

# 2021 Annual Report to The School Community



**School Name: Beaumaris Secondary College (7566)**



- 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 29 April 2022 at 12:21 PM by Debby Chaves (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 18 October 2022 at 12:31 PM by Steve Pearce (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

Beaumaris Secondary College is a newly established secondary school that began enrolling Year 7 students in 2018. We have an enrolment of 715 students across Year 7 to 10 in 2021. We anticipate consistent growth as we add a group of Year 7 students each year. Beaumaris Secondary College recognises its unique geographic position and the strong educational and community infrastructure that has developed over the past 50 years. It is located in the leafy bayside suburb of Beaumaris in close proximity to the bay, a marine sanctuary and nature reserves. The excellent sporting facilities on site are part of a developing relationship with the Melbourne Cricket Club (MCC). The community and family partnerships have been central to our success. This transforms the identity of a community and builds on our local connections that welcomes everyone. A place where we have high aspirations and expectations of our students, families, school and community. Our aim for our students to understand their personal agency and group capacity to contribute to our world in a positive, honest, and sustainable way with responsibility, pride and integrity. Beaumaris Secondary College's vision is to inspire our students to become critical global citizens. A commitment to the pursuit of academic excellence across a diverse and engaging curriculum, both in and outside the classroom, which is inclusive and responsive to the diversity of learners. Beaumaris Secondary College encourages its students to strive for excellence in all their endeavours.

We ensure that the learning is meaningful. We deliver a comprehensive, broadly based and culturally inclusive curricula in line with the Victorian Department of Education. We support the development of cognitive, intrapersonal and interpersonal competencies that enable our students to transfer what they have learned to new situations and new problems. By engaging in deep learning our students become creative, connected and collaborative problem solvers who gain knowledge and skills for lifelong learning and who can use contemporary digital technologies to enhance their learning. Through our instructional model, students learn purposefully through:

- Making connections
- Learning intentions and success criteria
- Cultivating curiosity
- Reflection

At Beaumaris Secondary College, we want our students to graduate as engaged global citizens armed with transferable skills. Our students learn problem solving skills using Microsoft 21st Century Learning Design architecture. This model teaches students to work in new and challenging contexts through 'learning-how-to-learn' skills. The 21st Century Learning Design capabilities include:

- Collaboration
- Knowledge Construction
- Self-Regulation
- Real-world Innovation and Problem Solving
- Skillful Communication
- ICT for Learning

Project Based Learning (PBL) provides students with opportunities to discover passions and make connections through the process of meaningful inquiry. We believe that problem solving is at the heart of learning, thinking and development. Our students are encouraged to be curious, ask questions and are taught how to engage in problems through PBL tasks. Students demonstrate learning that follows a cycle of Inquire, Create and Showcase.

Beaumaris Secondary College curriculum and co-curricular program supports students to make healthy choices. Participation and understanding the importance of a healthy and active lifestyle is central to our school mission. We value our unique local environment. Beaumaris Secondary College will foster and develop our sense of place in the world as global citizens who can contribute within the wider context of sustainability and environmental stewardship.

Our teachers are experts in their fields who guide our students to inquire, create and exhibit their understanding and knowledge. Through this process, students ask probing questions that link their knowledge, engage in authentic problem solving and reflect on their learning. The staffing profile of Beaumaris College includes a Principal and 3

Assistant Principals. We have 64.6 EFT staff, including office administration staff, wellbeing, specialist area support and classroom support staff.

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## Framework for Improving Student Outcomes (FISO)

Our goal at Beaumaris Secondary College is to ensure the wellbeing of our school community through the continuity of teaching, learning and support for all students. As we entered the second year of the pandemic, hopes were high that we would be on-site for most of the year. However, as the case numbers grew it was clear that we needed to adjust to the ever changing landscape that schools were facing. Beaumaris Secondary College ensured that students received high quality learning experiences, catch up and extension through a range of supports including the tutor program, MYLNS, EAGLE Program and High Abilities program. As well as adjusting our curriculum to respond to the varied modes of teaching and learning across the year. How did we maintain learning continuity? Teachers continued to monitor and provide ongoing feedback on Actions in students' OneNote notebooks. Actions and PBLs were adjusted regularly to respond to remote learning. Students communicated in Teams as needed with their GOAL mentors and teachers for additional support.

We continued to promote student voice and agency within curriculum curation particularly as we transitioned between on-site and remote learning throughout the year. Our students received support in the Tutor, MYLNS and EAGLE Programs in both modes of learning. Highly able students were provided with deeper learning activities within the actions provided across learning areas. A Deeper learning audit has highlighted that this is part of curriculum development and not an add on. This has been further communicated with parents. It has become embedded in our curriculum. There is a consistent language for deeper learning and enrichment opportunities. Students are advocating for themselves through the consistent language and approach.

We will revisit the deeper learning with our new team members. There needs to be opportunities to set deeper learning as a priority. This is a continuum which is ongoing in all units and all subject areas.

Learning areas responded to student feedback and adjusted curriculum to engage students particularly during the periods of remote and flexible learning. The transition to remote and flexible learning from a curriculum perspective adjusted to the circumstances however keeping students across year levels and learning areas engaged was a greater challenge. Our teachers responded with creativity, care and understanding of the ongoing demands.

An obvious barrier was not having the face to face time as we are building our curriculum, culture and care. We will use 2022 to reconnect to our culture for staff and students.

Our second priority was to develop a comprehensive co-curricular and micro-credential program that ensures all students thrive and grow. We continued to promote School Wide Positive Behaviours and implemented Restorative Practice across the college.

The College is committed to developing the whole person and providing an environment that supports the physical, social, intellectual and emotional engagement of every student. Through the development of a range of opportunities, that cocurricular and microcredentials provide, we will build a school community that nurtures and respects individual skills and talents in a safe and supportive environment and celebrates those achievements. We expect young people to be lifelong learners that possess a multitude of skills that can be generalised to a range of roles within an organisation. This new approach to learning and engagement is personalised and generally transferrable for students within the school and beyond. We want to build on this during a young person's secondary schooling and believe that this can be done through clarity and coherence across the college community of what activities are co-curricular and micro-credentials. This will:

- Ensure each student have recognition for all learning and experience in and out of the school setting.
- Develop skills in a variety of areas
- Build relationships that foster learning and engagement within the community

Goal mentors will connect students with cocurricular and micro-credential programs that are based on their needs and interests. SWPB is visible across the college for students, staff and parents. Stronger sense of inclusion of all students. Building staff capacity and skills in restorative practice. Students feeling heard and understood.

There were again barriers to achieving this goal. Pandemic limitations impacting camps, excursions and the world as a whole. As most of the offerings were remote, there was limited motivation and engagement online.

Our third goal focused on the vital partnership with parents as we all navigated the 2021 world events together. Beaumaris Secondary College maintained strong communication links with parents, the local community and our school networks.

Our Parent Opinion Survey results is a strong measure of the voice and agency for our parents. The attendance of

parents and students at school activities was hindered by the restrictions however we transitioned many events to online. These events were well attended across the board. Compass chronicle communications records with parents provided additional insight into the effectiveness of our communication. Community connections that lead to work experience and internship opportunities for our students were in place until the restrictions cancelled work experience for most students. Although there were students who proceeded during the school holidays with work experience opportunities.

We were able to achieve these through a range of activities throughout the year although some were limited by the pandemic.

Parents contacted their child's GOAL Mentor as their first point of support through Compass throughout remote and flexible learning.

Parent voice through our curriculum working group provided the college with meaningful insight into how better to support our students at home. Parents also provided feedback on the assessment and reporting program at the college.

The college offered a number of workshops exploring issues particularly responding to the wellbeing needs of the families.

The establishment of the parent communication working group was an important start to building on the stronger communication links with parents. We began looking at timelines and expectations of the types of communication used by the college.

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## Achievement

In 2021, Beaumaris Secondary College maintained continuity of learning for all students despite the disruptions that arose as a result the COVID pandemic and the move to flexible and online learning. Students in Year 7-10 attended online classes for all subjects, collaborated with peers in breakout spaces using Microsoft Teams and completed formative and Project-Based Learning (PBL) tasks in every learning area in OneNote. Some PBLs required modifications to adapt to the online learning environment while maintaining key knowledge, skills and understanding for each learning area. The college continued to enact it's vision for Teaching and Learning; We learn purposefully by cultivating curiosity, being reflective and making real world connections and worked towards achieving it's goal to maximise students learning outcomes and create an environment where students are happy and healthy. Students were provided with ongoing feedback and continued to be assessed against rubrics based on the F-10 Victorian Curriculum standards with adjustments made to support students with learning and wellbeing needs. Students were also provided with deeper learning opportunities to extend and challenge them with their learning. At the end of semester two, students were provided with a Victorian Curriculum level for all learning areas studied.

Students continued to receive learning, catch-up and extension through a range of supports including our literacy program EAGLE (Educational Assistance Group Learning Enhancement), Tutor Learning Initiative, Middle Years Literacy and Numeracy Support and High Abilities continued to run online to support students during flexible and remote learning. Most students engaged with these programs which allowed them to access and complete learning tasks. Students were identified for these programs based on Progressive Achievement Test (PAT) data in reading and numeracy, along with NAPLAN and teacher judgement data. In 2021, a review took place of how deeper learning is embedded within all learning areas to ensure students are provided with opportunities to extend and challenge themselves with their learning. Professional learning using evidence based approaches was delivered to staff and further refinements to take place in 2022.

In 2021, 80.1% of students were at or above age expected standards in English and 78.4% in Maths based on teacher judgement data. The continuity of learning that was created for students, provided them with the structures and routines needed to maintain a connection to school and to learning.

2021 NAPLAN data, demonstrated areas of success which included growth in Year 9 reading data and Year 9 students performing higher than state average in the top three bands in reading and numeracy. Our 2021, Year 7 students have also performed above state in both reading and numeracy. The focus of the college in 2022, is on students achieving high growth in numeracy and writing. Masterclass programs will be established to support students currently in the top two bands of NAPLAN and PAT data. In addition, the ACER E-write program will be used with students in Years 7-10

to identify areas of success and to support the learning growth of all students.

In 2022, the college will continue to offer intervention supports to students and provide opportunities that challenge high ability students through the DET High Abilities Program, by establishing clubs such as debating and by providing students with an opportunity to participate in a variety of state-wide competitions. In 2019, the college established our Amplify program, where students with the support of students leaders provide feedback to teachers on curriculum. In 2021, this did not occur, however it is focus for 2022 as teachers highly value the feedback provided by students.

As the college moves into VCE, our goal is to continue to enact our vision for teaching and learning by providing a rich a rigorous curriculum that allows all students to achieve success in their chosen pathway.

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## Engagement

With each of the four terms containing varying stints of remote and flexible learning, we continued to provide students with shortened online sessions and adjust curriculum to ensure that it was engaging. This maximised engagement for students with less time in front of a screen. We monitored attendance for every session and followed up on session absences with phone calls which resulted in our strong attendance data significantly below state average. Our students were encouraged to participate in physical activities on a daily basis during remote learning which the structure of shortened session helped to facilitate.

We communicated regular updates on remote learning expectations through COMPASS to students and parents.

We continued to promote our school leaders to have an active voice in the college even during remote learning. This was accomplished through student leaders leading online information events for current parents and prospective parents. We have over 100 leadership positions for students across all year levels. The student voice and agency leadership structure includes College Captains, Vice Captains, Learning Team Leaders, CORE Learning Area Leaders, GOAL/ House Captains, Student Wellbeing Action Group, ICT Champions and Crime Prevention Leaders. We expect to expand these roles as the college continues to grow and to support the growth of our leaders through our first college based Student Leadership conferences in 2022.

During remote learning, we provided some virtual lunchtime activities to keep students connected. There was a varying degree of attendance as these were voluntary and we were also encouraging students to have some down time from the screen. As we transitioned back from remote and flexible learning and as Operational Guidelines permitted, our lunchtime clubs began to re-emerge and we look forward to offering a fuller complement of clubs in 2022 including Robotics, Book Club, Computing Club, Dance and Drama, Media, Art, African Drumming, Yoga, Wildlife Warriors, Lab Rats, African Drumming, Vocal Group, Chess Club and a number of musical ensembles. The instrumental music program was successful in receiving funding for 2021 and has incorporated more instruments into the school offerings. We have employed a number of specialised instrumental teachers to support the program as it grows.

Students were encouraged to upload and document their out of school cocurricular activities through a Microcredentials form during extended periods of remote and flexible learning.

The level of attendance and participation in whole school and Year level events which we were able to hold continues to be strong. We were able to run very successful Year 7 and 8 Year Level Camps which provided the opportunity for GOAL Group and GOAL Mentor connectedness. One of our two Ski Camps was also successfully run prior to lockdowns prevented the running of our second camp and also preventing the Reef/ Rainforest Ecotourism adventure from running in Cairns.

The positive endorsement for school climate as indicated by the staff opinion survey is significantly above the state average for secondary schools.

We appointed a Leading Teacher to the portfolio of Engagement and Microcredentials who oversaw an extensive, broad and well- subscribed microcredentials program during the last week of the school year. Work will continue into 2022 of harnessing the support and ideas of our student leaders as we build a comprehensive points based student Cocurricular and Mircrocredentials accreditation.

Our GOAL Mentors are the key conduit in the engagement, academics and wellbeing of all students with the addition of four Heads of Houses who monitor and support attendance protocols, and student individual education plans. Our year again began with well supported 'Meet the GOAL Mentor' evenings at Years 7 and 8. The culture of engagement is further supported through the embedding of a School Wide Positive Behaviour framework.

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## Wellbeing

The health and wellbeing of our students is central to their schooling experience at Beaumaris Secondary College. We worked to ensure that there was continuity of care throughout the year. Across the course of the 2021 school year, we have ensured that the focus on wellbeing continues for our school community whether on-site or remotely. The school has used the School Wide Positive Behaviour Framework to develop in consultation with staff, students and parents the School Wide Positive Expectations which were further modified to cater for remote and flexible learning to include online expectations. SWPBS: is a systems approach (instructional model) which is based on developing, organising and delivering evidence based social-emotional and behavioural interventions and supports that enhance schools' capacity to maximise outcomes for all students. The tiered framework of SWPBS utilises high-quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. The expectations focus on the visible behaviours of students being respectful, being a learner and being safe.

The constant adapting and changing to the pandemic which altered our school year required professional support for our teachers to support students during remote learning. We allocated more professional learning time to GOAL Mentors to collaborate on keeping students connected throughout the remote learning period. Our Heads of Houses worked with GOAL Mentors to monitor students through weekly online wellbeing check-ins. These were available to all students on Microsoft Forms and regularly checked by teachers.

We received funding from Rotary for a Zero Drop Out Program which commenced in 2021 with great success. The school was successful in its application to be a lead school for Respectful Relationships. This program provides age appropriate curriculum that provides students with comprehensive skills and knowledge around help seeking, problem solving, emotional literacy, as well as gender, power and respect. Safe Schools program is being developed by a team of staff who support LGBTQI+ programs, student groups and events.

The Wellbeing leadership of the school expanded in 2021, with the appointment for Term Four of an Assistant Principal who has explicit leadership of wellbeing in their portfolio. This AP works with the Wellbeing Team, Heads of House, GOAL Mentor teams, and all teaching staff to positively grow wellbeing outcomes for students. This AP is leading the introduction of the SEARCH Framework for our Wellbeing approach and GOAL programs.

In 2021, the school provided the following Wellbeing Programs for groups:

- Martial Arts Therapy program for Year 9 students. Funding was from School Focussed Youth Services
- CHOICES Behaviour Change group program for disengaged Year 9 and 10 students. Funding was donated by Beaumaris Rotary Club.
- Year 7 Girls Club for anxious and isolated girls
- Year 7 boys club for anxious and isolated boys.

We school continued to provide year level based wellbeing days in 2021:

Year 7 Term Four

- Team Building Activities – Silent Disco
- Cyber Security – Digital Thumb prints
- Intelligent Gaming – Game Aware Andrew Keach

Year 8 Term Three

- Respectful relationship Workshops – SEED Workshops



#### Year 9 Term Four

- Respectful Relationships Workshops – REACH Foundation
- Drug and Alcohol Awareness – Sonya Karras
- Empathy Building – The Intersection

#### Year 10 Term Four

- Respectful Relationships – REACH Foundation
- Wellbeing Through Music – Guru Dudu
- Consent Conversations – Elephant Education.

Due to remote learning some of these were held virtually.

The Wellbeing Team provided Professional Learning for Staff:

#### Term Two

- Mental Health First Aid

#### Term Three

- Mandatory Reporting of Child Abuse
- Trauma Informed School Communities

The Wellbeing Team provided Parent Information Nights:

- Term Two – Safe Partying: Drug & Alcohol Awareness – Sonya Karas
- Term 3 – Managing Anxiety in Your Child – Dr Justin Coulson

The School's Head of Wellbeing has received funding from School Focussed Youth Services for Therapy Dog training. She will be attending a 6 day training with her dog, Bali to train him as a therapy dog with the aim to have him accompany her to school at least 2 days a week in 2022 and will be a great source of comfort for those students who can benefit from the calming effects of playing with a dog.

The Breakfast Club continued while we were on site with grab and go items for students on Tuesdays and Thursday that was facilitated by Education Support Staff.

The school has begun collecting data on the referrals to the Wellbeing Team:

- year level
- gender
- referral reasons
- referral pathways, and
- main activity undertaken by the Wellbeing Team member.

This collection of data has just commenced and so some is currently incomplete. However, the data provides a good snap shot and sense of direction of the different areas involved in a wellbeing referral. This data will be valuable in informing our continuing work in wellbeing at the school.

The school will continue to grow as we add a year level each year.

It is vital that the wellbeing of students and staff remain the focus on our developing school culture and community.

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## Finance performance and position

Beaumaris Secondary College continues to sustain a strong financial position due to sound financial management and efficient use of college resources. Our school's Strategic Plan has provided a framework for school council which allocates funds to support school programs and priorities.

The College finances are also reviewed by the Finance Sub Committee and College Council ensuring that income and expenditure is meeting budget expectations. We ensure planning and forecasting complies with regulations set out in the Finance manual for Victorian Government Schools.

We are extremely fortunate that our families are fully committed to supporting the curriculum contributions and other

contributions with a collection rate of around 95%. These locally raised funds are committed to supplement the government funding in providing curriculum resources to our students, additional staff to support the College's information technology services, MYLNS literacy/numeracy support programs and the student well-being team, delivering significant benefits to students.

As a result of the COVID-19 Pandemic, extended lockdowns and restrictions imposed and the move to remote-online learning. The College reviewed all curriculum and excursion/incursion costs, and refunds/credits were applied to family accounts. This resulted in the us holding credits valued at \$399 498 for families.

Operating costs in 2021 were also substantially reduced due to extended lockdown periods.

At the completion of the Stage 2 building the College also received grants which were carried forward and committed to providing new resources, furniture and equipment in our new learning spaces across the college.

In addition to locally-raised funds, the college received funding from DET including the regular cash SRP funding, equity funding, school infrastructure funding, instrumental music program funding and other targeted initiatives funding during the year.

The 2020 funding for Maintenance Blitz Grounds allowance, Annual Contracts and Essential Safety measures were carried forward in the budget due the restrictions imposed by COVID-19 pandemic.

The surplus funds have ensured that we have been able to increase the growth of our Leadership, Teaching and Education support team thus enhancing student outcomes and wellbeing programs. The Tutor Learning Program contribution from the staffing surplus was \$56 670 for 2022.

The operating surplus enables us to continue to invest in the facilities and resources at the College to support the learning experience of our students

**For more detailed information regarding our school please visit our website at**  
<https://beaumarissc.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 723 students were enrolled at this school in 2021, 290 female and 433 male.

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

### Overall Socio-Economic Profile

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

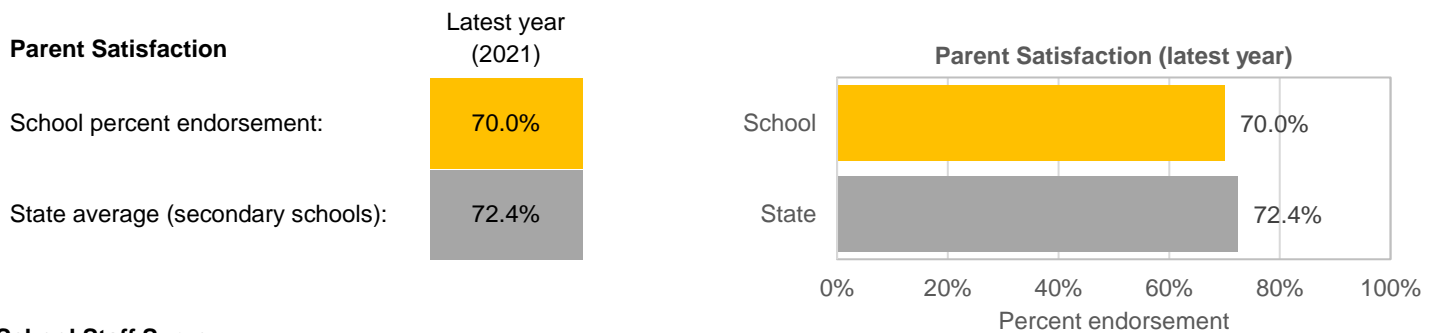
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

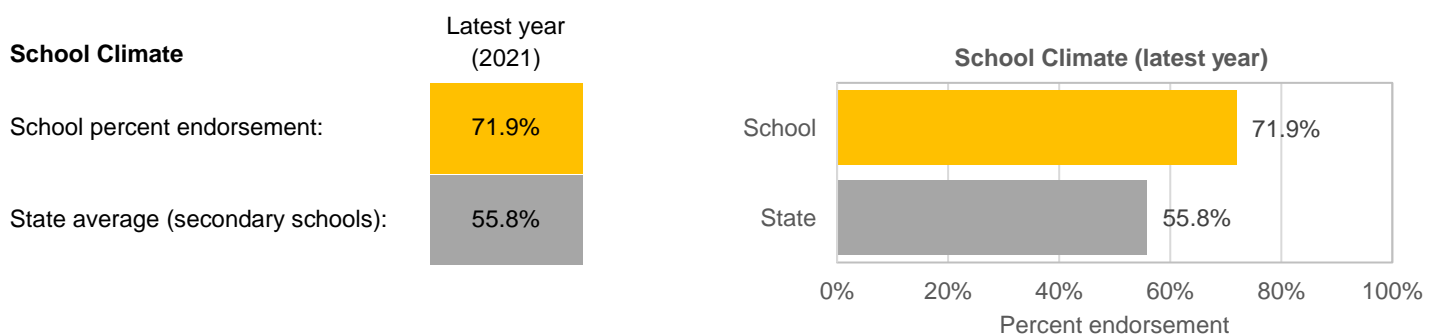


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

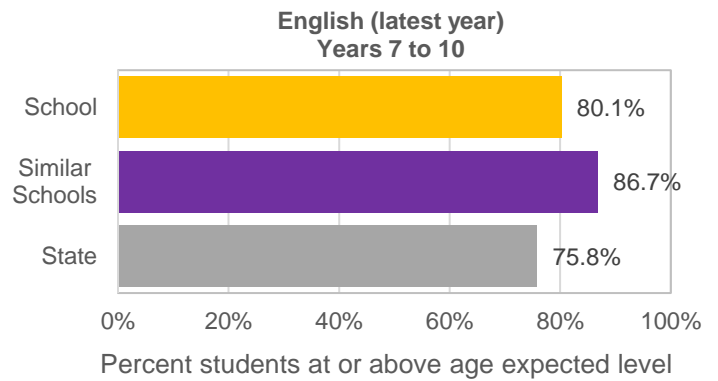
80.1%

Similar Schools average:

86.7%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

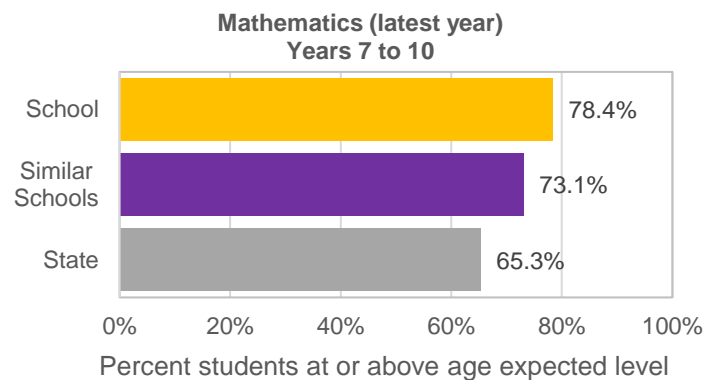
78.4%

Similar Schools average:

73.1%

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.

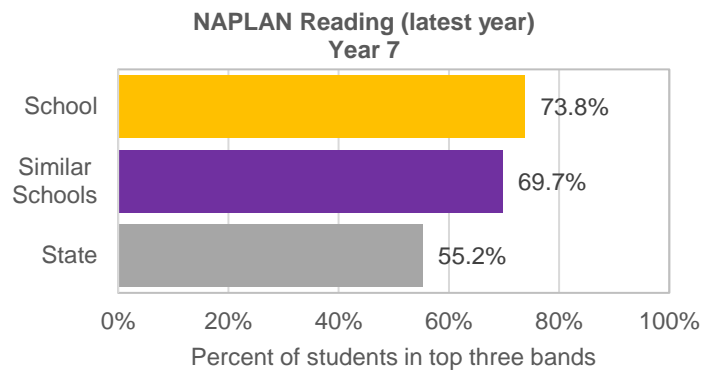
**NAPLAN**

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.

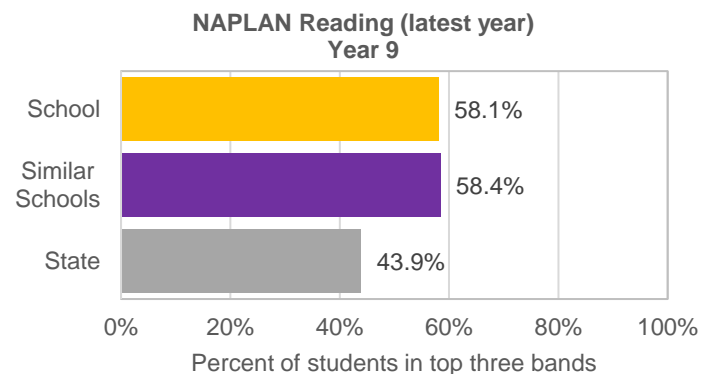
**Reading  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.8%	72.8%
Similar Schools average:	69.7%	70.6%
State average:	55.2%	54.8%



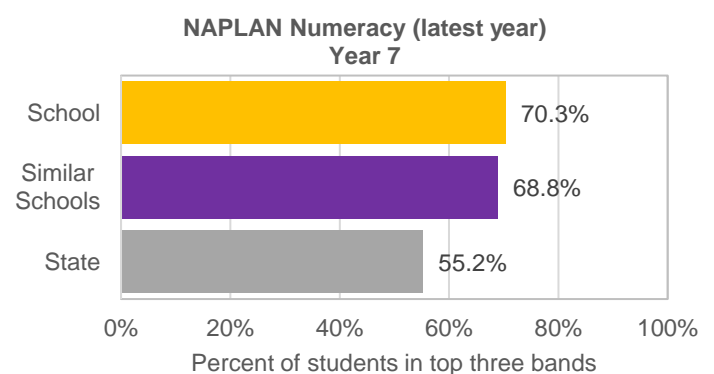
**Reading  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.1%	58.1%
Similar Schools average:	58.4%	61.8%
State average:	43.9%	45.9%



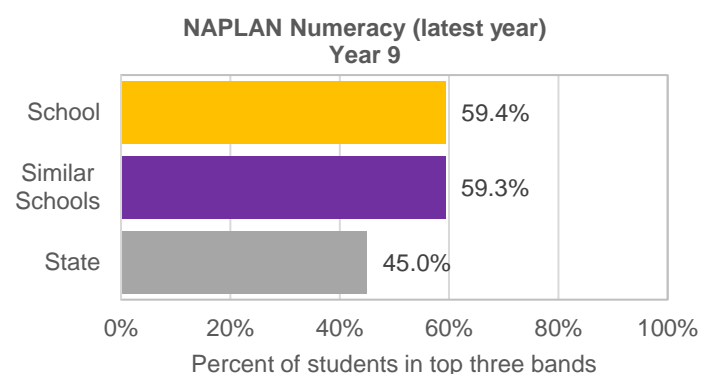
**Numeracy  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.3%	73.5%
Similar Schools average:	68.8%	70.6%
State average:	55.2%	55.3%



**Numeracy  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.4%	59.4%
Similar Schools average:	59.3%	62.1%
State average:	45.0%	46.8%



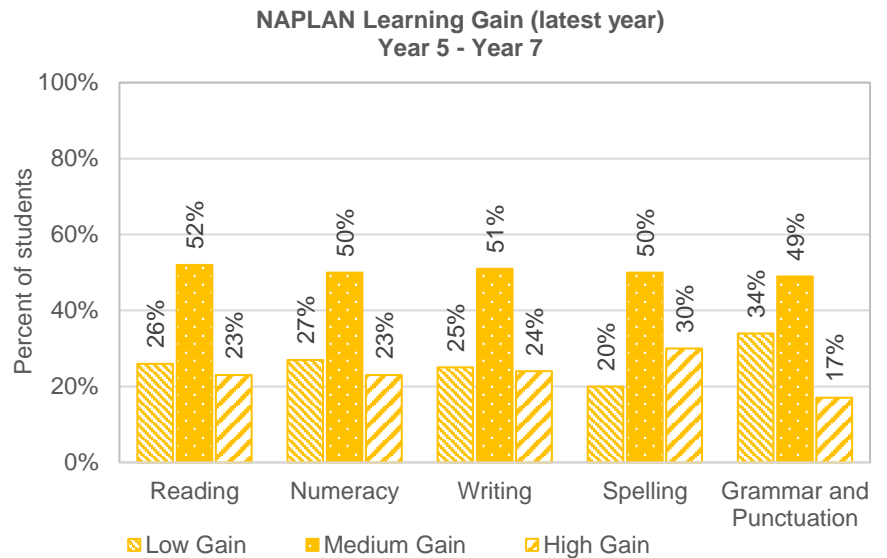
**ACHIEVEMENT (continued)**

**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'.

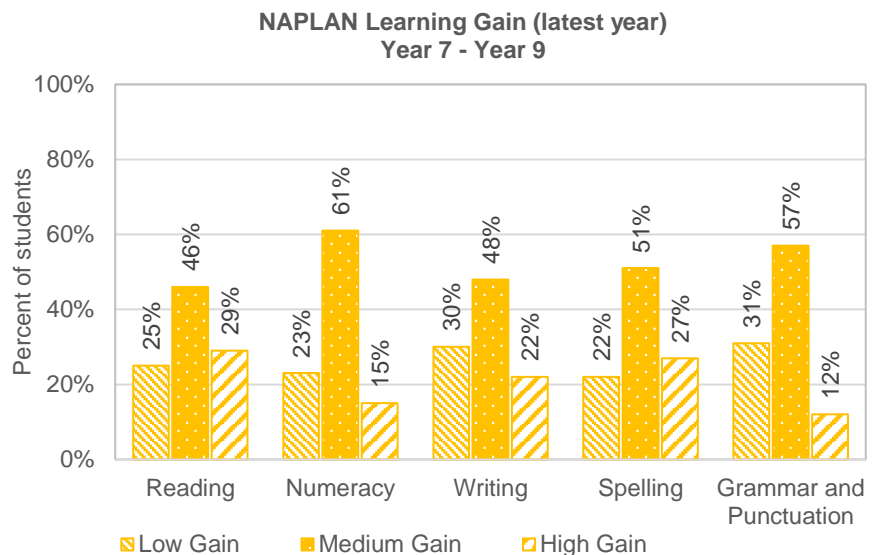
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	26%	52%	23%	27%
Numeracy:	27%	50%	23%	24%
Writing:	25%	51%	24%	26%
Spelling:	20%	50%	30%	26%
Grammar and Punctuation:	34%	49%	17%	25%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	46%	29%	27%
Numeracy:	23%	61%	15%	26%
Writing:	30%	48%	22%	26%
Spelling:	22%	51%	27%	29%
Grammar and Punctuation:	31%	57%	12%	24%



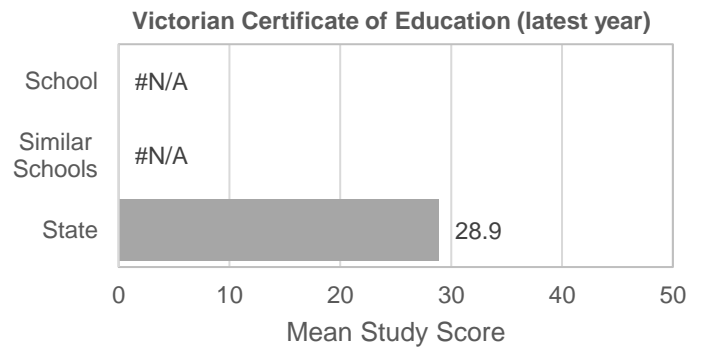
## ACHIEVEMENT (continued)

### 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	NDA	NDA
Similar Schools average:	30.1	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.

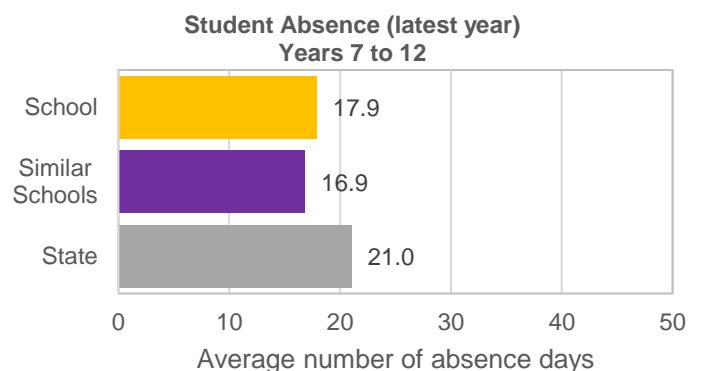
## ENGAGEMENT

**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:	17.9	15.3
Similar Schools average:	16.9	16.2
State average:	21.0	19.6



## ENGAGEMENT (continued)

### Attendance Rate (latest year)

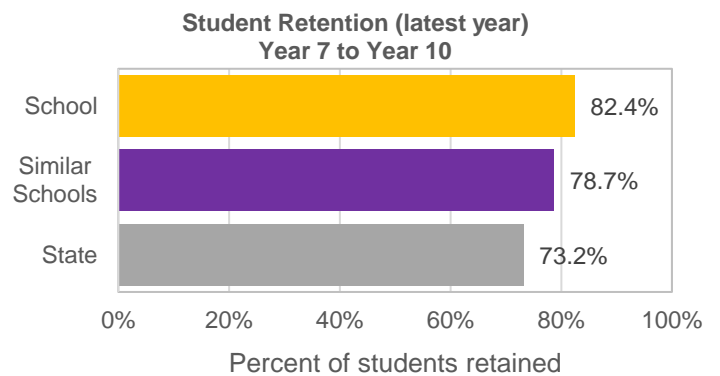
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	92%	92%	89%	89%	NDA	NDA

### 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:	82.4%	82.4%
Similar Schools average:	78.7%	77.7%
State average:	73.2%	72.9%



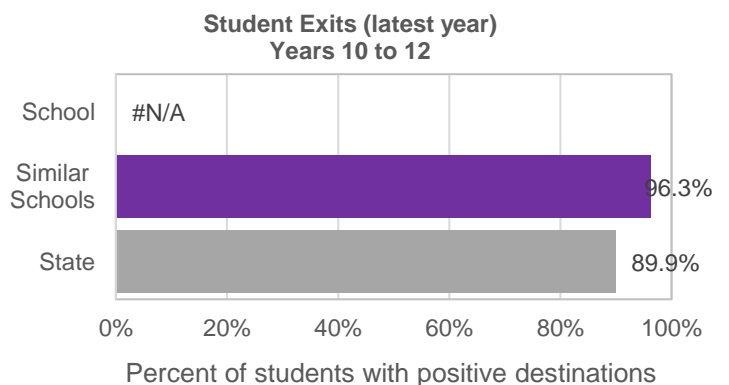
### Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	96.3%	95.7%
State average:	89.9%	89.2%





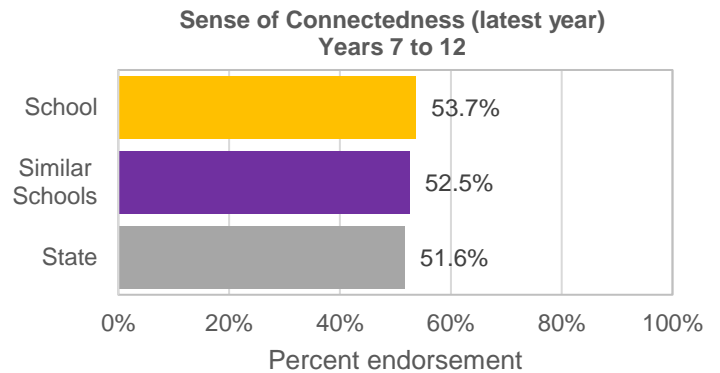
**WELLBEING**

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

**Student Attitudes to School – Sense of Connectedness**

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

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	53.7%	62.6%
Similar Schools average:	52.5%	56.5%
State average:	51.6%	54.5%

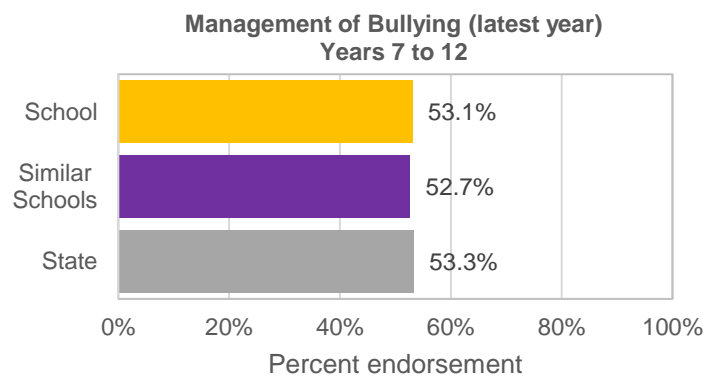


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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:	53.1%	62.0%
Similar Schools average:	52.7%	58.0%
State average:	53.3%	56.8%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,374,417
Government Provided DET Grants	\$1,152,876
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$275,783
Locally Raised Funds	\$1,129,223
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,932,298</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$13,983
Equity (Catch Up)	\$19,669
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$33,651</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,183,257
Adjustments	\$0
Books & Publications	\$7,665
Camps/Excursions/Activities	\$695,111
Communication Costs	\$37,161
Consumables	\$258,202
Miscellaneous Expense <sup>3</sup>	\$47,687
Professional Development	\$35,349
Equipment/Maintenance/Hire	\$354,827
Property Services	\$26,464
Salaries & Allowances <sup>4</sup>	\$167,645
Support Services	\$223,595
Trading & Fundraising	\$8,803
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$97,744
<b>Total Operating Expenditure</b>	<b>\$9,143,509</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$788,789</b>
<b>Asset Acquisitions</b>	<b>\$53,472</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	\$1,671,049
Official Account	\$138,078
Other Accounts	\$39,314
<b>Total Funds Available</b>	<b>\$1,848,442</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$324,850
Other Recurrent Expenditure	\$28,508
Provision Accounts	\$0
Funds Received in Advance	\$492,844
School Based Programs	\$180,936
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$19,683
Repayable to the Department	\$172,000
Asset/Equipment Replacement < 12 months	\$462,458
Capital - Buildings/Grounds < 12 months	\$0
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>\$1,681,279</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.*