

2021 Annual Report to The School Community



School Name: The Lakes South Morang College (8846)



- 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 13 April 2022 at 09:43 PM by Kerrie Heenan (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 18 April 2022 at 08:32 AM by Amanda Farrelly (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 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').

About Our School

School context

The Lakes South Morang College is a dual campus school of 734 students (383 males & 351 female) situated in the north of Melbourne and is part of the outer north corridor in the City of Whittlesea. The College comprises a diverse community with a representative mix of many cultures. There are at least 30 languages spoken by our families and 180 students from EAL backgrounds. The School Family Occupation Employment (SFOE) index score is 0.3820 on the Primary Campus and 0.4626 on the Secondary Campus.

In 2021, the College employed 93 staff members, comprised of: four Principal Class Officers; 56 teachers; and, 15 Education Support staff. Of those, 20 teachers and 17 Education Support staff members worked in a part time capacity. The College employs one staff member who is of Aboriginal or Torres Strait Islander background. The breakdown of the Leadership Team has been strategically devised to equally cater for both campuses. This includes a College Principal, two Campus Principals and one Assistant Principal. Roles are broken down and aligned in accordance to the DET FISO dimensions to oversee the effective implementation of the human and physical resources of the College. There is a total of three Leading Teachers and three Learning Specialists, focused around Literacy, Numeracy, Senior School Provision and Wellbeing and Engagement. The team embodies consultative and transparent models of shared responsibility and distributive leadership. The College believes this approach provides a strong foundation for improving student learning and learning opportunities across the school. The staffing mix has evolved with increasingly experienced teachers and professional maturity - reflected in the number of teachers who are now in the band two classification range. This has grown over the past year with the employment of experienced teachers at the senior school level.

The Lakes South Morang College is the name adopted by the school in 2019 to reflect the change to provide senior school. This shift was in response to the decision taken by the College community to offer studies through to Year 12. The school rebranded its motto to reflect these changes and has updated the school uniform policy to reflect a dress code that meets the expectations of the community it represents - all of which were guided through co-design and collaboration through input from students and families. The College does not have an overseas school program.

Vision: The college works as a team to support student inclusion, enhance respectful relationships and engage all students; to achieve learning success, build personal confidence and aspire to inspire others as leaders and global citizens.

Teaching Practice: Teachers work in collaborative teams to effectively plan and cater for differentiated and targeted learning • Teachers will support and monitor student progress through the collection of accurate and effective data • Teachers will deliver programs which reflect the needs of students and are aligned with current curriculum and whole school initiatives. The Learning Environment will be a stimulating, safe and supportive environment where students value their learning • Will be engaging, inviting, show pride in student learning and celebrate student achievement.

School values: The Lakes South Morang P-9 School employed School Wide Positive Behaviour Supports (SWPBS) on primary and has implemented an inclusive Positive Behaviour Model on secondary which compliments the aims of SWPBS but has an older adolescent approach in order to enhance our positive school culture. Through this, four core values were selected via extensive consultation and collaboration with all members of the school community including students, parents and teachers. The four core values are Learning, Teamwork, Leadership and Respect. These values underpin all that we aim to achieve at The Lakes and represent the views and expected behaviours of our school community.

The Lakes South Morang College is a vibrant learning environment with an innovative approach to curriculum. The school enjoys facilities purpose built for 21st Century learning and the key purpose is to challenge and empower all students to strive for personal excellence and ongoing growth and development. The College is strongly committed to building lasting and constructive relationships with a wide range of education providers, both local and global, that enhance opportunities for student participation in community programs, personal growth and leadership. The Learning Streets on both the Primary and Secondary Campuses are a focal point for curriculum delivery and educators work

collectively in learning teams to deliver quality teaching and learning focused on 12-month student growth for every student annually.

In 2020, reading literacy was the key initiative on the Primary Campus to support the intervention strategies introduced in tandem with the NEMA Literacy Partners in 2018. NAPLAN results indicate that our students have since made significant improvement in their assessment data. Developing the senior school program studies and senior provision administration has been the focus on the Secondary Campus with the first year 12 cohort scheduled to complete secondary studies in 2022. The innovative use of technologies is embedded in all areas of the curriculum to support the development of every student in reaching their full potential. The College has embarked on 1:1 technology for every student.

Framework for Improving Student Outcomes (FISO)

The Teaching and Learning FISO 2.0 focuses on responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities. The goal for 2021 was learning, catch up and extension. The COVID lockdown impacted some student participation, but despite this, teaching and learning programs continued.

On the Primary Campus, small group and whole class Literacy and Numeracy sessions occurred daily and catch up focus groups for students taking part in the tutor program continued with three weekly sessions. Teacher and tutor group sessions were delivered at the point of need of each small group based on the most current assessment data that we had. This ensured that students continued to build on their knowledge and skills. Students requiring extension took part in mathematics and writing focus groups on a weekly basis. As a result, we were able to collect data on student achievement in Reading and Numeracy at the end of the year. The Primary Campus continued to embed practice of 'Reading Sprints' to improve student reading data using the FISO improvement cycle where students were identified, targeted and monitored with improvements/progress which enabled us to show growth in our overall literacy data across all year levels. Teachers continued to develop their professional knowledge of best practice in reading and writing.

On the Secondary Campus, students identified for additional support worked in small groups with a tutor to address gaps in their literacy. The capabilities leaders provided classroom support for teachers, reviewed programs and analysed student data to evaluate individual student learning goals and plans. The College was responsive to community needs and student engagement, and provided opportunities for all students to take part in Wellbeing Zooms on an ongoing basis ensuring that the College continued to focus on student engagement and wellbeing - building happy, healthy and resilient kids. Weekly check-ins with families continued and parent/carer teacher interviews were conducted to discuss student progress and outcomes. On the Secondary Campus classes continued as per the regular timetable with students logging into classes for face to face teaching segments followed by classwork. Small groups met online with teachers for extra support. Home group teachers also continued to call students to maintain the relationships that are vital to create the best conditions for learning to continue. This approach allowed collection of a range of data across all learning areas.

Achievement

LITERACY:

Reflecting on a range of literacy related data for 2021, there are significant areas for pride in the achievements of both the students and teachers. The five-year NAPLAN trends in Year 3 have shown an increase in the mean for all areas of literacy. There have been significant improvements in the Year 5 and 7 NAPLAN data especially with Reading. Based on the 2021 data, students identified as requiring intervention in literacy were targeted to participate in the Tutor Learning Initiative program. The Lakes Primary Campus is focussed on implementing the MiniLit Intervention program for targeted Year 1 and Year 2 students and the MacqLit intervention program for targeted Year 3-6 students. Teachers continue to engage in professional discussion and reflection to ensure teaching is occurring at students point of need.

Professional learning for both writing and reading continues on the Primary campus with the main focus on developing teacher knowledge around the 6+1 Writing Traits.

Based on the aforementioned data, as part of the 2022 AIP students identified as requiring intervention or extension will be targeted by a range of programs including in class small group focus groups, the Tutor Learning Initiative, VHAP and the MYLNS Intervention program. Teachers will continue to use the FISO improvement cycle to engage into professional discussion and reflection to ensure teaching is occurring at students point of need. Professional learning both internally and externally will seek to add to our teachers toolkits, especially in the areas of Senior School programming as we seek to build a strong and cohesive literacy program from Year 7 that provides all students with a solid base from which to make decisions about their Senior school journey's.

NUMERACY

Reflecting on a range of numeracy related data for 2021, there are significant areas for pride in the achievements of students and staff. The NAPLAN data has shown significant improvements with 95% of Year 3 and Year 5 students at or above the minimum national standard. Teachers have continued to plan and use the agreed instruction model. Teachers have been planning for differentiation in their classroom programs to cater for individual student needs within their cohort.

Based on the Primary numeracy data, The Lakes has a significant number of students who are working at or above the expected level for Numeracy. Using this data, students who are working slightly or well above the expected level have been identified to participate in the Tutor Learning Initiative extension program and VHAP program, as well as targeting students who are working below the level for math's intervention. The Primary Math Specialists continue to work with staff to develop their capacity and knowledge of the best teaching practices, how to cater for differentiation within the classroom and how to target teaching to students point of need through professional learning and coaching.

Based on the above data, as part of the 2022 AIP students identified as requiring Numeracy intervention or extension will be targeted by a range of programs including in class small group focus, the Tutor Learning Initiative, VHAP and the MYLNS Intervention program. Staff Professional Development along with the use of the "Maths Pathway" platform should assist teachers to fill in some gaps in student learning, to provide a more solid base and ultimately more success in our Senior School programs.

Engagement

The College Wellbeing Report card for 2021 is outstanding on the Primary Campus. The measure in all categories is listed at an Excelling level. On the Secondary Campus, the results had a wider mix, with levels of excelling in student advocacy which is largely supported through the Home Group system and attendance. Student confidence and sense of belonging was listed at embedding level whilst managing bullying and respect for diversity was at the emerging level.

The Attitude to School Survey data on the Primary Campus has been very encouraging. Students are reporting wonderful rapport in building connections and positive links to their learning. 96% students have a clearly identifiable teacher advocate, 85% believe they have a framework to express their voice and agency in and out of the class, 98% students have high expectation for learning success and 96% have a strong sense of inclusion. All of the markers are above state and like school means. The engagement programs that have been introduced to address student feelings and aspirations are extremely successful and a credit to the wellbeing and engagement team on the Primary Campus. The SWPBS program has now been embedded with stakeholders regularly modelling the positive behaviours. The mindset of acknowledging and celebrating the wins has impacted learning protocols and processes enabling routines and structures to be established and time to be used effectively. Combined with smaller class sizes, increased aide time and higher levels of student agency, there is a sense of calmness and direction with a focus on developing individual student learners and their level of maturity. This is a significant achievement amongst a backdrop of lockdowns and remote learning during 2021.

On the Secondary Campus, it has been extremely difficult to consistently improve school connectedness due to Covid lockdowns. Our Attitudes to School data shows a slight decrease in student connectedness across Years 7 to 9 with percentages of 51% in 2019 and decreasing to 44% in 2021, indicating that students are feeling a lower sense of belonging and enjoyment at school. The College has attempted to improve these areas through the continuation of our Home Group system as well as consistent Year Level management and we aim to see this area improve in the 2022

data. The employment of allied health staff and a significant investment in a new secondary behaviour model that reflects the needs of our student body has been adopted to address student engagement and drive high levels of cooperation and understanding. The impact of the change and impending results will be noticeable next year but initial indications are extremely positive with an emphasis on a clear articulation of processes in behaviour management and a increased focus on student voice, leadership and agency in managing the change. The addition of older students on campus with ambitions for achievement and success will also send a strong message to all students regarding the importance to take personal responsibility for learning and to work collaboratively with teachers to maximise achievement. Through this, the whole-school community is galvanised and vehemently invested in the success of the program. Decisions are based on effective data use which is the determinant of success defining the College's growth and innovation. This implementation strategy drives the commitment of our school community to address student absence issues along with an investment in the Home Group system and the additional employment of allied health staff throughout the week.

The employment of a Mental Health Practitioner and youth worker to enable more one to one and small group workshops and support in the management of a positive school climate, including interpersonal relationships. During these sessions, and with the assistance of Year Level coordinators, there have been multiple opportunities for mediation between students and, where appropriate, the development of Safety Plans to ensure all students feel safe and valued at school. The Attitudes to School data shows slight increase in students who have not experienced bullying from 82% in 2019 to 77% in 2021. A new area of focus has been online safety and respectful relationships, this is due to increased use of digital devices, social media as well as students spending more time at home during lockdowns. Students from Years 7-9 reported little cyber bullying with only 2% reporting that they regularly experience cyber bullying and 71% reporting to have never experienced online bullying.

Wellbeing

The College has a total of 14 PSD Funded students. Each student has an Individual Learning Plan which is based on literacy, numeracy and social and emotional development. Each student is supported by a teacher aide who is allocated time in accordance to their funding. This is additional to the class teachers and a team of welfare supports who work together on specific tasks including differentiation of student tasks and assessment, reporting and building positive relationships. The school has invested in a Leading Teacher-Welfare to oversee the welfare programs across the college over the proceeding three years.

On the Primary Campus, engagement of PSD students are targeted to support their point of need. 1-1 or small intensive groups are formed to support both the PSD students academic and social/emotional needs through structured sessions. On top of these targeted groups, these students are involved in the performing arts, visual art and sport/PE through the school week. Our Learning Specialist on our Primary Campus, continues to work with students to support student agency within our school and lead programs to engage and extend students leadership potential. On the Secondary campus, PSD students are engaged through 1-1 targeted support based on individual needs. Students on the Secondary Campus use student agency to choose from a range of subjects, such as P.E, product design, digital learning, sciences, food and visual art.

The school employs a full time youth worker who splits their time between both campuses. The role was to provide intervention strategies and support learning at the coal face level with small group activities at lunchtimes and leading the respectful relationship strategy across the college. A Speech Therapist was employed two days per week to support students, teachers and integration aides to run small language focused groups across Prep-Year 6. In 2021, the school also employed a Mental Health Practitioner with a Social Work background to provide 1-1 and small group mental health support on the Secondary Campus. In lieu of the access difficulties associated with the SSO staff, the college has outsourced to engage the professional services of government providers including Yarra Me, Austin Health, NCASA, the secondary schools consult network, The City Of Whittlesea wellbeing services and Learning Places Connect in an effort to support the families and build their relationships with the college and the community. This continued to be the case throughout COVID19 lockdown through different mediums. We continue to broaden our staff skill profile through targeted ongoing professional learning around key wellbeing and welfare practices. Moreover, we have continued our school goal of smaller class sizes at every primary year level in an effort to address the learning needs of our students.

The College wellbeing goals were largely achieved in the areas of strengthening links with welfare agencies, developing and realising individual student IEPs with growth targets attained in many key learning domains. Resourcing, implementing and driving a successful Tutor Program (TLI) on both campuses and a Middle Years Literacy & Numeracy Support Initiative (MYLNS) program on the secondary campus further enhanced opportunities for success amongst "students at risk". The school invested equity money to support by employing specialised support staff and received a DET including schools grant to build new access ramp in a portable.

The College was able to successfully deliver on a 2021 Staff Health and Wellbeing conference, designed to build staff capacity to manage their own wellbeing. The outcomes were some successful indicators from the Staff Conference Survey particularly in the areas of developing strategies in resilience, adapting to personal loss and grief, developing an effective work life balance and collaboration through positive professional conversations in and beyond the school environment. The impact was a real stimulus for engagement in light of the educational climate which was a mix of onsite and remote learning including balancing the professional and domestic needs of staff through the year. Over 70 delegates equating to 85% of our staff participated in the conference. In addition, financial and healthy wellbeing workshops were offered and taken up by almost all delegates. The timing of the conference was immeasurable in this context of Covid-19 enabling staff to work on self, team and impact of their work in a positive environment which can only strengthen relationships and that with families and students in this complex period.

Finance performance and position

The College continued to manage financial resources to support the School Strategic Plan and Annual Implementation Plan. The Lakes South Morang College maintained a sound financial position throughout 2021, allowing the College to allocate funds to: support school programs; build the capacity of teachers through professional learning to support both staff and student wellbeing; and, plan for the implementation of Year 12 in 2022. The Financial Performance and Position report demonstrated an end of year surplus of \$716,082. This surplus was generated through actively seeking: external grants; Federal and Local Government initiatives; fundraising; and, strong financial planning. The grants strengthened our programs and supported our learning community. Equity funding has been directed at the most vulnerable of our students providing for smaller, targeted learning groups to improve student literacy. It also contributed towards the implementation of numerous professional learning sessions for staff. Additional services were provided on both campuses to support students, particularly during and post remote learning periods. These included student support workers, allied health staff and a .4 speech pathologist. Grants were successfully acquired for Shade Sails on both campuses under the DET Covid-19 initiative and the Shade Sail Programs Round 6. The College has consistently identified opportunities for the distribution and allocation of monies, enabling the College to continue to develop contemporary learning facilities and introduce initiatives that drive learning beyond the classroom.

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 758 students were enrolled at this school in 2021, 355 female and 403 male.

28 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).

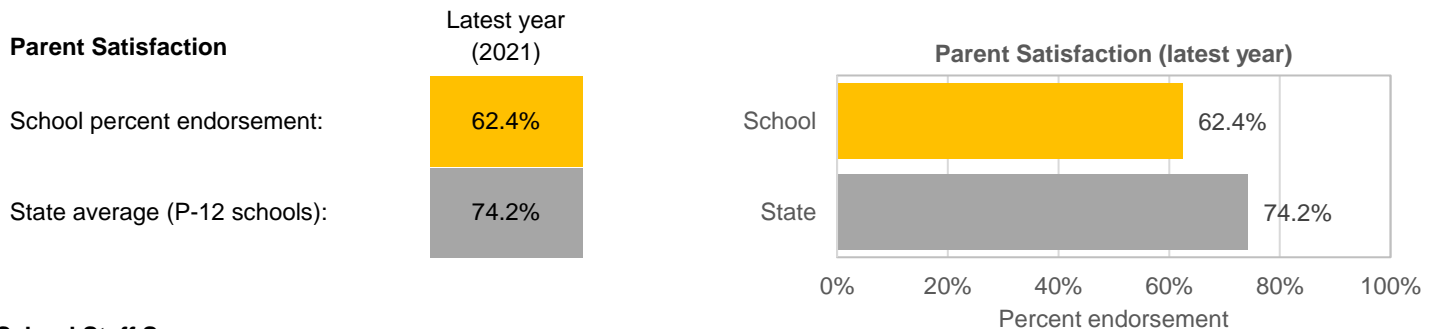
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

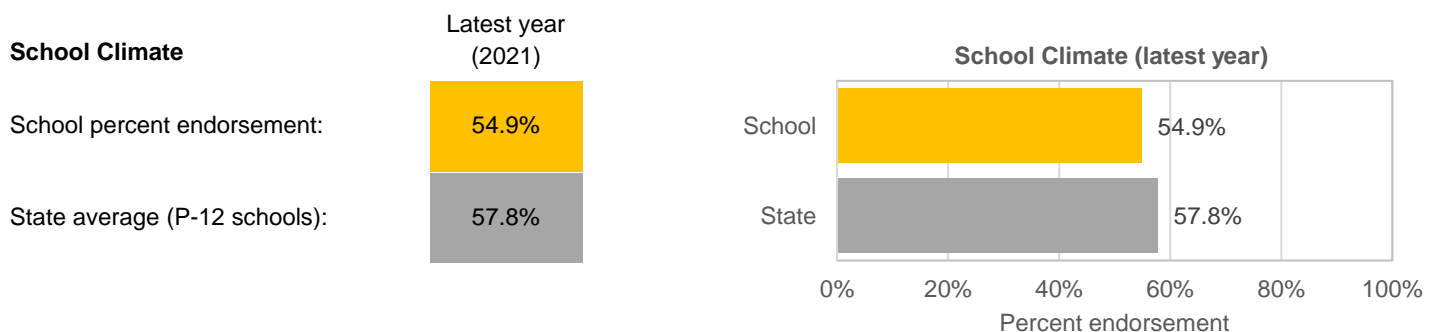


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

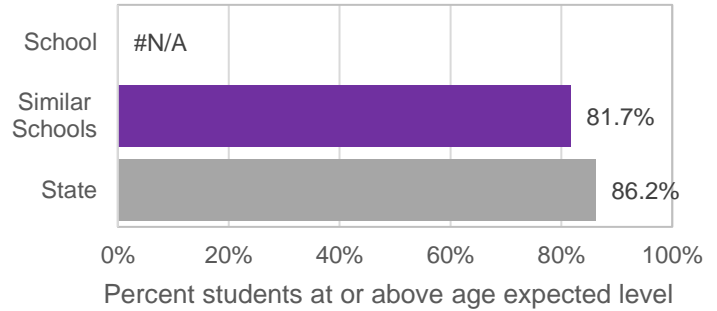
Similar Schools average:

81.7%

State average:

86.2%

English (latest year) Years Prep to 6



English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

59.0%

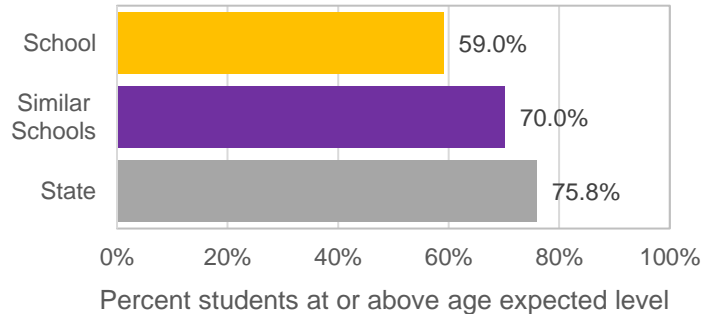
Similar Schools average:

70.0%

State average:

75.8%

English (latest year) Years 7 to 10



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

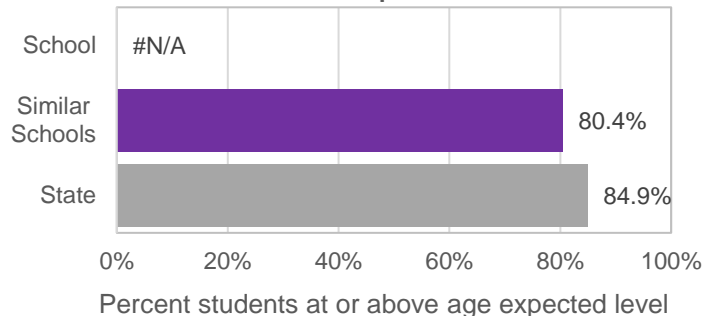
Similar Schools average:

80.4%

State average:

84.9%

Mathematics (latest year) Years Prep to 6



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

34.3%

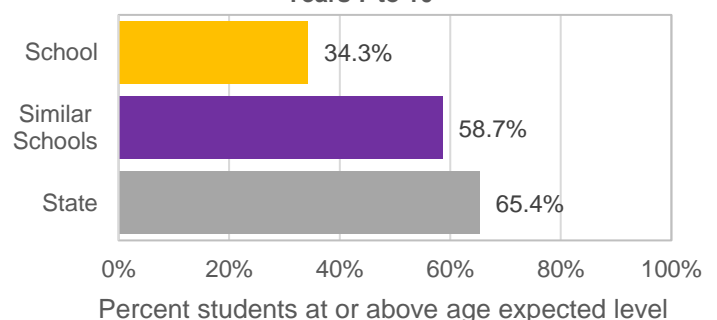
Similar Schools average:

58.7%

State average:

65.4%

Mathematics (latest year) Years 7 to 10



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.

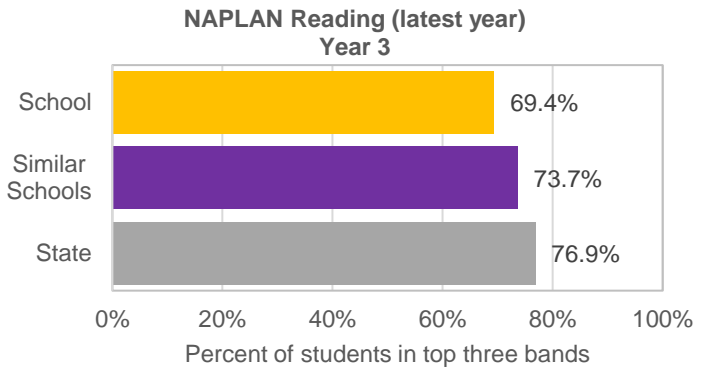
NAPLAN

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.

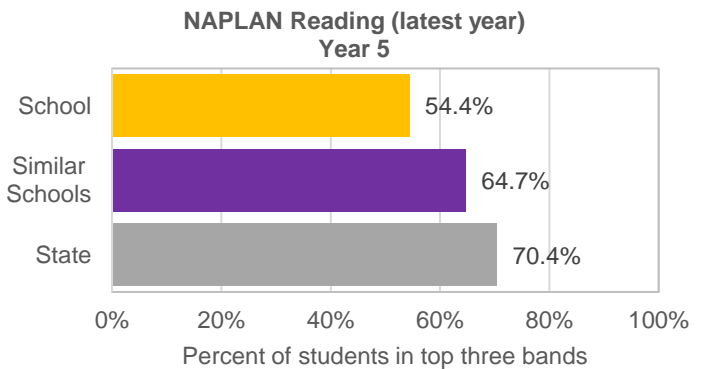
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.4%	67.0%
Similar Schools average:	73.7%	72.6%
State average:	76.9%	76.5%



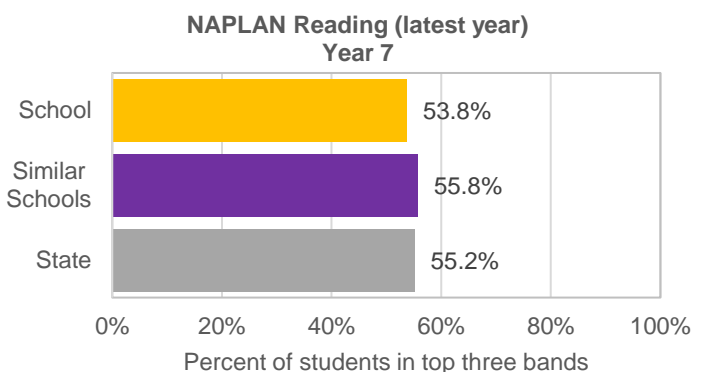
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.4%	52.1%
Similar Schools average:	64.7%	61.7%
State average:	70.4%	67.7%



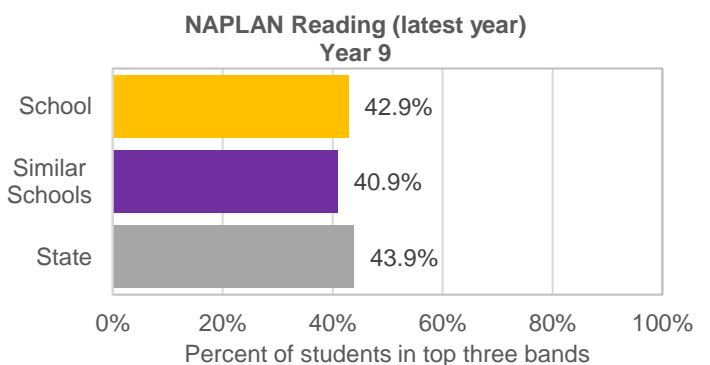
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.8%	46.1%
Similar Schools average:	55.8%	53.7%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.9%	35.9%
Similar Schools average:	40.9%	42.2%
State average:	43.9%	45.9%



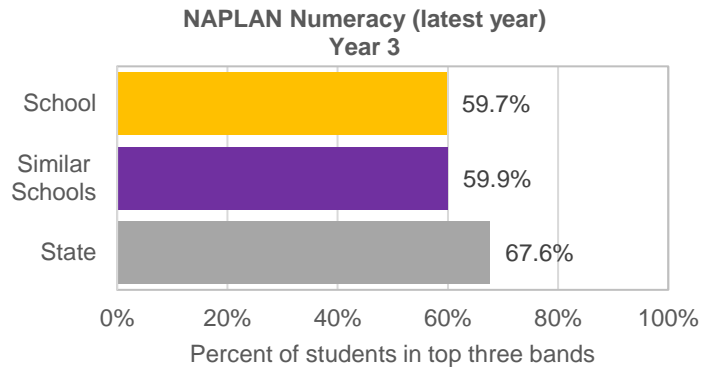
ACHIEVEMENT (continued)

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)

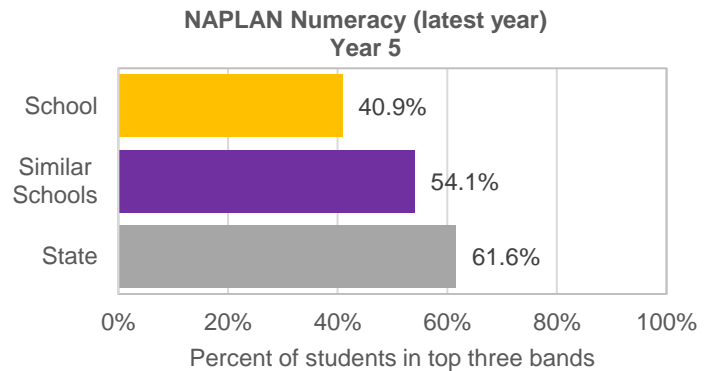
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.7%	57.2%
Similar Schools average:	59.9%	61.7%
State average:	67.6%	69.1%



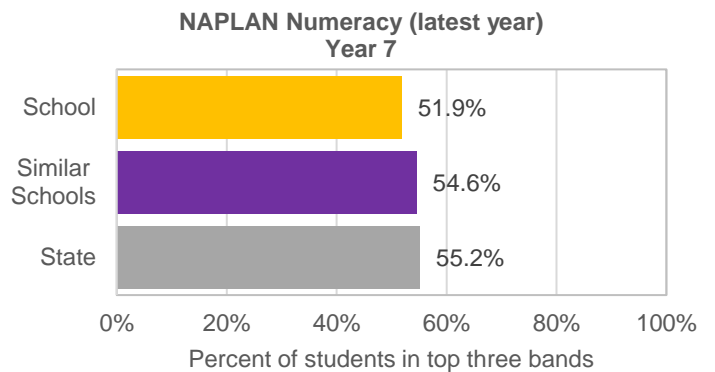
Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	40.9%	48.8%
Similar Schools average:	54.1%	52.4%
State average:	61.6%	60.0%



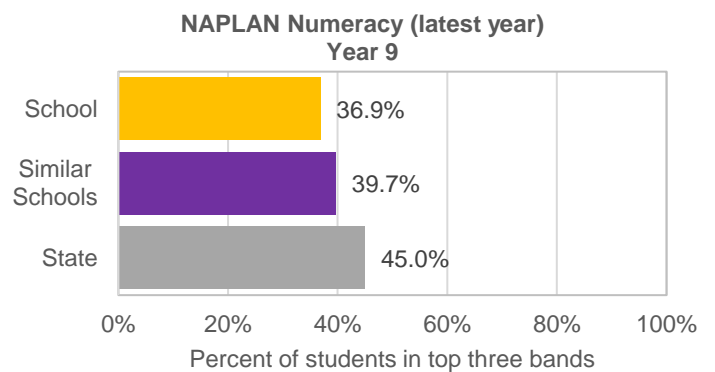
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	51.9%	48.7%
Similar Schools average:	54.6%	53.4%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.9%	29.1%
Similar Schools average:	39.7%	40.5%
State average:	45.0%	46.8%



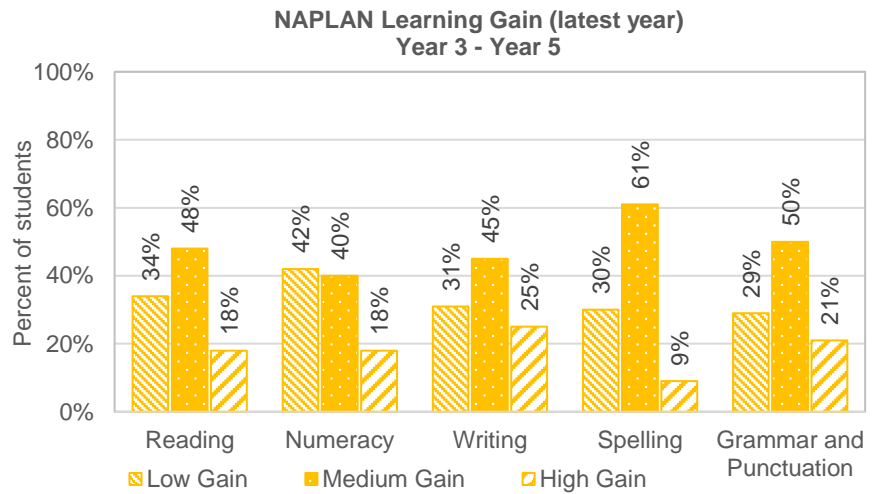
ACHIEVEMENT (continued)

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'.

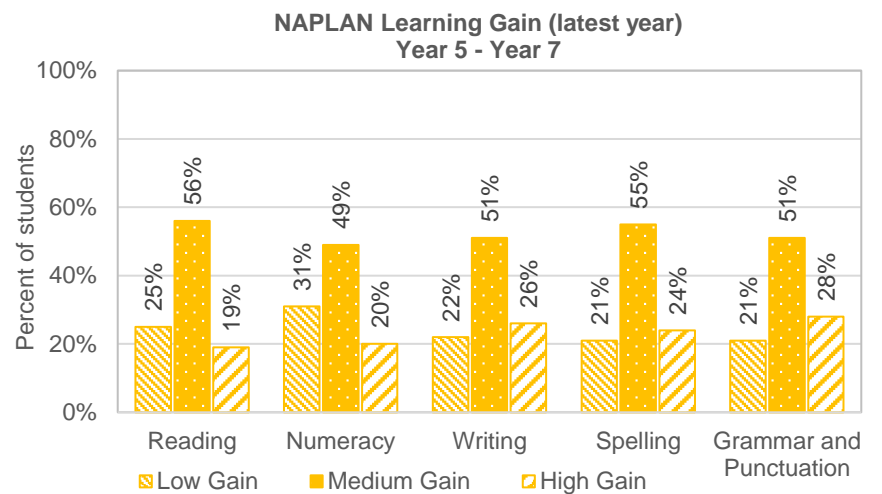
**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	34%	48%	18%	20%
Numeracy:	42%	40%	18%	22%
Writing:	31%	45%	25%	23%
Spelling:	30%	61%	9%	22%
Grammar and Punctuation:	29%	50%	21%	25%



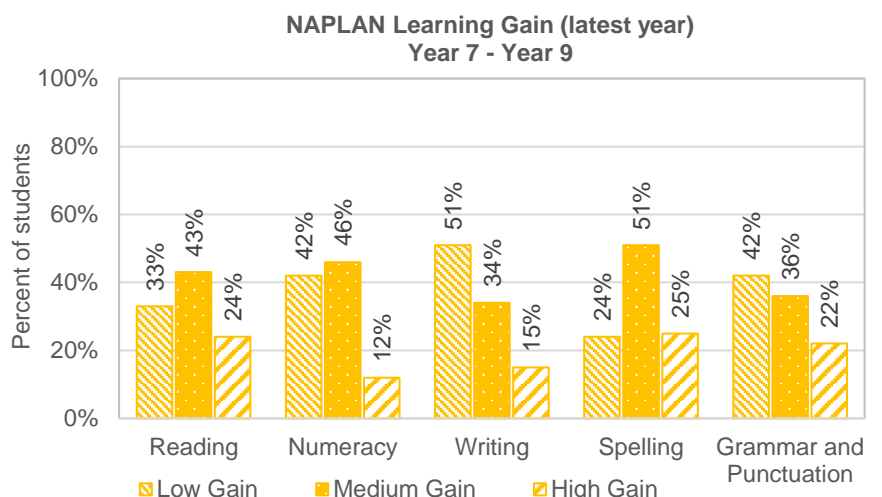
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	56%	19%	23%
Numeracy:	31%	49%	20%	21%
Writing:	22%	51%	26%	21%
Spelling:	21%	55%	24%	23%
Grammar and Punctuation:	21%	51%	28%	20%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	43%	24%	22%
Numeracy:	42%	46%	12%	20%
Writing:	51%	34%	15%	19%
Spelling:	24%	51%	25%	22%
Grammar and Punctuation:	42%	36%	22%	19%



ACHIEVEMENT (continued)

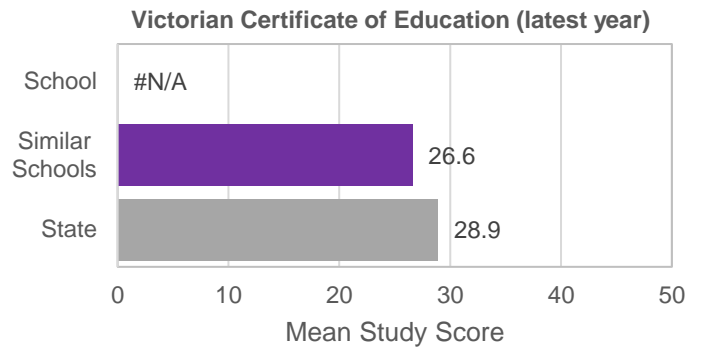
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	NDP	NDP
Similar Schools average:	26.6	26.4
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:	NDA
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:	NDA
VET units of competence satisfactorily completed in 2021*:	62%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	43%

* 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

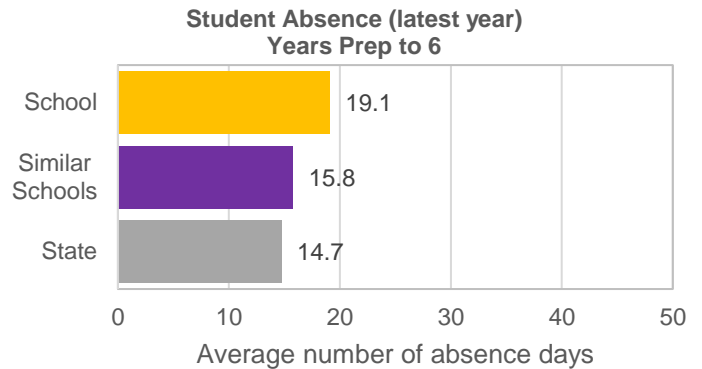
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

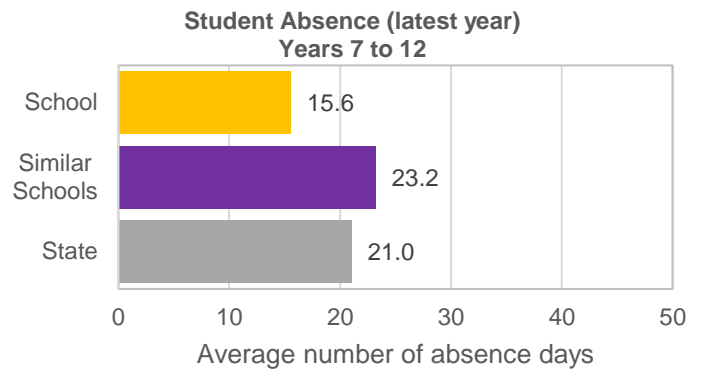
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	19.1	16.6
Similar Schools average:	15.8	15.8
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	15.6	20.2
Similar Schools average:	23.2	21.0
State average:	21.0	19.6



Attendance Rate (latest year)

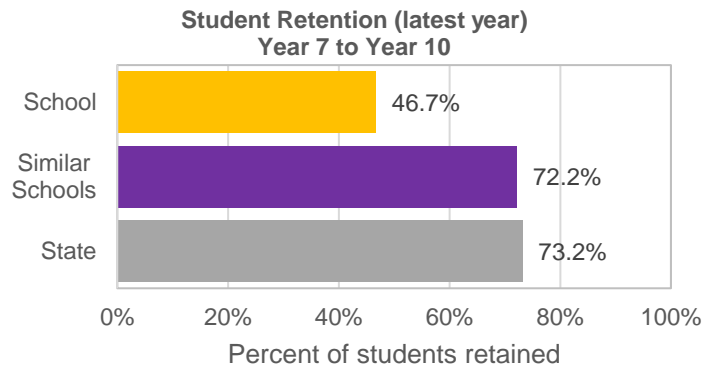
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	93%	89%	92%	91%	88%	90%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	92%	90%	93%	90%	98%	NDA	

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:	46.7%	48.1%
Similar Schools average:	72.2%	70.8%
State average:	73.2%	72.9%

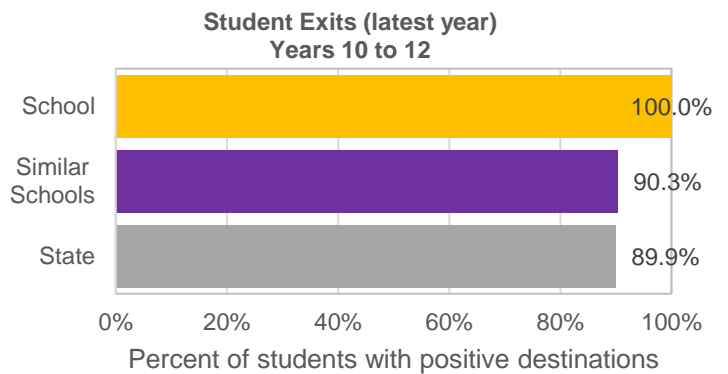


Students exiting to further studies or full-time employment

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%	100.0%
Similar Schools average:	90.3%	89.8%
State average:	89.9%	89.2%



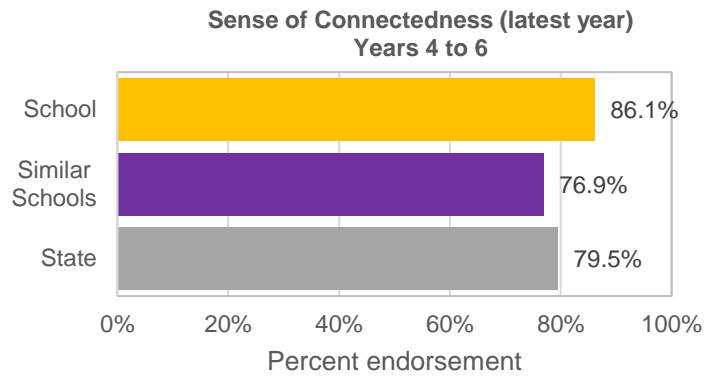
WELLBEING

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

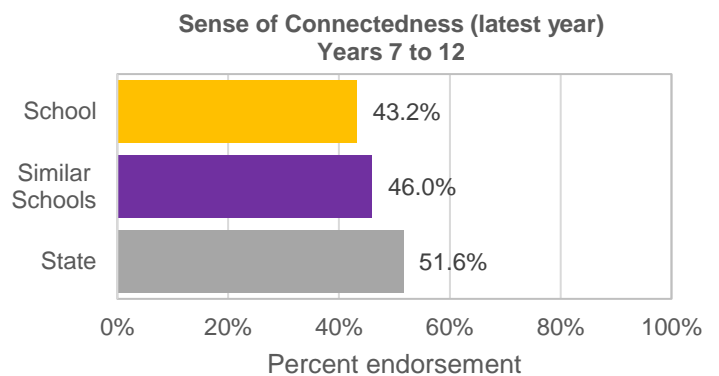
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	86.1%	78.4%
Similar Schools average:	76.9%	78.3%
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:	43.2%	47.8%
Similar Schools average:	46.0%	49.7%
State average:	51.6%	54.5%



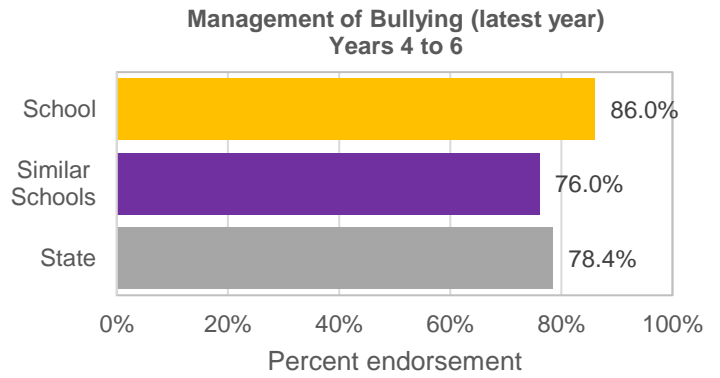
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

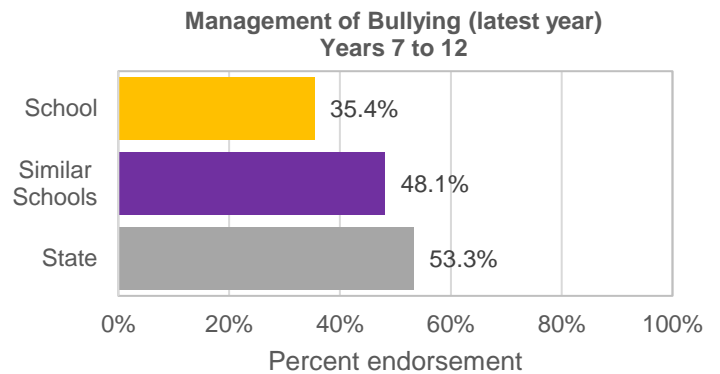
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	86.0%	74.6%
Similar Schools average:	76.0%	77.9%
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:	35.4%	40.7%
Similar Schools average:	48.1%	53.2%
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	\$8,396,144
Government Provided DET Grants	\$1,165,995
Government Grants Commonwealth	\$34,737
Government Grants State	\$8,252
Revenue Other	\$41,723
Locally Raised Funds	\$281,957
Capital Grants	\$0
Total Operating Revenue	\$9,928,807

Equity ¹	Actual
Equity (Social Disadvantage)	\$296,711
Equity (Catch Up)	\$34,763
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$331,474

Expenditure	Actual
Student Resource Package ²	\$8,193,482
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$81,189
Communication Costs	\$15,328
Consumables	\$179,103
Miscellaneous Expense ³	\$84,001
Professional Development	\$37,228
Equipment/Maintenance/Hire	\$130,486
Property Services	\$204,419
Salaries & Allowances ⁴	\$74,914
Support Services	\$121,157
Trading & Fundraising	\$9,967
Motor Vehicle Expenses	\$1,220
Travel & Subsistence	\$34
Utilities	\$80,196
Total Operating Expenditure	\$9,212,725
Net Operating Surplus/-Deficit	\$716,082
Asset Acquisitions	\$38,211

- (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	\$1,676,508
Official Account	\$33,527
Other Accounts	\$0
Total Funds Available	\$1,710,035

Financial Commitments	Actual
Operating Reserve	\$139,089
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$41,362
School Based Programs	\$223,510
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,700
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$170,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$100,000
Capital - Buildings/Grounds > 12 months	\$450,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,225,661

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.