

2021 Annual Report to The School Community



School Name: Mornington Secondary College (8804)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 April 2022 at 12:44 PM by Linda Stanton (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 28 April 2022 at 12:45 PM by Colin Mason (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

At Morningside Secondary College our vision is to create happy, healthy and resilient young people who are life long, respectful learners. To bring this to life our values of respect, achievement and community underpin everything we do. Our purpose is to provide a learning environment where all students can achieve success. All students can learn and will learn within a safe, positive environment.

Morningside Secondary College is a government school located in South Eastern Victoria on the Bayside Peninsula; 70 km south of Melbourne CBD. The College is set on 26 hectares, with well-maintained grounds that include excellent athletic facilities including a three court basketball stadium and a 25 metre indoor swimming pool.

The student population is approximately 1600 from years 7-12 with more boys than girls at each year level and small percentage of Aboriginal or Torres Strait Islanders. There are no overseas students, but there are a small percentage of students who have been identified as students with English as an Additional Language (EAL). To assist students from an EAL background, a teacher has been employed to work with students by withdrawing them from class on a weekly basis to provide literacy skill development.

The College employed 142.92 fulltime equivalent staff. The breakdown included a Leadership team consisting of the Principal, 3 Assistant Principals, 12 Leading Teachers and 7 Learning Specialists. There is a mixture of highly experienced teachers and teachers with a few years experience. There is also a mix of experience and skill within the Education Support staff. The support staff include the Business Manager, Accountant, Office staff, Careers/Pathways staff, Specialist technicians, Maintenance staff and Student wellbeing. Student Wellbeing staff include the Doctor's In Schools staff (GP and Nurse), Psychologist, Mental Health Practitioner, 2 full time student wellbeing counsellors, School Nurse and Integration Aides.

The curriculum is divided into 10 Key Learning Areas (KLA). These are: English, Humanities, Mathematics, Science, Art, Technology, Health and Physical Education and Languages Other Than English, Food Studies and VCAL. Each KLA is coordinated by a staff member with a position of responsibility and time allowance. They manage a team of teachers to implement the Victorian curriculum at 7-10 and the VCE/VCAL study designs, using the Instructional Model, known as STAR ('S' start, 'T' teach, 'A' activity and 'R' recap).

The college continues to run a one for one computer program, with all students routinely using computers throughout the day to support their learning. During periods of lockdown, students and staff continued to teach and learn using Microsoft Teams.

The timetable structure ensures all students receive 300 minutes of instruction each day. All students have 4 X 75 minute periods with 2 half hour breaks. The timetable provides a breadth of subjects at Year 7 and 8 and a depth of subjects beginning at Year 9. Students at Year 9 complete a semester of History and a semester of Geography. At Year 10, students select Science and Humanities based subjects for either a semester or for the entire year, depending on their future pathway. Students at Year 10 are also offered the opportunity to enrol in a Year 11 subject using rigorous criteria and an application process.

To limit the number of disruptions for our senior students, all students in Yr 11 and 12 have 2 scheduled assessment blocks per week. This time is used to complete SACs, hold year level assemblies, pathway interviews and provide other information.

At Year 12, students also participated in Tutorial classes. This time was used to meet with their assigned tutorial teacher and to complete subject specific work, similar to a flipped classroom approach. Classroom teachers provide instructions for work to be completed independently for each subject. Often the instructions would be to use 'Edrolo' and to complete work directly in this online platform. The Tutorial teachers supervised students working independently as well as speaking with students to ensure they were keeping up to date with their work. The design of the Year 12 study centre enables students to work collaboratively and also independently.

Framework for Improving Student Outcomes (FISO)

The year 2021 continued to battle the COVID pandemic, forcing schools to return to remote learning. Mornington Secondary College also closed for short periods of time when students were diagnosed with COVID. Despite this, the College continued to move forward, working to achieve the goals identified in the Strategic Plan:

1. To increase the cognitive challenge and learning growth of all students
2. To instill a culture of high expectations for all members of the school community
3. To enhance the wellbeing and resilience of all students.

Schools were also asked to make the following areas a priority.

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

To support our work in these areas, the 2021 Annual Implementation Plan (AIP) was developed focusing on the Framework for Improving Student Outcomes priority areas - Excellence in Teaching and Learning, Professional Leadership and Positive Climate for Learning. Each area was identified in the Framework for Improving Student Outcomes (FISO) model as an improvement initiative. Included in these priority areas are Dimensions and the College focused on the following:

1. Evidenced-based High Impact Teaching Strategies
2. Evaluating impact on learning
2. Building leadership teams
3. Empowering students and building school pride
4. Intellectual engagement and self awareness
4. Setting expectations and promoting inclusion
5. Health and wellbeing

To support the first DET priority - 'Learning, catchup and extension priority' and the first goal of the Strategic Plan - 'To increase the cognitive challenge and learning growth of all students', the staff at Mornington Secondary College used the PLC structure to focus on developing data literacy to further support their understanding of student needs and progress. Through the PLC structure, students were also identified requiring additional support with their learning. The FISO dimensions 'Building Leadership Teams' and 'Evaluating impact on learning' were the focus of improvement.

In 2021, the Principal, Assistant Principal, 7 Learning Specialists and 2 Leading Teachers participated in the PLC initiative. The program was extensive allowing for all involved to collaborate without interruption. Their focus was to identify 'command verbs' in each Key Learning Area and to conduct action research in the form of formative assessment using students within their own classes. Their research highlighted the need for all students to learn subject specific vocabulary allowing for learning growth. The ability to embed their work into all key learning areas and with all teachers was problematic during the extended period of remote learning. Work will continue in this area from 2022.

Through the use of formative assessment, students were also identified for the Tutor Learning Initiative. Approximately 8 Tutors were employed and worked with students, Yr 7-12, who required assistance with their learning due to COVID - 19 and school lockdowns.

The staff opinion survey indicated more than 60% of teachers believed they were able to plan differentiated learning activities by using formative assessment. More work is required in this area.

The second goal of the Strategic Plan, 'To instill a culture of high expectations for all members of the school community', continues to be a priority for the College. The 'Evidence-based High Impact Teaching Strategies' are

constantly used with teaching staff. Evidence of use can be found in curriculum documentation based on the Instructional Model STAR and in professional development meetings held at least twice, during mid cycle and end of cycle reviews. The Learning Specialists constantly refer to these strategies when meeting in PLTs. More than half of the teaching staff believe it is the responsibility of everyone to improve student outcomes.

To address the second priority, 'Happy, active and healthy kids', the FISO dimensions, 'Empowering students and building school pride' and 'Intellectual engagement and self awareness' were a focus in 2021.

All students from Yr 7-12 participated in 'Academic Best' conferences during remote learning. During the conferences, students with their teacher set realistic learning goals supported by their own data. This included PAT-R and PAT-N and teacher judgement. The goals were posted on Compass for all parents to view. Further work is required in this area, particularly in the area of follow up.

The College Captains with the Year Level Captains managed to hold student forums at each year level to discuss issues. One such issue was, 'How cool is it to be smart at MSC?' Findings were collated and posted to staff. Further work is required.

To assist students with integration back to face to face classrooms from remote learning, there has been much focus on the health and wellbeing of students and staff. This being the third goal of the Strategic Plan and also a dimension of FISO. Teaching and wellbeing staff participated in professional development during staff meetings discussing and developing a classroom management model, using the School Wide Positive Behaviour philosophy. Respectful Relationships was relaunched in 2021, however due to lockdowns, it was difficult to implement at a school level. Work in this area will be a focus in 2022.

The last priority, 'Connected schools', focused on strengthening communication with parents/carers/kin. During remote and flexible learning, it was essential communication between school and home was constant, through Compass newsfeeds. It was important to keep our families informed quickly and efficiently. During periods of school closure, once a student was identified with COVID-19, it was essential phone calls to all possible 'close contacts' occurred. This usually happened on weekends or at night time. It was also important to make regular phone calls to the family of the young person diagnosed with COVID to ensure they felt they had the support of the school. Further work is required in this area, as the Parent Opinion survey indicates the need for more communication on a personal level.

Achievement

An achievement goal for 2021 was, 'The mean score for all VCE studies is above 28.0'. The College was successful in achieving this goal as the mean score was 28.07 and the English score for the college was 28.27. The College also celebrated a perfect score of 50 in Health and Human Development. Ninety seven percent of all VCE students completed their VCE, whilst 90% of all students completed their VCAL certificate.

The success was partly due to the professional development all teaching staff participated in. They were provided with time to analyze VCE exams within all subject areas. Staff had access to the relevant datasets and collaborated with each other to develop a plan to address areas of concern. They were able to analyze curriculum documentation at all year levels to ensure the content taught was necessary for knowledge and skill development. All VCE teachers also met with a member of the Principal class team where they discussed previous exam results and the areas of concerns identified. During the discussion, consideration was given to current individual students and their results. Plans were developed to further challenge individual students through differentiation. These meetings occurred early in Semester 2 and were also scheduled after the exams as part of their Professional Development plans. This work will continue in 2022 and beyond.

Further work is also required in all areas of NAPLAN. In 2021, the aim was to work with Yr 9 students who achieved results in areas of NAPLAN just below the top 2 bands at Yr 7, 2019. All students were identified and were provided with a staff mentor. The aim was for each student to work with their mentor at their point of need. This could be academic or intrinsic motivation, for example. Unfortunately, due to remote and flexible learning, this proved to be problematic, therefore the meetings did not occur.

The goals and outcomes for 2021 were:

'More than 18% of Year 9 students are in the top two Bands for Reading', The results show only 16% of Year 9 students were in the top two bands for Reading.

'More than 18% of Year 9 students are in the top two Bands for Writing', The results indicate only 8% of Year 9 students were in the top two bands for Writing.

'More than 20% of Year 9 students are in the top two Bands for Numeracy', The results indicate 16 % of Year 9 students were in the top two bands for Numeracy.

'More than 71% medium or high Reading growth from Year 7 to Year 9', 71.9% of students showed medium or high growth.

'More than 71% medium or high Writing growth from Year 7 to Year 9', 67.6% of students showed medium or high growth.

'More than 70% medium or high Numeracy growth from Year 7 to Year 9', 73% of students showed medium or high growth.

The results also indicated the percentage of students in the bottom 2 bands for reading at Year 9 has increased since 2019.

During 2021, data including NAPLAN was used to identify students in need of extra support. Students were quickly identified who did not 'thrive' in remote and flexible learning. They were offered a place in the Tutor Learning initiative and many worked with the Tutors in small groups, withdrawn from normal classes. Some Tutors joined in classes, particularly at Yr 7 and at Yr 12. A number of students within the Program for Students with Disabilities (PSD) had their timetables modified during remote and flexible learning as they were unable to cope without the support of their Integration Aide face to face. For some, they came into school, during this time, so they could have the support face to face, one on one. NAPLAN data was also used to identify students eligible for the Middle Years Literacy and Numeracy Strategy (MYLNS) and for the Literacy Enhancement classes at Yr 7 and Yr 8 in place of Languages Other Than English (LOTE).

A target for 2021 was to improve staff capacity in 'planning for differentiated learning activities', 'understanding formative assessment', and 'understanding how to analyse data'. The goal was to have a greater than 55% positive endorsement of these areas as per the staff opinion survey. This was achieved in all areas.

There were many highlights during the 2021 school year. They include:

*Employing Karen Starkiss, a professional in the area of Dyslexia Assessment and Support, who provided professional development to all staff.

*Thirteen staff participated in the Professional Learning Community (PLC) initiative, where they focused on vocabulary using the FISO improvement cycle

*The results for 'Academic Emphasis', 'Teacher Collaboration' and 'Collective Efficacy' within the Staff Opinion Survey have improved since 2019.

*Employment of 8 Tutors under the Tutor Learning Initiative to work with students who required assistance after the remote and flexible learning ceased.

*Year 12 teachers became a Professional Learning Community (PLC)

*Academic Best conferences took place during remote learning

To continue high performance in this area whole school initiatives such as Academic Best Conferencing, Tutor Initiative and PLT meetings will continue to be delivered in a structured manner. Morningside Secondary College has been appointed a PLC coach for 2022. Further opportunities for teaching and education support staff to collaborate on student learning goals is required. Professional development and support for teachers to differentiate learning so all students are challenged and motivated to learn will continue. Student agency will provide support for students taking an active role in their learning. Students in the top 2 bands in Literacy and Numeracy NAPLAN will be identified to ensure they maintain their academic performance when they reach year 9 and then at year 12. Teacher judgements of student achievement must reflect NAPLAN. Work will continue in the Disability Inclusion initiative to assist more students with

their learning. Further work is also required in 4 elements identified in the Attitudes to School Survey. These include: Motivation and Interest of students, Effective teaching time, Differentiated Learning Challenge and Stimulated learning.

Engagement

There was a period of adjustment for students and staff upon returning to school after remote and flexible learning. As each year level returned, students were welcomed back into the community. For our senior students, they were provided with a BBQ lunch, whilst our more junior students focused on building relationships with team building activities. The Wellbeing team frequented classrooms re-introducing themselves to all students.

The staff at Morrington Secondary College, worked together to develop a 'ready to learn' plan. The plan outlined how students entered and left a classroom, and the equipment each student required to successfully complete the work. Positive behaviours were identified reminding students of high expectations. The teaching staff also developed a classroom management plan identifying Antecedents, Behaviours and Consequences. This was to provide a consistent approach for all teaching staff to feel confident and build their capacity ensuring all students can learn without the disruption of others. Work in this area continues.

A goal of Morrington Secondary College is to reduce the number of student absences and increase the retention rates by reducing the number of students applying for school exemptions. An Attendance Officer was employed to make contact with families on a daily basis, if students were not marked present in class. They also kept the Year Level Coordinators informed of students and/or patterns of absences after students were absent for more than 3 days. The Year Level Coordinator would then contact families for the reasons why.

Any student who failed to return to school after remote and flexible learning, the Year Level Coordinator made contact with families. Often this would result in a meeting online with the student concerned and their parents. Often their level of anxiety was the cause of student non-attendance. With support from the Year Level Coordinator and the Wellbeing team, students were able to re-integrate back into school life.

The exit process has been revised to ensure students wishing to exit required approval from the relevant Assistant Principal. This was given only after the Year Level Coordinator had met with the family and the Pathways team met with the student to discuss future directions. This will continue into the future.

The highlights were many in 2021. Examples are:

- *All students and staff back onsite, learning together
- *Traditional, annual events could occur, such as the Valedictory Dinner for our Year 12 students and Year Level assemblies
- *Introduction of 'Hands on Learning' to be implemented in 2022, but the planning and employment of Artisan teacher and support staff in 2021
- *Introduction to VET - Construction Pathways Year 10 subject for 2022, but the planning completed by the end of 2021
- *Introduction of the St Kilda Football Academy for 2022.
- *The College staff continued to find ways to communicate with the whole school community, with Compass, text messages and Microsoft Teams being the most used platforms. 'Trust in students and parents', 'Teacher collaboration' and 'Support growth and learning of whole student', rated more than 55% positive endorsement. It was important to keep the students engaged during lockdowns and many activities were organized involving families such as, Junior and Senior Ethics Olympiad, Sport days - online (Amazing Race) and House competitions. Year 9 students rated 'sense of connectedness' high and they believed they had 'an advocate at school'. Further work is required with 'resilience' and 'teacher concern' at all Year levels.

*Parent/Teacher conferences were conducted via Microsoft Teams and text messages to families continued during lockdown when a student absence was recorded.

The parents completed the Parent Opinion survey and rated 'Teacher communication', 'Managing bullying', 'Confidence and resiliency skills' and 'Promoting positive behaviour' more than 50% positive endorsement.

Routine, Reconnect and Re-engage are 3 areas the College needs to focus on moving forward. Attendance is also an area that requires work.

Wellbeing

To support all students academically, their wellbeing must be a priority. Throughout 2021, the Wellbeing team including, Mental Health Practitioner, 2 Student Wellbeing Counsellors, Chaplain, School Nurse, Psychologist and Doctor's In Schools program, worked together to ensure as many students as possible were able to access a member of the team. All Year 12 students spoke to someone from the wellbeing team during remote and flexible learning and once back at school, the team visited all Yr 12 classes and introduced themselves personally. The team attended all year level assemblies and supported wellbeing programs at each year level. This included, Consent education presentations for the senior students.

All Team Leaders attended the Berry St Education training to support their work with students at each year level. The school nurse worked at the Regional office on Respectful Relationships and this will become a focus from 2022.

Morningson Secondary College entered the Disability Inclusion initiative and 2 leading teacher positions were created to identify and support tier 2 and tier 3 students. Teaching staff will confidently make reasonable adjustments so all students can learn. A tiered response has been developed for students who are showing a higher level of need. Work in this area continues to be a focus.

School Wide Positive Behaviours (SWPBS) templates have been developed to better capture student data helping us to respond more effectively to student needs. This will encourage more green, positive Compass posts recognising students who are doing the right thing.

The STRIVE learning culture club has been re-instated and many students received recognition for great work according to their progress checks. The following is an excerpt from my first address to students at a whole school assembly at the beginning of this year.

'This year we will be re-introducing the STRIVE Learning Culture Club. This will be based on your progress checks. So how you challenge yourself to improve in every class, whether you complete and submit tasks by the due date. How you participate in class and remain on task. Being prepared and on time for class. respecting the learning community and responding positively to feedback. Learning Culture Awards are ALL about the Attitude and Effort NOT Academic Performance. For each criteria you will receive points and when you receive your first 8 points, you will receive your badge and you will be able to add to this every year. Those deserving will also receive merit awards and excellence awards. We want you to achieve. I want you to achieve and I want to applaud your efforts and acknowledge your hard work. The good news postcards will occur at all levels and will be sent home to your families, so they too can support and congratulate your efforts'. At the end of T2, more than 200 students received points as part of the STRIVE learning culture club.

The College re-introduced Pastoral care into the daily structure during 2021 to build their 'sense of connectedness' to the Morningson Secondary College community. The program is called CONNECT and occurs at the beginning of each day. Two days per week, all students participate in the Resilience project, focussing on Gratitude, Empathy and Mindfulness. All staff have participated in professional learning and parents also have the ability to participate from home.

The College will continue to implement targeted based Wellbeing interventions, such as Equine Therapy and programs from HeadSpace and the Morningson Shire.

Staff will continue with professional development in the following areas:

- differentiation,
- understanding the needs of students through the collection of data,
- completion of the Berry street training
- Ongoing development of Connect program, Resilience Project, Respectful Relationships and SWPBS (targeting the social, emotional learning)

Finance performance and position

Our annual result for 2021 was a deficit of \$22,939.

The main reasons for this were;

- o Decrease in revenue for hired facilities due to COVID
- o Increase in expenditure for Casual Relief Teaching staff mainly due to staff shortages and an inability to secure permanent staff
- o Plant and equipment replacements needed over budget to replace aged equipment
- o Building and grounds works over budget, for example
 - ? Replacement wiring in kitchens
 - ? Major plumbing works due to ongoing flooding issues
 - ? Pool works after damage – we were reimbursed for this
 - ? Works on bus bay to ensure safety for students
 - ? Replacement of doors and locking system
 - ? Air conditioner/heater replacements of aging equipment in the Technology area

Equity monies were used to fund the following;

- In part, salaries for Health and Wellbeing teams, Inclusion coordinator, squad leaders, Literacy Leader, and Numeracy Leader
- Literacy programs, College sports programs, professional development, and CRT coverage to release teachers for the PD

The College employed 8 tutors under the tutoring funding Initiative.

We employed a full-time Psychologist funded by Mental health Practitioner Initiative.

MYLNS monies were used to employ teaching staff for literacy and numeracy improvement.

Our main contracts/agreements were;

- Compass educational – whole school system used for attendance, finance and recording all aspects of the students profile including report to parents
- EDVAL – timetabling packing
- Phones contracts with Telstra, Zero 3, satellite phones and messages on hold
- NAAVI – newsletter publication
- SREAMS for SPA collection of data to assist in the understanding of the needs of students
- Photocopiers lease
- Franking machine lease

For more detailed information regarding our school please visit our website at

<https://mornsc.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 1577 students were enrolled at this school in 2021, 736 female and 841 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).

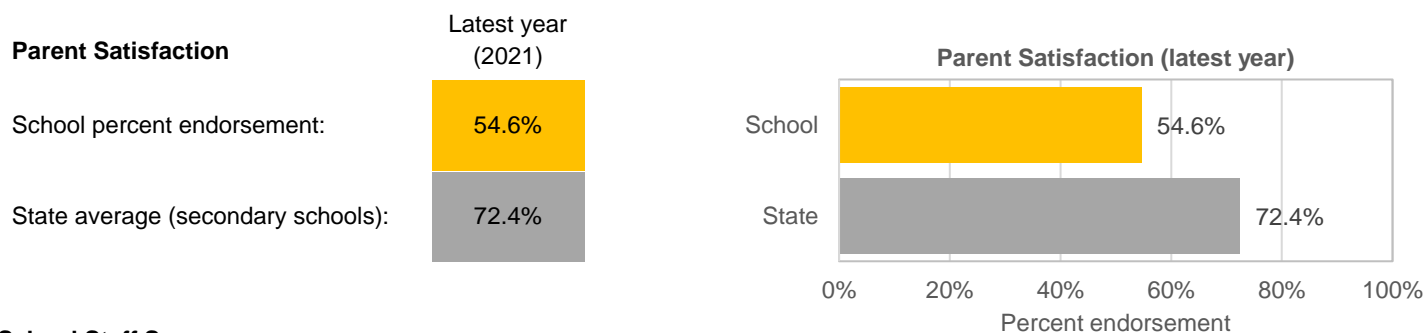
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

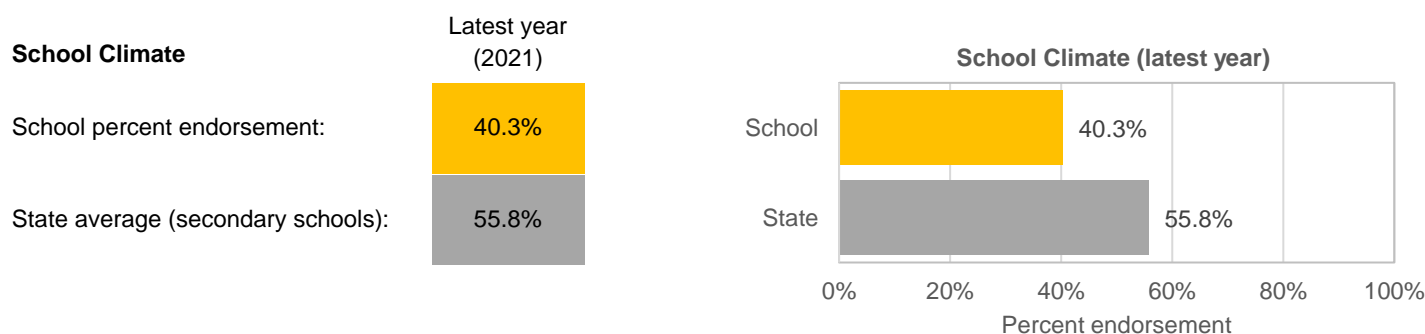


School Staff Survey

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 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

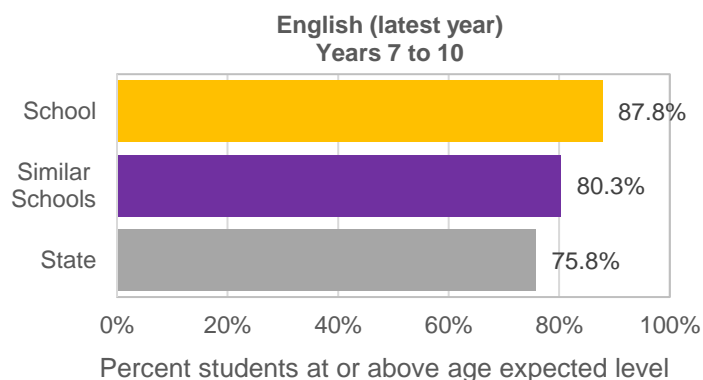
87.8%

Similar Schools average:

80.3%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

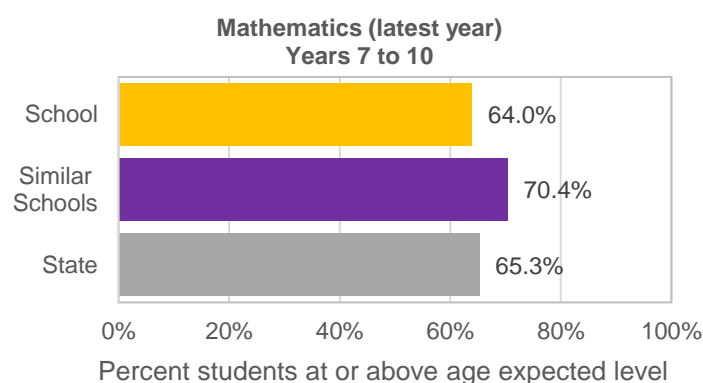
64.0%

Similar Schools average:

70.4%

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.

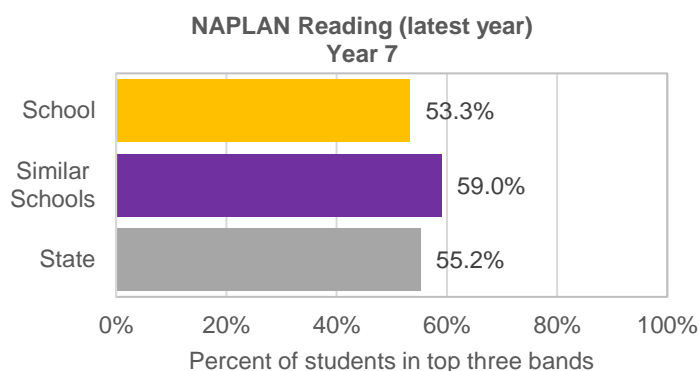
NAPLAN

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.

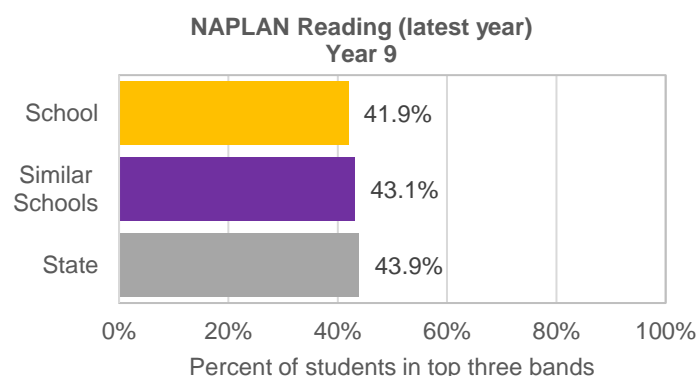
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.3%	58.3%
Similar Schools average:	59.0%	58.4%
State average:	55.2%	54.8%



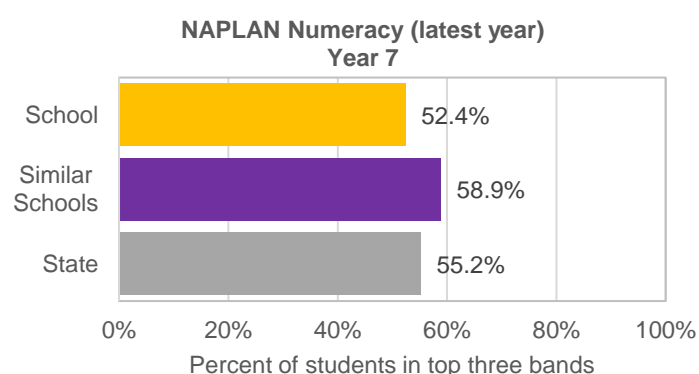
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	41.9%	42.4%
Similar Schools average:	43.1%	45.7%
State average:	43.9%	45.9%



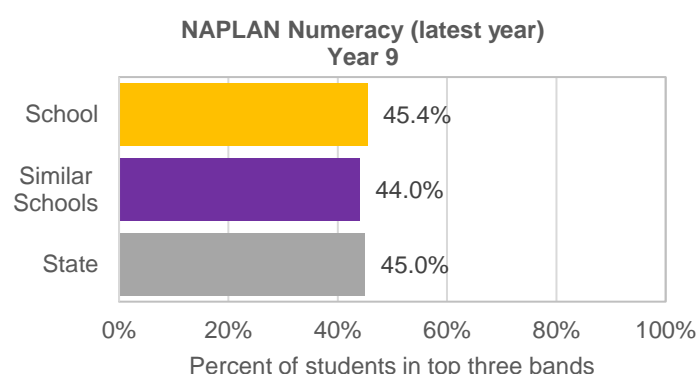
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	52.4%	57.5%
Similar Schools average:	58.9%	58.4%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	45.4%	46.7%
Similar Schools average:	44.0%	46.4%
State average:	45.0%	46.8%



ACHIEVEMENT (continued)

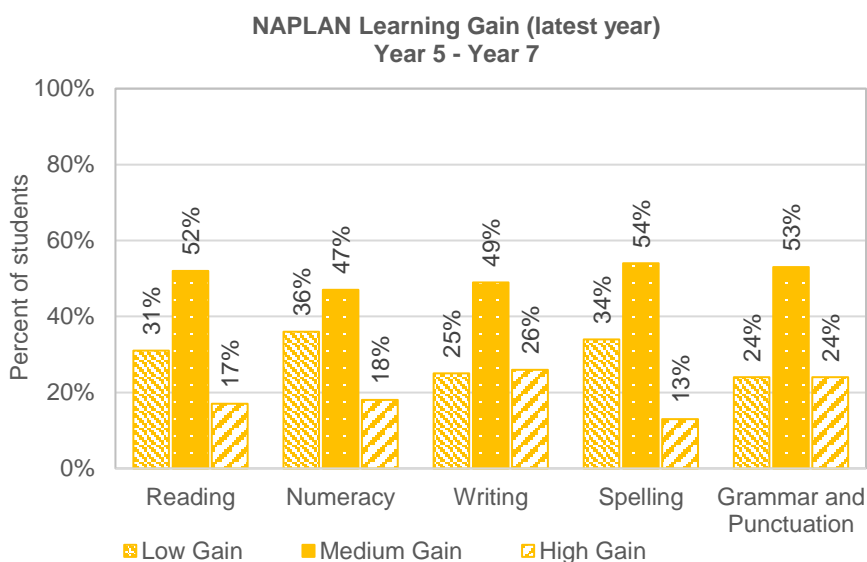
NAPLAN Learning Gain

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)

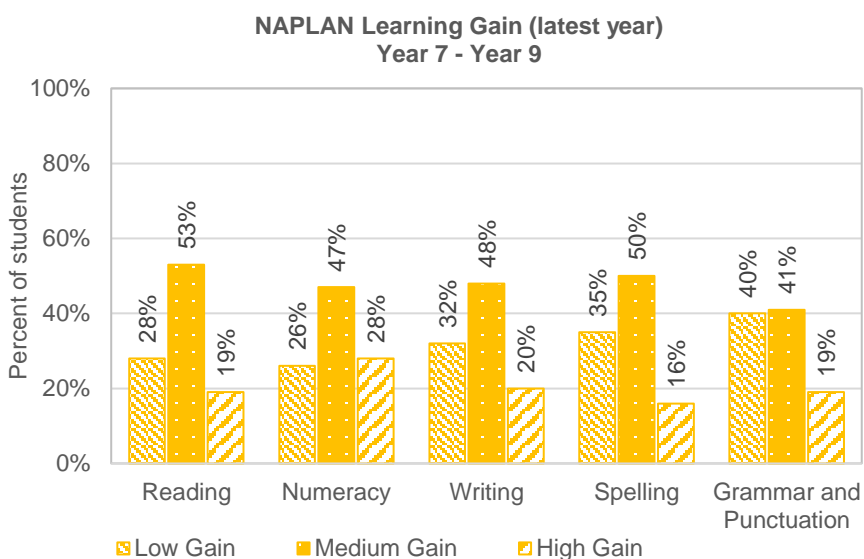
	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	52%	17%	20%
Numeracy:	36%	47%	18%	21%
Writing:	25%	49%	26%	20%
Spelling:	34%	54%	13%	23%
Grammar and Punctuation:	24%	53%	24%	20%



Learning Gain

Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	28%	53%	19%	23%
Numeracy:	26%	47%	28%	22%
Writing:	32%	48%	20%	21%
Spelling:	35%	50%	16%	21%
Grammar and Punctuation:	40%	41%	19%	22%



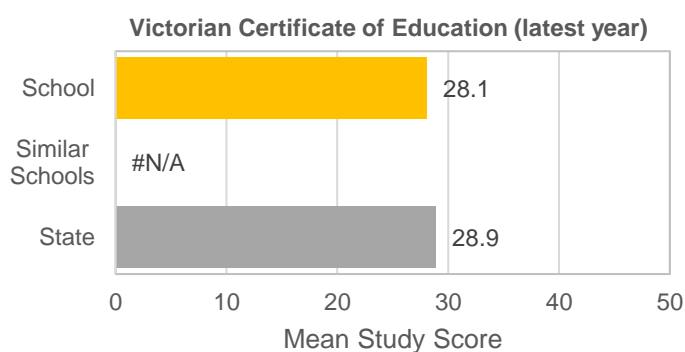
ACHIEVEMENT (continued)

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	28.1	27.0
Similar Schools average:	28.1	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

97%

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

27%

VET units of competence satisfactorily completed in 2021*:

63%

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

79%

* 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.

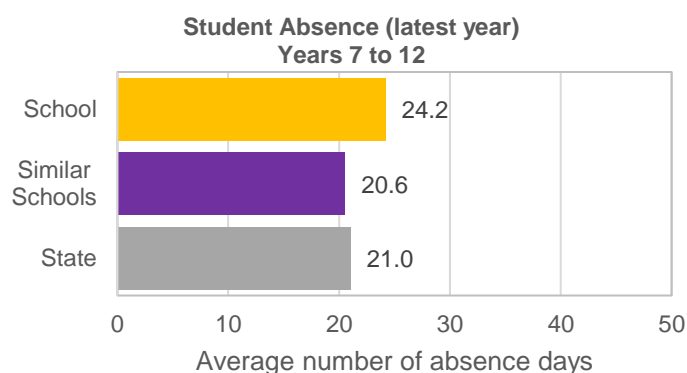
ENGAGEMENT

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:	24.2	21.1
Similar Schools average:	20.6	19.0
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

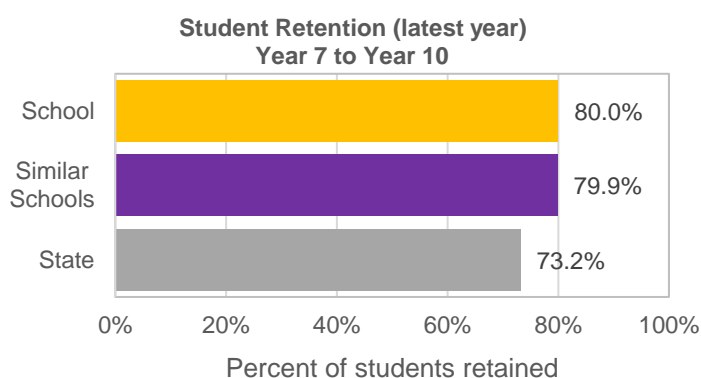
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	85%	86%	87%	91%	93%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2021)	4-year average
School percent of students retained:	80.0%	78.0%
Similar Schools average:	79.9%	78.8%
State average:	73.2%	72.9%



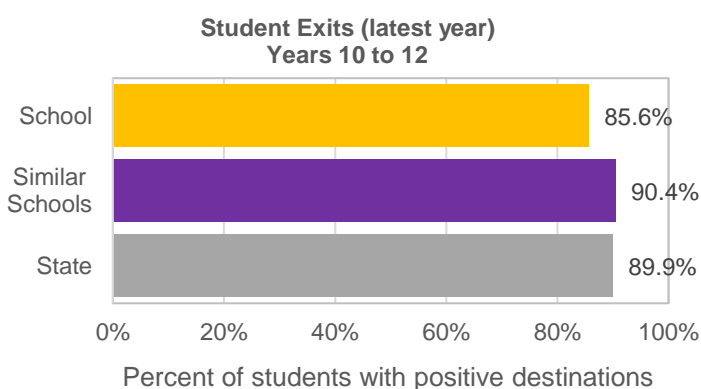
Students exiting to further studies or full-time employment

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:	85.6%	82.5%
Similar Schools average:	90.4%	89.7%
State average:	89.9%	89.2%



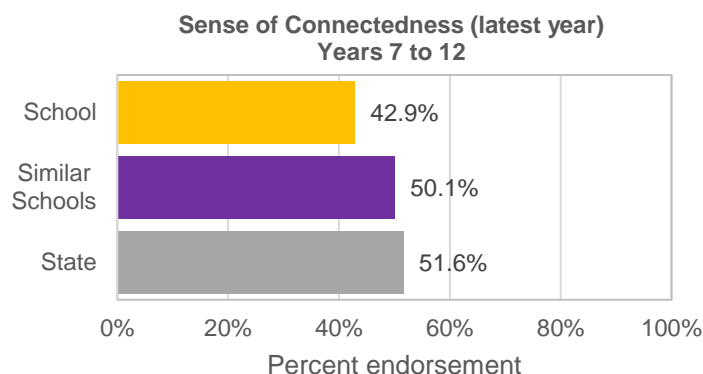
WELLBEING

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:	42.9%	48.0%
Similar Schools average:	50.1%	53.7%
State average:	51.6%	54.5%

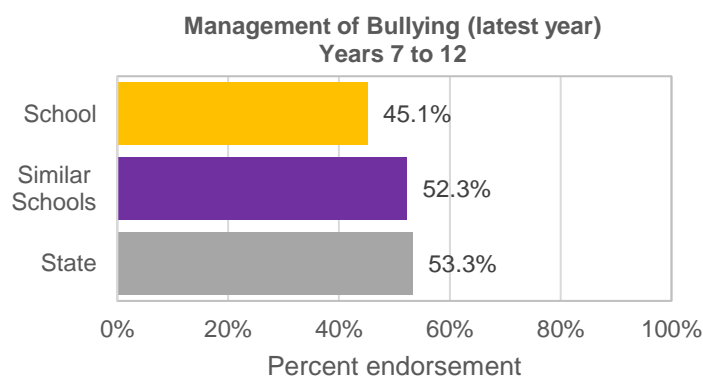


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	45.1%	50.2%
Similar Schools average:	52.3%	57.0%
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	\$15,966,379
Government Provided DET Grants	\$1,756,903
Government Grants Commonwealth	\$31,641
Government Grants State	\$18,109
Revenue Other	\$100,736
Locally Raised Funds	\$1,391,429
Capital Grants	\$0
Total Operating Revenue	\$19,265,197

Equity ¹	Actual
Equity (Social Disadvantage)	\$419,048
Equity (Catch Up)	\$60,264
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$479,312

Expenditure	Actual
Student Resource Package ²	\$15,762,616
Adjustments	\$0
Books & Publications	\$3,038
Camps/Excursions/Activities	\$329,975
Communication Costs	\$46,289
Consumables	\$393,367
Miscellaneous Expense ³	\$121,587
Professional Development	\$35,708
Equipment/Maintenance/Hire	\$240,429
Property Services	\$755,034
Salaries & Allowances ⁴	\$806,273
Support Services	\$299,289
Trading & Fundraising	\$123,126
Motor Vehicle Expenses	\$18,853
Travel & Subsistence	\$0
Utilities	\$215,676
Total Operating Expenditure	\$19,151,259
Net Operating Surplus/-Deficit	\$113,938
Asset Acquisitions	\$278,128

- (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	\$665,976
Official Account	\$447,815
Other Accounts	\$24,764
Total Funds Available	\$1,138,555

Financial Commitments	Actual
Operating Reserve	\$457,323
Other Recurrent Expenditure	\$36,485
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$24,764
Funds for Committees/Shared Arrangements	\$343,290
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$75,000
Capital - Buildings/Grounds < 12 months	\$75,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$234,000
Capital - Buildings/Grounds > 12 months	\$150,000
Maintenance - Buildings/Grounds > 12 months	\$200,015
Total Financial Commitments	\$1,595,878

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.