

# 2021 Annual Report to The School Community



**School Name: Corryong College (8843)**



- 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 28 April 2022 at 03:36 PM by Fran Heath (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 29 April 2022 at 03:08 PM by Nicole Martin (School Council President)

# How to read the Annual Report

---

## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

---

## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

---

## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

---

### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

---

### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

---

### What is the 'Victorian Curriculum'?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## About Our School

---

### School context

Corryong College is located in an isolated, albeit extremely beautiful, rural area in North-East Victoria, at the start of the Murray River and in the foothills of the Snowy Mountains. Corryong College is renowned for their high VCE results which demonstrates a strong culture of excellence. Corryong College presents with a blend of new state of the art buildings as well as the original buildings from 1953.

During 2020 and 2021 Corryong College redeveloped their vision and values to inform and embed the newly initiated School Wide Positive Behaviour Framework (SWPBF). Our values; Respect, Responsibility and Learning is embedded within our vision: Together we empower all to learn and achieve a sense of belonging and pride in self, school and community. These values will inform our student centered decision making and future school improvement goals.

2021 saw a heightened impact of emotional trauma for our staff and students from the 2019/2020 bushfires, the tragic loss of two of our young men within our small community and many weeks of remote learning. The impact on the students ability to retain information, remain focused and emotionally regulate was evident in behaviour and decrease in a number achievement outcomes.

Whilst student numbers have maintained in the 280s (latest Census 280) this has not yet reached the past average of 310-315 which was the reflection prior 2020. The 280 students are made up of 135 female students and 145 male students. 2 percent of students identify as Aboriginal or Torres Strait Islander. Corryong College's SFOE (Student Family Occupation and Education index) which reflects the socio-educational disadvantage during 2021 is medium.

Our College staff comprise of 31.31 EFT teaching staff. Secondary teachers total 25.51 EFT; 20 full time and 7 part time. Primary teachers totaling 5.8 EFT, including 1 part time. The College has 9.82 EFT of Education Support Staff comprising of roles: Business Management, Administration, Library, Domestic Hospitality support, Canteen, Science Lab Assistant and Stephanie Alexander Garden (SAKG) gardening. Throughout 2021 our College had teacher positions vacant and continued to attempt to recruit another Assistant Principal - Student Engagement & Support, as well as a Leading Teacher (Curriculum) and Learning Specialist - Numeracy position. All these were filled for semester two and allowed the commencement of a distributed leadership to implement and coordinate school improvement initiatives, predominantly in the rollout of SWPBS (School Wide Positive Behaviour Support) Framework and consistent curriculum documentation. From 2020's four TFI (Targeted Financial Incentive) teacher positions and an additional TF teacher was appointed. This allowed our College to also attract professional development funding that would be utilised for the TRUST (Trauma Understanding and Sensitive Teaching) support. This was later funded by Department in a minimised capacity due to COVID restrictions. These funds were able to be carried over to 2022 to ensure the program would occur face-to-face and on campus the following year.

In addition to the curriculum unit offerings, our College offers a broad range of co-curricular programs including; Student Leadership Team, Advance Youth Crew, Newspaper, Instrumental Music and extensive Sport program as well as VET subjects of Engineering, Sports & Recreation, and Hospitality. School Camps and opportunities including day excursions and incursions for programs that include development in leadership skills, self-confidence and problem solving have always been sought, however many of these were postponed to the end of 2021 with lock downs and some unable to continue until the following year.

The college has a one to one provision of leased school nominated devices and utilises the XUNO platform as the web-based school management platform. An alternating reporting system presents cycles of Growth Point Average (GPA) reporting and teacher comments outlining student achievement and areas of focus is usually supported by semester Student Led Conferences (SLC) for our primary years and parent teacher interviews for secondary. 2021 saw these being held through online conferences. Primary student parents voiced that they missed the face-to-face parents teacher interviews, whilst secondary parents demonstrated both an approval of the online conference and also a desire to return to face-to-face. In 2022, we will communicate with secondary parents to ascertain their preferences for face-to-face or online parent teacher interviews. Concern around parent connectedness remains an area of improvement and is reflected in the 2021 Parent Satisfaction positive endorsement which sits at 59.7%. This has decreased and

could be a reflection of the COVID restrictions preventing parent access on school grounds. Opportunities to redevelop community connectedness will be a focus for 2022 with the purpose of creating a united community front for the continual support and growth of our children.

---

## Framework for Improving Student Outcomes (FISO)

For 2021 the Victorian Government directed all schools to take on the following 2021 Priority Goals as a response to COVID lockdown and remote learning. Three KIS (Key Improvement Strategies) were outlined as Priority Goals.

KIS 1.a Learning, catch-up and extension priority

KIS 1.b Happy, active and healthy kids priority

KIS 1.c Connected schools priority

Under these KIS's the college implemented the required tutoring and MYLNS (Middle Years Literacy and Numeracy Support) initiatives that saw expert teachers working within small groups of students to support students in their learning where remote learning showed impact on their otherwise normal learning progress.

This was also complimented by the College's already established Literacy Intervention program using MSL (Multi-sensory Structured Learning) which in short is a break down of the English language through 72 codes and rules that are explicitly taught in an intensive one-on-one or small group bases. As this is also taught in classes F-6, students are able to transition back into class and continue with their peers. The college has been strongly embedding this intervention program since 2018 by having a number of staff trained each year with the intensive week-long program. During 2020 and 2021, the course was not carried out due to COVID, however this has continued in 2022 and saw 3 extra staff members trained. This program exceeds the week intensive training with staff committing to 90 hours of further training. The investment is expansive however is already showing great progress in student achievement, especially those children with Dyslexia.

Corryong College continued their specific college goal from the SSP (School Strategic Plan) as a strategy to continue the school's improvement strategies. At this time, it was not expected that remote learning would occur in such capacity through 2021.

Goal 2: To improve student engagement in their learning

FISO (Framework for Improving School Outcomes) Priority: Excellence in Teaching and Learning

Dimension of FISO: Building Practice Excellence

KIS 2.a Develop and implement a whole-school peer observation program.

Dimension of FISO: Evaluating Impact on Learning

KIS 2.b Embed regular feedback loops between students and teachers across the school to consistently evaluate impact on learning.

As per 2020 EILs (Education Improvement Leaders) were scheduled on a regular basis to allow for external feedback through learning walk method where teaching staff, leaders, Principal, EILs and the SEIL take part in observing student engagement and teaching practice. This, combined with internal feedback from staff and students, college staff seek this critical feedback to improve personal practice and student outcomes. Unfortunately remote learning occurring approximately half of the calendar year impacted the momentum of this initiative. Department representatives as well as support networks were not permitted to be on campus for most of the school calendar year. Whilst online correspondence was put in place, the learning walks and face-to-face support was impacted greatly. This, and the continuing impact of the 2019/2020 bushfires, saw a shift in priority to wellbeing across the college staff and students.

PLCs (Professional Learning Communities) occurred across combinations of subject areas; Maths/Science, English/Humanities, Arts/Tech. These PLC groups work through the inquiry cycle to analyse data sets, identify areas of celebration and areas of improvement. Actions plans are developed and monitored through their implementation. These schedule PLC times were also interrupted significantly with remote learning. These are scheduled to re-commence in 2022.

---

## Achievement

2021 saw some students respond well to self-directed and project-based learning tasks during the remote learning period. However, some students demonstrated further disengagement and a decrease in attendance on remote learning however, after connecting with families an increase in the number of vulnerable students attending on-site learning.

Students from Corryong College have consistently achieved above like-school and state averages with their VCE results. This has been a phenomenal outcome that has occurred for many years and is a reflection of dedicated teaching staff throughout the College who continually seek to improve their pedagogy whilst providing challenging and engaging content. The College saw a reduced success rate in the completion of VCAL Year 12 students. This may be due to inability to access the work placements as well as maintain the practical components of some VET subjects during lock down period. Disengagement occurred with a low number of students, however as the overall numbers are small, which has greater impact on our overall percentages.

Teacher judgements:

2021 Foundation - Grade 6 teacher judgement in English sat at a marginally higher 1.8% above similar schools and a marginally lower 1.1% than the state average. Whilst in Mathematics English sat fractionally lower at 4.3% lower than similar schools and 5.1% than the state average.

Year 7-10 teacher judgements in English sat a marginally higher 1.6% to similar schools and 5.1% lower than the state average. In Mathematics, Year 7-10 sat 1.5% lower than similar schools and 14.4% lower than the state average.

NAPLAN:

NAPLAN recommenced this year after last year's 2020 lock down prevention of the NAPLAN testing.

2019 proved that our focus on writing had been successful with improved writing outcomes for students and therefore a shift in target areas was moved to reading. Unfortunately with the 2021 NAPLAN results, we have seen, once again, a drop in writing across all NAPLAN years

---

## Engagement

During 2021 the State saw a rapid decrease in student absences within all schools. This has been identified by the Department of Education that Covid-19 has been an influence of this increased absence rate.

For Corryong College this has been highlighted as an area of concern as we exceed the average number of absence in similar schools and the state, therefore student attendance will be a focus point for school improvement in 2022.

Foundation to Year 6 saw the average number of absence days as 24.3. This is 7.1 days higher than similar schools and 9.6 higher than the state.

Year 7 to Year 12 have an average of 42.7. This is 18.8 days more than similar schools and exceeds double the average of the state at 21.7 higher.

Whilst remote learning influenced a decrease in student and family engagement, these figures are alarming. When assessing the attendance data a number of families struggled to keep their children online during remote learning. Through the end of the year, the number of students attending the college as vulnerable increased dramatically. This saw attendance increase, however over the complete year this low attendance is significant.

Through 2021 we saw an increase in families moving from the Corryong area. The retention rate of students remaining in the college from year 7 through to Year 10 was high, however it slightly decreased from the 2020 impact of bushfires. The four year average of 79.3 saw the annual 2021 figure at 78.1%. This was just above the similar schools and State percent.

To be celebrated is the retention of our students through to Year 12 or those exiting to further studies or full-time employment. With our smaller numbers the percentage can be influenced heavily by only one student. The College for 2021 was 80.6% which was lower than that of similar schools and the state. Viewing each individual student, this drop can be identified clearly and was case managed by a team of College staff and the connecting families. The 2021 percentage differs from the College's long standing 100%.



---

## Wellbeing

Trauma response and recovery was put in place during 2021 to follow the devastation of bushfires and community suicides. Many of the previous year wellbeing strategies were continued through 2021. this included:

- Integration Aides were assigned particular year level vulnerable students and phoned families to check in and follow up with concerns being reported to the Wellbeing team.
- Teachers in each year group worked simultaneously tracking students in their year groups and reporting where necessary to the Wellbeing team, should a student disengage. Each year group utilised a shared google drive to monitor each student, as well as monitor the communication that had occurred and the follow up that was actioned.
- On-site learning was set up for students of family of essential workers and also promoted vulnerable students to attend.
- Telehealth was set up on premises for students to access.
- Staff sent out wellbeing packs to families of need and to students as a good will gesture.
- Student Leaders created videos and challenges for younger years.
- Staff that were unable to run their practical classes online ran interactive and online challenges, including the push-up challenge and dance offs.
- Bushfire Recovery Officers, renamed by students as Resilient Coaches, were appointed and supported the Wellbeing Team to facilitate external services to vulnerable students.
- Albury Wodonga Health were approached for support to gain a Mental Health Practitioner and developed a MOU (Memorandum of Understanding)
- When possible, students were encouraged and participated in fun days to reconnect students and work on team building that was missed through the school camp opportunities.
- Online form groups were utilised as check in forums.
- Various social emotional programs were implemented (where possible due to restrictions) such as Tomorrow Man and Tomorrow Woman for Year 11/12 students.
- Dr Rob Gordon ran session in person along with Albury Wodonga Health and Headspace early in 2020 and then for two more sessions through the year, online.
- Suicide Postvention Working Group was established as a community approach and our College Principal was on the committee.

The student attitude to school survey data returned 2020 with higher results in some areas than previous years.

### Sense of Connectedness:

Years 4 to Year 6 at 71.2% just below the 4 year average of 73.3%, compared to similar schools in our region 78% and 79.5% for the State.

Year 7 to Year 12 at 38.3% significant decrease on positive endorsement (contrasting previous year 66%), compared to similar schools in our region 52.1% and 51.6% for the State.

A decrease is evident across the State in all schools and further more in the 49 schools impacted by Bush Fires. A number of wellbeing, social-emotional development programs have continued to be put in place when COVID restrictions allowed, this will be increased as restrictions ease in 2022. It is evident that students value school camps and excursions which encompass social and emotional development outcomes.

### Management of Bullying:

Years 4 to Year 6: 68.3% contrasting previous year 85.1% of students believe we manage bullying. Compared to similar schools in our region 80% and 78.4% for the State.

Years 7 to Year 12: 42.3% contrasting previous year 79% of students believe we manage bullying. Compared to similar schools in our region 59.7% and 53.3% for the State.

To address this the School Wide Positive Behaviour Support framework has commenced in Semester 2, 2021 and will continue through 2022.

Trauma Recovery Understanding and Sensitive Teaching (TRUST) program will commence and continue throughout 2022.

---

## Finance performance and position

The 2021 financial year operation resulted in a Surplus. This was caused by a surplus in the Student Resource Package which covers staff salaries. During planning for recruiting staff during 2021 allocations were made for staff in Leadership positions. Several vacancies were not filled, and ongoing recruitment is still underway during 2022. Committed funds relating to donations from bushfires in 2021 were not able to be spent due to COVID19 and money is in place for students to participate in camps and excursions for 2022. Significant money is still shown as unallocated funding for families due to funds received after the 2020 bushfires for uniform and essential items. As many camps and excursions did not take place during 2021 several students have unallocated CSEF which is still unallocated against the families.

Due to remote learning general utilities account were not as significant as in previous years and program budgets were not fully utilised, hence carried funds to 2022 which will support the program budgets.

Corryong College have been able to apply for grants and successfully received \$32,066.36 which supports our Drama Production, refurbishing our ECA Centre with new chairs and the Departments Shade Grant.

Standard commitments that are carried over every year is an allowance of equivalent to one terms grant, Parents Club fund, Student Leadership funds, Pine Plantations and computers planning support.

During 2021 funds were received for Chaplaincy and Extra Curriculum Program through the Department of Education and carried forward.

The Department has awarded 2.1 Million to Corryong College for B Block toilets and refurbishing an indoor eating area off the exciting canteen and recommendations will be put forward to the College Council for endorsement to support with approximately \$400,000.00.

**For more detailed information regarding our school please visit our website at**  
<https://www.corryong.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 280 students were enrolled at this school in 2021, 135 female and 145 male.

NDP percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

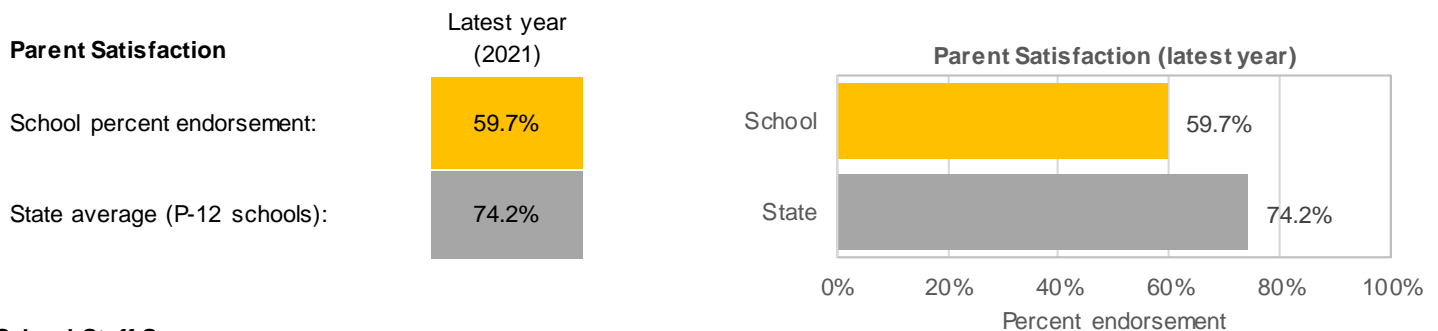
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

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

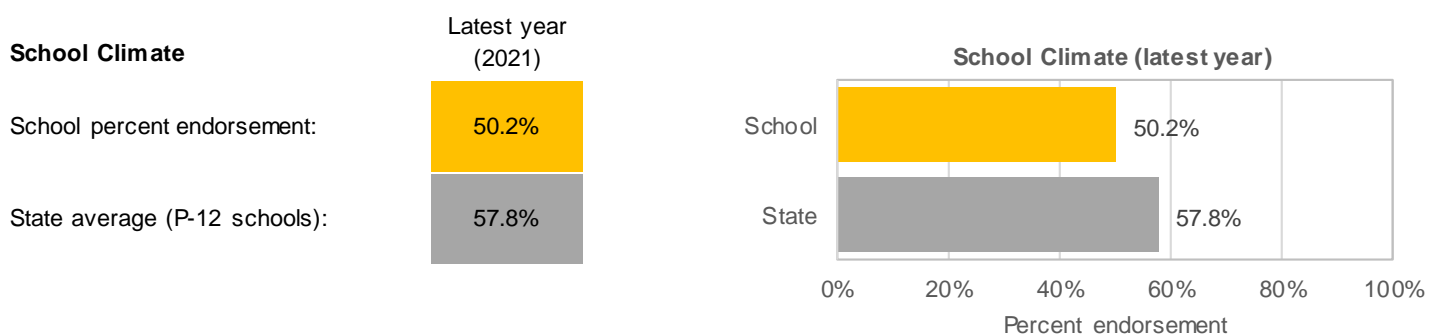


### School Staff Survey

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

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

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



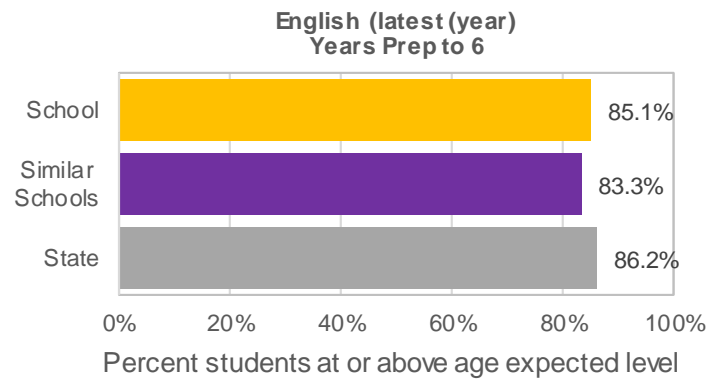
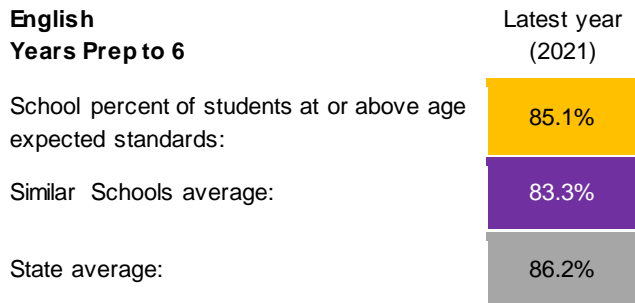
## ACHIEVEMENT

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

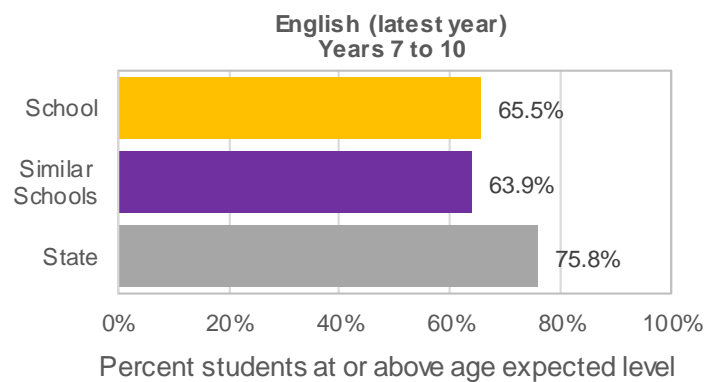
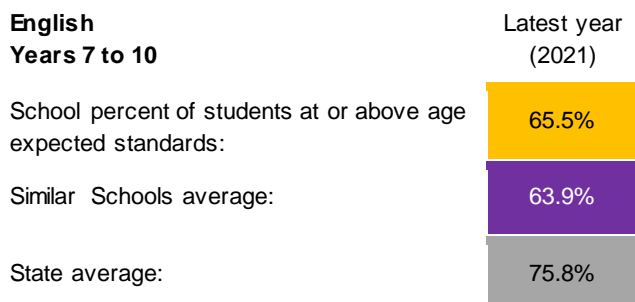
### Teacher Judgement of student achievement

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

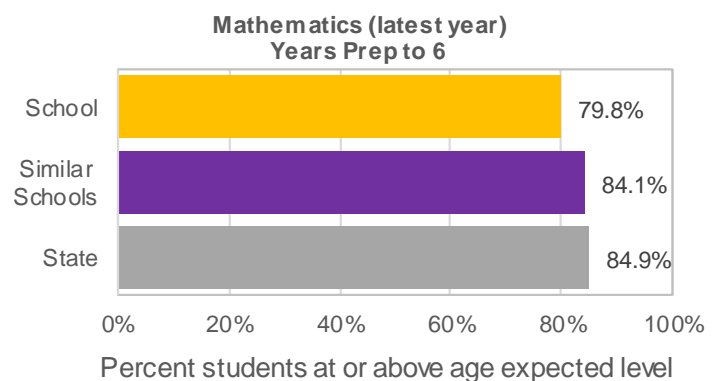
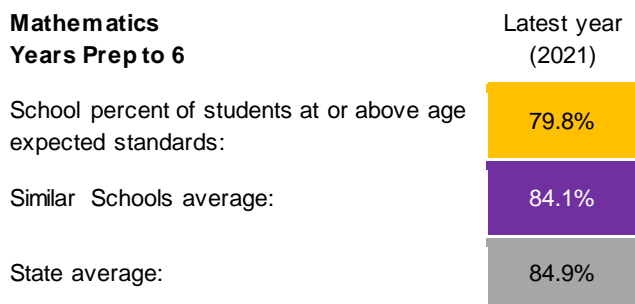
#### English Years Prep to 6



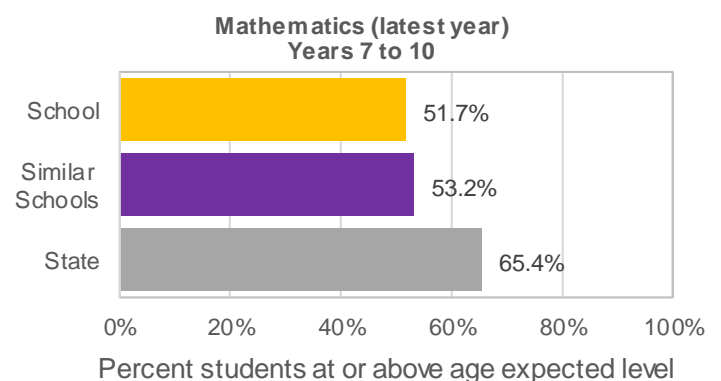
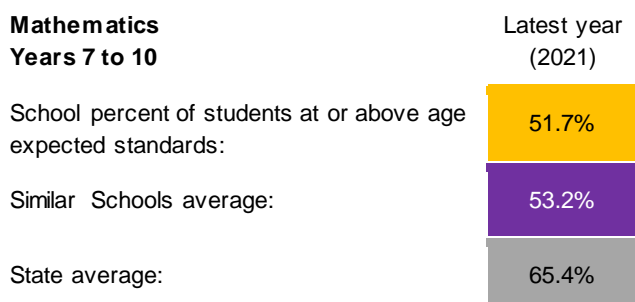
#### English Years 7 to 10



#### Mathematics Years Prep to 6



#### Mathematics Years 7 to 10



**ACHIEVEMENT (continued)**

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

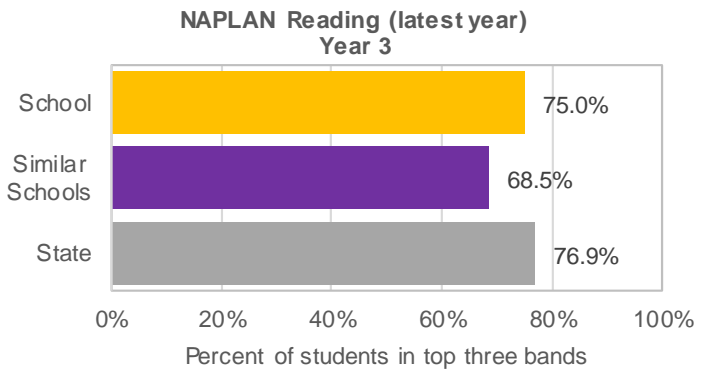
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

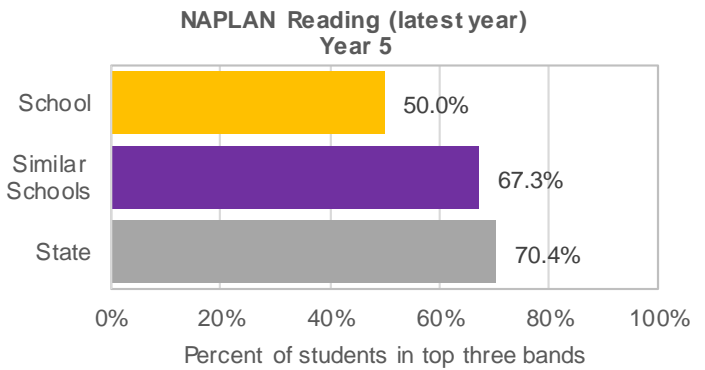
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	61.5%
Similar Schools average:	68.5%	71.2%
State average:	76.9%	76.5%



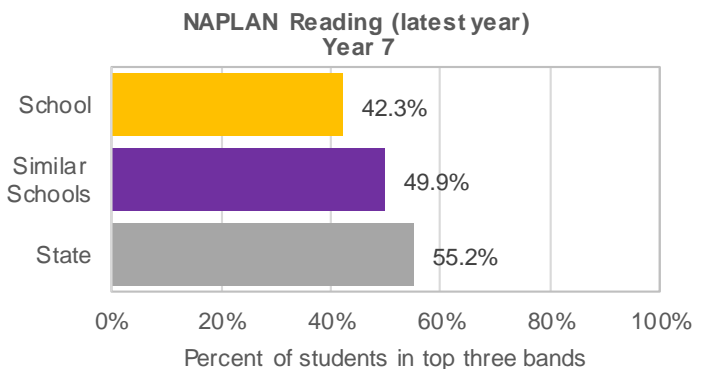
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	58.2%
Similar Schools average:	67.3%	63.8%
State average:	70.4%	67.7%



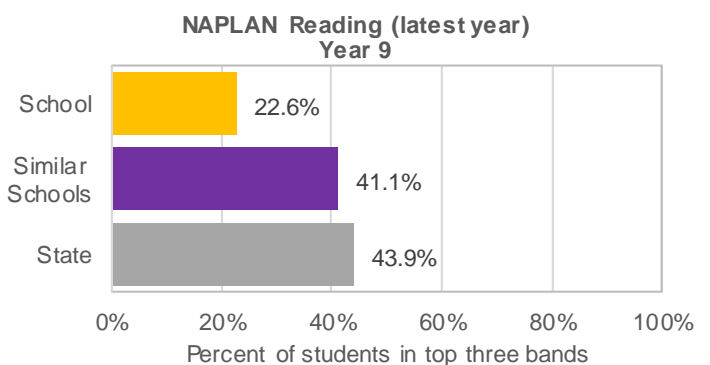
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.3%	51.1%
Similar Schools average:	49.9%	49.7%
State average:	55.2%	54.8%



**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	22.6%	44.8%
Similar Schools average:	41.1%	44.5%
State average:	43.9%	45.9%



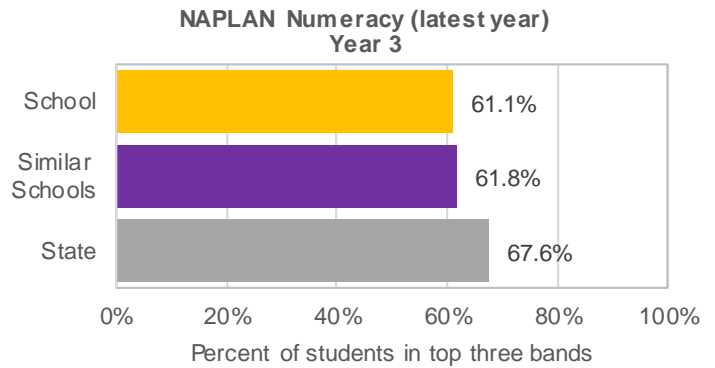
**ACHIEVEMENT (continued)**

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

**NAPLAN (continued)**

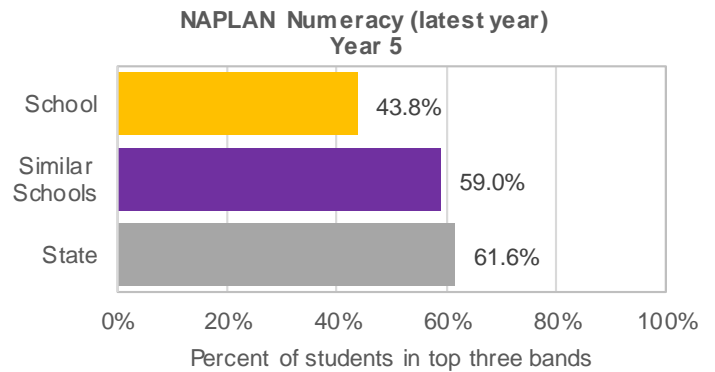
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.1%	57.7%
Similar Schools average:	61.8%	66.3%
State average:	67.6%	69.1%



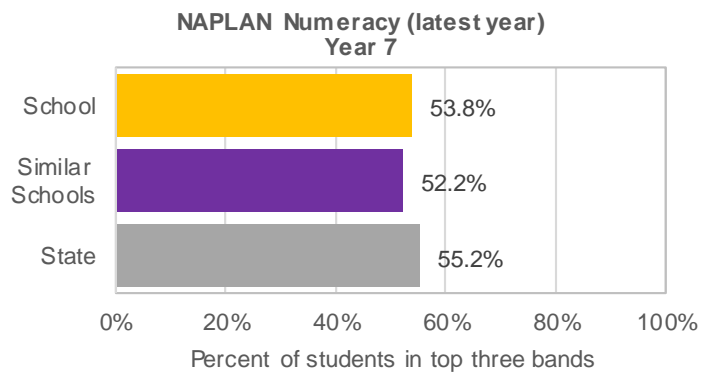
**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	43.8%	50.9%
Similar Schools average:	59.0%	57.0%
State average:	61.6%	60.0%



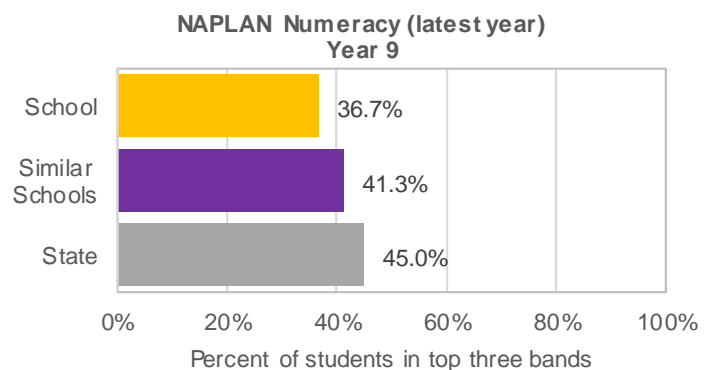
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.8%	53.4%
Similar Schools average:	52.2%	53.6%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.7%	55.3%
Similar Schools average:	41.3%	47.4%
State average:	45.0%	46.8%



**ACHIEVEMENT (continued)**

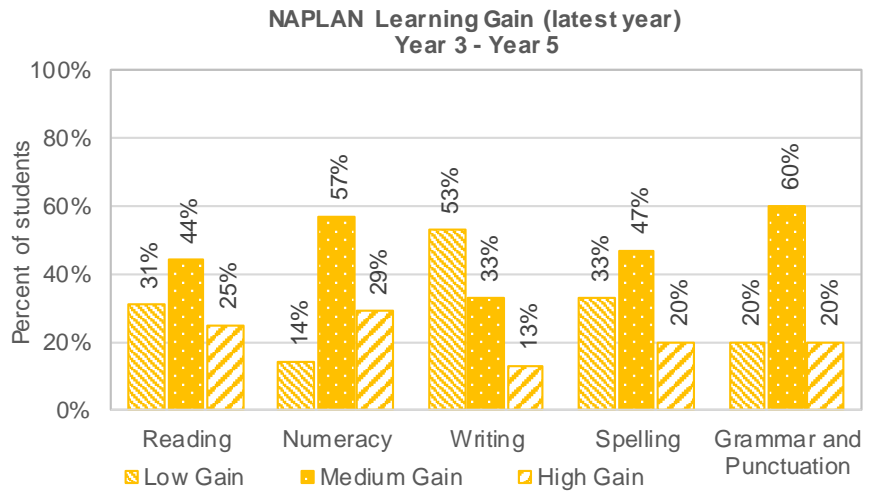
**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain**

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

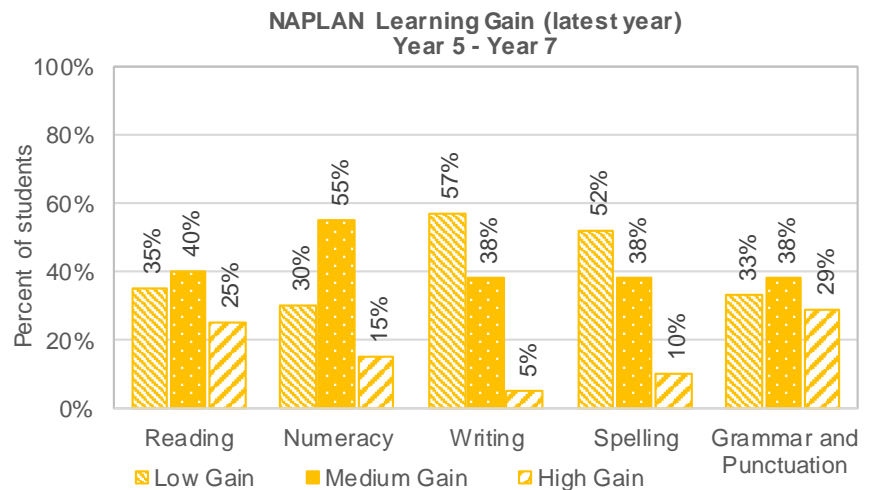
	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	44%	25%	20%
Numeracy:	14%	57%	29%	22%
Writing:	53%	33%	13%	17%
Spelling:	33%	47%	20%	18%
Grammar and Punctuation:	20%	60%	20%	18%



**Learning Gain**

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

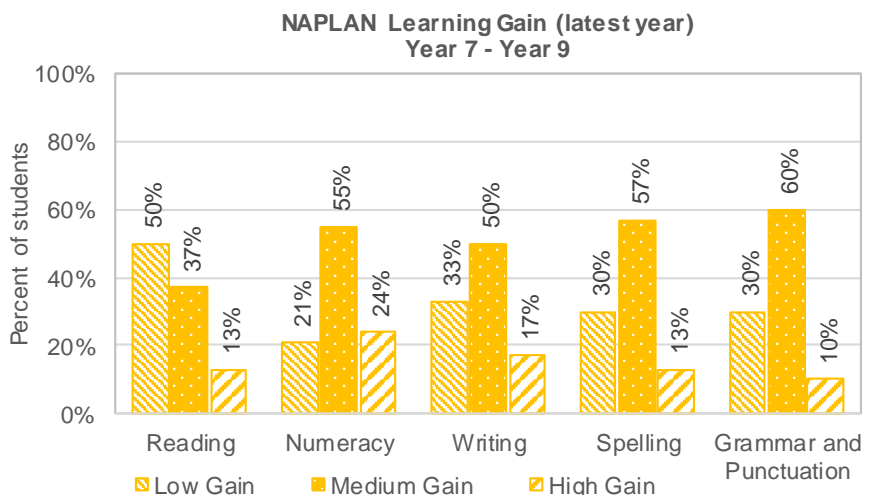
	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	35%	40%	25%	20%
Numeracy:	30%	55%	15%	22%
Writing:	57%	38%	5%	18%
Spelling:	52%	38%	10%	24%
Grammar and Punctuation:	33%	38%	29%	22%



**Learning Gain**

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	50%	37%	13%	22%
Numeracy:	21%	55%	24%	23%
Writing:	33%	50%	17%	18%
Spelling:	30%	57%	13%	22%
Grammar and Punctuation:	30%	60%	10%	24%



**ACHIEVEMENT (continued)**

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

**Victorian Certificate of Education (VCE)**

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

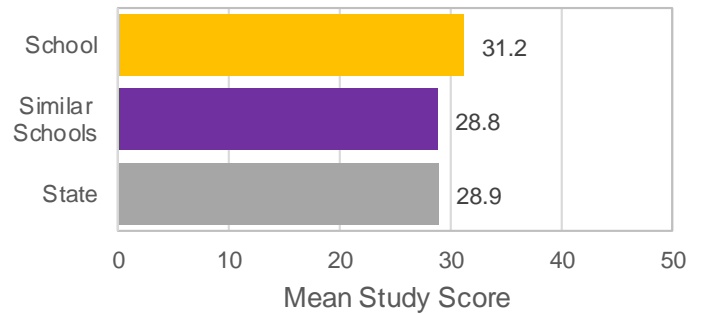
The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

**Victorian Certificate of Education**

Latest year (2021)      4-year average

School mean study score	31.2	30.3
Similar Schools average:	28.8	28.2
State average:	28.9	28.9

**Victorian Certificate of Education (latest year)**



Students in 2021 who satisfactorily completed their VCE:

100%

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

35%

VET units of competence satisfactorily completed in 2021\*:

62%

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

74%

\* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.



## ENGAGEMENT

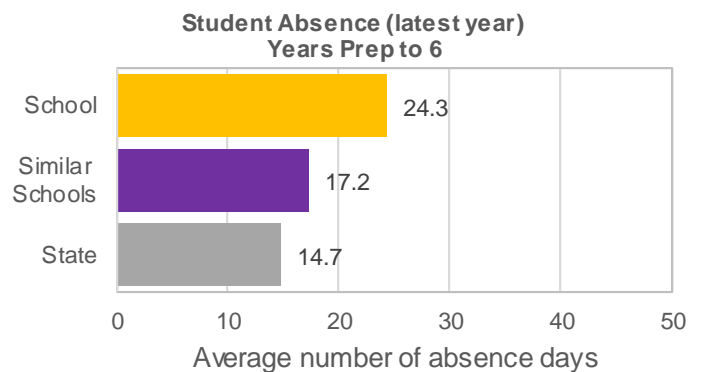
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

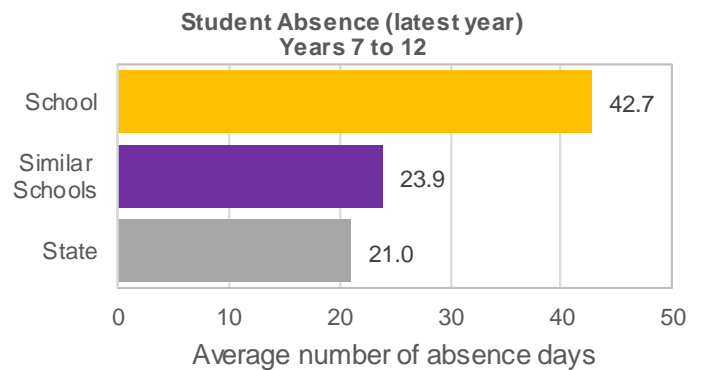
#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	24.3	20.6
Similar Schools average:	17.2	16.3
State average:	14.7	15.0



#### Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	42.7	29.7
Similar Schools average:	23.9	21.6
State average:	21.0	19.6



### Attendance Rate (latest year)

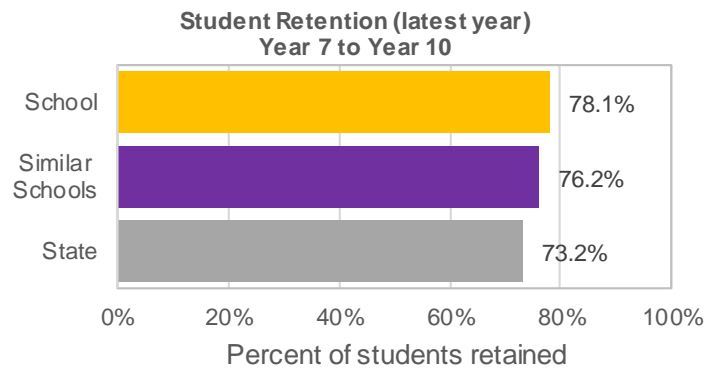
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	90%	87%	88%	88%	91%	86%	85%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	82%	73%	74%	81%	79%	88%	

**ENGAGEMENT (continued)**

**Student Retention**

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

<b>Student Retention Year 7 to Year 10</b>	Latest year (2021)	4-year average
School percent of students retained:	78.1%	79.3%
Similar Schools average:	76.2%	74.3%
State average:	73.2%	72.9%

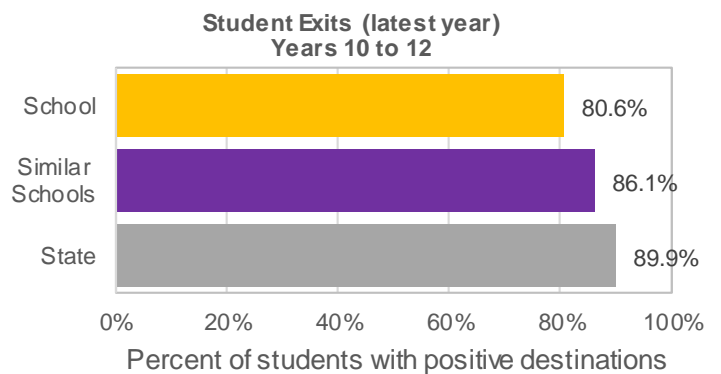


**Students exiting to further studies or full-time employment**

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'.

<b>Student Exits Years 10 to 12</b>	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	80.6%	89.8%
Similar Schools average:	86.1%	86.0%
State average:	89.9%	89.2%



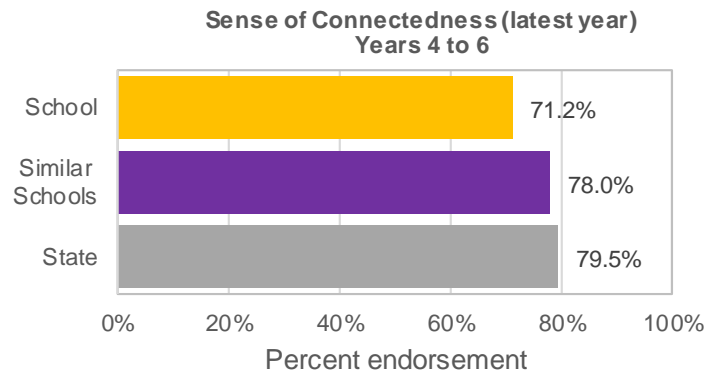
**WELLBEING**

**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**

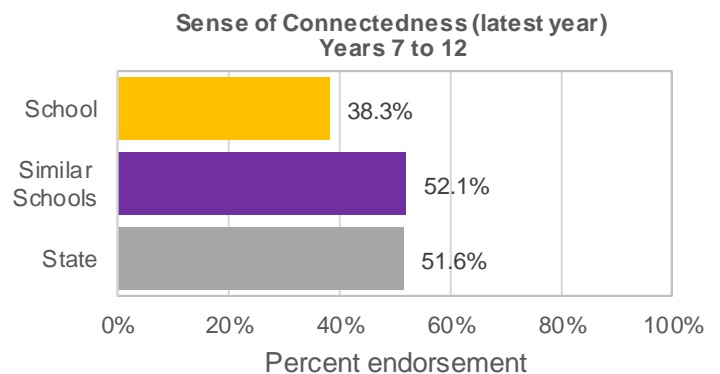
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	71.2%	73.3%
Similar Schools average:	78.0%	80.3%
State average:	79.5%	80.4%



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

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	38.3%	55.3%
Similar Schools average:	52.1%	55.6%
State average:	51.6%	54.5%



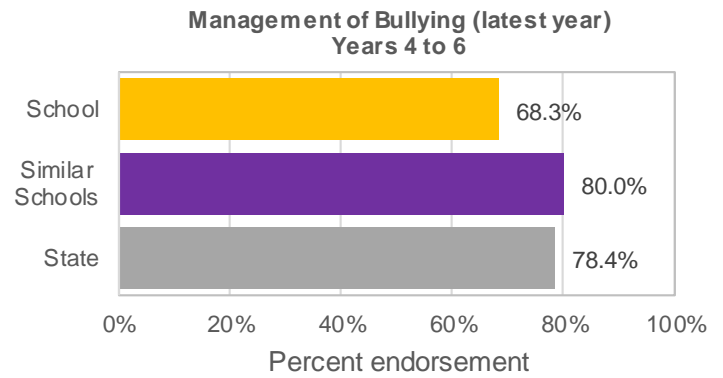
*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**WELLBEING (continued)**

**Student Attitudes to School – Management of Bullying**

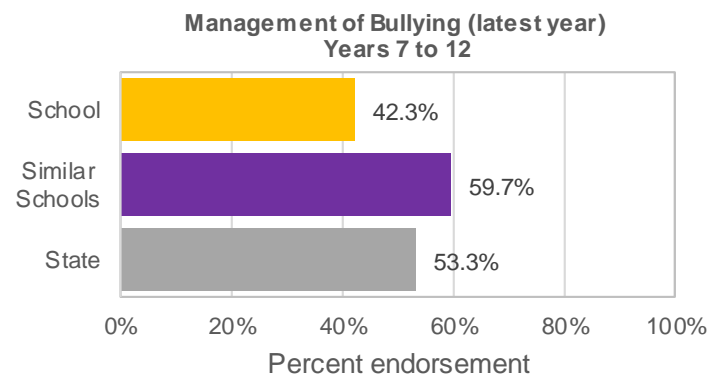
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	68.3%	70.5%
Similar Schools average:	80.0%	81.1%
State average:	78.4%	79.7%



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

<b>Management of Bullying Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	42.3%	58.0%
Similar Schools average:	59.7%	63.2%
State average:	53.3%	56.8%



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

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$4,800,149
Government Provided DET Grants	\$837,100
Government Grants Commonwealth	\$0
Government Grants State	\$17,066
Revenue Other	\$64,754
Locally Raised Funds	\$233,917
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,952,987</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$135,694
Equity (Catch Up)	\$10,749
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$146,444</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,238,255
Adjustments	\$0
Books & Publications	\$8,522
Camps/Excursions/Activities	\$109,979
Communication Costs	\$10,281
Consumables	\$181,154
Miscellaneous Expense <sup>3</sup>	\$83,026
Professional Development	\$46,974
Equipment/Maintenance/Hire	\$127,913
Property Services	\$177,062
Salaries & Allowances <sup>4</sup>	\$208,854
Support Services	\$3,520
Trading & Fundraising	\$62,044
Motor Vehicle Expenses	\$5,589
Travel & Subsistence	\$0
Utilities	\$52,931
<b>Total Operating Expenditure</b>	<b>\$5,316,104</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$636,883</b>
<b>Asset Acquisitions</b>	<b>\$25,834</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 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,421,123
Official Account	\$26,661
Other Accounts	\$1,277
<b>Total Funds Available</b>	<b>\$1,449,061</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$165,228
Other Recurrent Expenditure	\$11,938
Provision Accounts	\$0
Funds Received in Advance	\$117,508
School Based Programs	\$625,851
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$18,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$660,264
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,614,289</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.*