

2021 Annual Report to The School Community



School Name: Northcote High School (8180)



- 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 05 April 2022 at 12:46 AM by Christopher Jones (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 26 April 2022 at 11:54 AM by Liza Grage-Perry (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

Northcote High School (NHS) prides itself on being an inclusive learning environment that provides diverse, quality learning and enrichment experiences to students, staff and the broader community. We learn and build upon a rich history and strong traditions through a culture of continuous improvement. We are a local neighbourhood school that is embedded within the local community and we recognise the importance of creating a point of connection and purpose for students, families and staff, and the support it provides to local businesses.

Our values of achievement, curiosity, humanity and fairness underpin our culture, ethos and practice and are lived daily by students, staff and our broader community.

In 2021, as extensive periods of community lockdowns and remote learning continued we remain incredibly proud of our school community that remained connected, resilient, innovative, and achieved outstanding results.

NHS is a co-educational school offering the 1,789 local students, and 30 international students enrolled in 2021 a comprehensive curriculum across Years 7 – 12; 47 percent of students identify as female, 51 percent identify as male and at least the remaining 3 percent identify as gender diverse. 5 percent of students had English as an Additional Language and 1 percent were Aboriginal or Torres Strait Islander.

The school has a rich intellectual culture, with a record of consistently high student achievement and strong levels of participation in the extensive co-curricular program. Academic success is born out of an unerring focus on progress and agency – for both students and staff, who also see themselves as learners. The SFOE Index remains categorised as low and classifies the families within our community as having high socio-economic and educational profiles. The school has 156 equivalent full-time staff (4 Principal Class, 125.6 Teaching staff and 30.4 Education Support Staff).

The size of Northcote High School supports diversity and excellence across the board, allowing all students the opportunity to work within an area of passion and aspiration. Highlights include a renowned music program, diverse sporting opportunities, vibrant performing and visual arts, alongside excellent public speaking and debating programs. Our students also feature in national and state forums/competitions ranging from Mathematics, Writing, Languages, Art and Engineering to Politics, Design, Coding and the Environment. NHS is also a leader in a range of discipline areas and has built a reputation as a strong Humanities school, which sits alongside a long-held commitment to excellence in STEM based and design programs.

The school encourages active citizenship and aims to prepare young people for a fast-changing world through participation in challenging learning both in the classroom and through inquiry-based learning in a broader context of their local and global environments. Some of these enriching activities were either reduced or modified throughout 2020 and 2021 due to the COVID-19 pandemic.

Course offerings in the middle school at Year 9 and 10 are diverse and allow for deep learning in our innovative Northcote Model, and at the senior years, we offer a diversity of course offerings in the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning and Vocational Education and Training (VET) pathways,

NHS delivers excellent educational outcomes in a supportive learning environment where all students can achieve success. In 2021, we continued to spend a considerable amount of the year, particularly during Semester 2, working remotely, delivering our curriculum using online platforms. In 2021 we moved to the Microsoft Teams environment and continued to support the professional learning of staff. Students and families were continued to be supported to remain engaged in the online environment.

A feature of the school has been an outward facing perspective in regard to contemporary education trends. We understand the tangible benefits of internationalisation. We are a school of choice for the International Student Program (ISP) and continued our excellent program for our International Students although with smaller numbers of students enrolled. COVID-19 in 2020 and continuing in 2021 has had a significant negative impact on our international

endeavours with borders remaining closed to International Students and travellers. We were unable to run our English Language Centre, nor participate in our annual tour to China to our Sister School in Huaibei, and we were unable to host their reciprocal visit here. All international trips were cancelled, although we continued to find ways for young leaders to engage in international forums online. As International borders reopen, we look forward to including programs for our global perspective in 2022.

During 2021 our School Council and parent community continued to advocate for funding for the next stage of the Master Plan, in May it was announced that the school received an \$8 million dollar grant towards the first stage of the project. Architects were awarded the project and they have begun the planning stages required to undertake the first stage of the building program. The first stage began with a revisit of the school Masterplan and to identify the priority projects for the school. The school identified that the first priority project (PP01) is a STEM building that includes a library and student services center. Further priority projects were identified, including the school gymnasium (PP02) which will continue the upgrading of facilities to support the school's progressive learning environment where students' curricular, developmental and personal and social needs are met, and match the vision for teaching and learning.

In 2021 the Thrive Fund continued to provide significant benefit to our school community through voluntary contributions (both monetary and services). Each of the five branches of the Thrive Fund: Build, Inspire, Empower, Innovate and Contribute, have all brought significant benefit to our school community. Further details are found in the Financial Performance and Position section of this report.

Framework for Improving Student Outcomes (FISO)

The Key Improvement Strategies of the school are focused on maximising learning progress for all students, building student agency and further enhancing our connected community to ensure all students have a sense wellbeing and belonging. These continued to be features of our work in 2021, and were more important than ever, however our attention also shifted to innovating our practice to deliver effective teaching and learning and community building through the Microsoft Teams and Office 365 platforms. One key strategy that was started in 2021, was the professional learning for developmental rubrics to be implemented by faculties, this work was interrupted by remote learning and will continue as a focus in 2022. In the short periods, when we were back on campus, creating a sense of calm and orderly routine that supported students and staff to have a sense of wellbeing was the primary priority. The other focus was to identify any gaps in learning that may have occurred due to remote learning, through the use of various formative assessment strategies, and address those as quickly as possible. The Tutor Learning Initiative was implemented in 2021 and students that had fallen behind, disengaged, or needed study skills improvement were targeted for individual or classroom support. This initiative will continue into 2022.

Achievement

The school maintains its strong reputation as one of government school education's top performers, and this success ensures that places at the school are highly sought after. Achievement is one of our school values, and is accordingly outstanding across all measures from Year 7 through to VCE.

The NAPLAN was undertaken by our Year 7 and 9 students in 2021 after not being completed in 2020 which does give us a break in trend data and the 4-year average being calculated over 3 years from 2018 to 2021. In 2021 we had a very high percentage of our Year 7 students in the top 3 bands in both Reading and Numeracy, close to 10% above our similar schools and well above the state average. In Year 9, our percentage of students in the top 3 bands for Reading was still higher than our similar schools by 5%, in Numeracy our percentage of students in the top 3 bands remained well above the state average however, although close, was less than our similar schools. Similarly, our Year 7 students experienced high gain equal or more than the state average while our Year 9s showed higher growth in only Spelling and Grammar and Punctuation with 67% of students showing medium or high gain in Numeracy. Our challenge is to continue the high growth evidenced from Years 5 to 7 into Years 7 to 9, particularly in Numeracy.

The achievement of students in Years 7-10 is measured by the teacher judgements against the Victorian Curriculum

achievement standards. 95.5 percent of students in Year 7-10 English are at or above the expected level of achievement, which compares favourably to the 92.2 percent of students in socioeconomically similar schools and 75.8 percent of students in the State. The same trend exists for achievement in Year 7-10 mathematics: 94.0 percent of Northcote High School students are at or above the expected level, as compared to the 84.5 average percentage in similar schools and 65.4 average percentage in the State.

The 2021 VCE results continue to reflect a consistent positive trend over the past 8 years. Excitingly, the percentage of students achieving an ATAR above 70, 80, 90 and 95 remains a positive feature and provides broad range of tertiary options for students. The highest ATAR (Australian Tertiary Admission Rank) achieved was 99.15. 9.5 percent of students earned an ATAR of 95 or above, 24.6 percent of students earned an ATAR of 90 or above, 49.6 percent earned an ATAR of 80 or above, and 64.7 percent of students achieved an ATAR of 70 or above. The median ATAR was 80. Our mean study score across all studies was 30.8, as compared to the State mean of 28.9. Our median study score was 31.

10.2 percent of students achieved at least one study score of 40 or above. 27 studies from across all faculties had students achieve study scores in the 40s. Further highlights also include one perfect Study Scores of 50 – in Languages: Chinese First Language, and 4 students including one of our music performance groups were selected to be part of the VCAA Seasons of Excellence exhibitions; Top Class, Top Screen, and Top Arts.

Our VCAL results in 2021 were strong, with 92 percent of students who enrolled in VCAL at the beginning of the year completing their senior VCAL certificate. 100 percent of students still enrolled at the end of year completed their senior certificate.

The tertiary pathways data for the 2021 graduates is incredibly strong with 90.2 percent of eligible students receiving tertiary offers. Students were offered places at University of Melbourne (27%), RMIT (24%), the Latrobe University (15%), Monash University (6%), and Swinburne University (3%) with the remaining 15% shared between Deakin University, Australian Catholic University and other institutions, including a number of placements at the Australian National University in Canberra.

Our future work is focused on further differentiation of learning for all students to ensure maximum learning progress particularly in numeracy. We will focus on re-establishing our Professional Learning Communities in 2022 to facilitate this work.

Engagement

Relationships are key to a thriving school community, and Northcote's community actively promotes positive relationships among students, between students and staff, and between the school and families. This three-way relationship is nurtured by all teachers, but is the particular focus of tutors, the Year Level Program Leaders and the Heads of School. Positive relationships are a feature of the teaching and learning program in all subjects, but social and emotional learning is the driving force within the Connect curriculum. 2021 continued to see a significant adaptation of our Connect Program to support students' engagement and wellbeing while learning remotely and to help with the adjustment of returning to school.

Student engagement at NHS is generally high, with students showing commitment and focus towards their study and the school events, such as the extensive co-curricular programs. This is illustrated by the relatively low rate of absenteeism. The average attendance rate for each year level ranges from 90 to 94 percent. The average number of days absent is 15.8 which compares favourably with the State average of 21.0 days.

Our dedicated tutors, Year Level Program Leaders and Heads of School, follow up on student absences with students and parents, and provide supports and encouragement to ensure high levels of attendance. This was a challenge in 2021, and additional staff were employed to follow up with and support students who were disengaged with or finding online learning more challenging than others.

High level support and structure for students requiring it is provided through regular monitoring of student data sets throughout the year, and intervention through the teaching and learning teams, sub-schools and student services.

Student retention is also relatively high with 88.8 percent of students staying with us from Year 7 through to Year 10, as compared to 73.2 percent for the State, and this is consistent with the four-year trend data. This too indicates that student and families' regard for the school, its learning environment and its culture, is very high.

Our students feel confident and are well supported when they leave the school, with 96.7 percent of Year 10-12 students going on to complete tertiary study or enter into full time employment. This compares favourably to the same percentage of 96.7 percent of students in similar schools and 89.9 percent of students across the State.

Wellbeing

During 2021 we have continued to focus on the wellbeing of both staff and students. This was supported through the school receiving a 'Safe and Well' grant that was put towards professional learning and support programs. DET wellbeing resources were also shared with staff and promoted during Remote Learning. On return to school in Term 4, staff also prioritised re-establishing connections with students and families and re-establishing classroom norms.

Students' sense of connectedness to school and their peers, as measured in the annual DET Student Attitude to School Survey, is considerably above the State median (by 5%) whereas in previous years it has been very similar. While the incidence of bullying at Northcote High is well below similar schools and the State measures, and has been consistently so over the past three years, the results for students' perception of the school's management of bullying are slightly above both the similar school and State endorsement. Caution must be shown in this year's comparisons on the measures of connection and management of bullying due to different timing of the survey period and response rates between schools.

Our students are well monitored and supported by each of the three sub-schools. The Heads of School, the Year Level Program Leaders and the Tutors, regularly examine student achievement, learning behaviours and attendance data to support those who need it and to recognise students who are living the school values. All staff, and in particular, our Student Services team support the development of help seeking behaviours in wellbeing, careers and pathways advice.

In 2022 our work focuses on strengthening community connections by supporting re-engagement in co-curricular pursuits, continuing to build support for, and engagement with, House activities and reconnecting with our local community to enrich the curriculum experiences of students. There is an emphasis on students reflecting on their Learning Behaviours that include, help seeking and proactive wellbeing skill development.

Finance performance and position

Northcote High School aims to utilise resources in order that expenditure best meets the needs of students. The financial data below indicates that the school was holding a surplus of \$1,857,414 at 31 December 2021.

This surplus principally reflects capital held for future payments related to current and future building projects and outstanding 2021 committed funds (~\$550,000) for approved equipment upgrades across faculty areas (non capital and capital items) including the IT and AV infrastructure, new furniture, shade sails and equipment for different faculties all of which will improve the grounds, facilities and learning programs for our students.

The 2021 surplus will also largely contribute to supporting the 2022 cash budget (~\$731,000) due to the loss of revenue through the continued enrolment decline due to COVID-19 of our International Student Program and reduction in funding from the Department of Education for ongoing contracts, facility maintenance and utilities. COVID-19 has further impacted our locally raised funds revenue in 2021; specifically fundraising activities and hire of facilities due to

restrictions on community sports and events.

These surplus funds are drawn primarily from revenue raised locally, and whilst it seems like a large sum, the school actually needs more to do the work required to provide 21st Century learning spaces across the board. We need to contribute funds towards our Masterplan projects, increase the number of and upgrade existing science labs and sporting facilities to a standard that our community deserves. \$4.3 million is kept in reserve to contribute to redevelopment of the school according to the Masterplan priorities.

Equity funding was used to provide professional learning to staff to equip them to better differentiate the learning for all students, and to fund an intervention program to assist students with additional needs in Numeracy and Literacy.

Government Grants to the value of \$28,842 are primarily related to funding receive for:

- VCE exam supervisor payments supporting the workforce for running VCE exams (\$13,205)
- Student teacher supervision payments (~\$15,637) for staff who supported and supervised a student teacher in 2021

2021 was the fourth year of the Northcote Thrive Fund, which consists of four purpose-directed funds, three of which are tax deductible. Donations allow us to fund innovative programs, improve school spaces and resources and provide our students, including those in need, with opportunities that would not otherwise be possible.

A brief snapshot of our achievements are captured below.

BUILD - Improves and repairs learning and social spaces for our students (tax deductible)

In 2020, \$30,000 was committed from the Build Fund for a shade sail over the outdoor Performing Art Centre area. Due to the restrictions of COVID-19 the project was carried over into our 2021 planned works. After further restrictions imposed by COVID-19 and impacts on trades again in 2021, this project was committed for completion in 2022, we hope that the new shade sail will be installed by July 2022 for students.

The 2021 committed project was \$80,000 for an all weather Gym shade structure, providing an outdoor fitness area and classroom for our PE and Health programs. This project, due to COVID-19 restrictions was also carried over for completion in 2022. This project is with the VSBA for approval.

The total outstanding commitment from the Build Fund for 2020/2021 is \$110,000.

In 2021, we generously received \$45,000 in donations to the Build Fund.

INSPIRE - Funds library resources and space and student clubs/activities (tax deductible)

In 2021, we received \$38,000 in donations to the Inspire Fund. All funds donated have continued to fund the library upgrade as part of our Masterplan. Due to COVID-19 we were for another year unable to raise any additional funds through Friends of Northcote to contribute to the Library upgrade. All funds raised in 2022 will continue to be directed towards this project, enhancing the learning environment for our students.

EMPOWER - Assist with the purchase of essential items such as uniforms, books and travel cards for students in need (Necessitous Circumstances Fund: Empower - tax deductible)

In 2021, through the generosity of our community, \$41,000 was raised to assist those members of our community who need it most; through the purchase of devices, books, uniforms, myki cards, and other essential items. We are truly fortunate to have this service for our community. Throughout 2021 a total of 13 students and families have been supported. The total grant amount provided was \$13,500.

INNOVATE - Donate to support innovative ideas and projects for/by students and staff, via a grant process. (Not tax deductible)

Due to COVID-19 and the majority of the year again spent in remote learning, the 2020 grants were cancelled. This was due to 2019 being grants still being incomplete and the 2021 grants opening at the beginning of the year. There was also not enough interested received in the 2021 grants to increase the number of grants available from the carried over 2020 grants.

In 2021 there was a total of 7 grants awarded for student and staff projects to inspire enterprise skills and community building. The total grant amount was \$3,100 with some grants being finalised in 2022 due to the impacts of COVID-19 and remote learning in 2021. In previous years the Innovate Fund has granted the following student projects: student

newspaper “The Spiel”, increase participation of girls in robotics, create a collaborative space in the middle sub-school, assist with funding a VCAL smoothie enterprise project, and support sporting participation for the International Student group.

In 2021, \$11,000 was kindly donated by our community to support future year grants

We would like to acknowledge the continued support and generosity of our community, even during a global pandemic at a time where many families have experienced a negative financial impact. None of these projects, or support to families, would be possible without the generosity of our community and have been a fantastic way for our families to support others in our own community.

For more detailed information regarding our school please visit our website at
<https://www.nhs.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 1819 students were enrolled at this school in 2021, 863 female and 956 male.

5 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

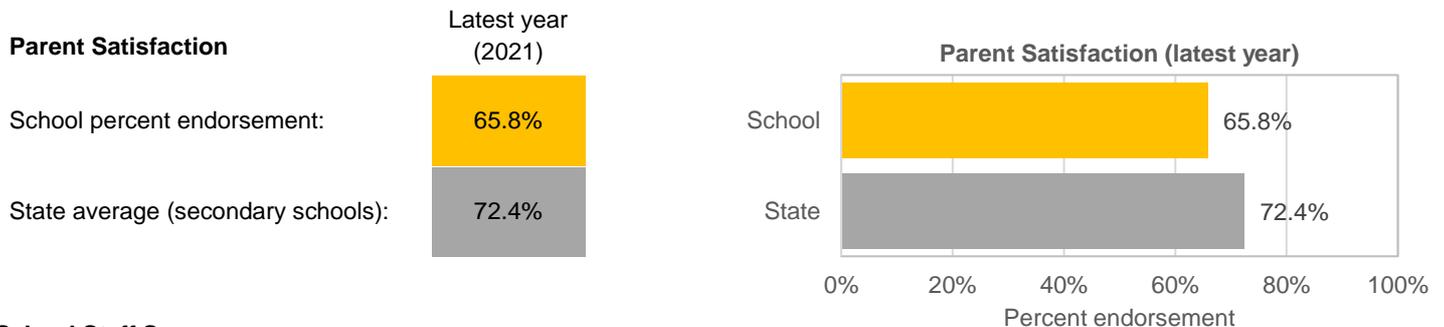
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

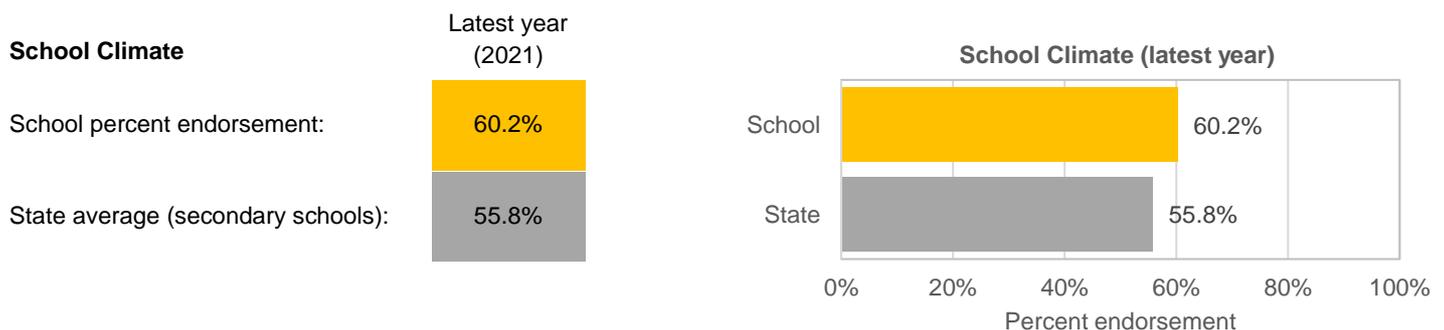


School Staff Survey

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:

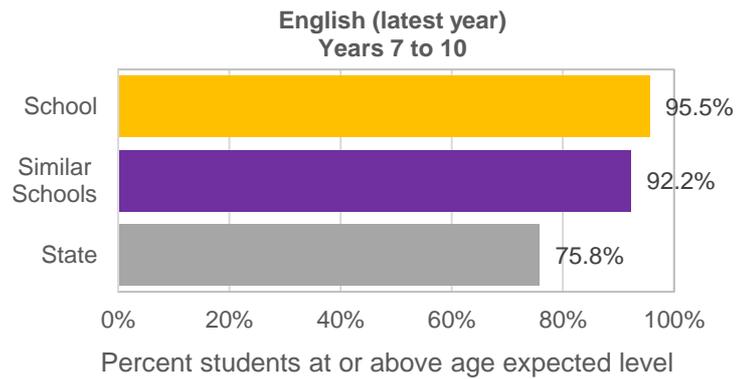
95.5%

Similar Schools average:

92.2%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

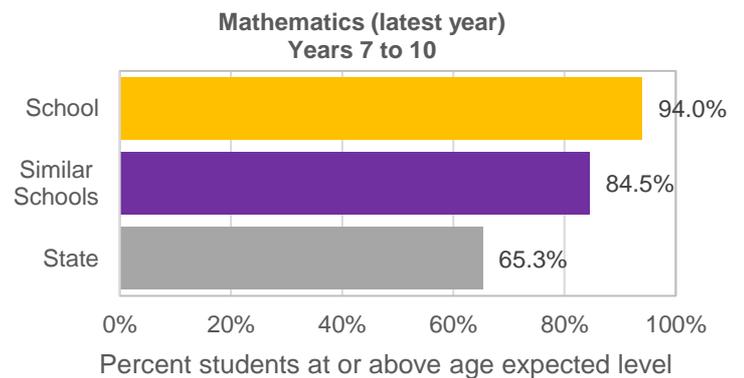
94.0%

Similar Schools average:

84.5%

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.

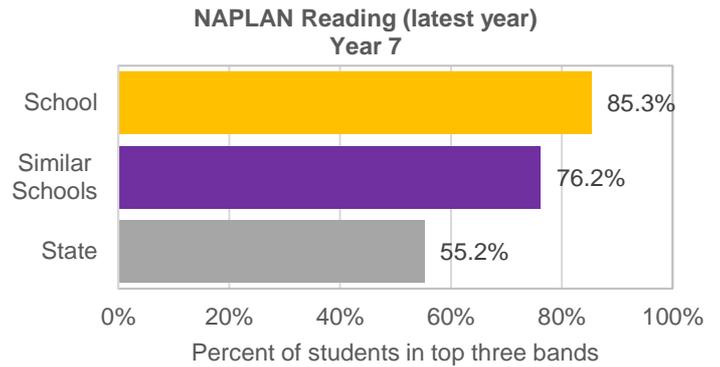
NAPLAN

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.

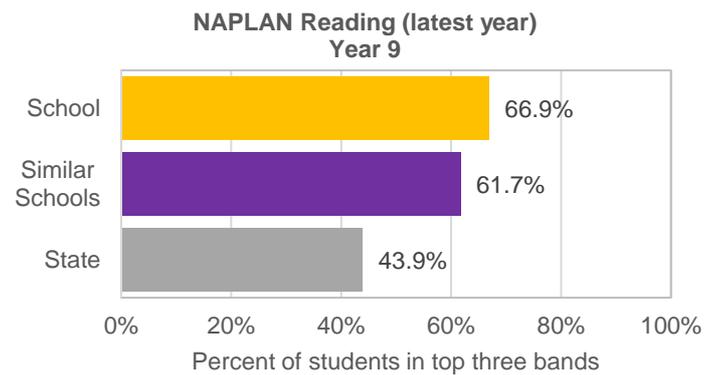
**Reading
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.3%	82.4%
Similar Schools average:	76.2%	75.1%
State average:	55.2%	54.8%



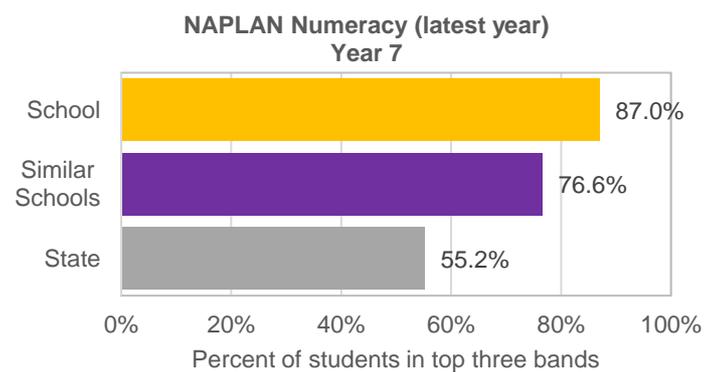
**Reading
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.9%	72.4%
Similar Schools average:	61.7%	64.1%
State average:	43.9%	45.9%



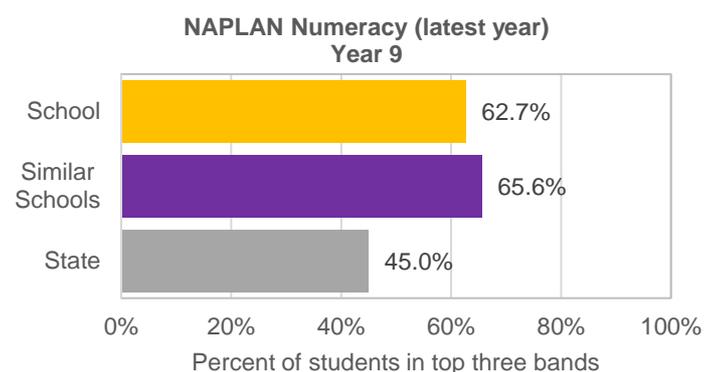
**Numeracy
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.0%	83.7%
Similar Schools average:	76.6%	77.0%
State average:	55.2%	55.3%



**Numeracy
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.7%	72.1%
Similar Schools average:	65.6%	67.6%
State average:	45.0%	46.8%



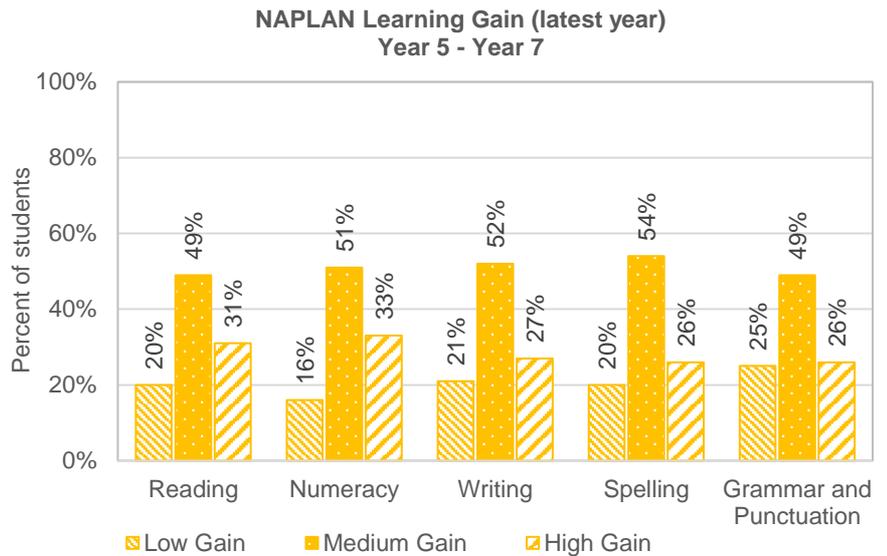
ACHIEVEMENT (continued)

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'.

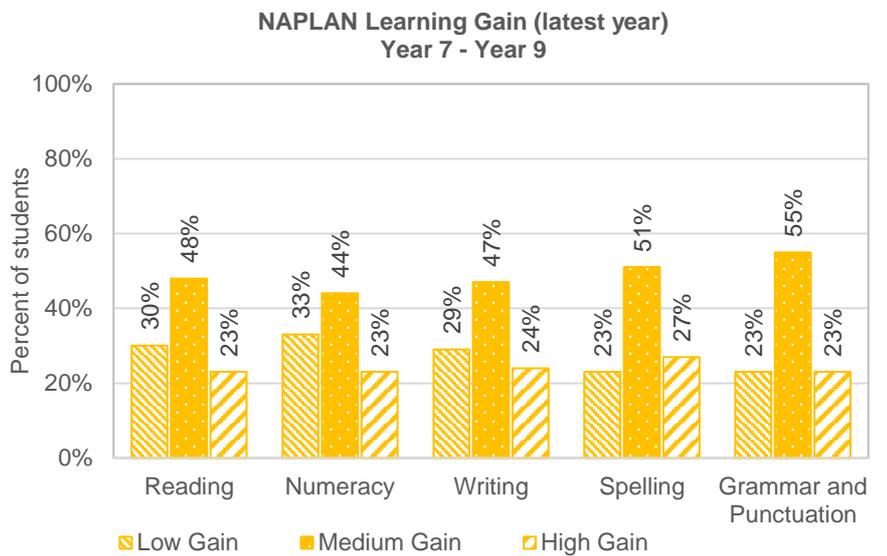
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	20%	49%	31%	29%
Numeracy:	16%	51%	33%	27%
Writing:	21%	52%	27%	28%
Spelling:	20%	54%	26%	27%
Grammar and Punctuation:	25%	49%	26%	27%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	30%	48%	23%	27%
Numeracy:	33%	44%	23%	28%
Writing:	29%	47%	24%	27%
Spelling:	23%	51%	27%	30%
Grammar and Punctuation:	23%	55%	23%	27%



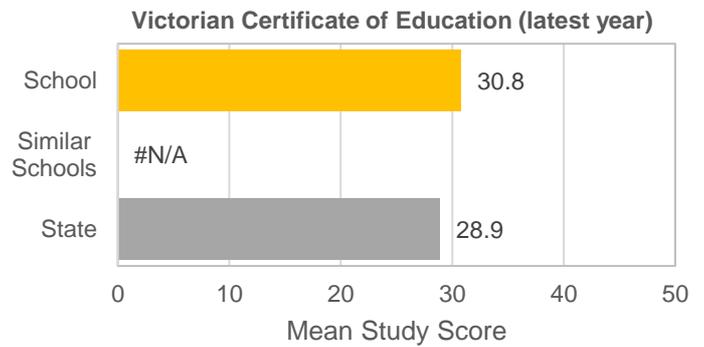
ACHIEVEMENT (continued)

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	30.8	30.4
Similar Schools average:	30.3	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:



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



VET units of competence satisfactorily completed in 2021*:



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



* 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.

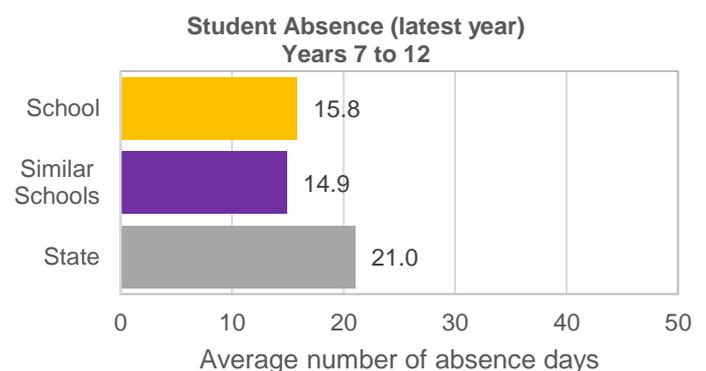
ENGAGEMENT

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:	15.8	15.4
Similar Schools average:	14.9	14.5
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

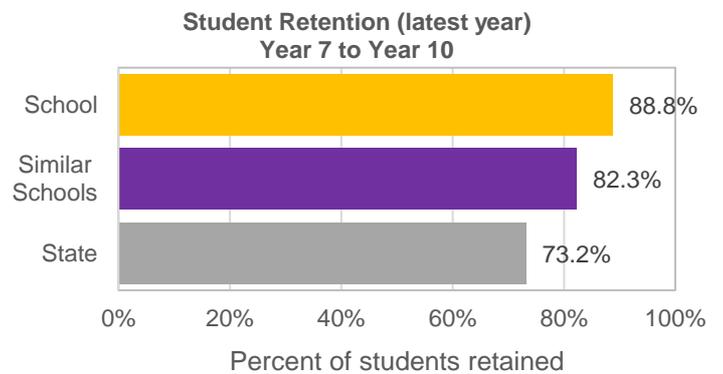
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	94%	93%	90%	91%	92%	93%

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:	88.8%	87.5%
Similar Schools average:	82.3%	81.4%
State average:	73.2%	72.9%



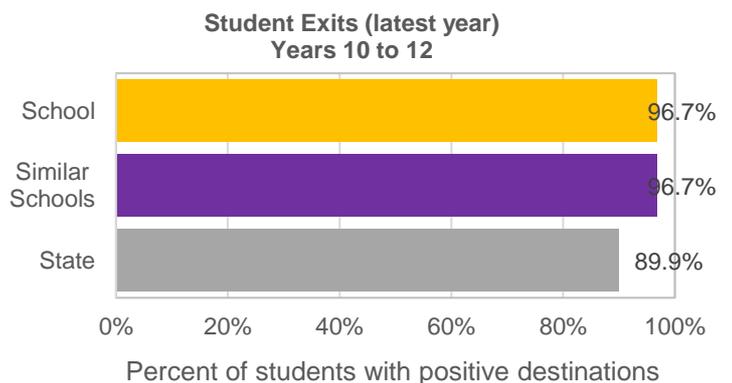
Students exiting to further studies or full-time employment

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:	96.7%	98.0%
Similar Schools average:	96.7%	96.3%
State average:	89.9%	89.2%



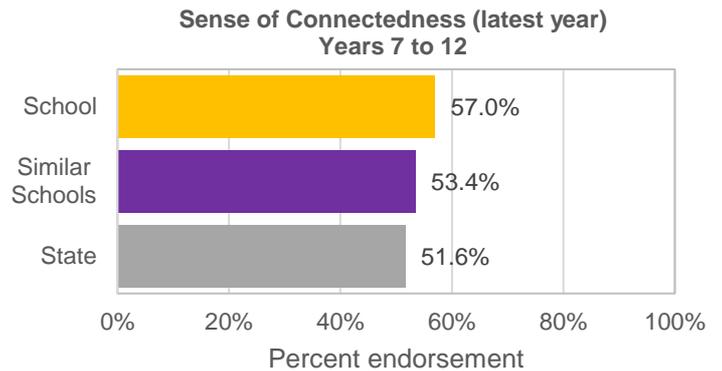
WELLBEING

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:	57.0%	54.1%
Similar Schools average:	53.4%	57.1%
State average:	51.6%	54.5%

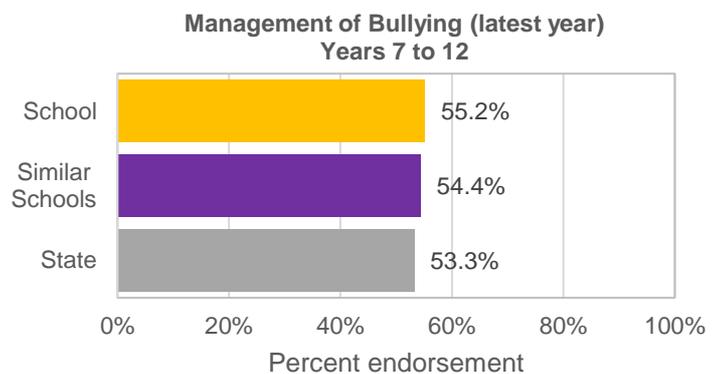


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	55.2%	54.9%
Similar Schools average:	54.4%	58.7%
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	\$16,652,684
Government Provided DET Grants	\$2,378,711
Government Grants Commonwealth	\$15,637
Government Grants State	\$13,205
Revenue Other	\$124,019
Locally Raised Funds	\$1,951,881
Capital Grants	\$0
Total Operating Revenue	\$21,136,138

Equity ¹	Actual
Equity (Social Disadvantage)	\$56,396
Equity (Catch Up)	\$40,938
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$97,335

Expenditure	Actual
Student Resource Package ²	\$16,644,280
Adjustments	\$0
Books & Publications	\$15,885
Camps/Excursions/Activities	\$426,783
Communication Costs	\$29,495
Consumables	\$287,241
Miscellaneous Expense ³	\$155,176
Professional Development	\$306,984
Equipment/Maintenance/Hire	\$317,439
Property Services	\$143,675
Salaries & Allowances ⁴	\$585,932
Support Services	\$207,032
Trading & Fundraising	\$47,854
Motor Vehicle Expenses	\$5,148
Travel & Subsistence	\$1,125
Utilities	\$104,675
Total Operating Expenditure	\$19,278,725
Net Operating Surplus/-Deficit	\$1,857,414
Asset Acquisitions	\$312,490

- (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	\$7,970,311
Official Account	\$442,482
Other Accounts	\$737,308
Total Funds Available	\$9,150,101

Financial Commitments	Actual
Operating Reserve	\$425,715
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,448,338
School Based Programs	\$1,829,859
Beneficiary/Memorial Accounts	\$20,454
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$400,000
Capital - Buildings/Grounds < 12 months	\$700,000
Maintenance - Buildings/Grounds < 12 months	\$23,558
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$4,300,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$9,147,925

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.