

2021 Annual Report to The School Community



School Name: Hazel Glen College (5552)



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

Attested on 11 March 2022 at 11:31 AM by Anthony Stockwell (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 06 April 2022 at 09:56 AM by Greg Davis (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

Hazel Glen College is located in the City of Whittlesea, in the suburb of Doreen, which is one of the most northern suburbs of the municipality. The City of Whittlesea is a consistently growing community with many new housing estates being developed around the area.

Hazel Glen College is an important school community hub for the residents of Doreen and the surrounding suburbs. Hazel Glen College was first opened in 2014 commencing with 143 students and 13 staff in Years Prep-6. Over the past 8 years, the College has rapidly grown over 3000 students and over 300 staff members as a K-12 College. Hazel Glen College has been one of the fastest and largest growing schools across Australia during this time. Our College opened with Prep to Year 6 students in 2014 and has grown by one year at a time from 2015. 2020 saw our first cohort of year 12 students, finalising us as a fully operational Kindergarten to Year 12 College.

We are very proud to be the service provider of our Kindergarten. The facility has four kinder rooms providing modern state-of-the-art facilities for our community. The Kindergarten offers a 3-year-old kindergarten program, a 4-year-old kindergarten program, and an Extended Care program for over 250 children in our community. Our Kindergarten program runs out of our Child Family Centre, which also provides our community with maternal health services, playgroup options, intervention services, maternal health services, and various other community service groups which hire out the various spaces.

Hazel Glen College has built its educational model around the stages of learning comprising Kindergarten, Junior School - Years P-4, Middle School - Years 5-8, and Senior School - Years 9-12. Within this model of education, we are better able to meet the holistic needs of our students.

As a College, our students have a sequential educational and extracurricular program that builds through the years. Our educational program aims to build strong foundational skills in literacy and numeracy in their formative years and then be extended through their middle and senior years of schooling. We have a strong commitment to empowering students to have greater input and ownership into their learning through Student Agency. We have a detailed Experiential Learning model running with our Year 9 cohort which has a strong focus on connectedness and engagement. Our senior years of schooling offers a great breadth of subjects and pathway options (VCE, VCAL, and VET) aligning with students' passions and interests that lead to desired pathways beyond year 12.

Our 2021 year 12 students recorded a mean study school of 27 which was an increase from 2020, as a College we were happy with this outcome considering the additional challenges these students have faced over the past 2 years. We are committed and driven to the continual improvement of this score with a strong drive to improve teacher instructional practice.

The College motto, Learners today - Leaders tomorrow, leads the direction we see for all of our students. Hazel Glen recognises the importance of educating students holistically which includes their Physical, Social, Emotional, and Cognitive Development. This Holistic educational philosophy is embedded in the College structured educational model of the stages of learning. All curriculum planning and pedagogy are inclusive of students' capabilities in their stage of learning.

Hazel Glen College enjoys outstanding physical resources that will provide students with the best possible educational opportunities. The modern facilities and teaching and learning practices represent an exciting opportunity for all students where we will continue to build and embed the school's culture and values.

A total of 2881 students were enrolled at this school in 2021, 1376 females and 1505 males. 4.8% (139) students had English as an additional language and 2.1% (63) were Aboriginal or Torres Strait Islanders.

Additionally, there were 288 students enrolled in our 3 & 4-year-old kindergarten programs.

In 2021 the Student Family Occupation (SFO) index was 0.4352 and Student Family Occupation and Education (SFOE) 0.3790. We also had 88 funded English with Additional Language students, 548 equity funded students.

Framework for Improving Student Outcomes (FISO)

Hazel Glen College successfully implemented a seamless face-to-face and remote learning curriculum to meet the consistent change to educational delivery presented to the educational sector due to COVID. Our teacher's ability to plan, document, and deliver a curriculum program that met the diversity of needs of their students was a significant achievement for the college. The targeted intervention support from our teachers, educational support staff, and wellbeing staff was exceptional in their commitment to support students and families with the significant additional challenges COVID unveiled.

Due to the educational changes that were required during the COVID-19 global health outbreak some of our SSP & AIP targets were adjusted to meet the needs of our students, community, and staff. These educational adjustments provided the successful foundations that students needed to continue to reach their personal best during uncertain times.

Excellence in Teaching and Learning was a set priority in 2021 with a dimension focus on Building Practice Excellence: Unfortunately, our flow of professional learning was consistently interrupted but we were able to achieve a hybrid of PL focusing on coaching, and peer observations around our Data Wise improvement process focus. All areas of the College were able to complete a full cycle of the Data Wise Improvement Cycle aimed at improving teacher instructional practice over the year. As a college, we targeted the improvement of Vocabulary for all students.

We were able to launch School Wide Positive Behaviour Support (SWPBS) across the College with great success. Our tier response and support documentation were completed and PL was delivered to staff to launch its inception into our practices. The adjustments to our chronicle documentation was excellent and we were able to simplify and streamline this for all staff. The data collection process and analysis provide immediate evidence for action for improvement. The reward system that followed incorporating our house points system was effective and purposeful and will lead to ongoing areas of further development in 2022.

As a College being responsive to the wellbeing and educational needs of our students became a priority as lockdown periods increased. We were receiving increased calls and emails for support from our community. We were catering for over 150 essential workers, vulnerable and at-risk students onsite during lockdown every day. We had a rotating on-site roster that involved Principal Class, Leading Teachers, Wellbeing staff, and Educational support Staff consisting on average of over 150 students and 25 staff on-site daily. Engagement and attendance were priorities both during remote learning and when we returned to onsite learning.

A positive climate for learning was another priority with a dimension focus on Intellectual engagement and self-awareness. Our KIS was to improve the quality of our curriculum documentation catering to the different learning needs of students in the classroom that was creative and engaging. This was a significant challenge for teachers through remote learning but over time we became more creative with learning tasks, technology, and engagement after consistently seeking student and parent feedback to inform practice. Our teacher's ability to connect with the majority of our students through remote learning was a testament to their professionalism and dedication to making a difference in the lives of the students they taught through improved practice, trial, and adjustment. SWPBS was postponed during 2021.

Achievement

There were many areas across the College that we were extremely proud of during 2021.

Teachers' ability to connect and engage with students remotely increased significantly for 2021. Teacher comfortability and confidence in delivering an educational program online also increased. With an improvement of both these areas, we saw a great ability and confidence in teachers to be innovative and creative in the way they taught and challenged students.

Teacher and parent communication online also increased. We consistently sought feedback from students and parents around their level of engagement and support being provided and an evaluation of meeting the educational needs of each student. Continual adjustments were made with the work volumes and expectations of students.

A greater expectation was placed on staff to ensure their curriculum programs could change with limited notice from face-to-face to remote learning and back and that the curriculum needed to be seamless and not changed due to this event.

As a college we follow the guidance of a Recovery Curriculum after long periods of remote learning, we empowered our staff to follow the points below: This was very powerful for our teachers and students.

Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

Staff continued to build their capacity of teaching and learning through remote learning with online resources, programs, apps, through the use of google classrooms and Webex.

We scored a mean study score of 27 from our Year 12 students which was pleasing following the 2 years they have faced.

2022 will see a continued approach to the Data Wise Improvement process with teachers' improved instructional practice as the focus. We will continue to embed SWPBS strategies reward systems and continue our commitment to student voice and agency, We will be proactive to students' wellbeing and mental health needs and continue to develop staff knowledge and understanding of supporting students holistically.

All PSD students in 2021 had an ILP and termly SSG meetings were held. All students on an ILP had an integration aid assigned to them directly, this was above and beyond their class teacher, this offered daily support and guidance during remote learning. Many students who faced additional challenges at home attended school during the lockdown and were supported by both teachers and integration aids in rooms.

Engagement

Student engagement and connectedness were prioritised throughout 2021. HGC recognises the importance of student and teacher relationships as a key element in supporting and nurturing students to achieve their best. The College offers an extensive extra-curricular / clubs program during lunchtime to support student engagement. These activities provide students with the opportunity to deepen their connections with friends and teachers with similar interests, have fun and learn new skills. We continued to run a variety of these even during remote learning. We ran cooking classes, online chess, movie/book, and friendship catch-up sessions for students.

The College has extensive student leadership positions ranging from Junior and Middle School captains, College captains, Sports captains, House captains, SRC, STEAM and Arts captains, sustainability and social justice positions, and SRC groups. The College has an excellent camps program that assists with the building of student/teacher relationships in the various outdoor environments. Students undertake many adventure activities ranging from,

abseiling, rock climbing, rafting, ropes courses, archery, bushwalking, problem-solving activities and teamwork challenges all of which require effective communication between students and their peers and teachers. Unfortunately, many of the year-level camps were postponed due to COVID but we aim to reinstate them in 2022 when restrictions permit.

The College has expanded its ability to use Compass more effectively by communicating more accurately and consistently with students and parents around key events and work tasks and expectations through Google classrooms and SeeSaw.

The College has high expectations in relation to the student code of conduct which is strongly implemented and supported across the college. Students' voice is highly regarded and forums are set up where students can ask questions and raise concerns directly with members of the college leadership team. This feedback is then documented and acted on by specific areas, year levels, and staff. Many of these were conducted during COVID across the college. Unfortunately, our interstate and international camps to Billiluna and Ringer Soak, USA, China, and India were all cancelled due to COVID. We are keen to offer these when the global pandemic is controlled and it is safe for all students and staff.

Wellbeing

The College philosophy is built on the holistic development of every child. This incorporates the physical, social, emotional, and cognitive development of all students. Our learnings from 2020 continued to provide us with guidance and structures that worked and ones that need improvement to support our students and community. We prioritised again during remote learning that all students were assigned key leadership staff to oversee specific year levels of students. Additionally, college wellbeing staff were assigned specific students and families that required further support with additional challenges faced during remote learning. Integration aids were assigned to specific students with daily contact for learning support being provided. We had significant numbers of vulnerable students attending onsite during remote learning where we were able to support them more holistically, these numbers increased throughout the year as more challenges became evident for students and families.

The College values of Respect, Resilience, Responsibility, and Relationships are the cornerstone in which we view our pedagogical practices resulting in how we connect and engage with our students.

We modelled our students returning to onsite learning around Barry Carpenter's "Recovery Curriculum" Barry Carpenter is a Professor of Mental Health in Education at Oxford Brookes University in the UK.

As a College, we placed the child's well-being at the centre of all our thinking. We acknowledge that the children will have had different experiences during the remote learning period. However, the common thread running through many students is what they have lost in routine, structure, friendship, opportunity, and freedom. We targeted these 5 areas on students' return to school to guide their success for the remainder of the year. Staff completed significant social and emotional PL to help support our students following the challenges of 2020.

Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

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Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all

work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

Finance performance and position

The priority of ensuring key staff were given time release to provide additional support around attendance, engagement, wellbeing and mental health was prioritised in staff allotments. Many staff who were on contracts were promoted onto ongoing status as we continued to seek the quality of staff expected at the College externally.

Additional challenges we faced with key leadership staff being promoted in other schools and finding suitable replacements during the lockdown.

The College council approved the build of a Wellbeing center at the College and gave preliminary approval of an upgrade to the senior basketball courts in a joint partnership with the City of Whittlesea.

Draft plans were also preliminarily approved for an upgrade to the senior school oval.

Both the Basketball Court upgrade and the Senior School Oval upgrade require DET and ministerial approval.

2021 continued to see very successful programs that were driven by the College, in particular, the 3 and 4-year-old Kindergarten and Extended Care Programs and OSHC Program. While separate program budgets are managed for these programs, the majority of staffing for these programs was against our SRP allocation.

The High Yield investment account holds funds that are to repay the 2020 & 2021 SRP deficit due to the employment of Kinder, OSHC, and Canteen staff. Grants from the Commonwealth Government were provided for the provision of the 4yo Kinder program. Startup budgets were also established for new subject offerings in the senior school elective areas in Art, Technology, Physical Education, STEAM, and Music.

For more detailed information regarding our school please visit our website at
<http://www.hgc.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 2964 students were enrolled at this school in 2021, 1445 female and 1519 male.

10 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).

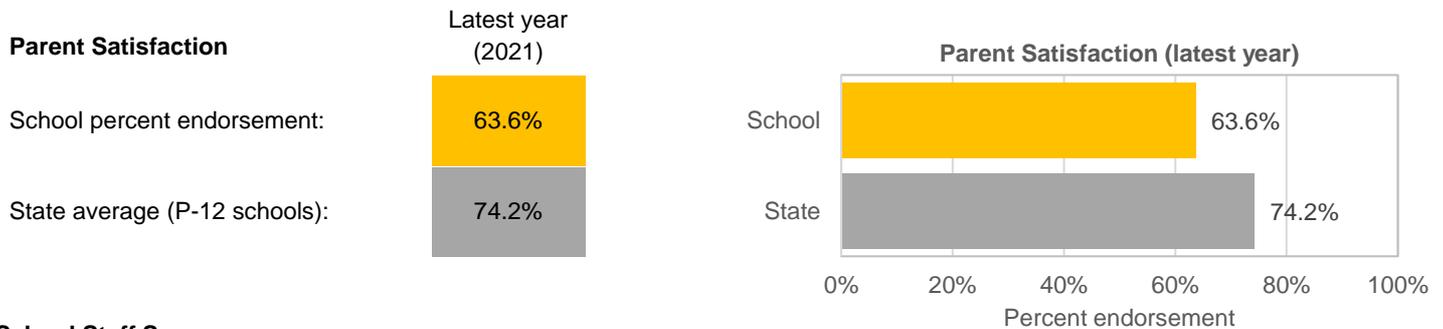
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

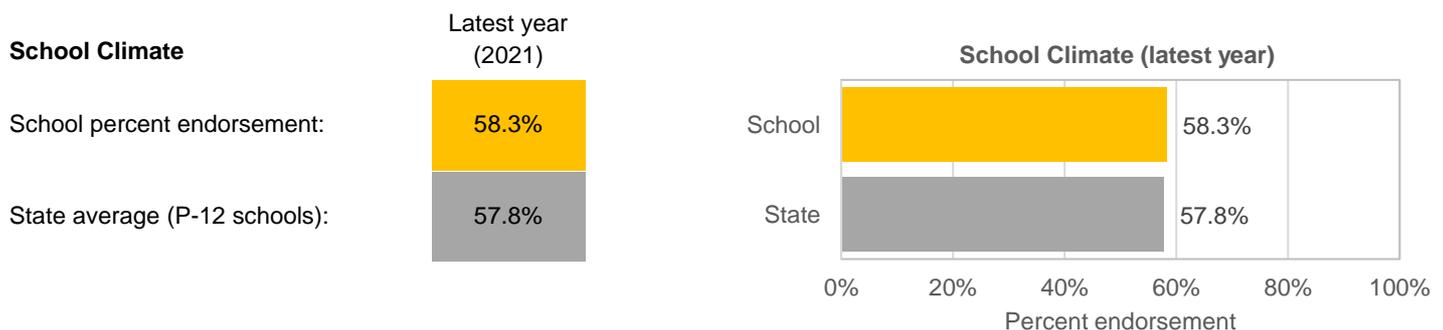


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

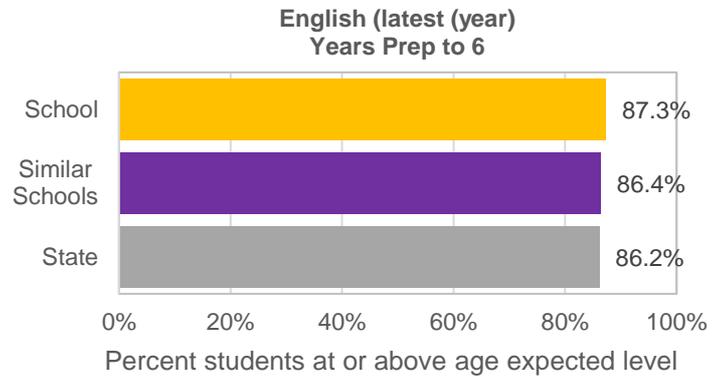
87.3%

Similar Schools average:

86.4%

State average:

86.2%



English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

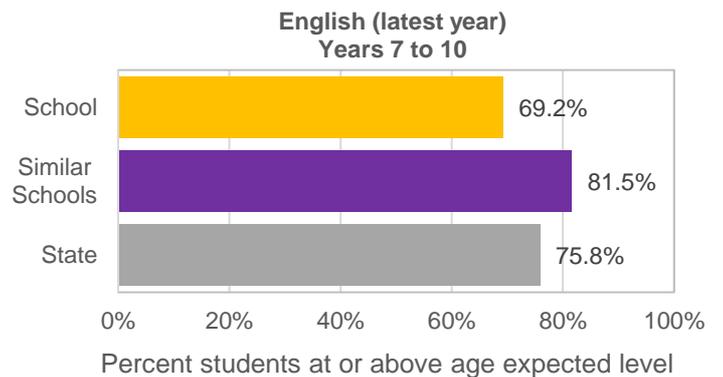
69.2%

Similar Schools average:

81.5%

State average:

75.8%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

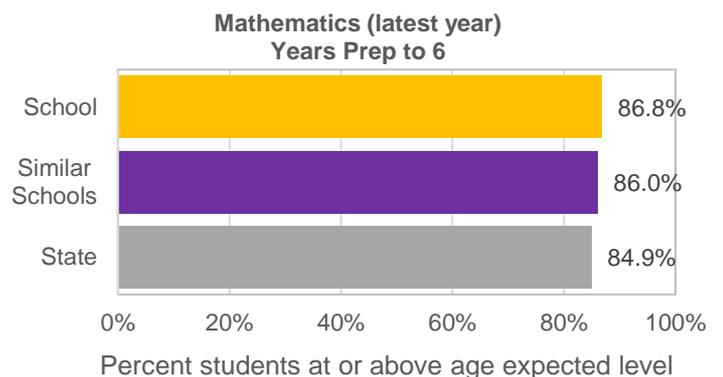
86.8%

Similar Schools average:

86.0%

State average:

84.9%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

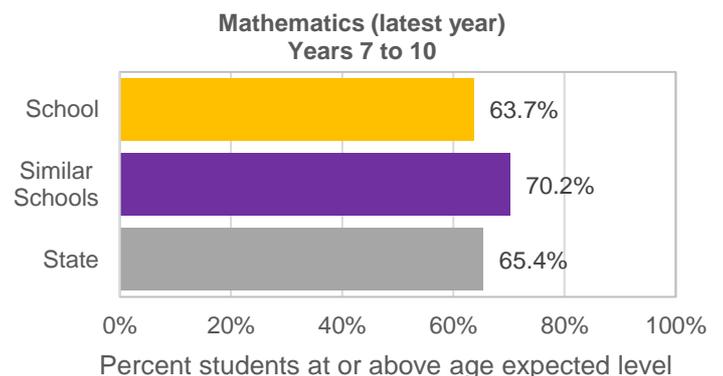
63.7%

Similar Schools average:

70.2%

State average:

65.4%



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.

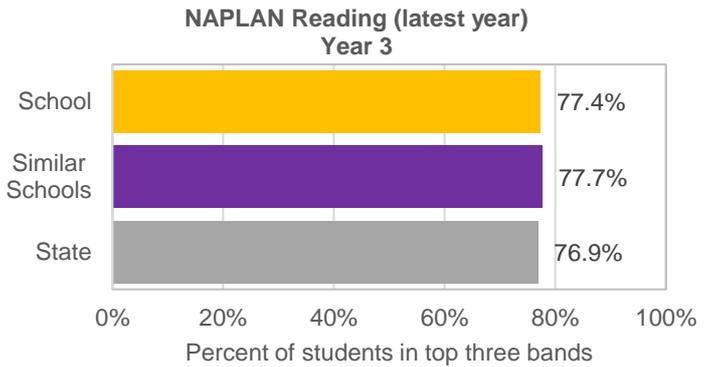
NAPLAN

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.

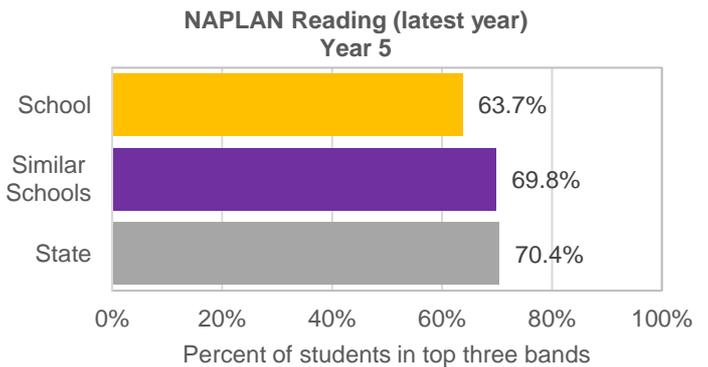
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.4%	79.7%
Similar Schools average:	77.7%	77.1%
State average:	76.9%	76.5%



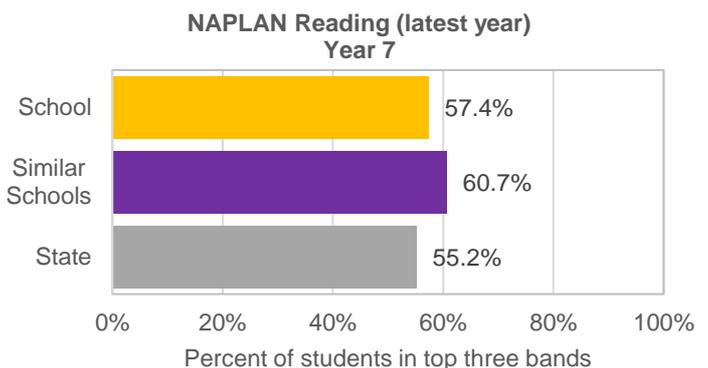
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.7%	61.7%
Similar Schools average:	69.8%	67.2%
State average:	70.4%	67.7%



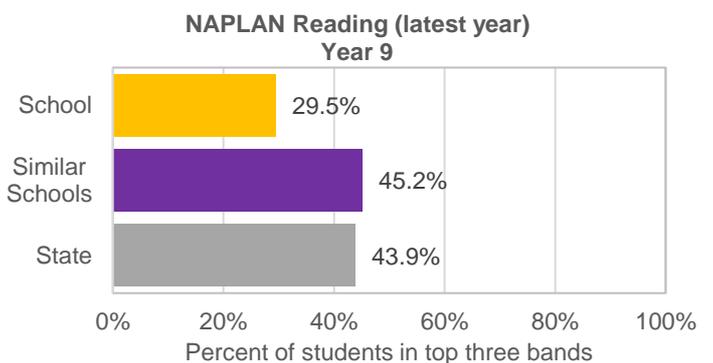
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.4%	52.0%
Similar Schools average:	60.7%	59.9%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	29.5%	38.4%
Similar Schools average:	45.2%	47.0%
State average:	43.9%	45.9%



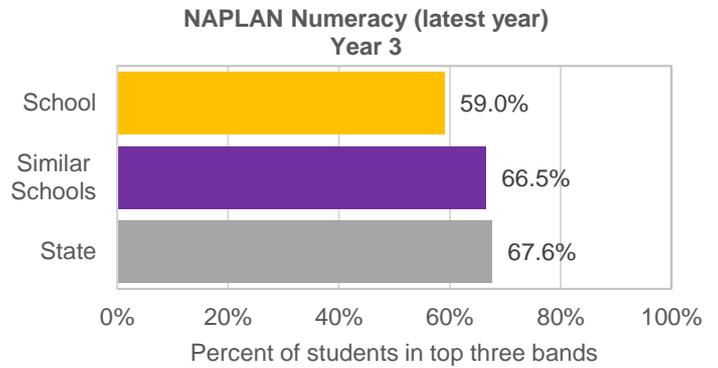
ACHIEVEMENT (continued)

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)

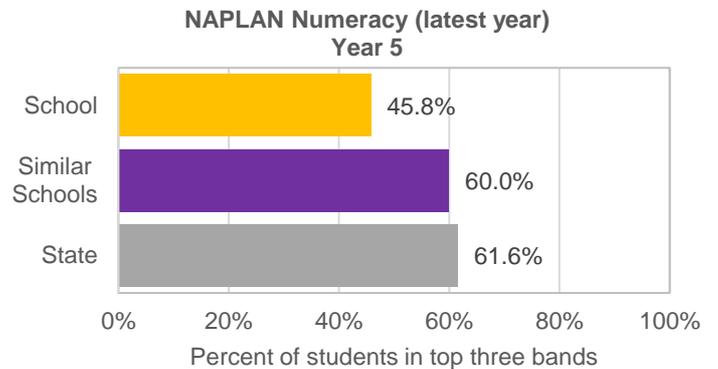
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.0%	63.7%
Similar Schools average:	66.5%	68.1%
State average:	67.6%	69.1%



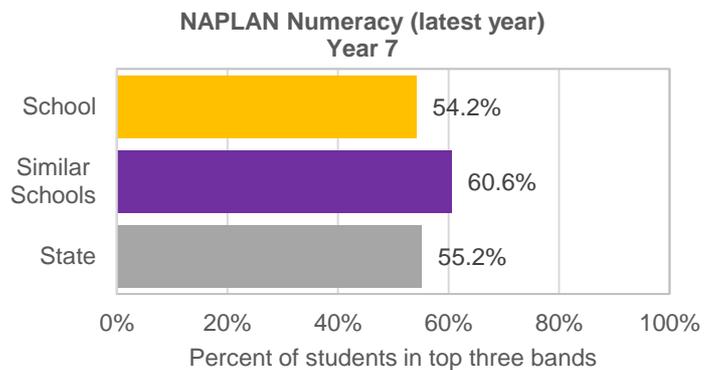
Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	45.8%	46.1%
Similar Schools average:	60.0%	58.4%
State average:	61.6%	60.0%



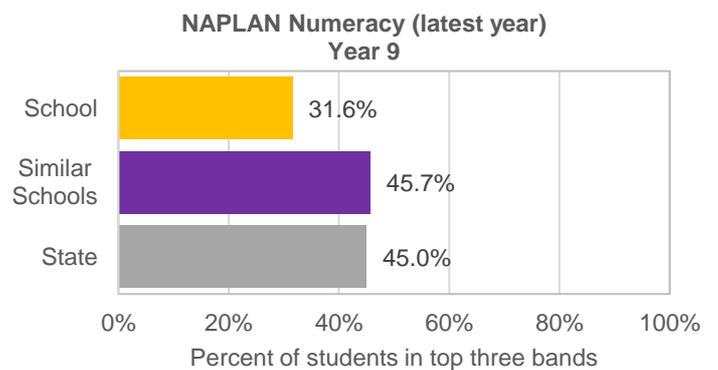
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.2%	48.9%
Similar Schools average:	60.6%	60.0%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	31.6%	35.7%
Similar Schools average:	45.7%	47.6%
State average:	45.0%	46.8%



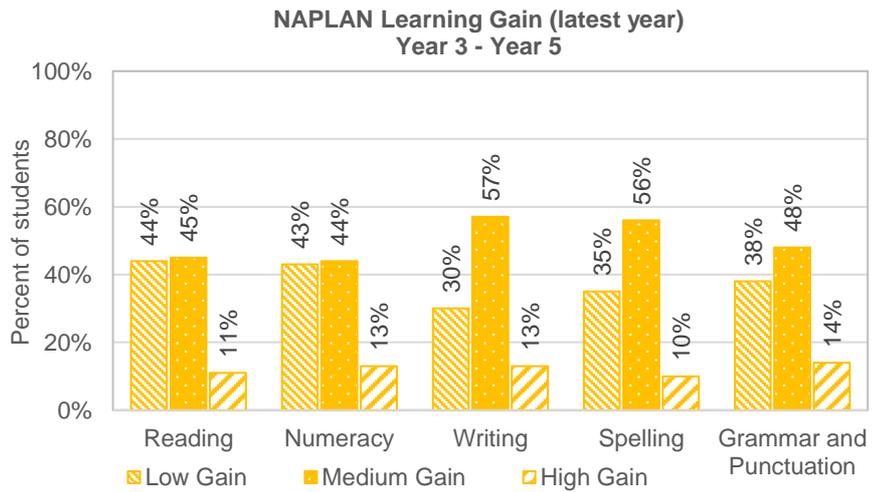
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

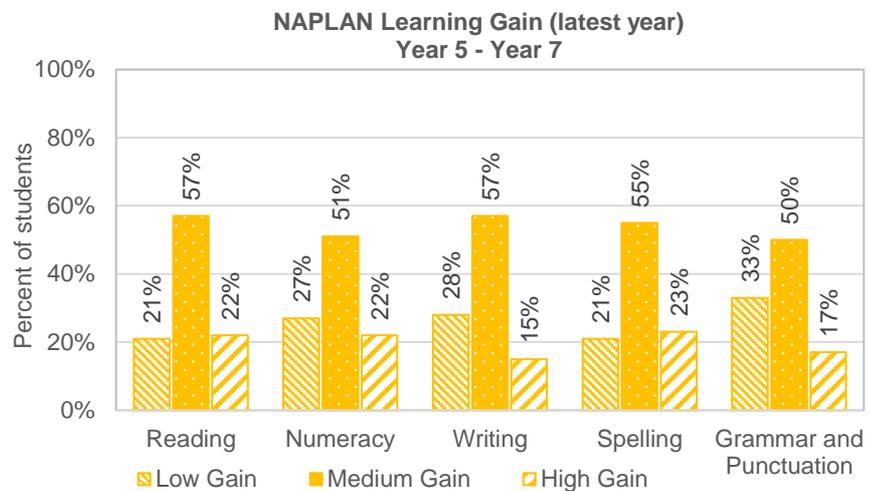
**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	44%	45%	11%	22%
Numeracy:	43%	44%	13%	23%
Writing:	30%	57%	13%	21%
Spelling:	35%	56%	10%	20%
Grammar and Punctuation:	38%	48%	14%	22%



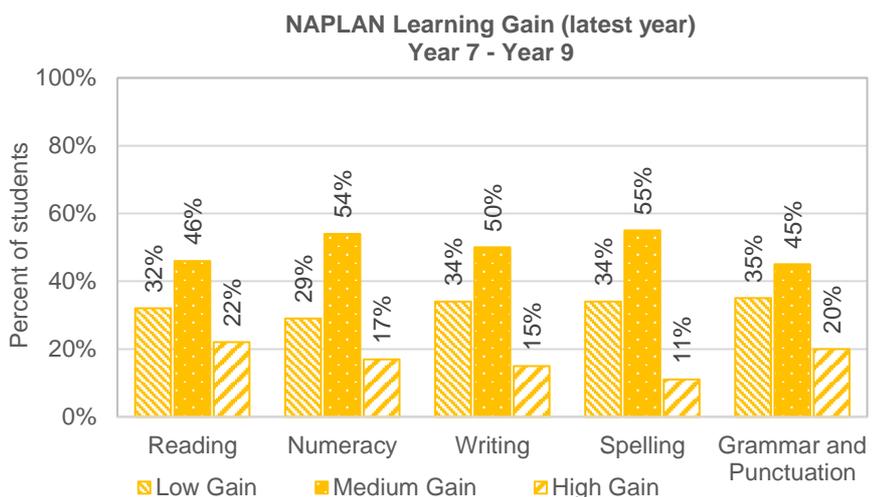
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	57%	22%	21%
Numeracy:	27%	51%	22%	21%
Writing:	28%	57%	15%	20%
Spelling:	21%	55%	23%	23%
Grammar and Punctuation:	33%	50%	17%	22%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	32%	46%	22%	23%
Numeracy:	29%	54%	17%	22%
Writing:	34%	50%	15%	22%
Spelling:	34%	55%	11%	22%
Grammar and Punctuation:	35%	45%	20%	23%



ACHIEVEMENT (continued)

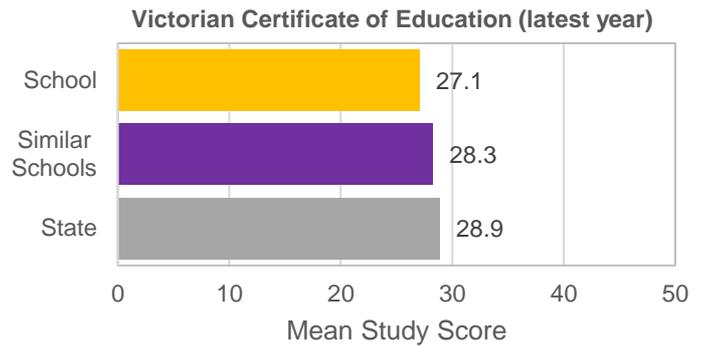
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	27.1	26.7
Similar Schools average:	28.3	28.2
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:	98%
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*:	64%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	89%

* 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

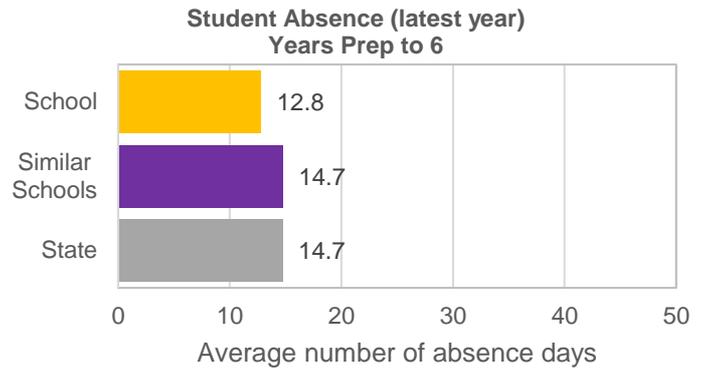
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

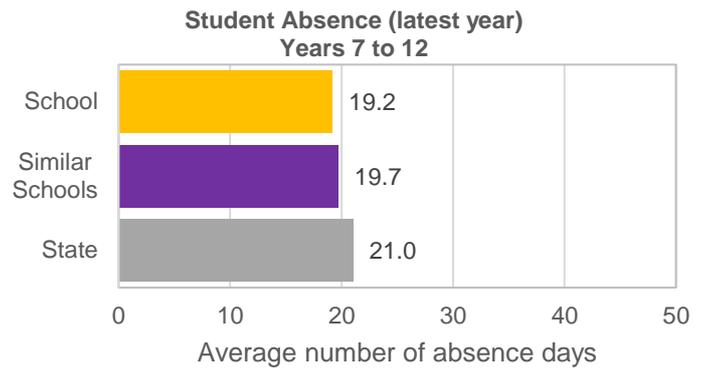
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	12.8	14.7
Similar Schools average:	14.7	15.2
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	19.2	20.4
Similar Schools average:	19.7	18.2
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):	94%	94%	94%	93%	94%	93%	92%

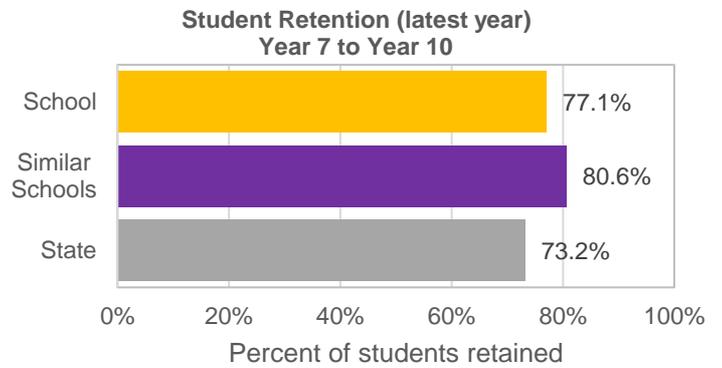
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	91%	89%	89%	90%	90%	95%

ENGAGEMENT (continued)

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:	77.1%	73.7%
Similar Schools average:	80.6%	79.1%
State average:	73.2%	72.9%

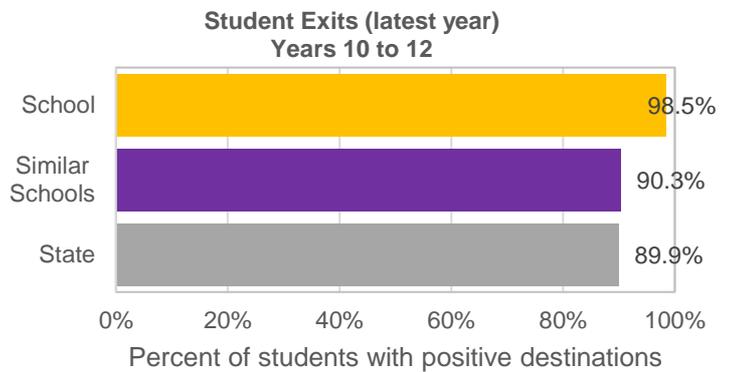


Students exiting to further studies or full-time employment

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:	98.5%	98.6%
Similar Schools average:	90.3%	89.6%
State average:	89.9%	89.2%



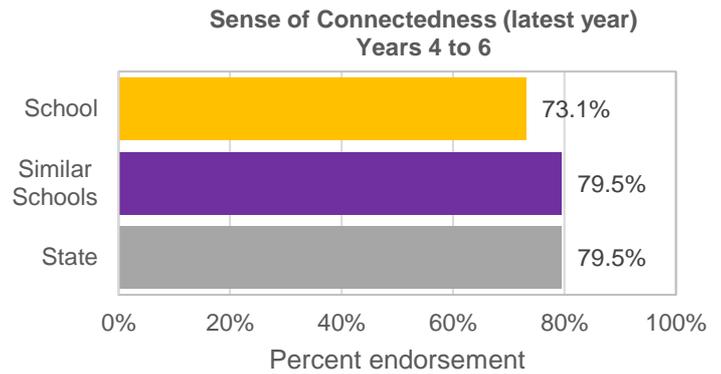
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

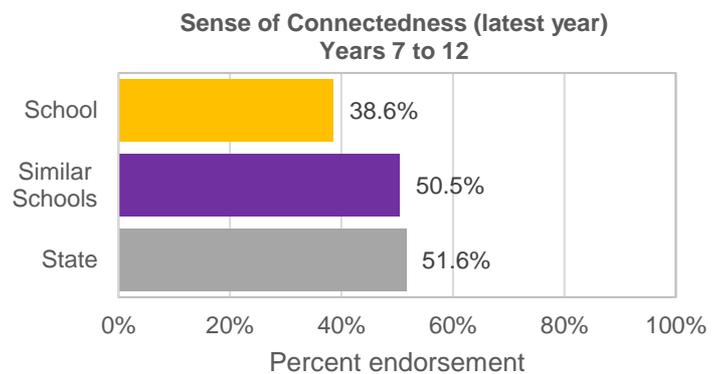
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	73.1%	75.4%
Similar Schools average:	79.5%	80.7%
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.

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	38.6%	44.7%
Similar Schools average:	50.5%	54.0%
State average:	51.6%	54.5%



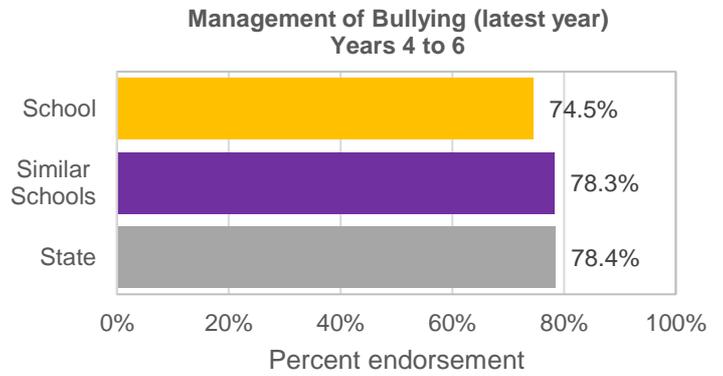
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

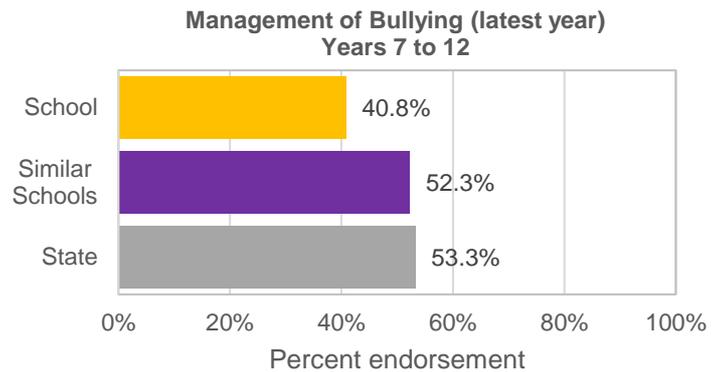
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	74.5%	78.6%
Similar Schools average:	78.3%	79.9%
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.

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	40.8%	47.9%
Similar Schools average:	52.3%	57.1%
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	\$26,236,555
Government Provided DET Grants	\$3,547,882
Government Grants Commonwealth	\$805,508
Government Grants State	\$17,563
Revenue Other	\$70,215
Locally Raised Funds	\$2,222,581
Capital Grants	\$0
Total Operating Revenue	\$32,900,303

Equity ¹	Actual
Equity (Social Disadvantage)	\$444,253
Equity (Catch Up)	\$85,763
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$530,016

Expenditure	Actual
Student Resource Package ²	\$26,839,544
Adjustments	\$0
Books & Publications	\$6,990
Camps/Excursions/Activities	\$341,302
Communication Costs	\$37,293
Consumables	\$567,529
Miscellaneous Expense ³	\$517,594
Professional Development	\$129,080
Equipment/Maintenance/Hire	\$714,568
Property Services	\$284,298
Salaries & Allowances ⁴	\$224,968
Support Services	\$364,774
Trading & Fundraising	\$268,928
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$334,335
Total Operating Expenditure	\$30,631,204
Net Operating Surplus/-Deficit	\$2,269,099
Asset Acquisitions	\$316,095

- (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

Funds available	Actual
High Yield Investment Account	\$7,000,986
Official Account	\$127,151
Other Accounts	\$0
Total Funds Available	\$7,128,137

Financial Commitments	Actual
Operating Reserve	\$596,575
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$171,219
School Based Programs	\$993,020
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$606,066
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$229,279
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,646,159

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.