

# 2021 Annual Report to The School Community



**School Name: Mordialloc College (8075)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 15 March 2022 at 08:51 AM by Michelle Roberts (Principal)

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

Attested on 22 March 2022 at 10:22 AM by Ian Fox (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

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### School context

Mordialloc College is a mid-size secondary 7-12 co-educational college located in Melbourne's southeast. In recent years there has been significant growth in our student population. The College current has 1198 students (in 2022) compared to 1120 students in 2021. We provide a quality education with high expectations and multiple pathways for students to achieve success. We have a dedicated and skilled teaching team at the College and the academic progress and wellbeing of every student is of the utmost importance. As a leading co-educational public school in the City of Kingston and surrounding areas, we emphasise developing and maintaining positive relationships. We focus on getting to know each student as an individual. Our vision is 'Mordialloc students aspire to achieve their personal best in all endeavours' and our school community lives by the values of Personal Best, Integrity, Respect and Responsibility. They are evident in how we work together, how we aim high, how we treat and look after one another and how we welcome newcomers into our community.

The College is an accredited SEAL (Select Entry Accelerated Learning) Program provider and a member of the Academy of SEAL Schools. This program gives highly able students a challenging yet rewarding educational experience which caters to their needs. There is a broad range of opportunities and pathways offered in the senior school, including VCE, VET and VCAL, which cater for the diverse interests, needs and abilities of our student cohort.

In 2022 we continue our implementation of the Sports Excellence Program (Netball, Basketball and Australian Rules Football), now operating at Years 7 - 9. Mordialloc College is strongly represented in regional sporting competitions in a wide variety of sports, seeing a larger number of teams competing at higher levels of competition past our division.

The College excels in the Performing Arts, even through remote learning periods, lessons continued online for all instruments including our Choir. The number of students enrolled in instrumental music lessons held steady, with almost 200 students studying an instrument in 2021. An annual production is staged each year. Unfortunately we were unable to perform our 2021 production of 'We Will Rock You' to a live audience, as we went into lockdown just prior to Opening Night. Once we returned to onsite learning in to Term 4 – we were able to film highlights from the production for students, staff and the wider school community to enjoy. During remote learning we also continued the tradition of 'Mordi Idol', a whole school event conducted remotely.

Our Student Family Occupation and Education (SFOE) Index is 0.3056. We have 109.5 EFT staff: 4 Principal Class, 84.0 Teachers and 25.5 Education Support Staff.

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### Framework for Improving Student Outcomes (FISO)

In 2021, we continued our focus on implementing Key Improvement Strategies relating to the Framework for Improving Student Outcomes (FISO) dimension of Building Practice Excellence. We continued to focus on building consistency and quality of teaching practice across the school to lower instances of in-school variation in student performance. Our aim was to revisit some of the key features of our Instructional Model, concentrating on Learning Objectives, Success Criteria and Connecting Feedback to Data. This included continuing our understanding and use of the Mordialloc College Inquiry Cycle via our Professional Learning Communities.

We also had a whole school literacy focus on improving reading across all subject areas. The use of Essential Assessments in Years 7-10 Maths classes continued in 2021, being the fourth year of implementation. Our intended staff professional learning and implementation was altered again in 2021 due to the continued COVID-19 situation where we focused mainly on developing and adapting our curriculum to suit remote learning and delivery of lessons following our school timetable via video online platform 'Google Meet'.

Even though we are already a Google School, and staff were able to pivot quite well in 2020, we continued to assist staff in upskilling their IT and eLearning needs. For example, we ran sessions relating to creating breakout rooms for the staff and students to work collaboratively, screen recording for mini lessons, various ways for fast formative assessment, and tools to assist with verbal and written feedback to students.

Our staff professional learning days saw staff work in teams to further develop their skills based on their need. Such opportunities included Student Connectedness and Wellbeing, Data and Assessment, Differentiation, Positive and Engaged Learning and Google Educational Tools.

With our allocated equity/ catch up funding, the College continued its literacy and numeracy intervention program that enabled the majority of identified students (two years behind in grade 5) in Year 7 to demonstrate up to 12 months' growth or higher. With the additional Middle Years Literacy and Numeracy Support (MYLNS) funding, the College continued the employment of a 0.8 Literacy Intervention and 0.6 Numeracy Intervention staff to work with identified Year 8 and 10 students. We also have our own Speech Pathologist working two days a week. Our tutor funding included the employment of 1.5 Literacy and 1.5 Numeracy tutors to support students whose learning has been disrupted as a result of the COVID-19 pandemic.

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## Achievement

The College leadership team and staff continue to place a strong emphasis on high expectations and challenging students in all aspects of their education to continue to strengthen the culture of achievement.

### VCE Outcomes:

We achieved very good results in 2021. Our VCE mean study score (29.1) for all subjects was above similar schools (28.6) and the state (28.9), resulting in our four-year average of 29.7 to also be above similar schools (28.5) and the state (28.9).

### Teacher Judgements:

For English, our teacher judgements showed 71.4% of our students were at or above level. This was below similar schools, however, they were closer to the state average of 75.8% that were at or above level. As for Mathematics, our teacher judgements of 70.5% students that were at or above level were above similar schools (70.0%) and the state average (65.4%). Our teachers continued to differentiate to meet the needs of all instructional groups in their respective classes.

Our main focus during 2021 was continuing to adapt, monitor and support our students during remote learning; by ensuring that all students had access to a device, were free of connectivity issues and understood the new routine and expectations, following our regular school timetable. Our remote learning lesson structure commenced with a Google Meet and a roll call question on Google Classroom. Teachers then utilised a range of teaching and learning strategies, e.g. teaching the class following our instructional model, video/ screen casts for students to follow, etc. During the meet, teachers checked in with students, outlined the tasks involved and then gave the students time to complete the work. Students were set tasks that were designed to be completed online and/ or independently. Teachers remained on the meet throughout the lesson to allow students to check back in whenever they had a question.

We continued to use data to inform teaching and learning (differentiation in lesson planning) and moderation of benchmark tasks across all year levels. This became even more important during remote learning to ensure all students achieved success in all lessons.

There also continues to be a strong emphasis on the teaching of literacy and numeracy across the Year 7-12 programs. All staff in the College utilise a data Inquiry Cycle process to build on our data-driven approach to tailor teaching and learning practices suitable for our learners, ensuring we addressing our students are their individual point of need. On Demand Testing in English, Essential Assessments in Mathematics and whole school data sets have continued to be used at Years 7-10 to target gaps in literacy and numeracy. Our intervention program has been successful in improving student self-esteem and confidence in their learning, with the majority of students targeted for numeracy and literacy intervention support achieving 12 months growth or higher.

#### Program for Students with a Disability (PSD):

All of our PSD students showed satisfactory (or better) progress in achieving their individual goals. We had 22 PSD funded students in 2021. The majority of them worked diligently to achieve excellent progress with their goals.

The team of aides supported all of our funded students via personal google classrooms, personal google meets or on site, and were in constant contact with the majority of parents/ carers. They ensured that the school work was accessible to all.

During remote learning, we allocated an Integration Aide with each of our students needing extra support and created a roster for aides to work onsite alongside identified vulnerable students. Our Information Technology Team were onsite every day to meet the needs of parents and students. Parent/ Students were able to speak daily on the phone to get the support they needed and in some cases, they came onsite to get this assistance.

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## Engagement

Mordialloc College students are engaged and connected to their school and we are proud of the programs which support students in these areas. Student attendance rates and retention continue to exceed that of the state mean and of similar schools. Our overall (Years 7 – 12) attendance rate last year was 94.7%, seeing our Year 7 students at 94% attendance, Year 8 students at 93%, Year 9 and 10 at 94% and Year 11 and 12 students at 96%.

Our average number of absence days for Years 7 to 12 was 10.9 days in 2021 with a four-year average of 14.4 days. These results were better than similar schools of 18.7 days in 2021 (four-year average 17.6) and the state average of 21.0 days in 2020 (four-year average 19.6).

With part-time Attendance Officers, we focused on prompt follow up contact with home when students were absent as well as cemented a more consistent approach across all year levels to assist students with long-term absences and engaged with outside resources and agencies for school refusers. This included scheduling attendance letters to be sent to families halfway through and at the end of every term. A member of the Student Wellbeing team meets fortnightly with each Year Level Coordinator to keep abreast of any students at risk in each year level and ensure support mechanisms are in place and that there is regular follow up with parents.

In 2021, our student retention included to 84.9%, outperforming similar school (80.0%) and the state (73.2%). Our four-year average (81.2%) also exceeded similar schools of 78.6% and the state, which were 72.9%.

Of the students who completed Year 12 in 2021, 77% have continued with their education or training at a tertiary institution in 2022 (University 61%, TAFE 24%, Apprenticeship 7%), 15% of our students continued with full-time employment and the remaining 8% of students have deferred University to travel or work part-time.

The My Mentor Program in Years 9-12 provides students with the time needed to plan and discuss their future pathway with their mentor and all Year 10 students complete VCE Unit 1 Industry and Enterprise. Students had the opportunity to complete a virtual work experience placement in 2021 and for some students were able to complete an in person work experience program around COVID restrictions. Students had access to a full-time Careers Practitioner in Years 11-12 and in Years 7-10 our second Careers Practitioner works 0.7. Together with our rigorous course counselling process held online involving parents and students during Term 3, we are able to provide sound advice and address the needs of all our students in Years 9-12.

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## Wellbeing

We pride ourselves on the development of positive and close relationships being a key strength of the College. Our students are engaged and enjoy coming to school, as reflected by the Student Attitudes to School Survey results where we continue to school above the similar schools average for sense of connectedness and management of

bullying. We also conducted our own surveys with students during a second year of remote learning to obtain feedback on engagement and wellbeing. From these surveys, we were able to respond to by putting actions into place, e.g. length of lessons, amount of homework distributed and the level of work output expected of our students.

Mordialloc College continues to embed the Restorative philosophy across the whole school. The use of Restorative Dialogue with students when issues arise and the use of 'Relational Circles' in the classroom continues to build on these strong results. Significant teachers at Years 7 and 8 (one teacher for English and Humanities and one teacher for Mathematics and Science) make up the team of teachers spending the majority of time with these students. The My Mentor Program in Years 9-12 and the Year 7-8 Home Group Program provide additional platforms for the construction of strong relationships throughout the College. It includes the Social Emotional Learning curriculum and the Respectful Relationships curriculum embedded within this program. Every class in the College creates a Code of Cooperation, which facilitates a supportive and engaging learning environment.

#### Remote Learning:

The Wellbeing team continued their close connection with vulnerable students. A small number of students catered for onsite, a number of students assisted with connectivity issues, additional calls and Wellbeing Team, Integration Team and Year Level Coordinators to support students held online meetings.

We introduced an online access point for students to connect with the Wellbeing team. Wellbeing programs such as Respect group and Breakfast group continued remotely with the students. Weekly Wellbeing Newsletters to staff was created with a parent/ student version also distributed. Wellbeing advice was published on our College Facebook page.

We identified our International Student Program (ISP) students as a particularly vulnerable group when we entered a second year of COVID restrictions. Some students were not able to commence the year at Mordialloc College due to the COVID-19 pandemic. A small number of ISP students had not returned home since the start of the 2020 school year and found it particularly challenging starting the 2021 school year without face to face contact with their families. Furthermore, as we moved into back remote learning, some parents chose to withdraw their children as the borders were closing and flight restrictions announced. This again resulted in a number of these students leaving our school for interstate and regional locations.

#### Student Voice and Connectedness:

Our expanded House System continued in 2021 with the College's ongoing focus on building student connectedness to school, which is very important as the school continues to grow. We continued to offer an extensive range of extra-curricular activities such as Debating Club, Coding Club, French Club, Chess Club as well as an array of interschool sporting opportunities. Whilst this was a difficult to maintain during remote learning periods, we did incorporate a House Competition for students to compete in various novel activities that utilised resources readily available in our homes.

The Student Voice Committee continued to meet online during remote learning and some significant outcomes were achieved such as updating our Homework Policy in relation to holiday homework, conducting an audit of our classroom furniture, creating resources for students relating to organisation and study skills, just to name a few. Our Student Representative Council (SRC) coordinated a number of student led programs and fundraising activities including 'The World's Greatest Shave', 'Wear it Purple Day' and other chosen charities at our Swimming Sports and Athletics Carnival.

We completed reviewing our student leadership structure in 2021 to evolve into the Mordialloc Collect Student Council (MCSC) in 2022. Our new leadership structure includes the College Captains and Middle School Captains and House Leaders. Each of these leaders then select a subcommittee to be a part of. The 2022 MCSC Subcommittees include: The Arts, Wellbeing and Community, Sports, Curriculum, Facilities and Environment, Promotions and Fundraising.

The College Wellbeing team includes a team of five who all bring a depth of experience and expertise to support the wellbeing of all our students across the college. Led by the Director of Student Wellbeing, we have a School Chaplain, Secondary School Nurse, Youth Worker and Mental Health Practitioner. We also have a visiting Psychologist who provides counselling services for students referred for intervention and support. The team provide a number of

proactive programs throughout the year to particular groups in the school to meet identified needs, for example, building resilience, intrapersonal and social skills development, and breakfast and lunchtime clubs. In addition, our Year 6-7 transition program continues to support students identified as at risk whilst in primary school. Our Year 10 Peer Support program is in place to support all Year 7 students during their first year at the College. This year we continued to utilise the Compass Wellbeing portal for entry of all wellbeing data by staff as a repository for referral and action by coordinators, wellbeing staff and the College leadership team.

In 2022, we will continue to run targeted professional learning sessions for staff in relation to Fostering Positive and Engaged Learning, Restorative Practice, Respectful Relationships, Trauma Informed Practice and School Wide Positive Behaviour Support.

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## Finance performance and position

Mordialloc College finances continued to be handled responsibly during 2021.

Funds classified as Government provided DET Grants includes Overseas fee-paying student fees received by the College via DET, CSEF funds received and a targeted funding for the Walfram License (a maths program used in the Senior School).

Government Grants 'State' reflect the grant received for the popular Year 9 and 10 Advance Program and payment for GAT supervision.

The difference in Student Resource Package Revenue and Total Operating Expenditure is additional money that was required for storm damage repair, upgrading of TV screens throughout the school, and driveway repairs. During 2022 we will begin a significant plan to landscape the new Senior School area and the main central courtyard. Our new Senior Centre will be fitted out with new amenities and study facilities, making this an inviting and engaging area for our senior students. Plans are in place to build a new Year 12 locker bay, the building of a new deck and painting scheduled for the EZ building.

While the College maintains a financially stable position, we are committed to further improving the resources and programs available for our students.

**For more detailed information regarding our school please visit our website at**  
<https://www.mcsc.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 1115 students were enrolled at this school in 2021, 464 female and 651 male.

7 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).

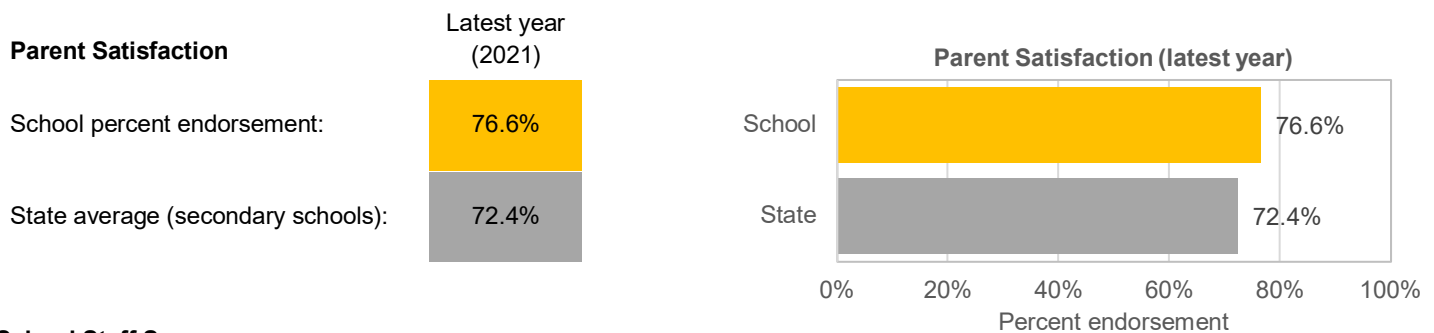
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

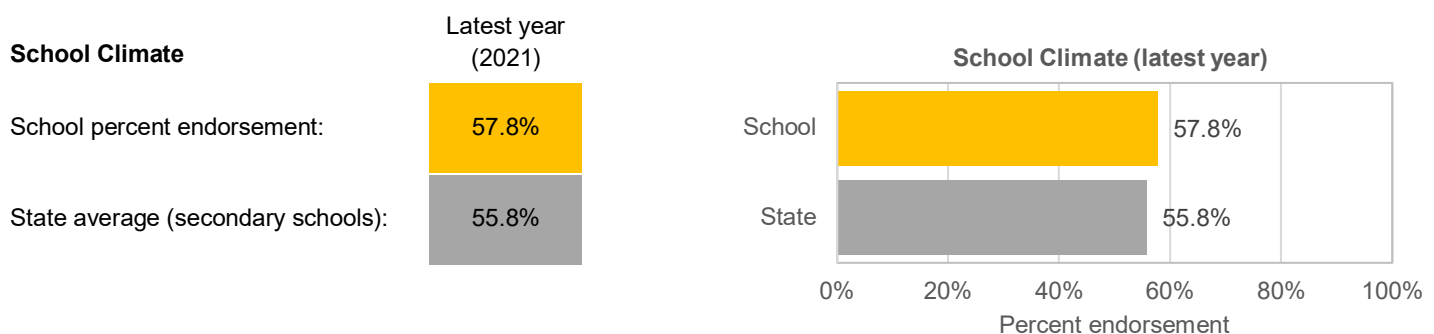


### School Staff Survey

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:

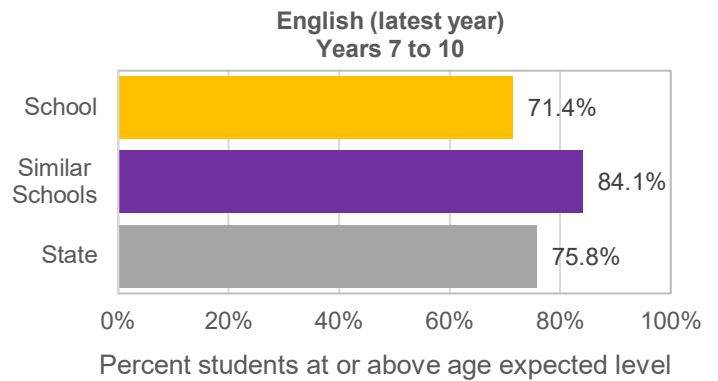
71.4%

Similar Schools average:

84.1%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

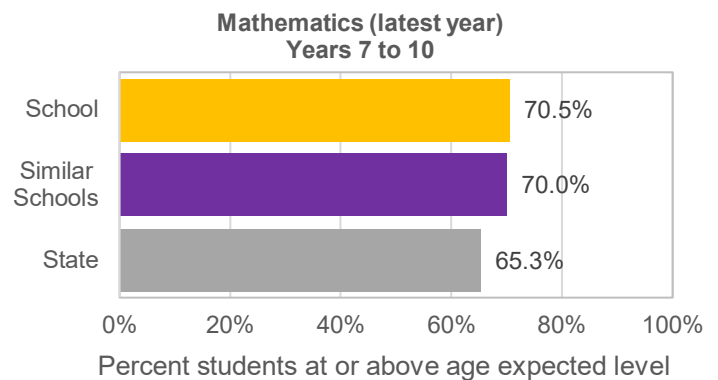
70.5%

Similar Schools average:

70.0%

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.

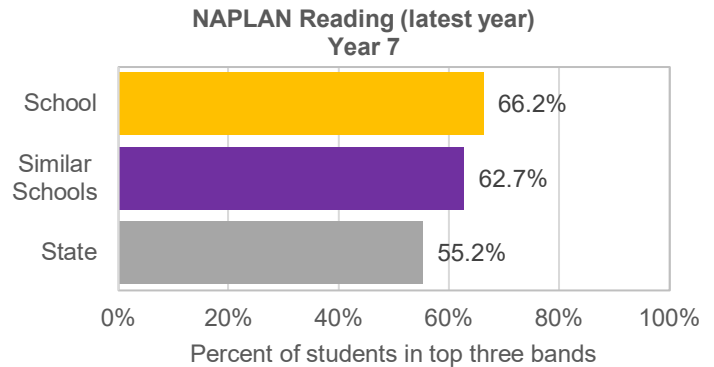
**NAPLAN**

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.

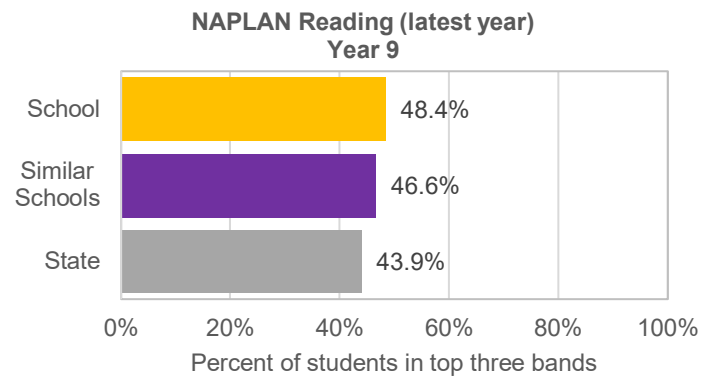
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.2%	66.4%
Similar Schools average:	62.7%	61.5%
State average:	55.2%	54.8%



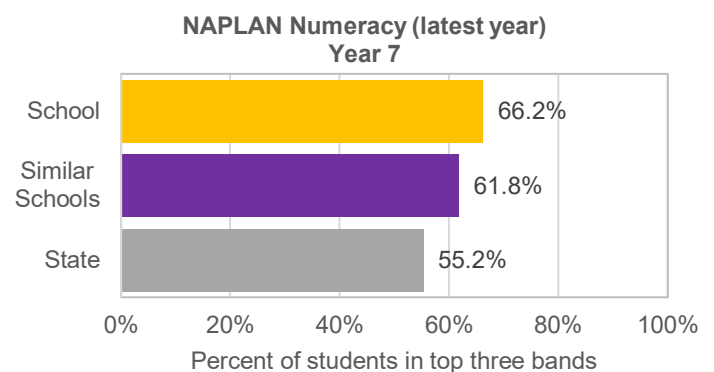
**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	48.4%	54.0%
Similar Schools average:	46.6%	48.5%
State average:	43.9%	45.9%



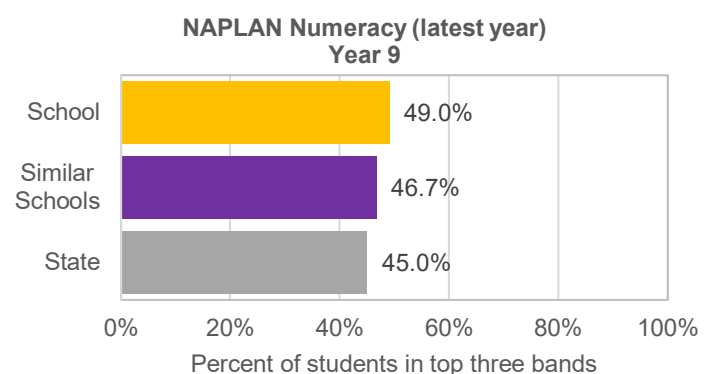
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.2%	65.1%
Similar Schools average:	61.8%	61.0%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	49.0%	55.7%
Similar Schools average:	46.7%	48.7%
State average:	45.0%	46.8%



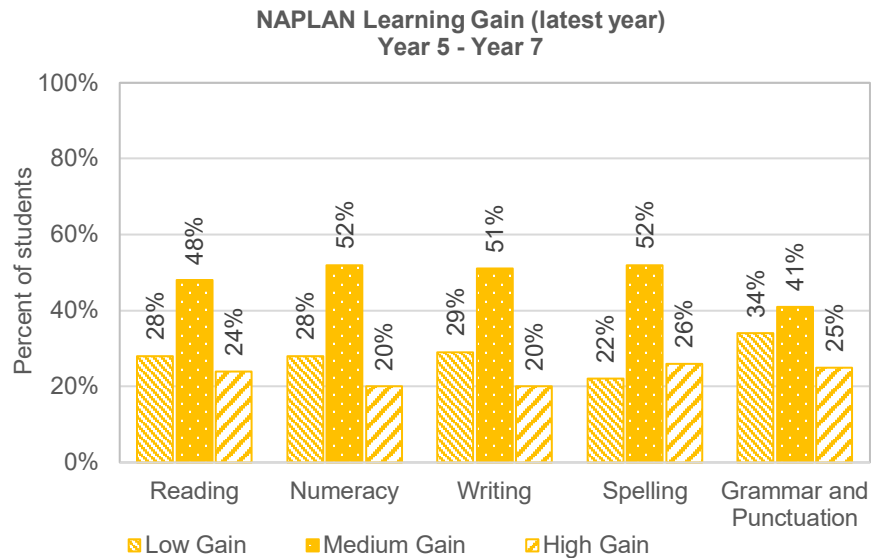
## ACHIEVEMENT (continued)

### 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'.

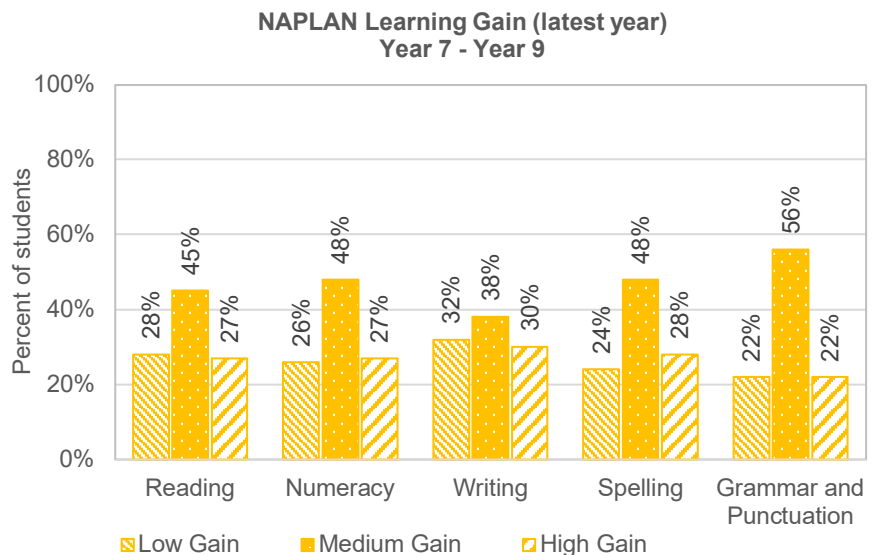
#### Learning Gain Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	28%	48%	24%	22%
Numeracy:	28%	52%	20%	22%
Writing:	29%	51%	20%	23%
Spelling:	22%	52%	26%	23%
Grammar and Punctuation:	34%	41%	25%	22%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	28%	45%	27%	23%
Numeracy:	26%	48%	27%	23%
Writing:	32%	38%	30%	22%
Spelling:	24%	48%	28%	23%
Grammar and Punctuation:	22%	56%	22%	23%



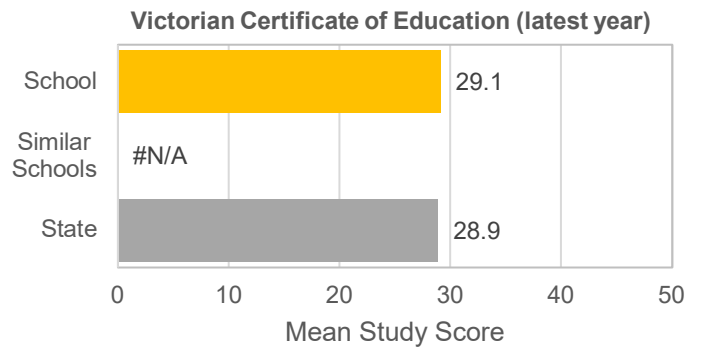
## ACHIEVEMENT (continued)

### Victorian Certificate of Education (VCE)

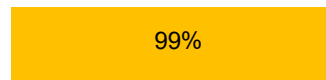
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

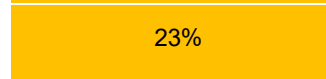
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	29.1	29.7
Similar Schools average:	28.6	NDA
State average:	28.9	28.9



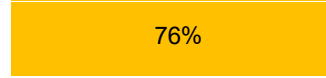
Students in 2021 who satisfactorily completed their VCE:



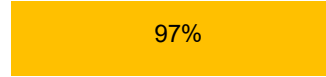
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



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.

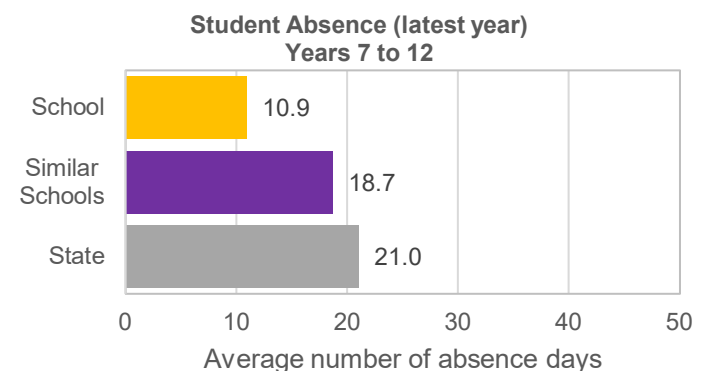
## ENGAGEMENT

**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:	10.9	14.4
Similar Schools average:	18.7	17.6
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

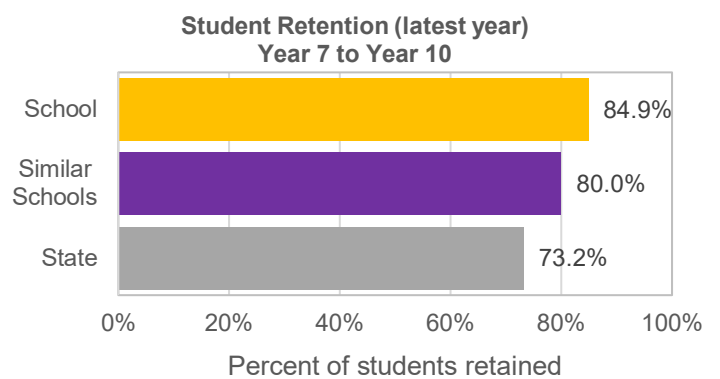
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	95%	93%	94%	94%	96%	96%

**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:	84.9%	81.2%
Similar Schools average:	80.0%	78.6%
State average:	73.2%	72.9%



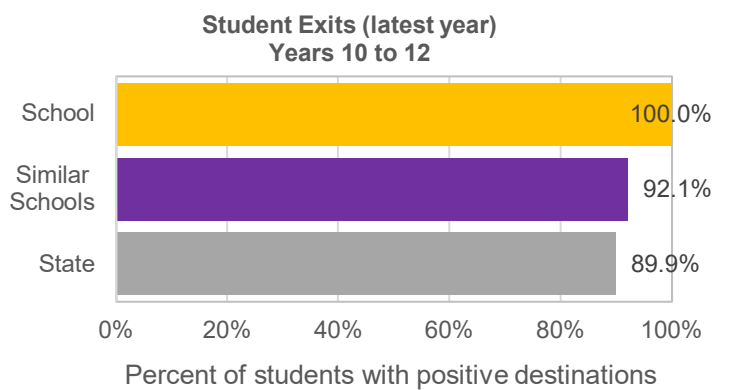
**Students exiting to further studies or full-time employment**

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school. Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	100.0%	97.6%
Similar Schools average:	92.1%	91.1%
State average:	89.9%	89.2%



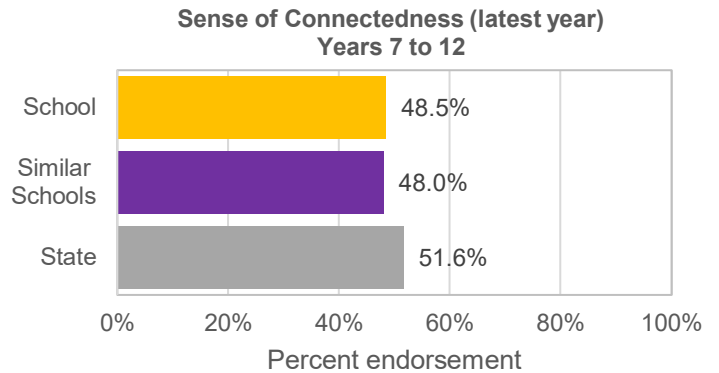
**WELLBEING**

**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).

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	48.5%	53.5%
Similar Schools average:	48.0%	51.6%
State average:	51.6%	54.5%

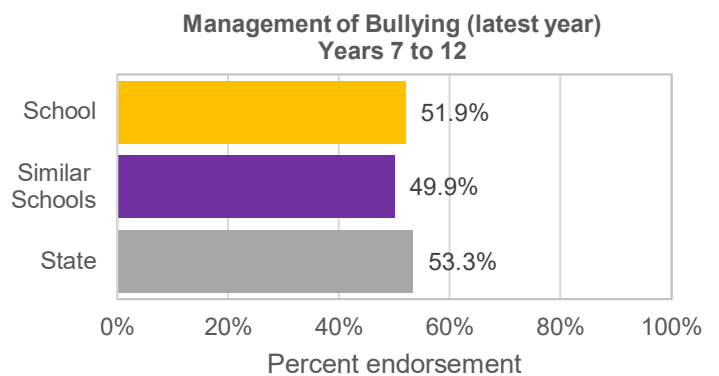


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	51.9%	58.7%
Similar Schools average:	49.9%	54.8%
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	\$11,160,740
Government Provided DET Grants	\$1,190,219
Government Grants Commonwealth	\$8,242
Government Grants State	\$16,898
Revenue Other	\$6,716
Locally Raised Funds	\$1,243,707
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$13,626,522</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$106,278
Equity (Catch Up)	\$53,974
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$160,252</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$11,277,600
Adjustments	\$0
Books & Publications	\$1,509
Camps/Excursions/Activities	\$616,666
Communication Costs	\$13,618
Consumables	\$524,516
Miscellaneous Expense <sup>3</sup>	\$157,073
Professional Development	\$33,443
Equipment/Maintenance/Hire	\$142,983
Property Services	\$329,728
Salaries & Allowances <sup>4</sup>	\$253,053
Support Services	\$232,767
Trading & Fundraising	\$10,748
Motor Vehicle Expenses	\$20,033
Travel & Subsistence	\$643
Utilities	\$58,117
<b>Total Operating Expenditure</b>	<b>\$13,672,497</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$45,975)</b>
<b>Asset Acquisitions</b>	<b>\$92,238</b>

- (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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,106,790
Official Account	\$90,873
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,197,663</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$346,718
Other Recurrent Expenditure	(\$53)
Provision Accounts	\$0
Funds Received in Advance	\$341,181
School Based Programs	\$9,412
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$110,652
Asset/Equipment Replacement < 12 months	\$157,579
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$384,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,349,491</b>

*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.*