

2021 Annual Report to The School Community



School Name: Vermont Secondary College (8420)



- 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 27 April 2022 at 01:19 PM by Anthony Jacobs (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 03:38 PM by Chirag Patel (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

Vermont Secondary College is a large, single campus, co-educational school with a focus on innovative curriculum, high academic achievement and a broad co-curricular program.

Situated in the outer eastern suburbs of Melbourne, Vermont Secondary College has approximately 1,543 students and some 1,178+ families. The college has 102.9 equivalent full time teaching staff, 4 Principal class and 24.1 equivalent full time Education Support Staff. Vermont is an outstanding college in supporting students to achieve excellent VCE results allowing access to a tertiary pathway in high numbers. We currently do not have any staff who identify as Aboriginal and Torres Strait Islander background. Among our student population 42% identify as coming from a language background other than English (LBOTE).

The college values of Integrity, Respect and Excellence reflect our college ethos while the VSC Motto, 'Lift Up Thine Eyes', provides the moral purpose, philosophical guidance and academic framework for the college community. Our purpose is to be progressive, forward thinking, positive and optimistic in our endeavours and interactions, constantly striving to improve both our own practice and the outcomes of the students whom we educate.

Vermont Secondary College promotes the achievement of excellence in a learning environment that is safe, caring and accepting of diversity. Our college is committed to the development of life-long learning skills that motivate and enable all students to achieve their individual goals and to make a positive contribution to their community.

We recognise that all staff, parents and members of the Vermont Secondary College community have an active role in contributing to the development of all students.

Vermont Secondary College is proud of its status as a high-performing neighbourhood state school. The goal of Vermont Secondary College is to draw on the qualities of the young people at the college and allow them to flourish in their areas of strength and to develop in areas of weakness. We strive to support all students to develop the ability to recognise and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, act creatively, engage fully with learning, contribute to community, develop high expectations for self, and handle challenging situations with resilience while responding effectively.

Our 2021 – 2024 Strategic Plan further emphasises this mission, and our purpose, through our three key goals:

Goal One: To improve Student Learning Achievement outcomes for all students

Goal Two: To improve student engagement through enhancing student voice and agency.

Goal Three: To improve student wellbeing and inclusion.

In line with achieving these goals the college has, over time, implemented a house structure, Learning Enrichment & Extension Program (LEEP) at Years 7 to 9, a four period day and a fully supported student leadership model with a structured, distributed leadership team (the School Improvement Team) to oversee this change and innovation.

Purpose built facilities on site include a Library, Music Centre, Year 7 and Year 8 Centre, VCE hub, and the Fallon Centre, a flexible learning space with a 250 seat auditorium. In recent times we opened a \$2.7 million purpose-built Senior Science/Math's complex and a \$4.873 million C-block comprising 10 classrooms, two science labs/classrooms, two IT labs/classrooms, five general purpose classrooms with operable walls, a language staffroom and student toilets. We are now planning for a new purpose built double gymnasium with building works to start early in 2022.

The college makes a feature of encouraging, recognising and celebrating outstanding performance of students academically and in the areas of leadership and co-curricular participation. Vermont's comprehensive range of co-curricular activities, including our acclaimed instrumental music, choral and performing arts programs, the annual

college production and a wide range of school based clubs support the growth of our students into confident, successful and contributing citizens. The College is also a premier sporting school with many students competing at local, district, state, national and even international level.

Vermont Secondary College, has for many years, offered an educational program for International Students. These students enrol in the college from Years 7 to 12 and are a part of our day to day Learning & Teaching and co-curricular program. We can accommodate up to 20 International Students in any given year.

Our Grade 6 to Year 7 Transition program ensures that students new to the College feel welcome, comfortable and secure in the purpose built Year 7 Learning Centre. This combined with the supportive House structure contributes significantly to a smooth, safe transition into secondary school.

Vermont Secondary College views education as a partnership and values the active support and participation of parents in a wide range of college activities and decision making groups. We enjoy an exceptionally high level of parental support and firmly believe the educational needs of children are best served in an environment where students, parents, guardians and teachers are involved in the decision making process.

The educational needs of children are best served in an environment where parents feel part of the college community.

"Vermont Secondary College's true worth lies in its ability to help the children grow as people, not just as students"
(parent)

Framework for Improving Student Outcomes (FISO)

The areas we chose to focus on in 2021, under the Framework for Improving Student Outcomes (FISO 2.0) and within our 2021 Annual Implementation Plan (AIP) were;

Goal 1 - Implement Tutoring Initiative and other post-Covid-19 responses, in line with Goals 2-4

Key Improvement Strategy (KIS) –

1A - Curriculum Planning and Assessment - Learning, catch-up and extension priority

1B - Health and Wellbeing - Happy, active and healthy kids priority

1C – Building Communities – Connected Schools Priority

Goal 2 - To improve Student Learning Achievement outcomes for all students

Key Improvement Strategy (KIS) 2A Building practice Excellence -

Strengthen instructional practices to embed the college's instructional model, differentiation, formative assessment, peer observations and student feedback consistently.

Goal 3 - To improve student engagement through enhancing student voice and agency

Key Improvement Strategy (KIS) 3A Empowering students and building school pride -

Build staff and student capacity to expand agency within classrooms

Goal 4 – To improve student wellbeing and inclusion

Key Improvement Strategy (KIS) 4A Setting expectations and promoting inclusion –

Use behavioural early interventions as opportunities for learning and building positive relationships with students which strengthens a student's self-worth and abilities.

The Vermont Goals and KIS' above are linked directly with the FISO 2.0 model and while the outcomes of learning and wellbeing are at the core of this model it is encircled by the 5 core elements of Leadership, Learning & Teaching, Assessment, Engagement and Support & Resources. All 5 elements are equally important aspects to improve student learning and wellbeing outcomes.

The actions contained within our 2021 AIP to achieve our 4 goals were –

Goal 1 Actions -

Implementation of the Tutoring Initiative.

Employ tutors with subject specific knowledge and expertise for Senior School.

Learning Area Leaders (LALs) target specific year levels and classes based on identified student need.

More focused data analysis for improved student tracking, as part of the Professional Learning Communities (PLCs) initiative.

Goal 2 Actions –

Analysis of student results to ascertain candidates for tutoring program.

Involvement in PLC pilot program with a view to embedded collaborative practices across all Learning Areas.

Increased Professional Development (PD) on data literacy.

Instructional coaching PD for Learning Specialists, LALs and other interested staff

PD to consolidate the VSC Instructional model including co-construction of Learning Intentions and Success Criteria and a focus on High Impact Teaching Strategies (HITS) - Differentiation and Feedback.

Piloting of formal Learning Schedules in selected VCE subjects with a view to increasing work output and providing consistent extension resources and opportunities

Goal 3 Actions –

Student voice and agency was incorporated as a goal (goal 2) within the PDP process for 2021. This requires all teachers to collect feedback from and provide feedback back to students. The importance of collection and reflection on feedback is reinforced by the need to provide evidence of this to reviewers as part of the PDP process.

Goal 4 Actions –

Engage the parent community through a series of programs that look to build relationships with targetted parent groups that reflect the diverse student cohort. Programs might include evening information forums, morning teas with guest speakers from external organisations as well as college staff.

Develop focus groups (staff, student and parent) to inform our understanding of current issues and needs, to collect and reflect on data, and to implement and embed change.

Engage college staff in professional learning based on the BeYou framework.

Implement the BeYou 'NIP' model (Notice, Inquire, Provide) in a series of staff professional learning sessions, and investigate a student peer model. (Addresses the AtoSS 'Teacher Concern' factor)

Reinstate the staff and student Adolescent Mental Health First Aid training.

Review and update current college processes and policies.

Collaborate with the Learning & Teaching team to embed these initiatives in the VSC Instructional Model, and to identify best-practice models to build on the VSC Social & Emotional Learning / Building Capacity program.

Previously significant progress had been made on further improving the 5 core elements of Leadership, Learning & Teaching, Assessment, Engagement and Support & Resources however due to the pandemic/ongoing lockdowns in 2020 and 2021 there was far less opportunity to work and further consolidate in these areas. Some of the planned goals and actions were 'put on hold' as clearly our key focus was on establishing, maintaining and improving our remote learning & teaching model and supporting the wellbeing of our students and staff.

We will continue to consolidate specific team time each week for teaching staff to build their capacity as teachers and

to grow professionally through collaboration within their individual learning areas (PLC's - Professional Learning Communities). With 6 Learning Specialists appointed in the school (Digital Technologies, Arts & Technology, Literacy, Numeracy, Science and a High Ability practice Leader - HAPL) further inroads can be made here.

Classroom teacher peer observations will continue as a part of the modified annual Performance Development Process (PDP). Our goals, actions and targets will also incorporate the further development of our Instructional Model.

Through considered planning, goal setting and by our actions we will continue to focus on improving the quality of learning outcomes and enhancing the positive and supportive environment for students to maximise their learning. (FISO 2.0 Learning & Wellbeing as the central/core focus).

Achievement

The key goal in our Strategic Plan (2021 – 2024) is 'To improve Student Learning Achievement outcomes for all students'. This goal will be achieved through our Professional Learning Priorities and the following actions as outlined in our 2020 and 2021 Annual Implementation Plan:

- Continuation of the Tutoring Initiative.
- Continue to employ tutors with subject specific knowledge and expertise for Senior School.
- LALs (Learning Area Leaders) target specific year levels and classes based on identified student need.
- Continued focused data analysis for improved student tracking, as part of the PLC (Professional Learning Communities) initiative.
- Completion of the PLC training program with a view to embedded collaborative practices across all Learning Areas.
- Analysis of student data and results to ascertain candidates for the tutoring, MYLNS program and other support programs
- Continued Professional Development (PD) on data literacy.
- Instructional coaching PD for Learning Specialists, LALs and other interested staff.
- PD to consolidate the VSC Instructional model including co-construction of Learning Intentions and Success Criteria and a focus on HITS (High Impact Teaching Strategies) - Differentiation and Feedback.

Looking at Vermont's 'Performance Summary' under the area of 'Achievement' in the domain of 'Teacher Judgement of Student Achievement' in English and Mathematics Years 7 to 10 (Victorian Curriculum F-10), 93.3% of our Year 7 to 10 students are at or above age expected standards in English while 89.3% of our Year 7 to 10 students are at or above age expected standards in Mathematics.

The data also shows that we are performing above 'Similar schools' and are well above the 'State' in both these subject areas in terms of percentage of students at or above age expected level.

In our NAPLAN results for Year 7 & 9 in Reading and Numeracy in relation to 'school percent of students in the top three bands', Vermont Secondary College results for 2021, and for the four-year average, all sit above the results for similar schools and are well above state average.

In relation to 'learning gain' from Year 5 to Year 7 and from Year 7 to Year 9 in reading, numeracy, writing, spelling and grammar & punctuation, the majority of our students have made a medium to high gain in their learning and in the majority of areas we sit above similar schools with our results.

Of note in the 'Achievement' section is the performance of our VCE students relative to 'Similar Schools' and to the 'State' average as well as our VCE performance over the last four years (2018-2021). Both sets of results place Vermont Secondary College above 'Similar Schools' and above the 'State' average for VCE mean study score. In 2021 100% of our scored Year 12 students satisfactorily completed their VCE.

In relation to literacy and numeracy outcomes, teacher judgements, NAPLAN Learning Gain and mean study score for the VCE, we will continue to develop teacher capacity and judgements to deliver and assess course content successfully through a systematic, well-resourced, collaborative mentoring framework.

Through implementing a wide range of strategies, we will continue to work on improving Student Learning Achievement outcomes for all students during the life of the current Strategic Plan (2021 – 2024).

Engagement

Two key goals in our Strategic Plan that encompass the areas of Student Engagement and Wellbeing are: “To improve student engagement through enhancing student voice and agency” and to “To improve student wellbeing and inclusion”.

In 2021 our overall ‘Average Number of Student Absence Days’ and ‘Attendance Rate’ including the 4 year (2018-2021) average are all extremely low when compared with ‘Similar Schools’ and the ‘State Average’. The number of absence days, at all levels, has shown a pleasing downward trend over the last few years.

Our ‘2021 average attendance rate by year level’ for years 7 to 12 sits at 95.16%.

We will continue to implement our successful attendance strategies across the college which includes a full time Attendance Officer contacting parents directly while monitoring the electronic roll marking system which is marked every period by teaching staff on the Compass software. Parents are contacted via text, email or through a direct phone call if there is an attendance concern on the day.

Students are supported and overseen by Student Managers, along with the Head of House, and a well-resourced Wellbeing and Pathways team. An Assistant Principal further supports the Head of House. This team is further supported by the Pathways and Wellbeing teams. During 2020/2021 and the lockdowns we offered a program at the college for vulnerable students that averaged between 15 to 30 students attending daily. Teachers and student mentors further supported the students in this program.

In the ‘Engagement’ section of this report, VSC sits above the ‘Similar Schools’ average and well above the ‘State’ average for Student Retention (percentage of Year 7 students who remain at the school through to Year 10). We are also performing above these two sectors in the 4-year comparison data from 2018 to 2021.

When viewing the ‘Student Exits’ data (students exiting to further studies or full-time employment), the percentage of VSC students from Year 10 to 12 transitioning to further studies or full-time employment is well established, in a positive sense, and in 2020 sat at 99.6%. In 2019 our figure was 98.8%.

The four-year trend data places Vermont Secondary College’s Year 10 to 12 exiting students, relative to the ‘Similar Schools Average’ and the ‘State Average’, well above both, with a figure of 99.2%.

Wellbeing

Two key goals in our Strategic Plan that encompass the areas of Student Engagement and Wellbeing are: “To improve student engagement through enhancing student voice and agency” and to “To improve student wellbeing and inclusion”.

Actions within our 2021 AIP that were established to assist us with these two key goals included;

- Engage the parent community through a series of programs that look to build relationships with targeted

parent groups that reflect the diverse student cohort. Programs might include evening information forums, morning teas with guest speakers from external organisations as well as college staff.

- Develop focus groups (staff, student and parent) to inform our understanding of current issues and needs, to collect and reflect on data, and to implement and embed change.
- Engage college staff in professional learning based on the BeYou framework.
- Implement the BeYou 'NIP' model (Notice, Inquire, Provide) in a series of staff professional learning sessions, and investigate a student peer model. (Addresses the AtoSS Teacher Concern factor)
- Reinstate the staff and student Adolescent Mental Health First Aid training.
- Review and update current college processes and policies.
- Collaborate with the Learning & Teaching team to embed these initiatives in the VSC Instructional Model, and to identify best-practice models to build on the VSC Social & Emotional Learning / Building Capacity program.

In 2021, due to the pandemic, lockdowns, and remote learning, we were hamstrung in being able to complete many of our actions but will continue with the two key goals in 2022.

However, looking at the 4 year trend data in the area of a 'Sense of Connectedness' and in the area of 'Management of Bullying' the VSC students survey results for 2021 and the four year average place us above the 'Similar Schools' average and also above the 'State' average in terms of a positive result. Due to the pandemic/lockdowns Vermont did not participate in the student attitudes to school opinion survey in 2020.

At Vermont Secondary College we continue to strengthen crucial partnerships between students, families and teachers. This is facilitated through our Student Leadership model and a House structure where students are mentored by Student Managers, who are further supported by a Head of House and an Assistant Principal overseeing each House.

The schools mentor program, DET's funded tutor program and the Middle Years Literacy & Numeracy Strategy (MYLNS) have all greatly assisted the college in identifying and supporting student's wellbeing while also supporting them academically. The 'access to school program' we ran during the 2021 lockdowns for vulnerable students further supported the more susceptible students at the college.

Student wellbeing (and engagement) is further reinforced through significant support from classroom teachers, the more settled 4 period day, and through a well-resourced Wellbeing and Pathways team accessing both internal and external providers. Attendance is consistently monitored by an Attendance Officer in the General Office through period by period roll marking and by all teachers via electronic devices through an electronic monitoring system. Parents also have full access to this electronic roll marking system via Compass and the Parent Portal and are contacted regularly by phone and text if we have any concerns re: attendance.

The focus of all these structures, combined with ongoing Professional Development for staff and student leaders, is on improving teacher practice through enhanced relationships with students and the support networks we offer. The wellbeing and engagement of our students and staff is paramount.

Finance performance and position

Vermont Secondary College, like most schools, took the challenges presented by COVID-19 head on with our students teaching and learning program considered our highest priority during this difficult time. Our consistently high results indicate that although the last two years had many trials, it was also very successful for our Year 12 cohort.

Excitement is high around the college as it won't be too long now until the commencement of our new sporting precinct. This long awaited, and very much required addition for our college is now in the final planning and tender stage. We are pleased that we can contribute locally raised funds to further enhance this wonderful new addition to our facilities for the student body. Our sincere thanks go to our parents and guardians for their ongoing support and generosity via their contributions to the college. We are sure that the pride this new facility will create will be equally shared amongst

the whole college community. A building firm has been selected and we are waiting for works to begin early 2022.

Continued Equity funding is welcomed and ensures that we can continue to offer extra support for identified students. This support includes the casual employment of several past Vermont Secondary College students as student mentors. The program identifies individual students who need support and through a range of programs plus individual mentoring we provide tutoring and guidance. This highly successful program is going from strength to strength and is extremely popular amongst staff, students and parents.

In 2021 the college had a small surplus, and this assisted us in helping to further finance wellbeing/mentor programs within the college.

Our continued thanks go to the parents and guardians involved in the Vermont Secondary College Community Association (VSCCA) who continue to support the college by fundraising in a variety of ways. Funds raised are spent on capital equipment items for use throughout the college. We are fortunate indeed to have the backing of this very industrious fundraising body.

**For more detailed information regarding our school please visit our website at
vermont.sc@education.vic.gov.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 1543 students were enrolled at this school in 2021, 777 female and 766 male.

26 percent of students had English as an additional language and NDP 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).

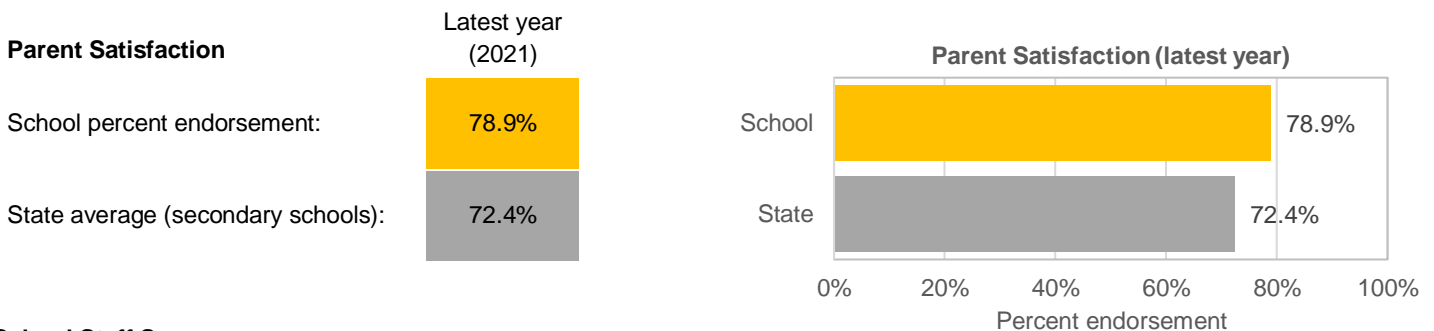
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

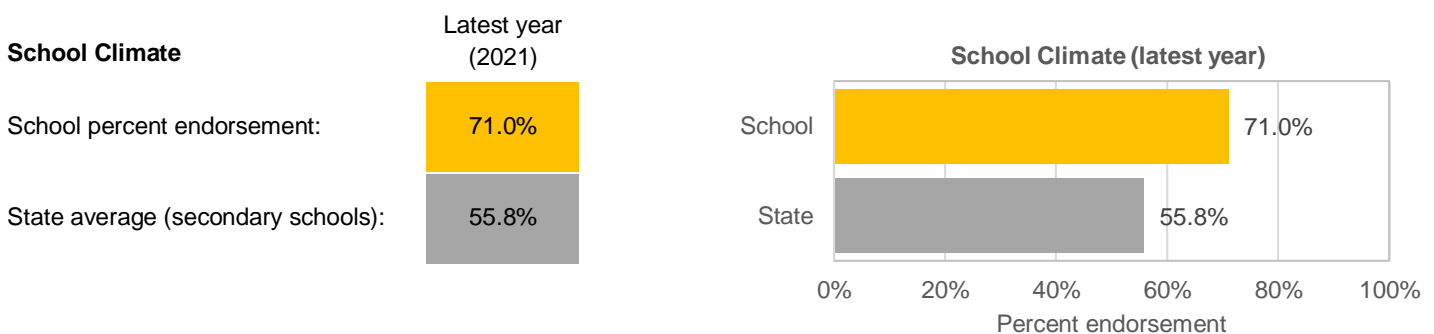


School Staff Survey

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:

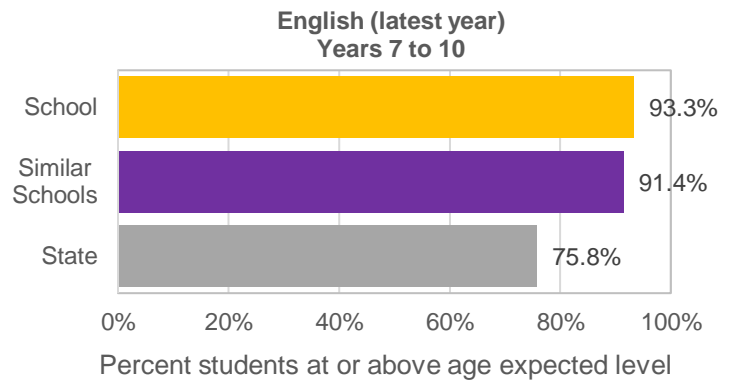
93.3%

Similar Schools average:

91.4%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

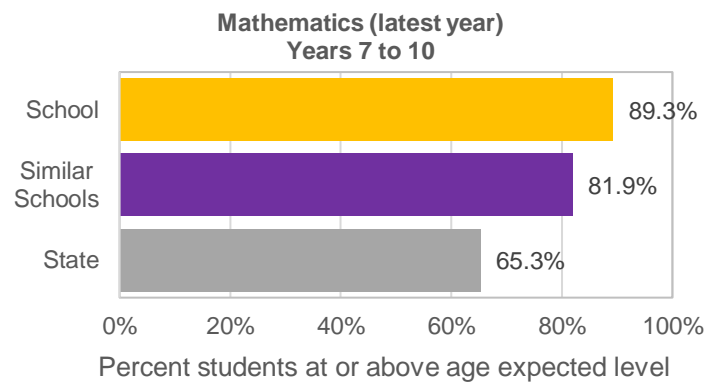
89.3%

Similar Schools average:

81.9%

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.

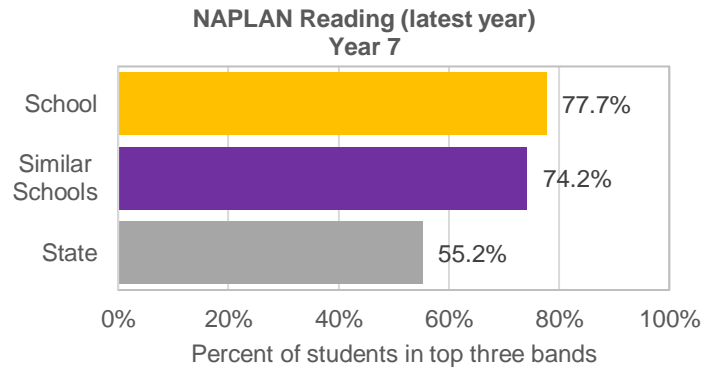
NAPLAN

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.

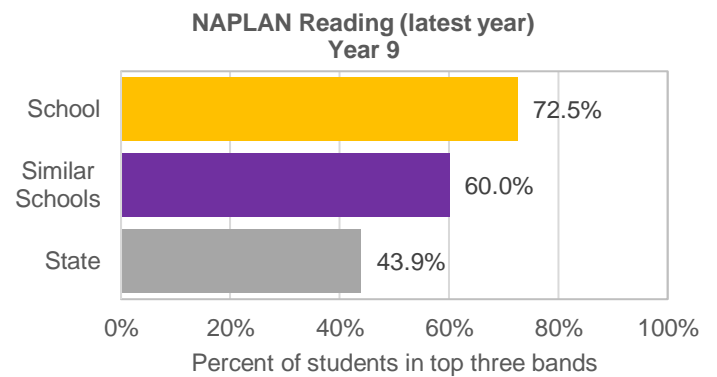
**Reading
Year 7**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 77.7% | 79.8% |
| Similar Schools average: | 74.2% | 73.3% |
| State average: | 55.2% | 54.8% |



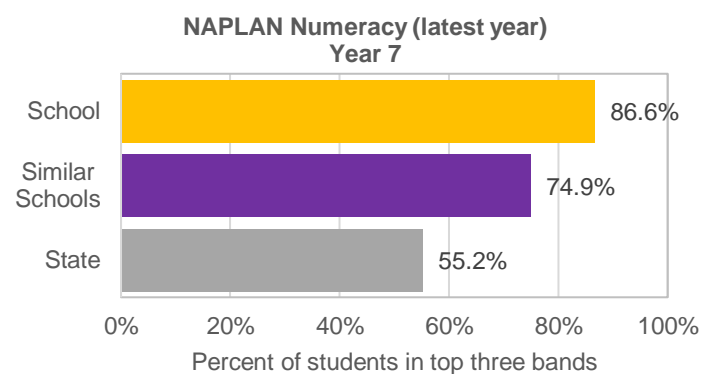
**Reading
Year 9**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 72.5% | 71.0% |
| Similar Schools average: | 60.0% | 61.8% |
| State average: | 43.9% | 45.9% |



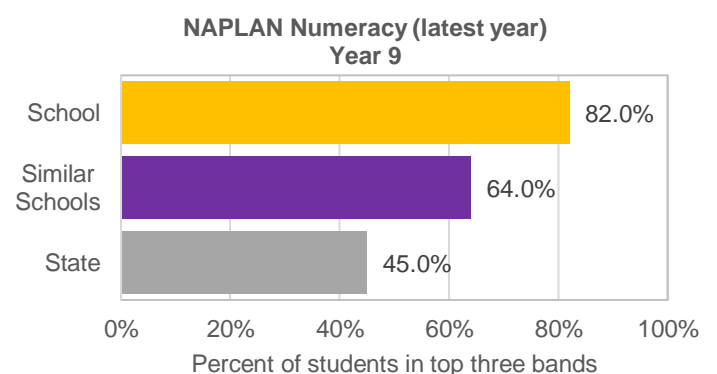
**Numeracy
Year 7**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 86.6% | 85.3% |
| Similar Schools average: | 74.9% | 75.3% |
| State average: | 55.2% | 55.3% |



**Numeracy
Year 9**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 82.0% | 81.4% |
| Similar Schools average: | 64.0% | 65.3% |
| State average: | 45.0% | 46.8% |



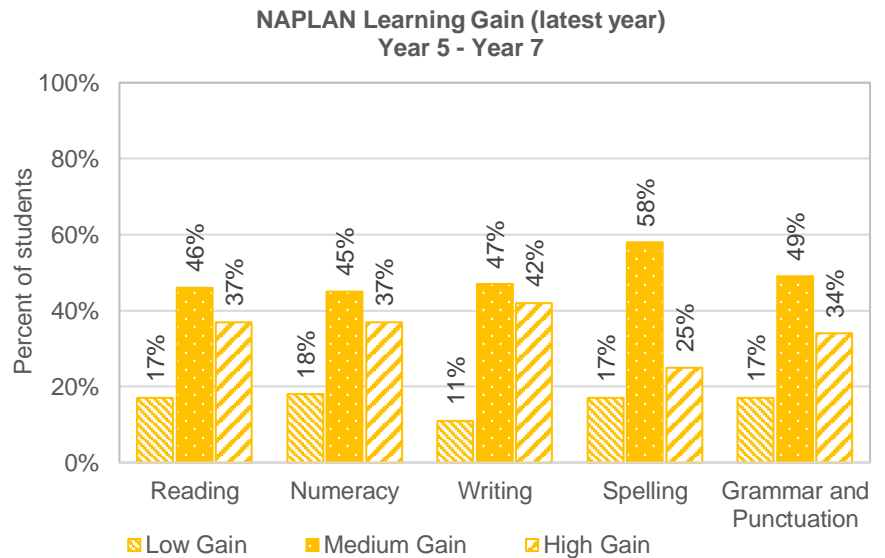
ACHIEVEMENT (continued)

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'.

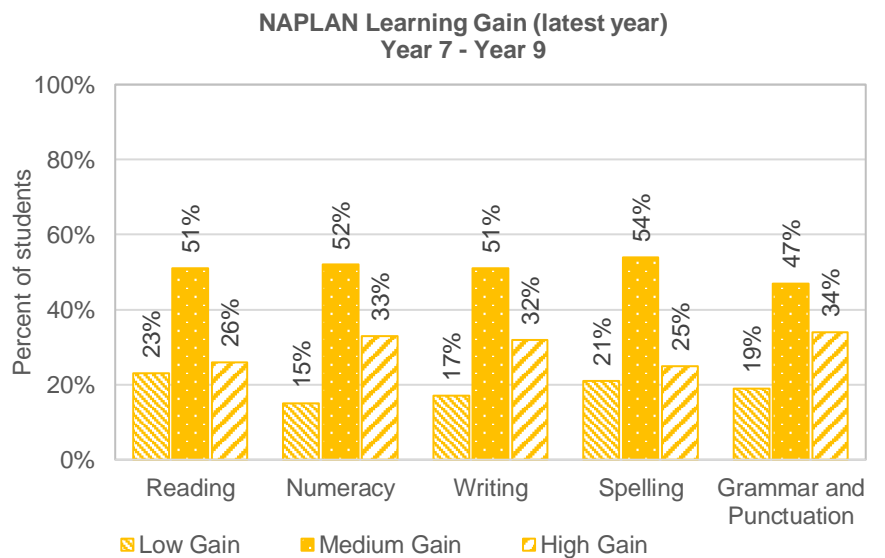
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

| | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading: | 17% | 46% | 37% | 27% |
| Numeracy: | 18% | 45% | 37% | 26% |
| Writing: | 11% | 47% | 42% | 27% |
| Spelling: | 17% | 58% | 25% | 26% |
| Grammar and Punctuation: | 17% | 49% | 34% | 27% |



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

| | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading: | 23% | 51% | 26% | 28% |
| Numeracy: | 15% | 52% | 33% | 27% |
| Writing: | 17% | 51% | 32% | 27% |
| Spelling: | 21% | 54% | 25% | 30% |
| Grammar and Punctuation: | 19% | 47% | 34% | 27% |



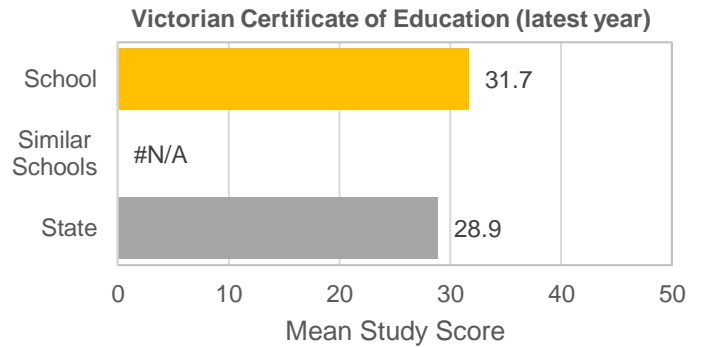
ACHIEVEMENT (continued)

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.

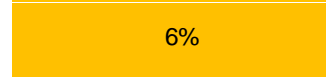
| Victorian Certificate of Education | Latest year (2021) | 4-year average |
|------------------------------------|--------------------|----------------|
| School mean study score | 31.7 | 31.6 |
| Similar Schools average: | 30.0 | NDA |
| State average: | 28.9 | 28.9 |



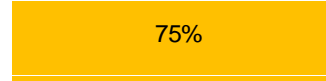
Students in 2021 who satisfactorily completed their VCE:



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.

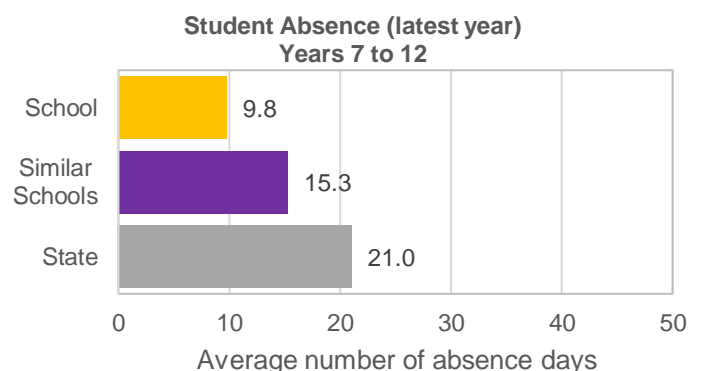
ENGAGEMENT

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: | 9.8 | 11.2 |
| Similar Schools average: | 15.3 | 14.9 |
| State average: | 21.0 | 19.6 |



ENGAGEMENT (continued)

Attendance Rate (latest year)

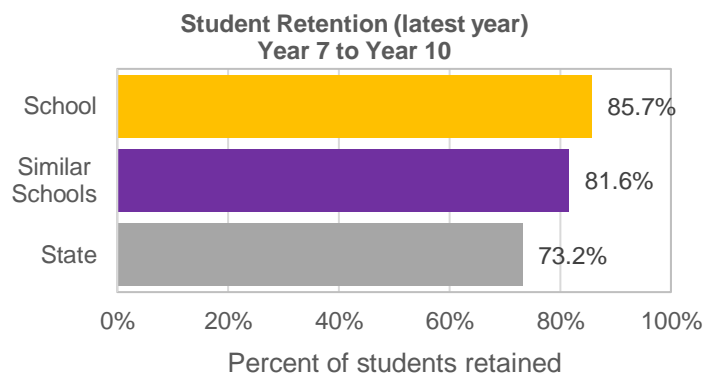
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2021): | 96% | 95% | 94% | 94% | 96% | 96% |

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: | 85.7% | 84.3% |
| Similar Schools average: | 81.6% | 80.2% |
| State average: | 73.2% | 72.9% |



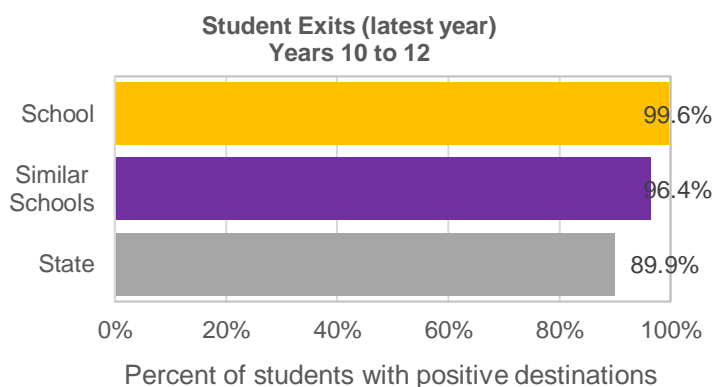
Students exiting to further studies or full-time employment

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: | 99.6% | 99.2% |
| Similar Schools average: | 96.4% | 95.8% |
| State average: | 89.9% | 89.2% |



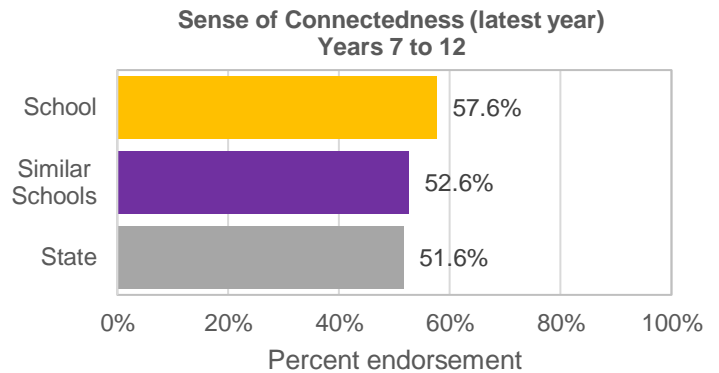
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

| Sense of Connectedness Years 7 to 12 | Latest year (2021) | 4-year average |
|---|--------------------|----------------|
| School percent endorsement: | 57.6% | 58.8% |
| Similar Schools average: | 52.6% | 56.0% |
| State average: | 51.6% | 54.5% |

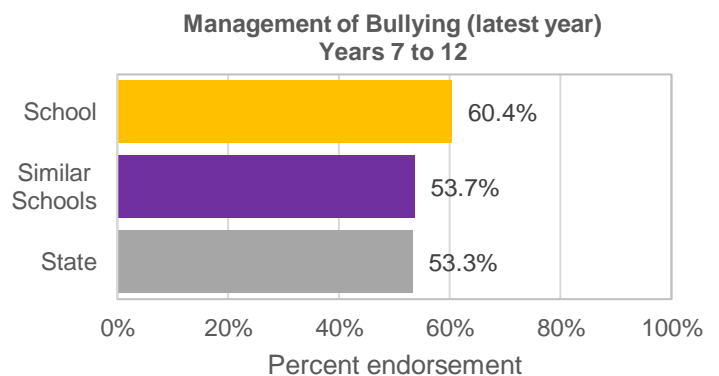


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 60.4% | 60.6% |
| Similar Schools average: | 53.7% | 57.6% |
| 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 | \$14,560,431 |
| Government Provided DET Grants | \$1,593,550 |
| Government Grants Commonwealth | \$0 |
| Government Grants State | \$0 |
| Revenue Other | \$63,705 |
| Locally Raised Funds | \$1,003,443 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$17,221,130 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$91,872 |
| Equity (Catch Up) | \$25,843 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$117,715 |

| Expenditure | Actual |
|---------------------------------------|---------------------|
| Student Resource Package ² | \$14,642,835 |
| Adjustments | \$0 |
| Books & Publications | \$23,043 |
| Camps/Excursions/Activities | \$276,230 |
| Communication Costs | \$58,692 |
| Consumables | \$339,232 |
| Miscellaneous Expense ³ | \$50,729 |
| Professional Development | \$44,532 |
| Equipment/Maintenance/Hire | \$325,843 |
| Property Services | \$166,309 |
| Salaries & Allowances ⁴ | \$678,347 |
| Support Services | \$161,903 |
| Trading & Fundraising | \$261,680 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$114,160 |
| Total Operating Expenditure | \$17,143,535 |
| Net Operating Surplus/-Deficit | \$77,595 |
| Asset Acquisitions | \$0 |

- (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 | \$3,515,784 |
| Official Account | \$303,086 |
| Other Accounts | \$97,691 |
| Total Funds Available | \$3,916,561 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$392,411 |
| Other Recurrent Expenditure | (\$344) |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$309,819 |
| School Based Programs | \$809,886 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$249,444 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$2,500,000 |
| Maintenance - Buildings/Grounds < 12 months | \$47,756 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$4,308,972 |

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.