying in 4-6 and 7-12 was above the state in 2021 and 4 year trends. A highly organised wellbeing team including Year Level Coordinators and Form Teams allow high quality pastoral care and management of student conflict. To support students' wellbeing and develop their social and emotional learning further, Murtoa College is introducing 'Positive Education' within the 9/10 core curriculum and positive education enhanced curriculum resources for F-12 teachers. This will allow the college to deliver explicit curriculum, where students can be taught the key concepts of wellbeing so they can live healthy and fulfilling lives.

As mentioned earlier in this report, Murtoa College will be investing heavily in further training and professional development from Berry Street. To support student wellbeing, a whole school focus on developing student character strengths will be a focus. Character strengths are the positive human qualities that serve as pathways for living a good life and by supporting students to nurture particular strengths and build self-awareness, we are confident we can build student wellbeing in 2022.

We will continue to ensure that our school values underpin everything we do in order to create a safe learning environment. Student led assemblies enable a unique opportunity to reflect, discover and apply the College's ten values Respect, Enthusiasm, Honesty, Responsibility, Cooperation, Courtesy, Caring, Friendliness, Excellence and Commitment. Students who demonstrate our school values will continue to receive recognition on a regular basis at school assemblies. Enabling student leaders to demonstrate their authentic leadership and voice at these assemblies is important to the college.

Finance performance and position

Murtoa College was able to report a small Net Operating Surplus of \$64,229 before asset acquisitions for the 2021 year. This surplus was mostly achieved due to Covid related lockdowns affecting budgeted expenditure levels. In the 2021 reporting year the school was able to allocate \$38,312 to develop the Primary School quadrangle as part of the ongoing Landscape Master Plan and to also allocate nearly \$50,000 on upgrading our technology resources. The School's equity funding allows us upgrade our equipment including the purchase of seventy new laptops to enable all our students to all have access to the latest technology to help with their education. The School Council did not enter into any new contracts in the 2021 reporting period but the new Horsham bus contract and photocopier leases will be discussed in 2022. This financial result together with some previous surpluses and the granting of funds from the State Government for a new shade sail will enable the School to continue to further develop the School's landscape as part of the School Council's Landscape Master Plan. This Plan will provide a safe environment for students together with improved traffic flow, more play areas and outdoor education areas.

For more detailed information regarding our school please visit our website at <https://www.murtoasc.vic.edu.au/>

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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 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').

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 278 students were enrolled at this school in 2021, 123 female and 155 male.

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

Overall Socio-Economic Profile

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

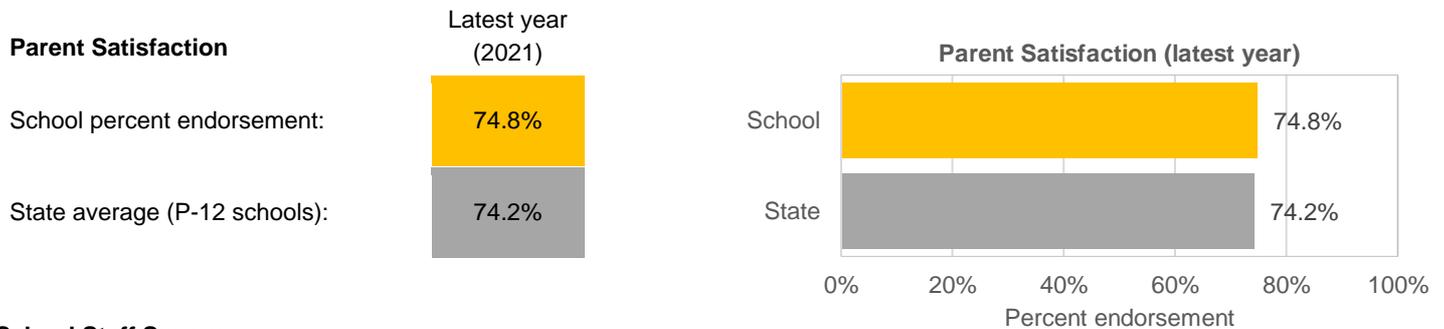
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

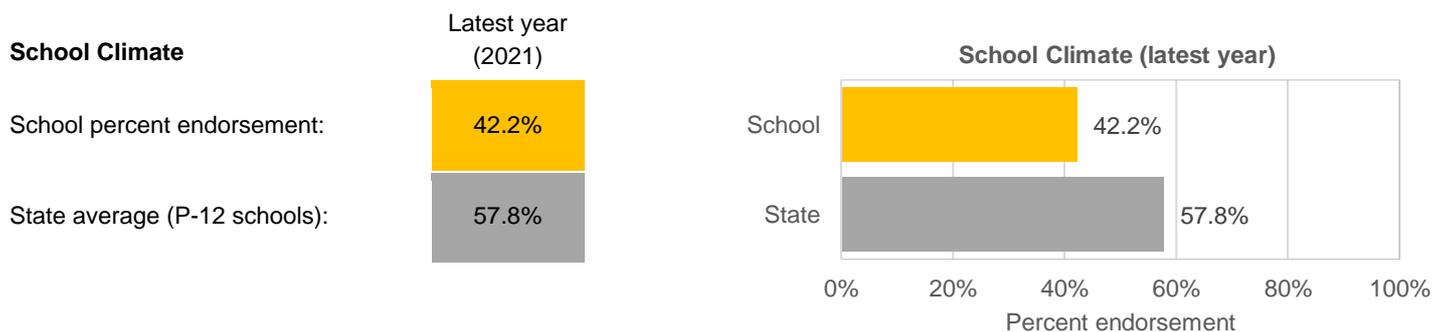


School Staff Survey

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

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

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



ACHIEVEMENT

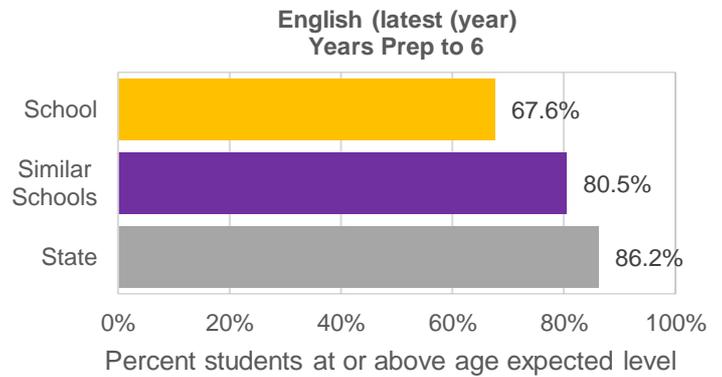
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

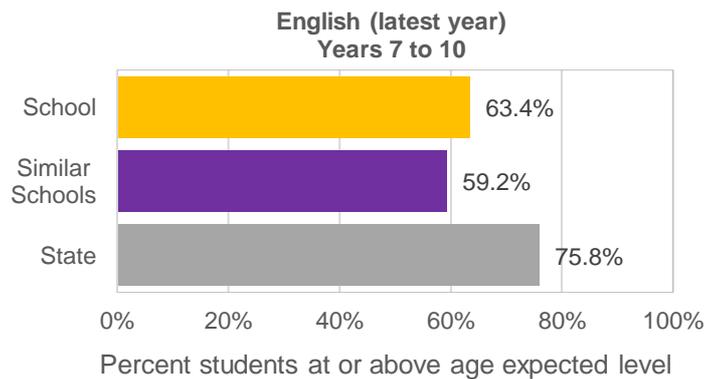
English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	67.6%
Similar Schools average:	80.5%
State average:	86.2%



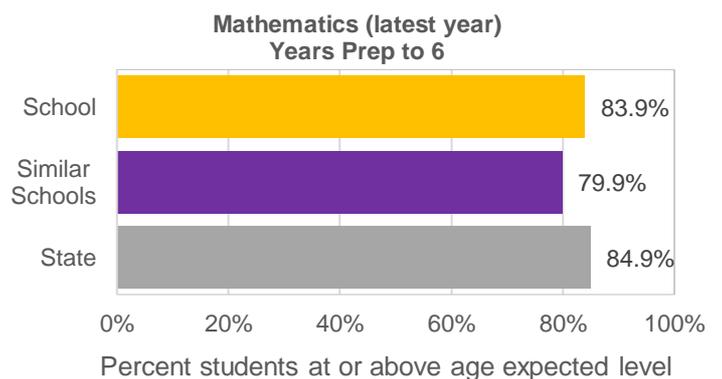
English Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	63.4%
Similar Schools average:	59.2%
State average:	75.8%



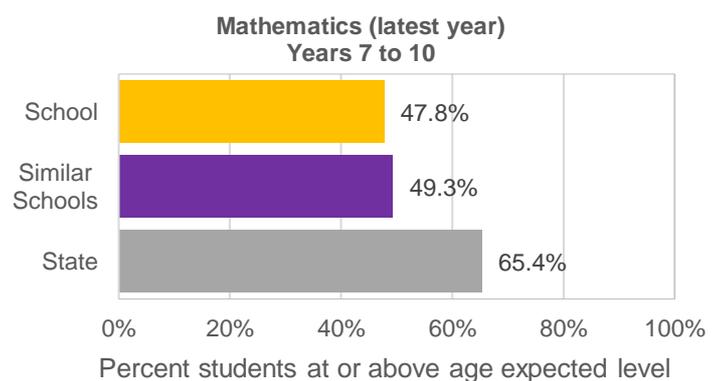
Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	83.9%
Similar Schools average:	79.9%
State average:	84.9%



Mathematics Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	47.8%
Similar Schools average:	49.3%
State average:	65.4%



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.

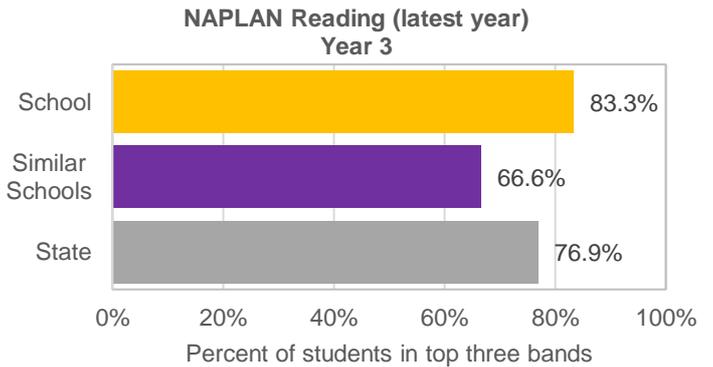
NAPLAN

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.

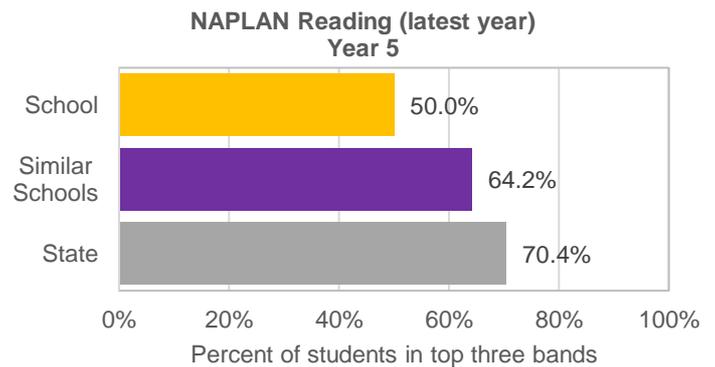
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.3%	71.4%
Similar Schools average:	66.6%	68.2%
State average:	76.9%	76.5%



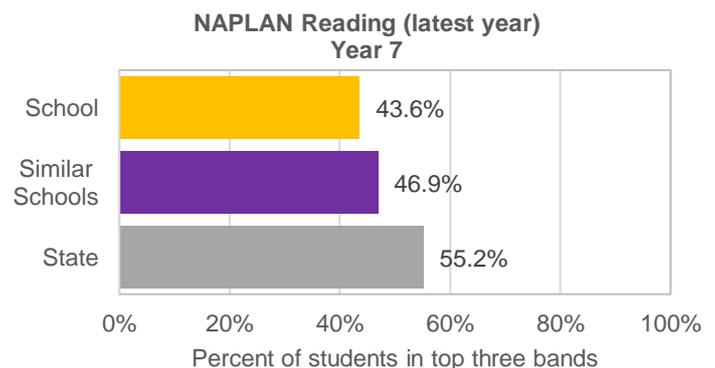
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	61.9%
Similar Schools average:	64.2%	61.7%
State average:	70.4%	67.7%



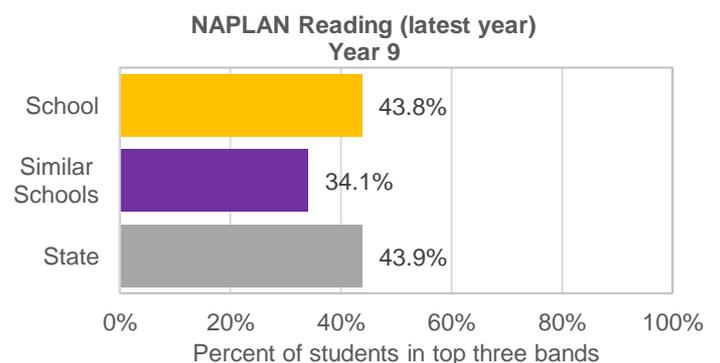
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	43.6%	52.9%
Similar Schools average:	46.9%	46.4%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	43.8%	54.7%
Similar Schools average:	34.1%	39.5%
State average:	43.9%	45.9%



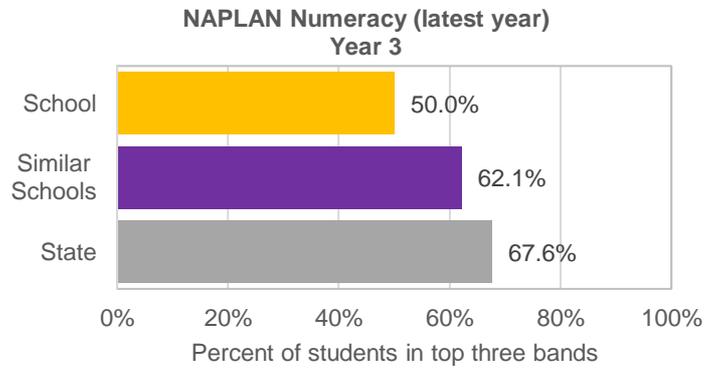
ACHIEVEMENT (continued)

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 (continued)

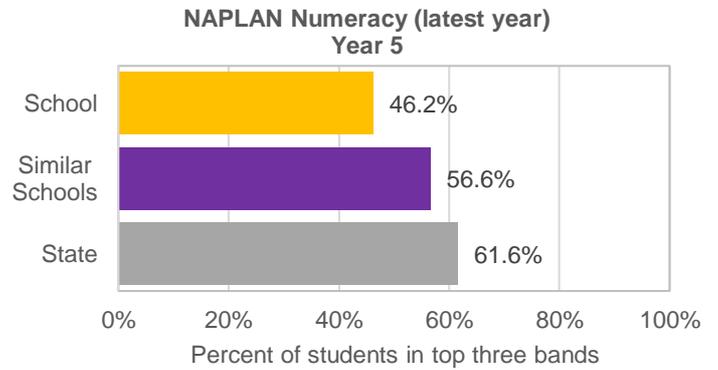
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	53.6%
Similar Schools average:	62.1%	63.6%
State average:	67.6%	69.1%



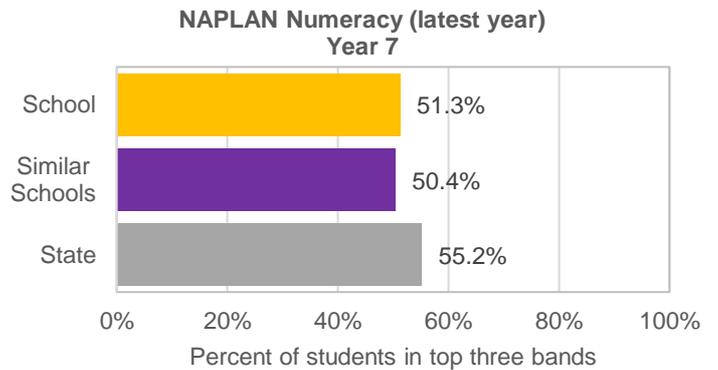
Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.2%	41.5%
Similar Schools average:	56.6%	53.7%
State average:	61.6%	60.0%



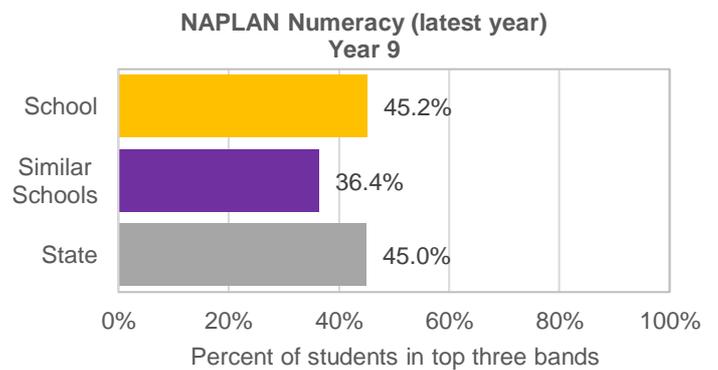
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	51.3%	59.6%
Similar Schools average:	50.4%	50.2%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	45.2%	49.4%
Similar Schools average:	36.4%	43.1%
State average:	45.0%	46.8%



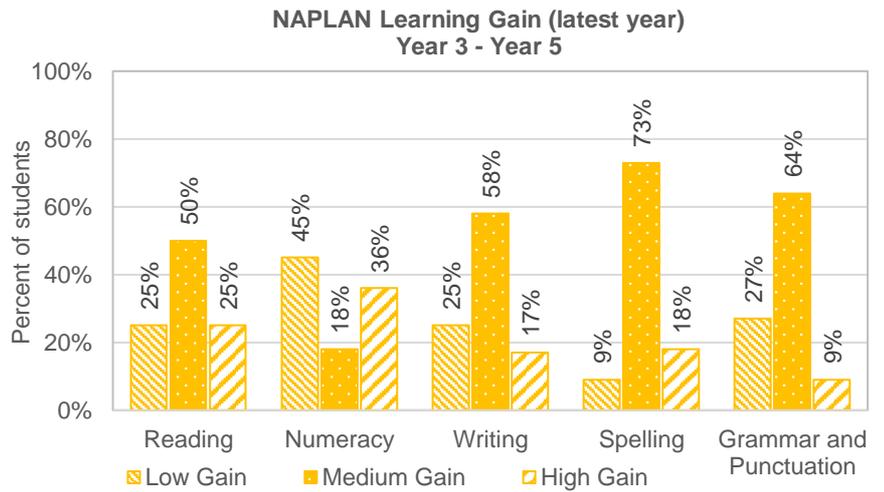
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

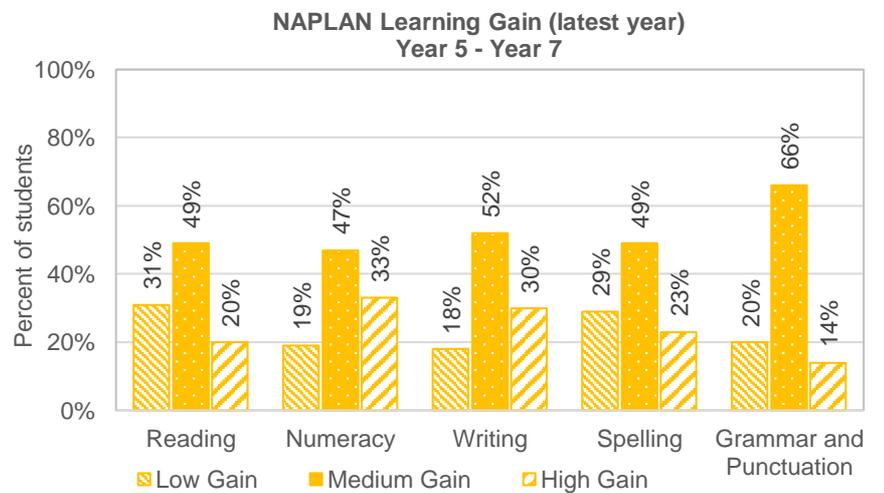
**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	50%	25%	21%
Numeracy:	45%	18%	36%	24%
Writing:	25%	58%	17%	17%
Spelling:	9%	73%	18%	20%
Grammar and Punctuation:	27%	64%	9%	16%



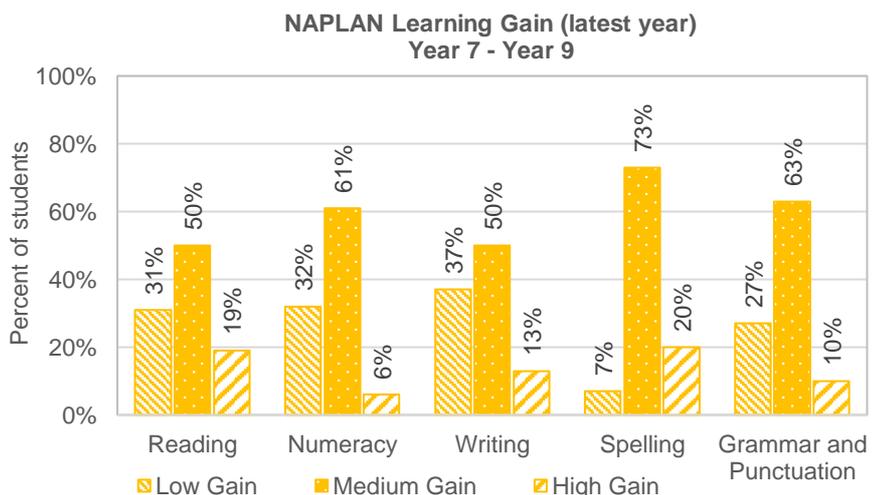
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	49%	20%	19%
Numeracy:	19%	47%	33%	21%
Writing:	18%	52%	30%	18%
Spelling:	29%	49%	23%	24%
Grammar and Punctuation:	20%	66%	14%	21%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	50%	19%	18%
Numeracy:	32%	61%	6%	21%
Writing:	37%	50%	13%	16%
Spelling:	7%	73%	20%	21%
Grammar and Punctuation:	27%	63%	10%	23%



ACHIEVEMENT (continued)

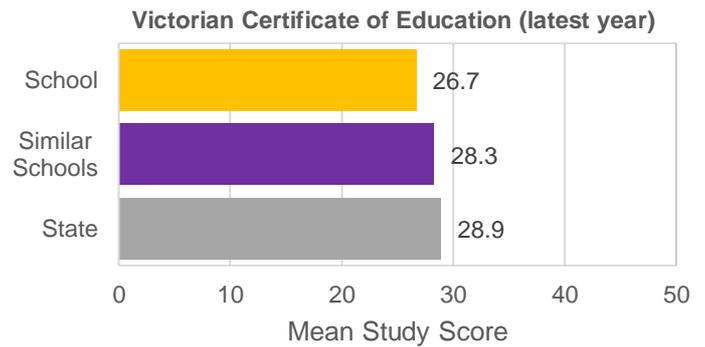
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	26.7	27.6
Similar Schools average:	28.3	27.9
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:	13%
VET units of competence satisfactorily completed in 2021*:	98%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	75%

* 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

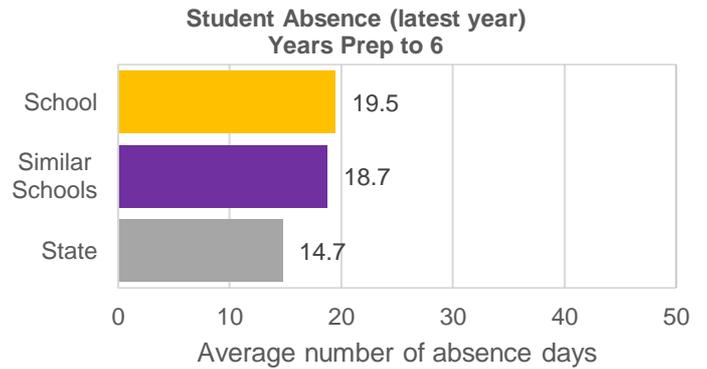
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 COVID-19.

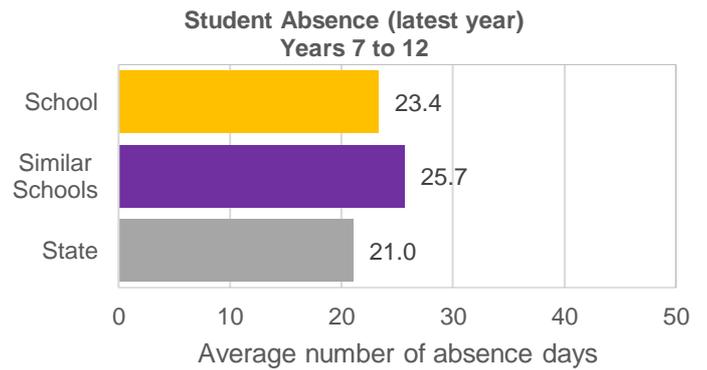
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	19.5	17.7
Similar Schools average:	18.7	17.2
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	23.4	24.5
Similar Schools average:	25.7	23.5
State average:	21.0	19.6



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	87%	89%	94%	96%	90%	88%	91%

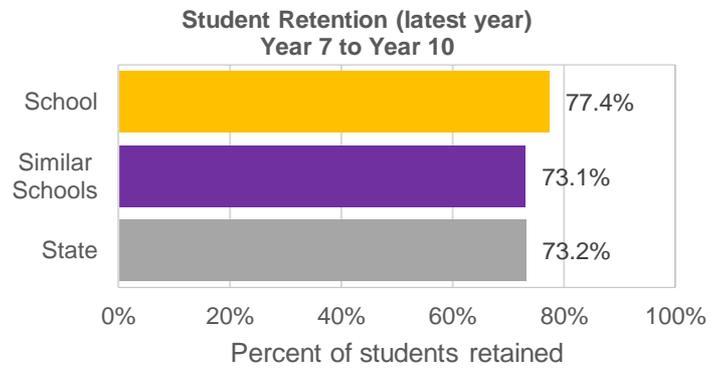
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	89%	90%	89%	82%	91%	91%

ENGAGEMENT (continued)

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2021)	4-year average
School percent of students retained:	77.4%	73.9%
Similar Schools average:	73.1%	71.6%
State average:	73.2%	72.9%

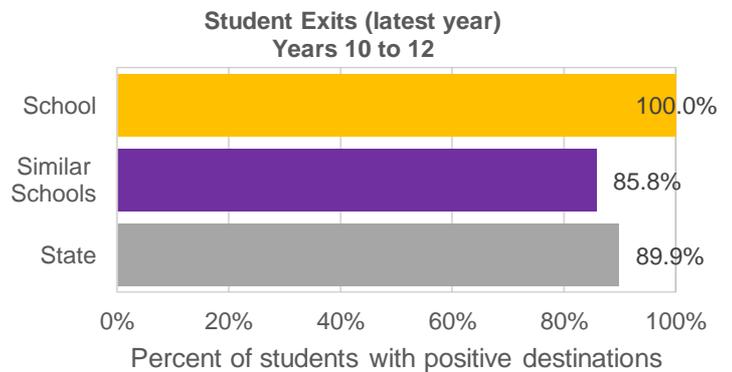


Students exiting to further studies or full-time employment

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:	100.0%	93.0%
Similar Schools average:	85.8%	86.0%
State average:	89.9%	89.2%



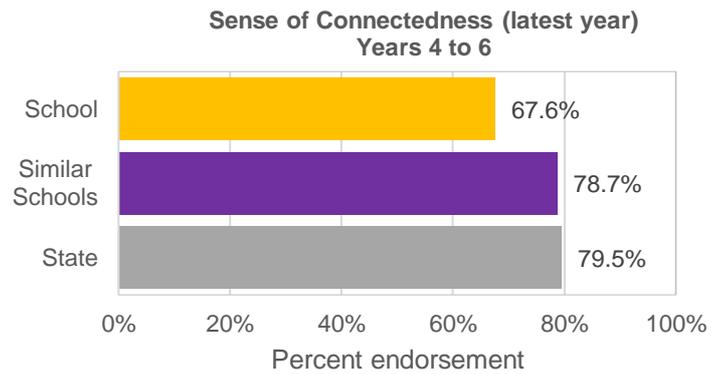
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

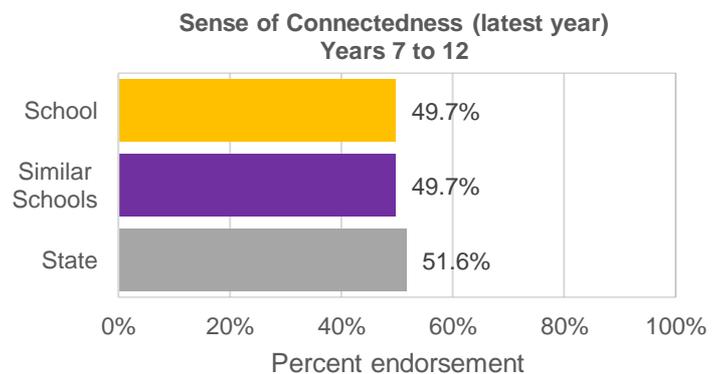
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	67.6%	78.0%
Similar Schools average:	78.7%	80.3%
State average:	79.5%	80.4%



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

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	49.7%	62.7%
Similar Schools average:	49.7%	52.2%
State average:	51.6%	54.5%



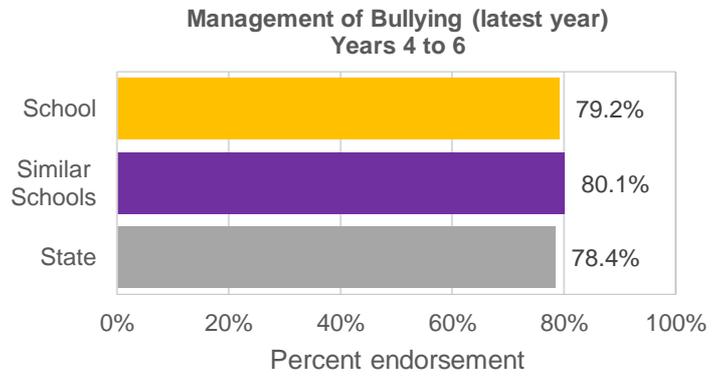
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

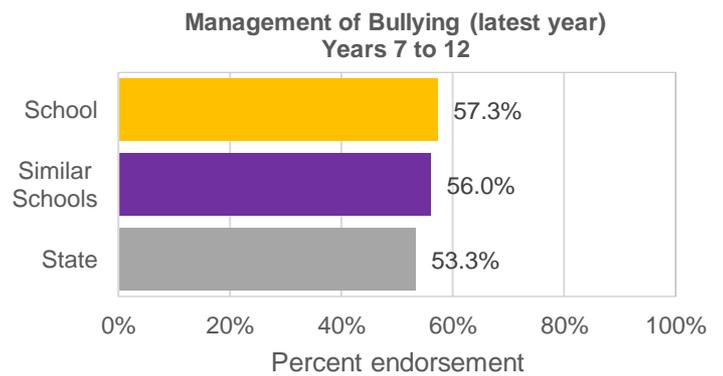
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	79.2%	82.9%
Similar Schools average:	80.1%	80.9%
State average:	78.4%	79.7%



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

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	57.3%	68.2%
Similar Schools average:	56.0%	58.3%
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	\$4,192,338
Government Provided DET Grants	\$823,104
Government Grants Commonwealth	\$0
Government Grants State	\$9,800
Revenue Other	\$39,443
Locally Raised Funds	\$186,595
Capital Grants	\$0
Total Operating Revenue	\$5,251,280

Equity ¹	Actual
Equity (Social Disadvantage)	\$294,616
Equity (Catch Up)	\$9,950
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$304,566

Expenditure	Actual
Student Resource Package ²	\$4,357,130
Adjustments	\$0
Books & Publications	\$6,206
Camps/Excursions/Activities	\$51,723
Communication Costs	\$5,434
Consumables	\$165,800
Miscellaneous Expense ³	\$11,996
Professional Development	\$11,108
Equipment/Maintenance/Hire	\$146,803
Property Services	\$175,007
Salaries & Allowances ⁴	\$9,196
Support Services	\$54,252
Trading & Fundraising	\$161,943
Motor Vehicle Expenses	\$5,451
Travel & Subsistence	\$0
Utilities	\$25,003
Total Operating Expenditure	\$5,187,052
Net Operating Surplus/-Deficit	\$64,229
Asset Acquisitions	\$38,312

- (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 24 Feb 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	\$932,994
Official Account	\$33,320
Other Accounts	\$0
Total Funds Available	\$966,314

Financial Commitments	Actual
Operating Reserve	\$124,753
Other Recurrent Expenditure	\$1,717
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$47,000
Capital - Buildings/Grounds < 12 months	\$75,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$717,844
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$966,314

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.