

2021 Annual Report to The School Community



School Name: Ballarat High School (7540)



- 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 25 March 2022 at 12:47 PM by Gary Palmer (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 March 2022 at 08:40 PM by Richard Jones (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

School Vision

Ballarat High School is a learning community where every person is valued, respected, and challenged as a learner.

School Philosophy

Ballarat High School is a learning community. We believe in all learners. Our learning framework guides our instructional practice and learning within our community. Personal growth, innovation and creativity are actively encouraged for all members of the school community.

Our values ensure we build and maintain strong and positive relationships. Through personalised learning, we focus on teaching and learning strategies that will raise standards and outcomes for individuals. Through personalised learning and development, incorporating individual learning goals, we tailor education to ensure all students and staff achieve in a positive learning culture of high expectations and support.

Student Wellbeing Vision

At Ballarat High School we endeavour to provide an inclusive, positive, respectful learning environment for all students. We believe in educating the whole person and acknowledge the correlation between student wellbeing and connectedness and academic achievement. Our mission is to provide the right supports, to the right students at the right time.

By developing a school wide Mental Health Action Plan driven by the schools Psychologist along with the evolution of a culture that supports all school community members to be Upstanders and display kindness this allows the creation of a safe environment that nurtures the development of our students.

As a large school we have a small team structure in place to support learning and wellbeing:

- Years 7 and 8 learning teams
- Year 9 ARCH program
- Years 10 to 12 learning teams

This structure supports every student in a safe and positive learning environment, enabling all students to feel connected to their school. Every student is connected to a Learning Mentor, a teacher who will support them with their learning.

We have high expectations of our students and teachers. We believe that high expectations encourage students to be responsible for their own learning and behaviour.

We value and encourage parents to be actively involved in their child's learning. We have parent groups (Boat Club and Performing Arts Support) that make a significant contribution to our school.

There are 1494 students, 89.6 equivalent full time Teachers, 8 Leading Teachers, 6 Learning Specialists, 5 Principal Class and 25.8 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

2021 was again full of challenges through the impacts of the pandemic. Multiple lockdowns made connections to school more challenging.

We started the year with two key learning focuses on building teacher capacity through PLCs, and the development of a mental health and wellbeing plan.

Teachers in their small learning area PLC teams focused on key elements of interpreting explicit information and command terms to develop understanding, trialing activities, and seeking feedback to improve classroom practices. While impacted by remote learning, teachers gained valuable learning and experiences to show that PLCs as an approach to improving practices is a positive key improvement strategy to continue to focus on into the future.

We continued to build on our remote learning curriculum strategy using Google classrooms and Compass to communicate teaching and learning programs. Two professional Learning days supported staff in developing these plans, aiming to provide parents with greater understandings and participation in learning, and to improve students' agency in their learning.

2021 also resulted in the development of a Mental Health and Wellbeing plan. The focus during 2021 included, whole school mental health promotional days, implementation of the Headspace mental health education program, school and families enhancing minds training, and the mental health first aid program: all aiming to improve school connectedness, inclusion, and wellbeing.

What was pleasing to see in 2021 were our positive NAPLAN benchmark growth results in Reading, Writing, and Numeracy being at or above similar schools and state means. We were also pleased with our VCE results given these students had both year 11 and 12 impacted on by the pandemic.

In 2022 we will continue to focus on teacher capacity building using the PLC inquiry cycle, small teacher teams looking at instructional practices, peer observations, and data literacy to improve teacher practice, and student outcomes.

We will continue to grow our practices in supporting student catch up and extension in the classroom through the Tutor Learning Initiative, high ability programs, MYLNS, and VCE revision programs.

In 2022 we will continue to develop our curriculum from our remote learning processes, using Google classroom and Compass to improve communication and teaching and learning.

In 2022 to support students' wellbeing and mental health we will develop and implement a School Wide Positive Behavior Framework to create a positive and inclusive climate for learning. We will continue to build on our BHS Mental Health and Wellbeing plans to support student wellbeing and inclusion.

Achievement

Despite having more remote learning periods in 2021 we were still able to undertake several assessments to see students learning gains.

In 2021 NAPLAN testing returned for years 7 and 9. A key performance measure for our school is Year 9 NAPLAN Benchmark Growth (individual students growth from year 7 to Year 9). This enables us to see each student's growth over the two-year period, and how as a school we performed. It was pleasing to see our year 9 NAPLAN Reading growth the same as like schools and statewide results. Our year 9 NAPLAN Writing, and Numeracy growth were both above like schools and statewide results.

While these results were pleasing and recognised several literacy and numeracy strategies that were implemented, what we did see was our students in the top 2 NAPLAN bands results not being as strong which is something we are going to explore more in 2022.

At the end of 2021 we advertised and appointed a Leading Teacher: Inclusion who has a key role of working with teachers on their classroom teaching practices, differentiating for all students. We see this role of coaching teachers as a strong strategy to ensure all students and their individual learning needs are being supported, including those who are behind in their learning and those who are ahead. In 2022 this will focus on years 7 and 8 literacy and numeracy as they are foundations for strong performance in the senior years.

In 2021 we continued with our PAT testing, using this data to identify students needing support from the impacts of remote learning. This data enabled us to use targeted funding, Middle years Literacy/Numeracy (MYLNS) 8 – 10 funding and the Tutor Learning Initiative (all year levels) to provide targeted support for students and their catch up. We also used VCE Revision funding to support students in a wide range of subjects for targeted support.

We were pleased with our VCE Mean study score of 28, at state mean. The GAT data gives the school a strong indication of how our Y12 VCE students will perform. What was pleasing is that our students in their year 12 subjects performed strongly compared to the GAT predicted results, improving on 2021, and resulting in continued improvement across several VCE subjects.

In 2022 these targeted supports will continue and our 2021 PAT testing results along with NAPLAN results, and teacher judgements have enabled us to identify the students that will be given extra support.

In 2022 we will also continue to build on a strategy focusing on a small team teacher collaborative inquiry process with a specific focus on increasing student growth and looking at strategies that improve teacher practice (PLC's). All Learning areas will be identifying areas where they see strong potential for growth.

In 2022 we will continue to see our strong students given the opportunity to participate in several DET High Ability and student excellence enrichment programs in both English and Mathematics. Students are identified for these programs based on their NAPLAN and PAT testing results.

Engagement

Our second year on remote learning provided more challenges and as a community we witnessed more impacts on staff, students, and parents. Stronger levels of fatigue set in. Our staff (all staff, teachers, and educational support) demonstrated their flexibility and being adaptive as we moved in and out of lockdown. How we teach, and learn, is vastly different at school compared to being at home. We need to acknowledge the support of our parents during 2021.

Given this framework, what was really pleasing was the high levels of VCAL (98%) and VCE (94%) completion rates. We also saw an increase in SBA's (School base apprenticeships). This is a credit to all involved in the levels of resilience and persistence shown, coupled with the extra learning supports.

In 2021 we implemented a new learning platform for the first time, COMPASS. We continued with the learnings from 2020 and the development of Compass and google platforms as a communication strategy to students and parents about what they were learning each week in every subject. We also provided weekly participation reports to students and parents as a means of tracking students, and used these to identify vulnerable at-risk students, enabling extra supports to be put in place.

In 2021 we did see more senior students leave school during the year. These students were supported by our Team leaders and careers advisors. A key performance indicator is our destination data (students leaving to further studies or full-time employment). It was pleasing to see our destination data again well above like schools and state average. Each year we see a strong result of students exiting our school to traineeships and apprenticeships. We need to acknowledge the many organizations and businesses in our community for these opportunities for our students.

In 2022 we will see the last year of a full VCAL program as we work through the secondary provision reforms. This will see a more integrated and adaptive VCE program for all students. Our VCAL program for some time now has been a highly sought pathway for students and a school strength. The new provision reforms give us the opportunities to build

on those strengths and continue to improve our applied learning pathway.

We were also again pleased with our average absence rate as it remained well below like schools and state average. Having strong attendance with students in class improves engagement and learning.

We also look forward to 2022 with the aim of seeing us return to our strong extra-curricular programs which are a critical component of engagement. While some programs returned in 2022, many didn't. Our performing arts team which engages close to 800 students with bands and productions have been greatly impacted. We hope to see the return of the Energy breakthrough 24-hour road race after two years' absence.

Likewise, we hope our public speaking and debating programs can return. We have not been able to run our Art / Technology showcase evening, now planned for inside their own new learning spaces. This is a great family event where we showcase the creativity of our VCE art and technology students.

We are also looking to see a strong school VSSSA and afterschool BAS sports program. We know both are important for connecting students to school and their wellbeing.

Wellbeing

In 2021 we started the year with the development of a school mental health plan. This was a consequence of the appointment of a Mental Health Practitioner, a Psychologist late in 2020.

This started with implementing SAFE minds training for several key staff which focused on developing staff understanding of student mental health and how to provide support. This training occurred at the start of the year for the wellbeing team and team leaders and later in the year for several other staff, ES, and teachers.

A mental health education program "Let's talk about it: Mental Health" was also implemented through Headspace in school with students and parents / guardians.

Our wellbeing team also implemented several whole school mental health promotion days focusing on key feedback data students provided through their Attitudes to School survey. These included in term 1 a National Action against Bullying & Violence. In term 2 we ran IDAHOBIT week promotion inclusion and acceptance of all people. In term 3 RUOK was implemented through our Learning Mentor program and in term 4 through Learning Mentors we ran World Mental Health day and World Kindness day.

In 2021 our wellbeing team played a key role in supporting the vulnerable families in our community, supporting them with books and uniform, and supporting them during remote learning if they were struggling. During remote learning several vulnerable students came to school for extra wellbeing support.

A key measure from the Students Attitude to Schools survey is school connectedness. It was pleasing to see student feedback re school connectedness was above state average and like schools. Students also stated their advocate (Learning Mentor) was strong being above state average and like schools.

84% of students gave feedback of not experiencing bullying, at state average and like schools and student feedback on managing bully was above state average and like schools.

Late in 2021 we appointed an extra full time wellbeing Youth Counsellor to provide greater support for students and their wellbeing, and to assist in the implementation of our mental health action plan. This is part of the additional funding the school received for Wellbeing. In 2021 Ballarat High School in conjunction with every other secondary school in Ballarat will be involved in a mental health program called Live4Life.

As part of a significant investment into our school supporting inclusion our new Leading Teacher will also assist the school to deepen our practices about supporting individual students with a targeted approach to developing individual

Educational Plans (IEPs). This extra funding throughout the course of 2022 will enable us to identify students needing extra support through support staff and extra programs on top of the programs we already have in place.

In 2022 we plan to develop and implement a School Wide Positive Behaviour Framework to support student wellbeing and connectedness. This is an extension to the work already in place around being an Upstander and the work on Kindness.

Finance performance and position

2021 followed on from 2020, being significantly impacted by the Coronavirus. The Victorian education sector in regional Victoria had periods of remote learning in February, May, July, August and September. We were constantly pivoting in and out of lockdown, creating a very disturbed and unsettled year.

Financially, overall revenue was up by 3.2% and expenditure up by 6.3% when compared to 2020. Revenue in parent payments (curriculum charges, excursions etc) and canteen sales were down, but our 2.86% increase in student enrolments, buffered this in the financial reports. The school finances are still in a sound position.

As each stage of our capital works building program unveils some fabulous new learning spaces, we have looked to compliment these with smaller scale grounds improvements and equipment purchases. In 2021, assets increased due to purchases of a vehicle hoist for the automotive workshop, a textile printer, a shipping container for storage, new photocopiers, basketball towers/rings, rowing boats, replaced some external signage, installed concrete paths and a grassy mound near the ALC (Year 9 Arch Learning Centre), and most significantly ordered the parts required to replace the floating pontoons at the boat shed. We also invested in software to replace our Learning Management System, which incorporates a new parent portal.

The DET Student Resource Package provided the school with funds in a range of targeted initiative areas, the newest being the Tutor Learning Initiative (\$450k). These funds were spent employing tutors supporting students to catch up the learning gains lost during remote learning in 2020.

In 2022, budgets will focus on continuing some projects already commenced, but also expanding our supports in the Wellbeing area to compliment the Curriculum delivery and facilities upgrades.

For more detailed information regarding our school please visit our website at
<http://www.ballaraths.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 1501 students were enrolled at this school in 2021, 813 female and 688 male.

3 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

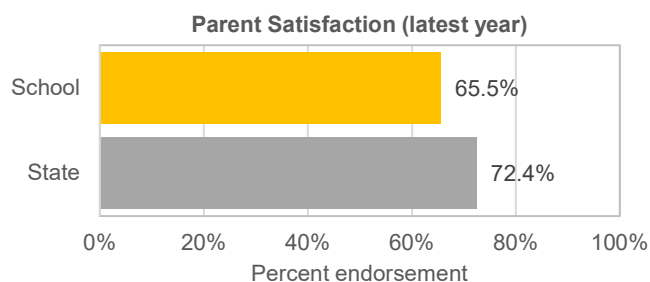
This school's SFOE band value is: Low - Medium

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.

Parent Satisfaction	Latest year (2021)
School percent endorsement:	65.5%
State average (secondary schools):	72.4%



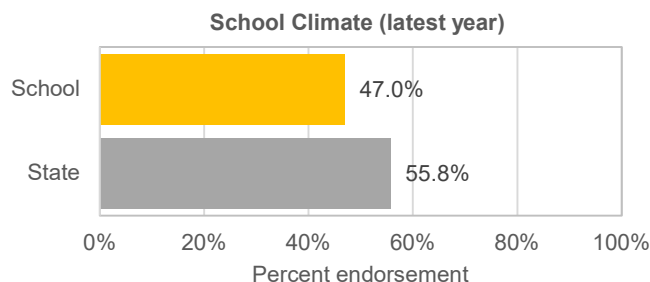
School Staff Survey

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

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

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

School Climate	Latest year (2021)
School percent endorsement:	47.0%
State average (secondary schools):	55.8%



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

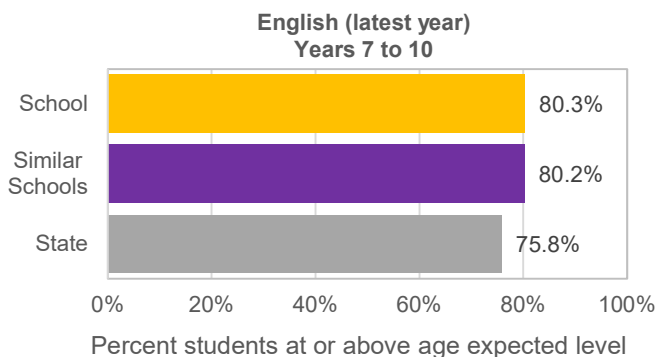
80.3%

Similar Schools average:

80.2%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

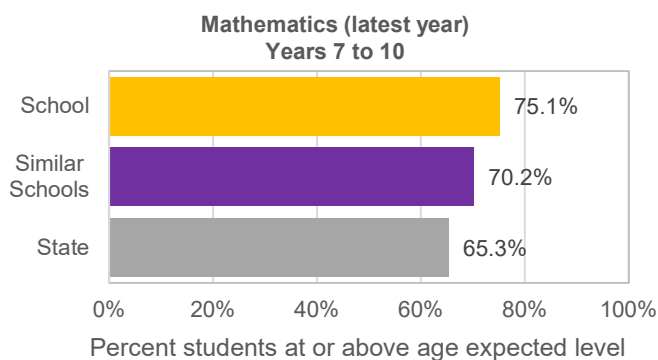
75.1%

Similar Schools average:

70.2%

State average:

65.3%



ACHIEVEMENT (continued)

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

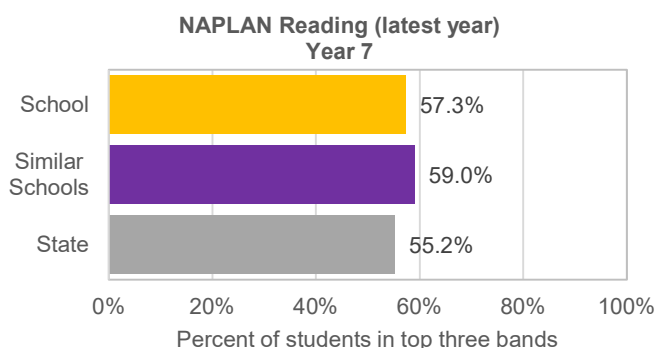
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

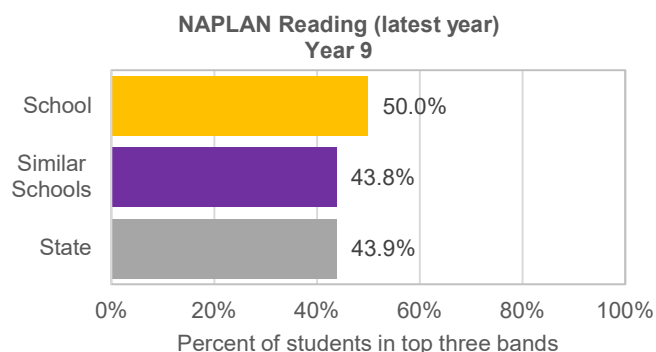
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.3%	54.5%
Similar Schools average:	59.0%	58.6%
State average:	55.2%	54.8%



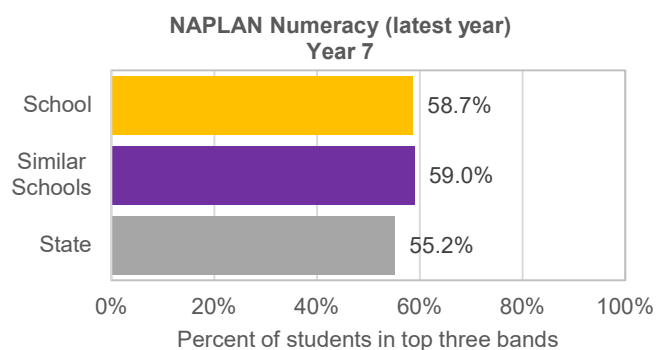
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	42.8%
Similar Schools average:	43.8%	46.1%
State average:	43.9%	45.9%



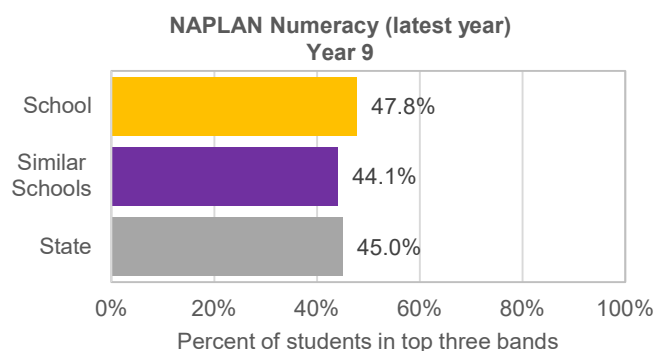
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.7%	58.3%
Similar Schools average:	59.0%	58.5%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	47.8%	41.7%
Similar Schools average:	44.1%	46.4%
State average:	45.0%	46.8%



ACHIEVEMENT (continued)

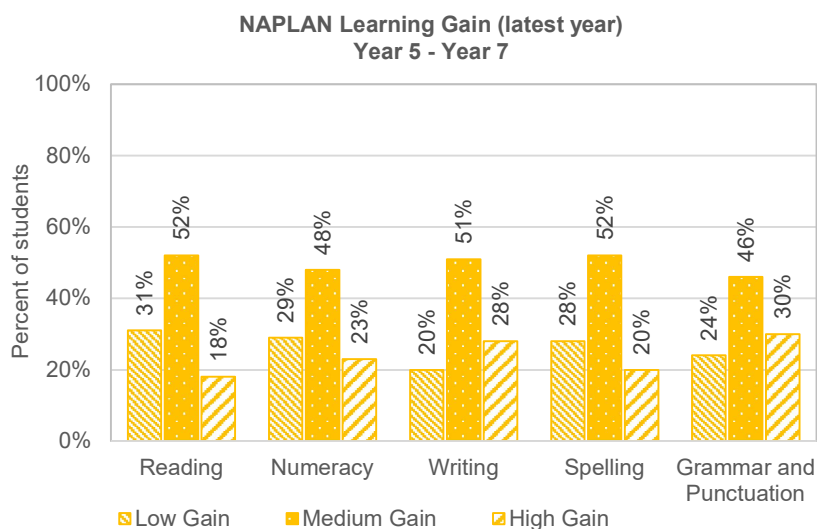
NAPLAN Learning Gain

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)

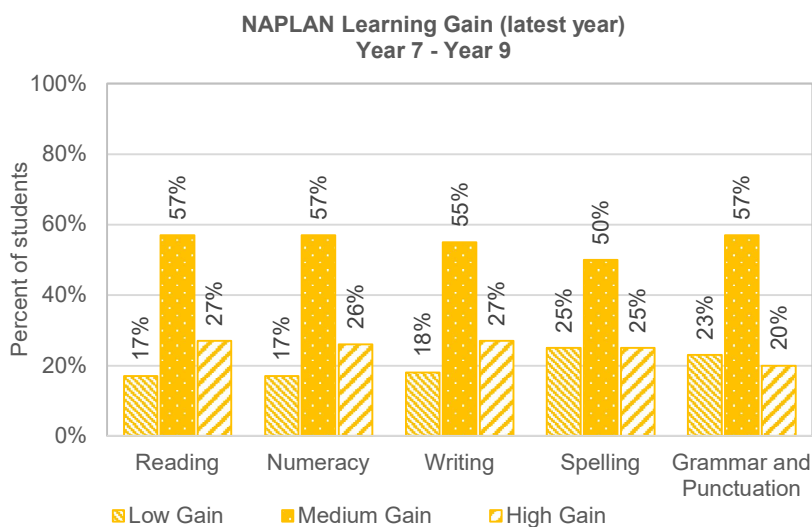
	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	52%	18%	20%
Numeracy:	29%	48%	23%	21%
Writing:	20%	51%	28%	20%
Spelling:	28%	52%	20%	23%
Grammar and Punctuation:	24%	46%	30%	20%



Learning Gain

Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	57%	27%	23%
Numeracy:	17%	57%	26%	22%
Writing:	18%	55%	27%	21%
Spelling:	25%	50%	25%	21%
Grammar and Punctuation:	23%	57%	20%	23%



ACHIEVEMENT (continued)

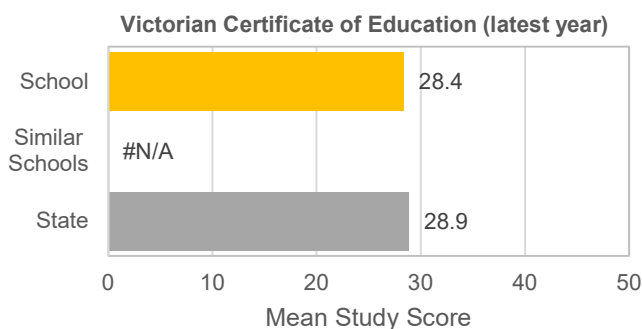
Victorian Certificate of Education (VCE)

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	28.4	28.8
Similar Schools average:	28.1	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

94%

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

22%

VET units of competence satisfactorily completed in 2021*:

88%

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

98%

* 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

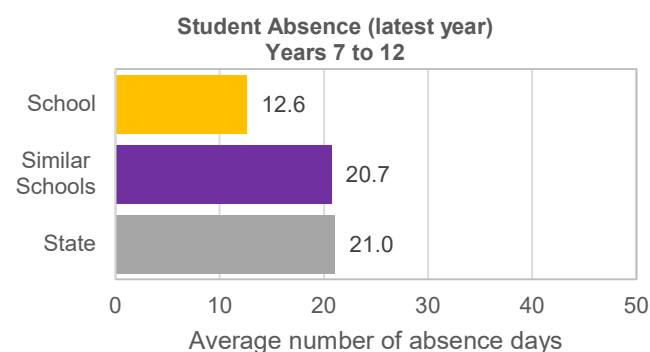
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	12.6	12.5
Similar Schools average:	20.7	19.1
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

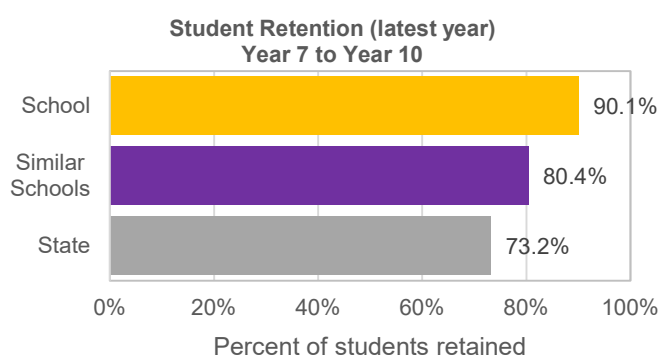
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	93%	92%	92%	95%	95%	95%

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:	90.1%	85.8%
Similar Schools average:	80.4%	79.0%
State average:	73.2%	72.9%



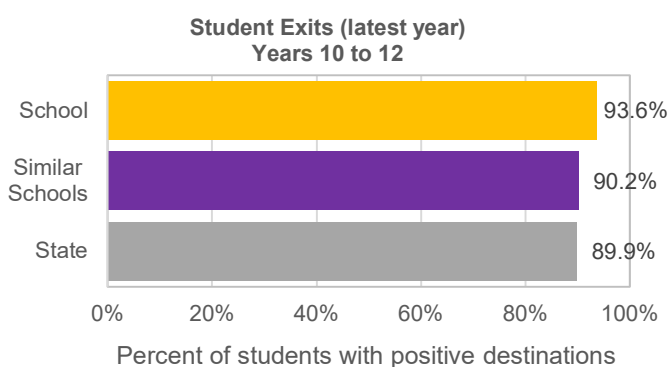
Students exiting to further studies or full-time employment

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:	93.6%	92.9%
Similar Schools average:	90.2%	89.2%
State average:	89.9%	89.2%



WELLBEING

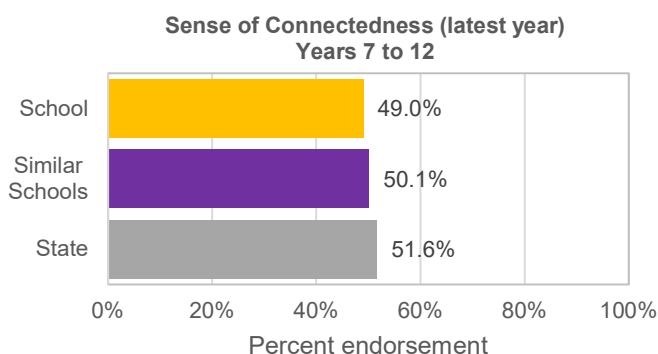
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	49.0%	52.4%
Similar Schools average:	50.1%	53.7%
State average:	51.6%	54.5%



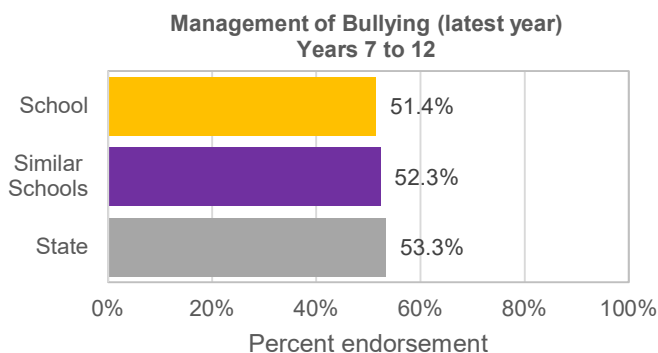
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	51.4%	53.4%
Similar Schools average:	52.3%	56.9%
State average:	53.3%	56.8%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$15,513,512
Government Provided DET Grants	\$2,042,725
Government Grants Commonwealth	\$0
Government Grants State	\$56,854
Revenue Other	\$115,260
Locally Raised Funds	\$678,204
Capital Grants	\$186,113
Total Operating Revenue	\$18,592,668

Equity ¹	Actual
Equity (Social Disadvantage)	\$302,183
Equity (Catch Up)	\$91,709
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$393,892

Expenditure	Actual
Student Resource Package ²	\$15,601,027
Adjustments	\$0
Books & Publications	\$16,066
Camps/Excursions/Activities	\$250,394
Communication Costs	\$29,926
Consumables	\$266,752
Miscellaneous Expense ³	\$143,036
Professional Development	\$18,773
Equipment/Maintenance/Hire	\$314,213
Property Services	\$702,641
Salaries & Allowances ⁴	\$637,377
Support Services	\$361,856
Trading & Fundraising	\$285,333
Motor Vehicle Expenses	\$1,226
Travel & Subsistence	\$1,192
Utilities	\$211,045
Total Operating Expenditure	\$18,840,857
Net Operating Surplus/-Deficit	(\$434,302)
Asset Acquisitions	\$341,576

- (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	\$1,358,139
Official Account	\$107,540
Other Accounts	\$111,080
Total Funds Available	\$1,576,759

Financial Commitments	Actual
Operating Reserve	\$515,452
Other Recurrent Expenditure	\$60,266
Provision Accounts	\$24,650
Funds Received in Advance	\$69,778
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$35,000
Cooperative Bank Account	\$90,003
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$245,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,090,149

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.