# 2021 Annual Report to
# The School Community

## School Name: Fairhills High School (7823)

- 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 31 March 2022 at 05:58 PM by Ian Van Schie (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 05 April 2022 at 07:51 PM by Debra Mc Cabe (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

Fairhills High School is situated in the outer eastern region of Melbourne in Knoxfield.

A total of  445 students were enrolled in 2021,  219 were female and  226 were male.
9 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander. The school had 7 international students.  These students were supported via EAL supports, special programs and a .8 International Student Coordinator as well as an Assistant Principal.

The Student Family Occupation and Education (SFOE) Index was .4518 which is classified as medium level.  There has been no significant change in the SFOE for five years.

There were 47.4 staff which consisted of 31.7 teaching staff and 14.7 Education support staff.  The leadership team comprised of 2.8 Principal Class, 2.0 Leading Teachers and 2.0 Learning Specialists. There are no staff who are Aboriginal or Torres Strait Islander.

**New leadership**
In 2021 a new principal was appointed to the school.  The principal,  Ian Van Schie with support from the school community evaluated the school's current practices to determine best practices moving forward.  The evaluation included, one to one staff discussion with the principal, student workshops on learning, supports and opportunities and parent/carers feedback. The evaluation culminated with a Term 4 school review led by external experts that included, the Senior Education Improvement Leader for the school, past and current DET principals and the School Council president.   As a result of  this deep dive into performance and practice the school has a clear focus moving forward which is outlined in 2022-2025 Strategic Plan.

The school community collaborated to create a new vision and philosophy.

**School vision**
"Inspiring and empowering members of our school community to achieve their full potential in an inclusive and supportive environment."

**School philosophy**
Fairhills High School is a learning community for all. It is the school's duty to provide every student with the learning environment to thrive in.
Our values ensure we build and maintain respectful and positive relationships. The School Wide Positive Behaviour Framework, high expectations of community members and consistency of teaching practices via the FHS instructional model enables a supportive and orderly learning environment for our students.
 We focus on innovative and engaging learning strategies that capture each student's interests at their point of need. Through our personal growth programs our students are given the necessary learning and life skills to overcome any obstacles they will face at school and beyond.

**School values**
Showing Respect – by providing learning opportunities that encourage cooperation, cohesion and compassion among students and staff we aim to develop kindness, mutual respect and thoughtfulness.
Acting Responsibly – by providing opportunities for students to take responsibility for their learning and behaviour we aim to develop life-long learners.
Building Relationships – by focusing on positive, empathetic interactions and genuine communication we aim to develop supportive relationships that allow students to be engaged in their school and education.

## Framework for Improving Student Outcomes (FISO)

The school developed an instructional model in semester 1 to support excellence in teaching and learning practices. The plan was to implement it in Term 3 & 4.  However, due to lockdowns the decision was made to postpone until 2022.

The school continued to support students at their zone of proximal development.  Year 7-9 students with low literacy levels were supported through the Bridge program, whilst high ability students were a part of the SEAL program or the high ability program.  In 2022, QuickSmart numeracy will support low ability students to become automatic (quick) in their basic skills in order to move onto more complex problem-solving skills (smart).

A School-Wide Positive Behaviours Support (SWPBS) leadership group consisting of staff across the school (including the principal) worked closely with the appointed Department of Education coach.  The team met four times a term to oversee the implementation of the framework.  In 2021 the school established explicit positive behaviours expected from students across learning locations.  Fairhills High School achieved the blue level recognition certificate, which demonstrates our commitment to implementing the essential features of tier 1 SWPBS.  In 2022 the school will explicitly teach these behaviours through student engagement, clear rules and routines and a praise and feedback recognition system. It will be implemented across the school.

Remote learning provided an opportunity for staff to develop their online practices, maintain high expectations and ensure all students were supported.  A detailed remote learning expectations framework was created which described the role of the teacher, student and parent/carer within the virtual learning environment. Students were expected to log onto all classes and be prepared and ready to learn.  The teacher would explicitly teach for 10-15 minutes and then provide learning activities outside of the WebEx forum.  Teachers were also provided with professional development to enhance their online pedagogical practices.

The school also supported each family by checking in with them every fortnight. Students whose wellbeing was impacted by the lockdowns were able to come onsite part-time or full-time depending on need.

Parents/carers received regular reports which allowed them to monitor their child's learning. Remote learning meetings were held with students who were not engaging in remote learning to create positive and impactful strategies.

## Achievement

In Term 1 a team of middle and senior leaders (including the principal) had extensive training in Professional Learning Communities (PLCs).  The team was involved in 8 days of training and as a part of the program utilised PLCs to support student growth in Year 8 numeracy.  The formative assessment at the end of the four week cycle showed a growth of over 6 months for all students.  The plan was to implement PLCs across the school in Term 3 but Covid prevented this from occurring.

The school internally employed five English teachers one day a week to support students whose growth had been impacted by Covid. In Term 2, a Maths teacher was employed to support students with low numeracy growth. In 2022, English and Maths will be targeted equally as well as providing support for VCE study skills.

Despite factors outside of the school's control e.g. Covid lockdowns, the school was able to celebrate success in achievement.  These included:

• Year 7-10 English – school percentage of students at or above age expected standards was 5.2 % higher than similar schools
• Year 7 reading – school percentage of students in top three bands was 2.5% higher than similar schools
• Year 7-9 relative reading high growth – 3.1% higher than 2019
• Year 7-9 relative writing high growth – 3.6% above state benchmark

- VCE school study score mean increased by 1
- 97.1% of students satisfactorily completed VCE

2022 achievement strategies include:
- Creation of two learning specialist roles to develop inspiring curriculum and dvelop best teaching practices in the two sub-schools
- Implementing QuickSmart numeracy program in Year 7 and 8
- Evaluating current whole school numeracy and literacy strategies
- Develop two to three evidence-based whole school strategies to improve numeracy and literacy outcomes
- PLCs to be formalised, aligned with the AIP and utilise the FISO improvement cycle
- Develop a whole-school curriculum action plan and policy
- Document comprehensive 2023 unit plans and lesson sequences aligned with the whole-school curriculum action plan and policy
- Design, implement and monitor a coaching program that focuses on the Coachee as a learner first
- Teachers to utilise and embed two of Lemov's five concrete strategies within their classes

## Engagement

The school continues to be a high performer in attendance. The four year average of 14.7 absence days was 7.7 days and 2.8 days lower than similar schools and the state average respectively.  The school's attendance policy, processes and collective effort by staff e.g. attendance manager, ensured that each student was supported to attend every day. During remote learning students' attendance was marked for every lesson.  This enabled the school to flag students who were at risk of disengagement and implement proactive strategies to support them and their families.

Key strategies implemented in 2021 included:
- Continuation of the School-Wide Positive Behaviour Supports
- Initiation of the Upstander-Kindness movement
- The development of a tiered student management approach
- Incident reports and responses that ensured all parties had a voice
- A comprehensive bullying response process
- An up-to-date uniform dress code and infringement process

The 2021 staff survey saw a sharp increase in leadership confidence.

These results included:
- Overall leadership – 7% above both similar schools and state average
- Cultural leadership – 10% and 9% above similar schools and state average respectively
- Flexibility – 22% and 21% above similar schools and state average respectively
- Leading change – 9% above both similar schools and state average

Although visibility is at state average the senior school leadership has identified this as an area of action for 2022. This will include making systematic and frequent visits to classrooms (currently at 39% positive).

Other areas of focus will be:
- Academic emphasis
- Collective efficacy
- Guaranteed and viable curriculum

2022 Engagement strategies/activities include:
- Creation of a learning interventions leader to support all tier 2 students
- Develop a three year Amplify plan that encompasses voice, leadership and agency
- Student Representative Council to develop a comprehensive proposal for a 2023 student led canteen
- Develop the THRIVE and Connect program in Year 7-9 that supports students to enhance 21st century and

transferable skills such as problem solving, creativity and organisational skills
• All students in Year 7 to set learning goals within an individual education plan
• Creation of a Healthy Workplace Leader who promotes a culture that empowers staff to stay mentally healthy

## Wellbeing

After the onset of Covid-19 in 2020, wellbeing was front and centre of everyone's mind and the key priority of the school. The school recruited a mental health practitioner whose focus was primarily on proactive strategies to build students' confidence, resilience and ability to support others and themselves.  The wellbeing process was refined so those most at need were given priority support and triaged appropriately.

During remote learning all families were contacted by the wellbeing team on several occasions.  A spreadsheet was developed with a traffic light system.  Any families that were flagged as red would be provided with ongoing support. This included, regular check-ins, counselling sessions and students at risk being supported onsite.  School Council also recognised the efforts of the staff during this difficult time by providing appreciation cards and hand wrapped chocolates. The senior leadership team rang all staff to check in to see further supports were required.
Key strategies successfully implemented in 2021 included:
• Creation of a School Mental Health Action plan
• Four in-depth awareness weeks to support inclusiveness within the school and beyond e.g. IDAHOBIT
• Initiation of the Upstander-Kindness movement
• A comprehensive bullying response process

2022 Wellbeing strategies/activities include:
• Review, refine and develop wellbeing programs and supports
• Implement an individual and house based positive reinforcement system implemented via Compass.
• Develop and implement the fathering project
• Implement and monitor Stymie, an online anonymous reporting website for student
• Creation of a Healthy Workplace Leader who promotes a culture that empowers staff to stay mentally healthy.

## Finance performance and position

Fairhills High School's primary financial objective is to provide effective and quality services and resources for our students.  With the support of government funding, the ongoing support of the school community, increasing parent support and local fundraising, the school prides itself in keeping costs as low as possible for families whilst remaining transparent in our financial operations. This support enables Fairhills High School to provide high quality educational opportunities for all of our students that are consistent with our School's Strategic Plan and Annual Implementation Plan.

In 2021 our Student Resource Package (SRP) was $6 234 490.55. Due to prudent financial management the school recognised a net operating surplus of $53 304.

The school was granted a credit to cash transfer of $50 000 into the 2022 budget.  This money will be used to counter some shortfalls of the capital works stage 1 funding e.g. lockers, as well as the Year 9 Connect program.

The school was pleased to receive $8.01 million for construction of a STEAM building, music hub, foyer for the Performing Arts Centre and landscaping across the school at the end of 2020.  Construction of these 21st century learning spaces will begin in May 2022.  The school is hopeful for a stage 2 funding announcement in the Victorian State budget in May 2022. This would provide students with greater opportunities within modern purpose built flexible learning hubs.

**For more detailed information regarding our school please visit our website at**
**https://fairhillshs.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  445 students were enrolled at this school in 2021,  219 female and  226 male.

9 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).
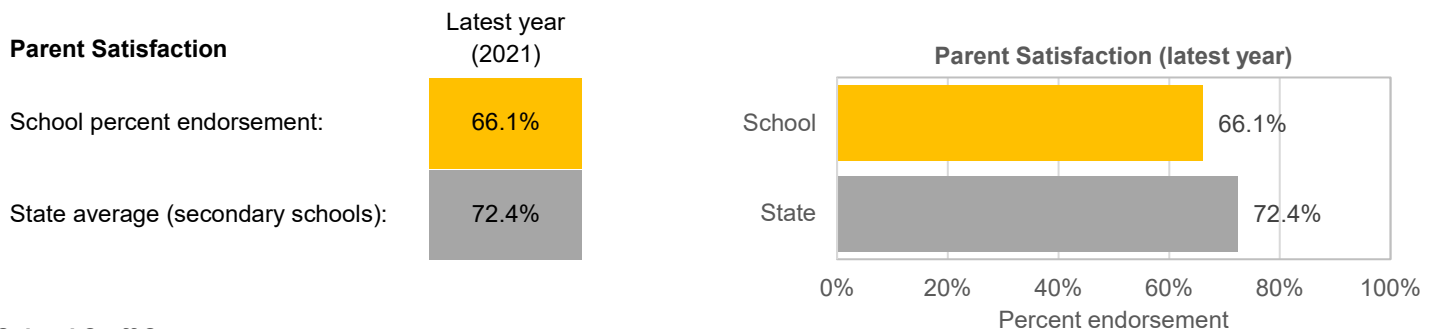
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: 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.
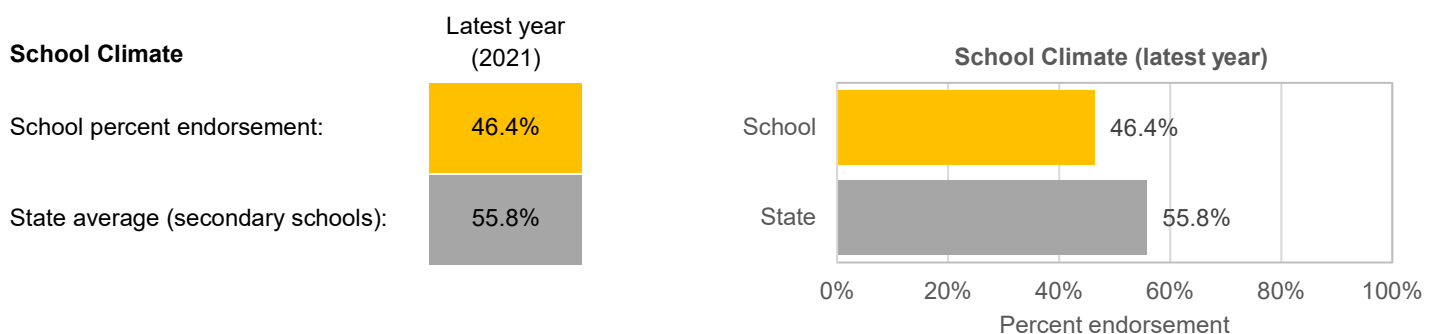
| **Parent Satisfaction** | Latest year (2021) |
|---|---|
| School percent endorsement: | 66.1% |
| State average (secondary schools): | 72.4% |

**Parent Satisfaction (latest year)**



**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: | 46.4% |
| State average (secondary schools): | 55.8% |

**School Climate (latest year)**

# 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: | 72.2% |
| Similar Schools average: | 66.9% |
| State average: | 75.8% |

**English (latest year)**
**Years 7 to 10**

School 72.2%
Similar Schools 66.9%
State 75.8%

0%  20%  40%  60%  80%  100%

Percent students at or above age expected level
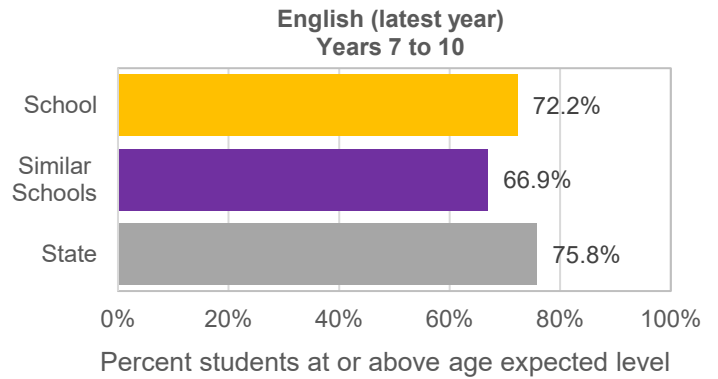
**Mathematics**
**Years 7 to 10**

Latest year (2021)

| | |
|---|---|
| School percent of students at or above age expected standards: | 50.6% |
| Similar Schools average: | 56.4% |
| State average: | 65.3% |

**Mathematics (latest year)**
**Years 7 to 10**

School 50.6%
Similar Schools 56.4%
State 65.3%

0%  20%  40%  60%  80%  100%

Percent students at or above age expected level
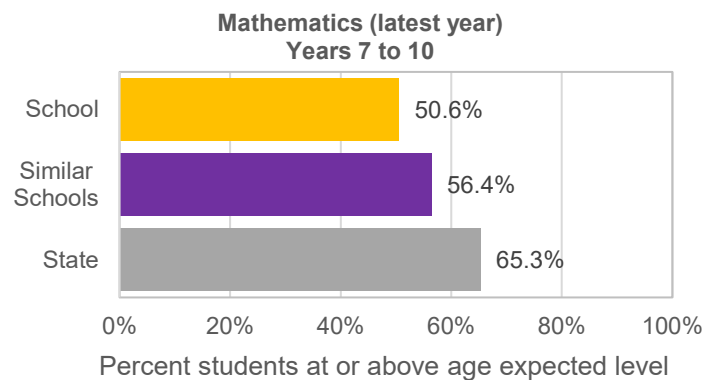
# ACHIEVEMENT (continued)

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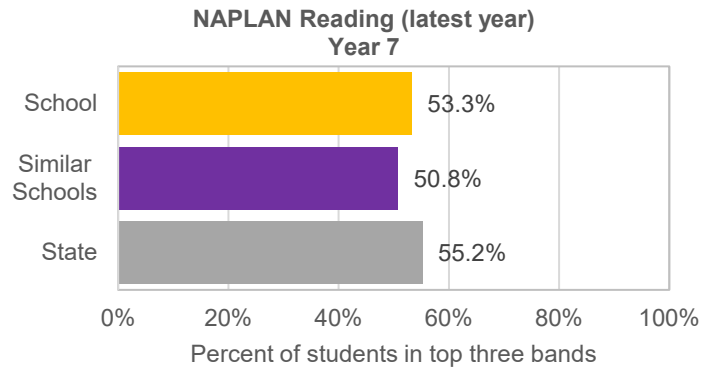
**NAPLAN**

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.
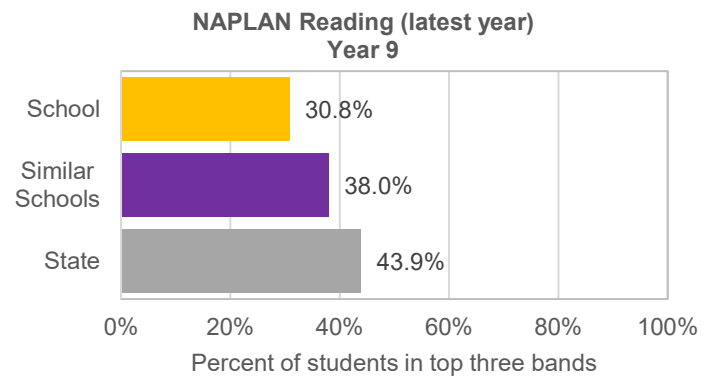
| **Reading Year 7** | Latest year (2021) | 4-year average |
|---|---|---|
| School percent of students in top three bands: | 53.3% | 46.9% |
| Similar Schools average: | 50.8% | 50.0% |
| State average: | 55.2% | 54.8% |

**NAPLAN Reading (latest year) Year 7**

| | |
|---|---|
| School | 53.3% |
| Similar Schools | 50.8% |
| State | 55.2% |

Percent of students in top three bands

| **Reading Year 9** | Latest year (2021) | 4-year average |
|---|---|---|
| School percent of students in top three bands: | 30.8% | 43.0% |
| Similar Schools average: | 38.0% | 40.5% |
| State average: | 43.9% | 45.9% |

**NAPLAN Reading (latest year) Year 9**

| | |
|---|---|
| School | 30.8% |
| Similar Schools | 38.0% |
| State | 43.9% |

Percent of students in top three bands

| **Numeracy Year 7** | Latest year (2021) | 4-year average |
|---|---|---|
| School percent of students in top three bands: | 43.1% | 45.0% |
| Similar Schools average: | 48.8% | 49.0% |
| State average: | 55.2% | 55.3% |

**NAPLAN Numeracy (latest year) Year 7**

| | |
|---|---|
| School | 43.1% |
| Similar Schools | 48.8% |
| State | 55.2% |

Percent of students in top three bands
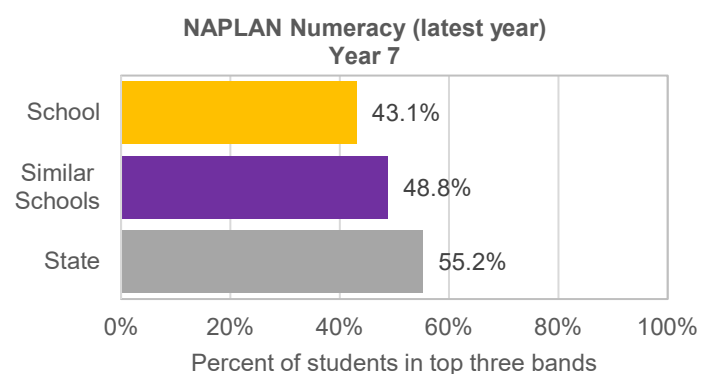
| **Numeracy Year 9** | Latest year (2021) | 4-year average |
|---|---|---|
| School percent of students in top three bands: | 28.1% | 40.0% |
| Similar Schools average: | 35.7% | 38.3% |
| State average: | 45.0% | 46.8% |

**NAPLAN Numeracy (latest year) Year 9**

| | |
|---|---|
| School | 28.1% |
| Similar Schools | 35.7% |
| State | 45.0% |

Percent of students in top three bands
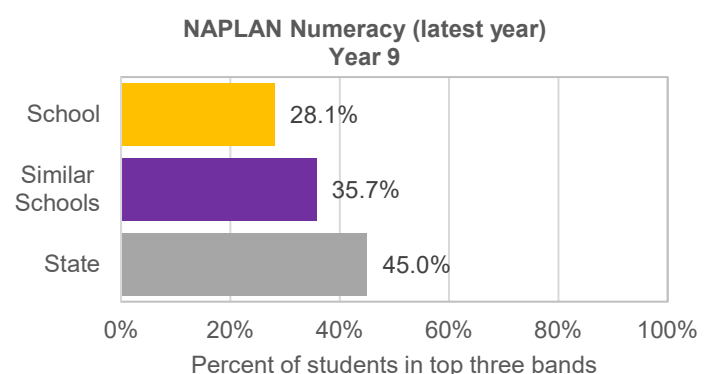
# ACHIEVEMENT (continued)

**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: | 34% | 44% | 22% | 17% |
| Numeracy: | 46% | 46% | 9% | 19% |
| Writing: | 35% | 42% | 23% | 19% |
| Spelling: | 21% | 69% | 10% | 20% |
| Grammar and Punctuation: | 31% | 50% | 19% | 18% |



**NAPLAN Learning Gain (latest year)**
**Year 5 - Year 7**
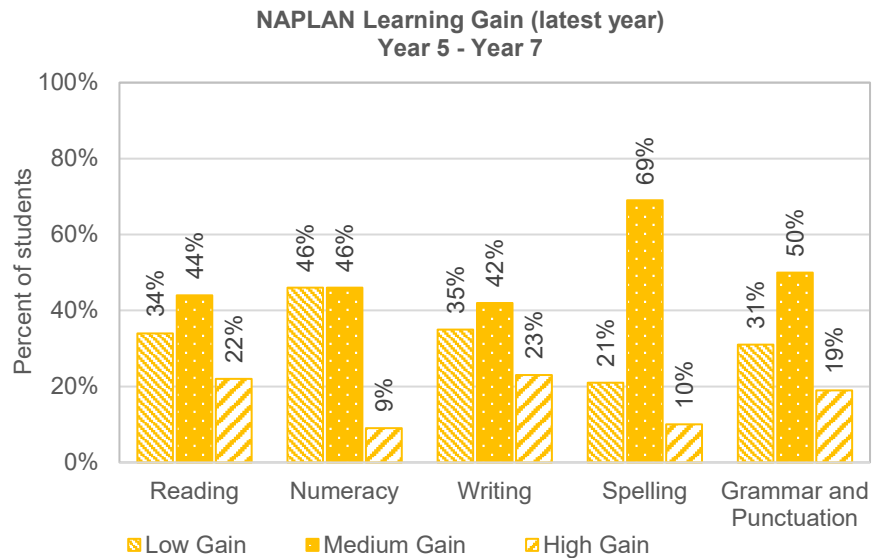
**Learning Gain**
**Year 7 (2019) to Year 9 (2021)**

| | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|---|---|---|---|---|
| Reading: | 38% | 42% | 20% | 22% |
| Numeracy: | 42% | 49% | 9% | 20% |
| Writing: | 21% | 50% | 29% | 18% |
| Spelling: | 39% | 45% | 16% | 19% |
| Grammar and Punctuation: | 34% | 46% | 20% | 19% |



**NAPLAN Learning Gain (latest year)**
**Year 7 - Year 9**
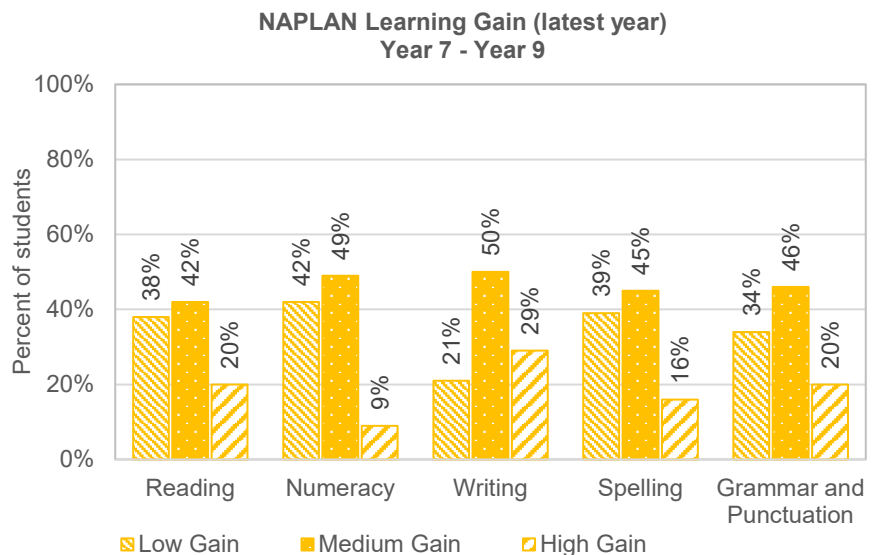
# ACHIEVEMENT (continued)
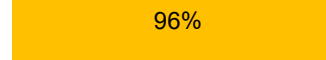
**Victorian Certificate of Education (VCE)**

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 | 25.8 | 26.0 |
| Similar Schools average: | 26.4 | NDA |
| State average: | 28.9 | 28.9 |

**Victorian Certificate of Education (latest year)**

School: 25.8
Similar Schools: #N/A
State: 28.9
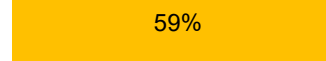
Mean Study Score
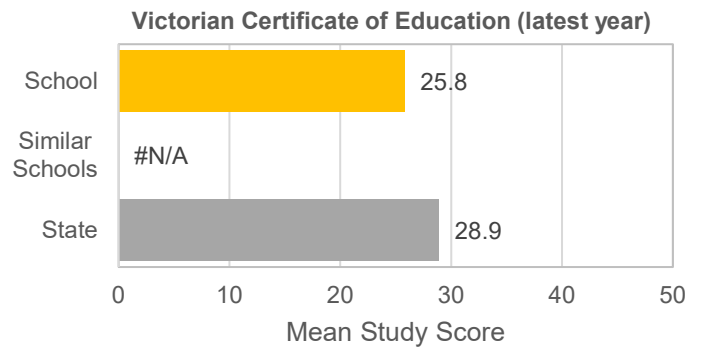
| | |
|---|---|
| Students in 2021 who satisfactorily completed their VCE: | 96% |
| Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence: | 37% |
| VET units of competence satisfactorily completed in 2021*: | 59% |
| Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021: | 62% |

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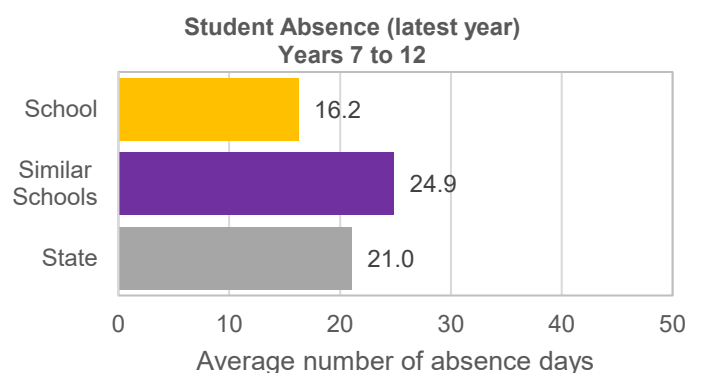
# ENGAGEMENT

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

**Average Number of Student Absence Days**

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

| Student Absence Years 7 to 12 | Latest year (2021) | 4-year average |
|---|---|---|
| School average number of absence days: | 16.2 | 14.7 |
| Similar Schools average: | 24.9 | 22.4 |
| State average: | 21.0 | 19.6 |

**Student Absence (latest year) Years 7 to 12**

School: 16.2
Similar Schools: 24.9
State: 21.0

Average number of absence days

# ENGAGEMENT (continued)

**Attendance Rate (latest year)**

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---|---|---|---|---|---|---|
| Attendance Rate by year level (2021): | 90% | 92% | 89% | 93% | 91% | 97% |

**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: | 57.3% | 67.9% |
| Similar Schools average: | 74.6% | 73.3% |
| State average: | 73.2% | 72.9% |

**Student Retention (latest year) Year 7 to Year 10**

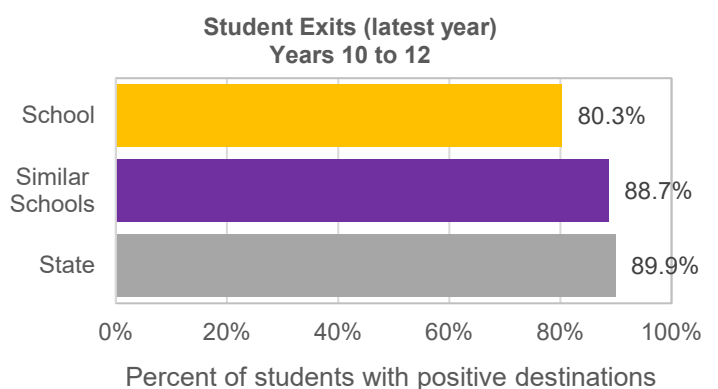| | Percent |
|---|---|
| School | 57.3% |
| Similar Schools | 74.6% |
| State | 73.2% |

Percent of students retained
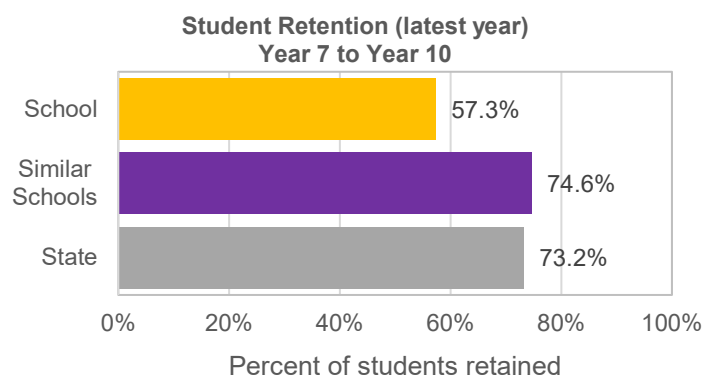
**Students exiting to further studies or full-time employment**

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: | 80.3% | 82.1% |
| Similar Schools average: | 88.7% | 86.9% |
| State average: | 89.9% | 89.2% |

**Student Exits (latest year) Years 10 to 12**

| | Percent |
|---|---|
| School | 80.3% |
| Similar Schools | 88.7% |
| State | 89.9% |

Percent of students with positive destinations

# 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: | 39.1% | 39.5% |
| Similar Schools average: | 44.1% | 47.2% |
| State average: | 51.6% | 54.5% |
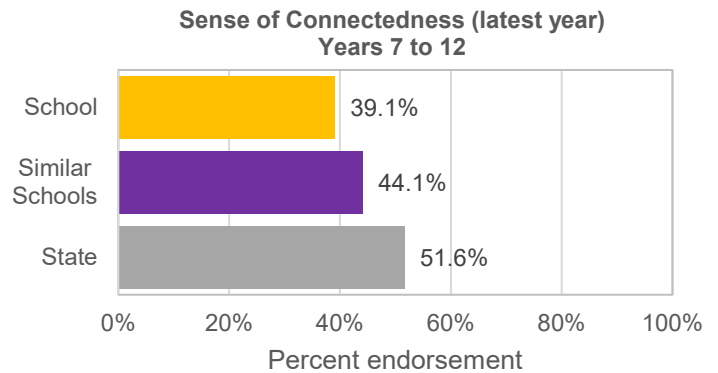
*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Sense of Connectedness (latest year) Years 7 to 12**

| | Percent endorsement |
|---|---|
| School | 39.1% |
| Similar Schools | 44.1% |
| State | 51.6% |

## 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).

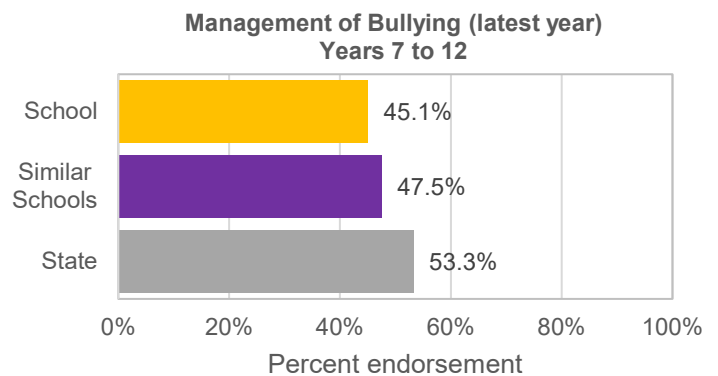| Management of Bullying Years 7 to 12 | Latest year (2021) | 4-year average |
|---|---|---|
| School percent endorsement: | 45.1% | 46.6% |
| Similar Schools average: | 47.5% | 51.4% |
| State average: | 53.3% | 56.8% |

*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.*

**Management of Bullying (latest year) Years 7 to 12**

| | Percent endorsement |
|---|---|
| School | 45.1% |
| Similar Schools | 47.5% |
| State | 53.3% |

# Financial Performance and Position

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

| Revenue | Actual |
|---|---|
| Student Resource Package | $5,184,931 |
| Government Provided DET Grants | $1,166,525 |
| Government Grants Commonwealth | $3,546 |
| Government Grants State | $9,932 |
| Revenue Other | $56,298 |
| Locally Raised Funds | $417,065 |
| Capital Grants | $0 |
| **Total Operating Revenue** | **$6,838,298** |

| Equity [1] | Actual |
|---|---|
| Equity (Social Disadvantage) | $251,594 |
| Equity (Catch Up) | $30,875 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| **Equity Total** | **$282,469** |

| Expenditure | Actual |
|---|---|
| Student Resource Package [2] | $5,089,490 |
| Adjustments | $0 |
| Books & Publications | $1,622 |
| Camps/Excursions/Activities | $136,726 |
| Communication Costs | $12,019 |
| Consumables | $62,675 |
| Miscellaneous Expense [3] | $119,790 |
| Professional Development | $11,575 |
| Equipment/Maintenance/Hire | $177,564 |
| Property Services | $128,572 |
| Salaries & Allowances [4] | $137,651 |
| Support Services | $776,185 |
| Trading & Fundraising | $16,449 |
| Motor Vehicle Expenses | $112 |
| Travel & Subsistence | $2,182 |
| Utilities | $79,934 |
| **Total Operating Expenditure** | **$6,752,544** |
| **Net Operating Surplus/-Deficit** | **$85,754** |
| **Asset Acquisitions** | **$23,220** |

(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 | $504,923 |
| Official Account | $56,271 |
| Other Accounts | $39,986 |
| **Total Funds Available** | **$601,181** |

| Financial Commitments | Actual |
|---|---|
| Operating Reserve | $258,343 |
| Other Recurrent Expenditure | $2,665 |
| Provision Accounts | $3,131 |
| Funds Received in Advance | $117,782 |
| School Based Programs | $80,779 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $16,000 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $960 |
| Capital - Buildings/Grounds < 12 months | $36,000 |
| Maintenance - Buildings/Grounds < 12 months | $28,534 |
| Asset/Equipment Replacement > 12 months | $51,191 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| **Total Financial Commitments** | **$595,385** |

*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.*