

2021 Annual Report to The School Community



School Name: Footscray High School (7842)



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

Attested on 27 April 2022 at 11:02 AM by Frank Vetere (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 27 April 2022 at 11:26 AM by Mimma De Luca (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Footscray High School is a multi campus school in Melbourne's Inner West, comprising of two Junior 7-9 campuses and one 10-12 campus.

At Footscray High School we are committed to every student having access to a world class education. Inspiring young people to develop the 'essential skills' required for their future pathways in an inclusive and positive learning environment is our priority. We will provide all students with a comprehensive and innovative curriculum that focuses on individual growth and addresses the skills and dispositions required for citizens of the 3rd millennium.

Our vision is to draw on international research and best practice to ensure that our curriculum and programs promote choice and agility to deal with complex, unknown and rapidly changing futures.

Footscray High School endeavours to provide excellence in learning and teaching, achievement, innovation and self-improvement within a supportive, healthy, safe and secure environment.

Footscray High School's mission is to provide excellence in education through a caring and diverse environment that encourages the holistic development of each student. We aim to provide students with rich academic, social, physical and creative experiences that develop their full talents and uniqueness.

We aspire to be an educational establishment renowned for its vibrant community, which develops creative thinking and learning dispositions in order for our students to engage with the complex challenges of an ever-changing world. The community have a collective responsibility to engage in the total life of the school and to actively pursue a range of learning experiences. Our ultimate aim is to develop compassionate students with the personal qualities and attributes that will enable them to face their future with confidence.

At Footscray High School our PILLARS/VAULES are:

Unity

Our school is built on collaboration. This is where three campuses, many cultures and infinite personal journeys unite with pride and with purpose. We lift each other up, building on the strength and support of our whole community to achieve greatness.

Respect

Respect – for ourselves, our colleagues, our individual traditions and our shared future inspires us in every way. We treat each other with care, compassion and kindness; we act with integrity; and we are engaged in making a positive impact on our world.

Creativity

We embrace doing things differently because we want to make a difference. We draw on wisdom, experience and our own original thinking to create new possibilities. Future focused, open minded and proudly progressive, we constantly seek a better way.

Endeavour

The boldness of our vision is matched by our relentless spirit, our self-belief and the pride that comes from hard work. The enthusiasm which drives our endeavour also demonstrates our character: In the classroom and beyond, we strive to be our very best.

There are 1448 students enrolled at Footscray High, 632 at our Kinnear campus, 500 at our Barkly Campus and 316 at our Pilgrim Campus. 1.04% of our student population have a Koorie background, 3.04% are recognised with a disability, 3.11% are non english speaking and 0.69% are classified as refugees. 4.14% students had English as an additional language. The Schools international student program continues and is supported by dedicated staff. The number of international students has decreased due to COVID travel restrictions and is currently at an enrolment of 28 students (24 from Vietnam, 2 from China, 1 from Thailand and 1 from Bhutan) The school has an appointed International Student coordinator and the program is overseen by an Assistant Principal. Each student has an individual learning plan.

As a multi campus school within the Footscray Learning Precinct the school SFOE is significantly diverse across the three campuses. The aggregated SFOE is 0.032. (Student Family Occupation and Employment Index) This presents the challenge of distributing educational resources based on data and evidence, to ensure student needs are met. The extra funding supports disadvantaged students to ensure the gaps in learning and pathways are addressed. There are 188.48 Effective Full Time staff members employed at Footscray High School. 147.6 teaching staff and 40.88 Education support staff. The school celebrates a diverse staff, however we are yet to attract and retain staff members of Aboriginal and Torres Strait Islander background.

As a burgeoning school that is managing the financial implications of a merger and sudden decline of international students a key challenge will be to ensure strong financial management with a focus on delivering the new strategic direction of the school.

During the life of this current strategic plan the Kinnear Campus will be undergoing significant facility upgrades which will conclude in Term 4, 2023. We are prioritising the continuation of a high quality senior secondary program, as our first cohort of Junior students transition to the senior secondary.

As Footscray High School embarks on the new strategic direction our endeavour is to bring our vision of becoming a school of excellence in the West of Melbourne to life. We aim to transition from a new school to a school with consolidated practices that focusses on continuous improvement with students at the core. In our initial phase we have gained the trust of the community with over 300 year 7 enrolments for the first 3 years of operation. Our endeavour is to provide outstanding pathways from our two junior campuses into our senior secondary campus, thus maintaining high retention. Through effective year to year transitions we will know our students as learners and as people, providing them with the support and guidance they require to flourish in their chosen pathways.

We are part of the Footscray Learning Precinct and together with Footscray Primary School, Footscray City Primary School and a new integrated early learning centre we endeavour to transform education in Melbourne's inner west. Our vision is for the Footscray Learning Precinct to become a world-leading education precinct, providing excellence in teaching and learning in Melbourne's inner west. The Precinct will build on the richness and diversity of the community and will provide opportunities for learning across all stages of education.

We are combining our resources and expertise and working closely with our Precinct partners Victoria University and Maribyrnong City Council.

We will prioritise:

A focus on consistent high quality instructional practices. This is a priority because we know that explicit teaching and the cycle of improvement is key to collective and individual growth.

A focus on consistent high quality wellbeing and engagement strategies. This is a priority because we know that healthy happier students and staff do better.

A focus on active student engagement through their voice and agency. This is a priority because we want to empower students as active, independent learners and to build upon the developing wellbeing practices.

A focus on developing pathways for students that are future focussed and develop the skills, dispositions and capabilities that promote choice.

A focus on developing staff capacity and leadership. This is a priority because Footscray High School is a large multi campus School and staff coherence led by a supportive and innovative leadership team is essential to our success. This supports our pillar of **UNITY**, we are three campuses but one school.

Framework for Improving Student Outcomes (FISO)

In 2021 Footscray High School completed a comprehensive review and developed a strategic plan for the next four years. In preparation for the review the school completed a Pre Review Self Evaluation. The review process enabled a deep reflection in every component of the Framework for Improving Student Outcomes. The process in 2021 included participation of:

1. Appointed reviewer
2. SEIL (Senior Education Improvement Leader)
3. Two high performing principals as Challenge Partners
4. Two principals from our Footscray Learning Precinct Primary schools
5. Nominated staff from all three campuses
6. Students from all three campuses
7. Members of the school council
8. Members of the community who were invited to focus groups and discussions

2021 was significantly impacted by Covid 19 and our frequent transitions to flexible and remote learning. The school was impacted by a number of school closures due to positive cases.

Despite challenges with COVID in our second year of operation, the school was well prepared for remote teaching and learning with a well-considered, high level continuation of learning plan. Over the year we co-designed various iterations of the plan based on ongoing reflection and feedback. The focus of the plan was learning and wellbeing. The student and staff attendance/participation rate was measured three times a day and was constantly in the mid 90%. During remote learning we engaged with our community exceptionally well and maintained programs and events as society became well versed with using online conferencing platforms.

Furthermore, despite the move to an online environment, all staff continued their high level participation in professional learning teams and a robust meeting and professional learning schedule focussed on student outcomes and wellbeing.

Again, despite the challenges, 2021 saw significant progress toward our goal around STEAM education. (A school and Footscray Learning Precinct priority) There is evidence in teacher observations and teacher Victorian curriculum judgments, of student engagement in our STEAM programs. Both students and parents have reported positive engagement in our STEAM programs, including Community STEAM and STEAM tech at the junior levels, and our integrated STEAM subjects at our senior school.

In 2021 Footscray High School delivered a ground breaking STEAM program for our junior students. Students across both of our junior campuses had agency in the design think process to identify and produce solutions for school-based, and local problems. The program foregrounds the general capabilities, in particular Critical and Creative Thinking, Ethical Capability, and the Personal and Interpersonal Capability. Students self-select from three key themes: Social Justice, Sustainability, and Wellbeing. These themes take students and teachers to all our three campuses and into the community to connect and interact with local issues in authentic settings. This project involved significant consultation with our community and external experts and represented a significant step forward in our community STEAM agenda.

FISO (Framework for Improved Student Outcomes)
Excellence in teaching and learning

Building practice excellence

1. Curriculum-Based Professional Learning, focused on developing a guaranteed and viable curriculum, common assessment practices, moderation, and the sharing of high-impact pedagogical practices with the view of reducing between-class variation.

2. Bespoke Professional Learning (BPL) - Staff offered bespoke professional learning in areas that they have expertise or interest. All teachers were expected to attend three one-hour sessions per term on an opt-in basis. BPL has been a valuable strategy in building cohesion among staff, especially during remote and flexible learning in 2021.

Curriculum planning and assessment

- A curriculum plan, outlining program links to all strands and sub-strands of the Victorian curriculum was consolidated in 2021.
- Whole school assessment schedules were developed in 2021 and published. These formed a schedule of common summative assessment tasks that were moderated and used to derive data to inform reporting.
- Units of work for all year levels, based on the domains of the Victorian curriculum and VCE study designs, were documented using Google sites. Teachers collaborated on this platform to create common learning experiences for students across different classes. FHS curriculum site are accessible by all students and parents.

Evidence-based high-impact teaching strategies

Use of High Impact Teaching Strategies is reflected in the schools AIP (annual implementation plan) through our focus on teaching at the point of need

- Evidenced by informal and formal professional discussions, teachers understand the rationale behind using consistent high-impact teaching strategies. Such strategies have been identified in PLTs as appropriate interventions to respond to cohort and individual student needs. However, there is less evidence that this rhetoric is reflected in consistent and widespread practice.
- Leaders modelled the use of High Impact Teaching Strategies by including learning intentions and success criteria in staff presentations and professional learning activities. Leaders also encourage metacognitive reflection and feedback to gauge impact. Leaders also frame HITS (High Impact Teaching Strategies) positively at all times when communicating with staff.

Evaluating impact on learning

- Whole School Assessment Schedule was put in place to support PLTs to identify areas of need - This included external, standardised assessments (NAPLAN and PAT, Maths Pathway, VCE Exams) and internal, school-based assessments (Formative and Summative Assessments that inform Victorian Curriculum Judgements). There was a focus on building capacity in data literacy, including the ability to triangulate data to make balanced judgments, and tracking student growth by plotting Achievement vs. Growth.

Achievement

Footscray High School continued to build teacher capacity in order to improve student learning outcomes.

Professional Learning and induction around the Google suite of programs and associated software was prioritised prior to the start of remote learning. The school was well-placed to respond to remote learning due to the exemplary information technology provision and support, including our Chromebook program. Throughout 2021 students completed assessments and in house exams remotely. Teacher capacity in this area increased exponentially as a result.

The overall student achievement data at Footscray High School in 2021 was positive. Despite the frequent transitions to flexible and remote learning we maintained a strong focus on 'continuation of learning'.

The school also ran regular surveys of students during remote learning to gauge engagement and to guide our approach. The data derived from these surveys indicated that the majority of students were engaged in remote learning programs and resources and felt that they were supported in their learning. This was supported by attendance data that remained in the high 90s percentage throughout remote and flexible learning.

The school purposefully allocated resources including: TLI (Tutor Learning Initiative) and MYLNS (Middle Year Literacy and Numeracy Support Initiative), PSD (Program for students with Disabilities) across all three campuses.

Footscray High School NAPLAN results indicated success in the support provided to students who have a disadvantaged status notably at year 9.

MATHEMATICS:

There is a significant disparity between teacher judgement data and NAPLAN data in year 7 and 9 numeracy. The school is committed to bridging this gap and ensuring this process is communicated to parents, carers and students. Greater awareness of the diagnostic ability of the math pathways program will be a priority.

VCE:

Footscray High School maintained a positive Mean study score from all VCE subjects. We are pleased with the rate of VCE completion

Program for Students with a Disability. (PSD)

All students in this category had an Individual learning plan and were supported with intensive support throughout the year even whilst online.

Regular student support group meetings were conducted and overseen by the PSD leader at each campus.

Engagement

During 2021 and in particular during remote teaching and learning student engagement remained our priority at Footscray High School.

The school attendance data is greater than similar schools and the state average in 2021. Our average student absence was significantly lower than similar schools and the State

During remote teaching and learning we ensured daily check-ins for all students.

Footscray High School is proud of its attendance rates across all year levels 7-12 which were all 90%+

During 2021 to support Student Engagement the School prioritised the following in summary:

In the area of Empowering students and building school pride:

- School-wide Student Representative Council was in place
- Student representation on School Council and all Council Sub-Committees
- In 2021 we ran regular student surveys to gauge engagement and to gather feedback on our Continuation of Learning Plan during lockdown.

In the area of Setting expectations and promoting inclusion:

- Focus on and implementation of Rights, Resilience and Respectful Relationship, in conjunction with Dr. Helen Cahill at junior campuses
- Focus on and implementation of Growth Mindset and Brainology at junior campuses in 2021
- Focus on and implementation of Mindfulness - for staff and students
- Allocation of staffing resources to Inclusion and Engagement - School Nurses, Chaplain, Wellbeing Leaders

In the area of Intellectual Engagement and Self Awareness:

- All teachers are members of both a curriculum and well-being Professional Learning Team that meet to analyse student data with the view of setting goals for individual students and cohorts.
- A Learning Specialist position has been created focussed on intellectual awareness and self-awareness
- Mindfulness program implemented at the leadership level and in the Senior School

Footscray High School placed great importance on students transitioning back to school from remote teaching and learning. There was a bespoke transition program for our VCE students with a focus on their well being and finishing VCE.

At Footscray High school we are proud that 100% of student in Year 10 -12 continued to further studies or full time employment as compared to the State average of 89.9%.

Wellbeing

During 2021 and in particular during remote teaching and learning student wellbeing remained our priority at Footscray High School.

In the reported system data, based on the 2021 Attitudes to School Survey, Footscray High School demonstrated that it performed lower than similar schools and the state in the areas of Sense of Connectedness and Management of Bullying. This is of grave concern and a targeted stagey now features in our strategic plan and 2022 Annual Implementation plan. Footscray High School supported student wellbeing in the following ways:

- Appointment of wellbeing leaders and teams across all campuses
- Inclusive education leaders at every Campus
- Appointment of a School Chaplain
- Appointment of School Nurse
- A Doctor's in School Program across all campuses
- Strong focus on daily attendance in learning
- A structured wellbeing referral system
- Structured online activities to support physical wellbeing
- Whole school commitment to the Rights Resilience and Respectful Relationship Program
- The language that we use and challenge/non-binary awareness
- Implementation of the Inclusion policy
- Focus on the Marung Initiative
- A detail focus on child safety standards across the school

During remote teaching and learning, Footscray High School ensured all students had access to learning material at home including computer devices and internet.

Communication with the school community during remote teaching was constant and consistent. We provided ongoing strategies for parents, staff and students to support their wellbeing.

Students who were identified at risk had ongoing intervention with a range of resources allocated.

Finance performance and position

Footscray High School maintained a significant staffing/credit deficit in 2021. Despite this the school has prioritised financial management and efficiently used school resources to deliver positive school experiences for students and staff.

Due to a school merger and staffing conditions applied to a school merger for 2 years, Footscray High School commenced with a significant staffing deficit. This was further impacted by the large number of international students enrolled that are not counted in the student resource package. In 2021 there was a significant reduction in international student enrolments due to travel restrictions and this further significantly impacted our ability to manage our staffing deficit. The school applied to DET for Work Force Bridging and was denied.

The school received significant funding to implement the Tutor learning Initiative and the Middle Years Literacy and Numeracy Support. Both of these programs were fully implemented.

Program budgets were impacted by the Covid 19 and the implications on running planned activities.

Significant expenditure was required to establish a brand new Pilgrim Campus and the Community Learning Building at Barkly Campus.

The school resourced a new fence around the Kinnear campus.

The school continued to invest in resources to provide a differentiated curriculum that responded to the learning of all students, and provided essential learning resources to students that included:

- Updated teaching equipment and resources, including library books to reflect current interests and passions of our students
- Maintenance and development of the school grounds including outdoors teaching and learning spaces
- High end WIFI and internet infrastructure to ensure multi campus consistency
- High end STEAM infrastructure and equipment across three campuses
- A multi campus food service – EAT WELL
- State of the art audio/visual equipment across three campuses
- Access to Education Perfect online subscription
- Bike Education Program including bike safety infrastructure
- Mindfulness, Growth and additional Positive Climate programs
- A range of additional sporting equipment including gym equipment

For more detailed information regarding our school please visit our website at
<https://footscray.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 1496 students were enrolled at this school in 2021, 705 female and 791 male.

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

Overall Socio-Economic Profile

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

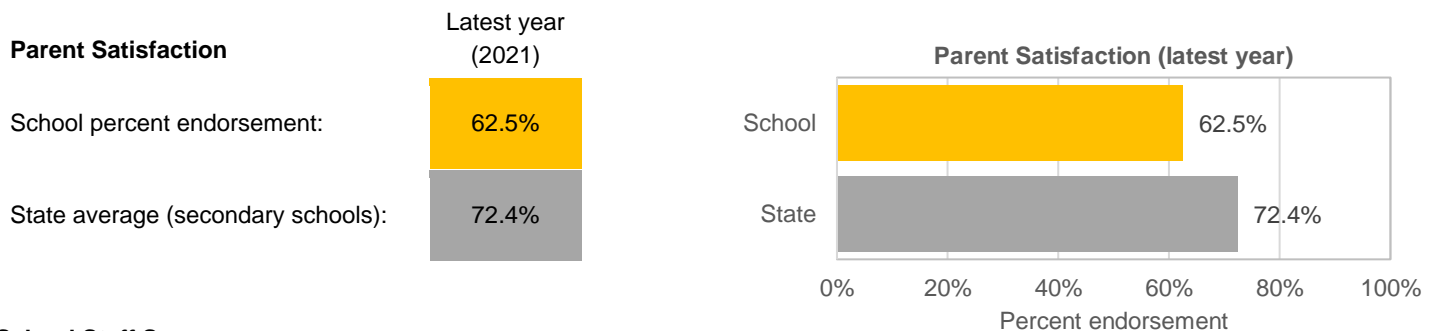
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

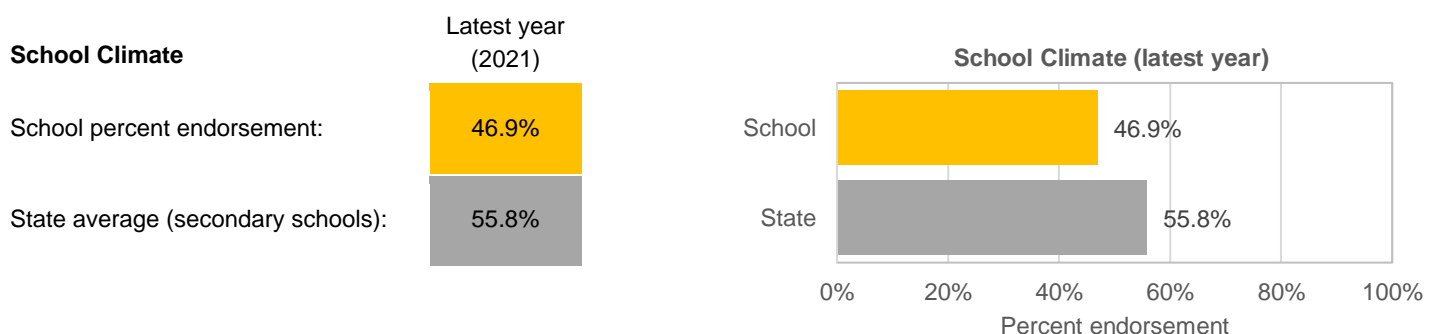


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

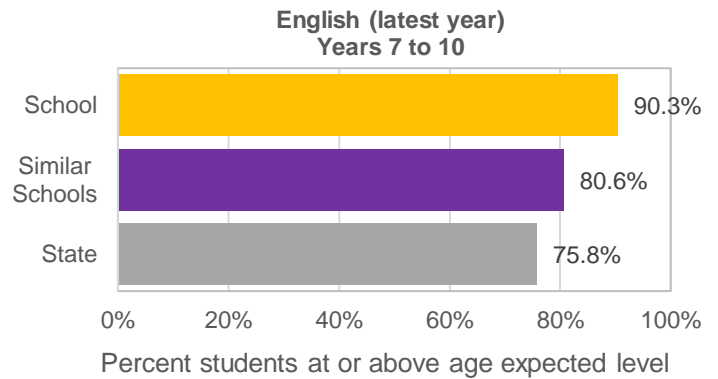
90.3%

Similar Schools average:

80.6%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

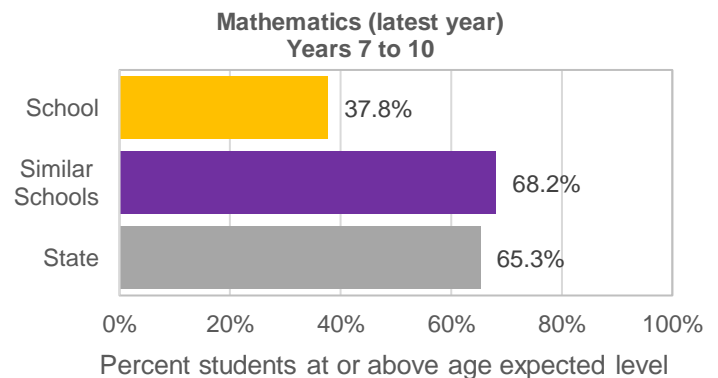
37.8%

Similar Schools average:

68.2%

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.

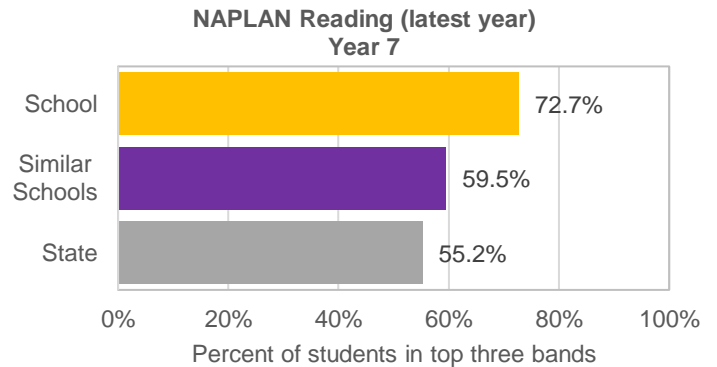
NAPLAN

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.

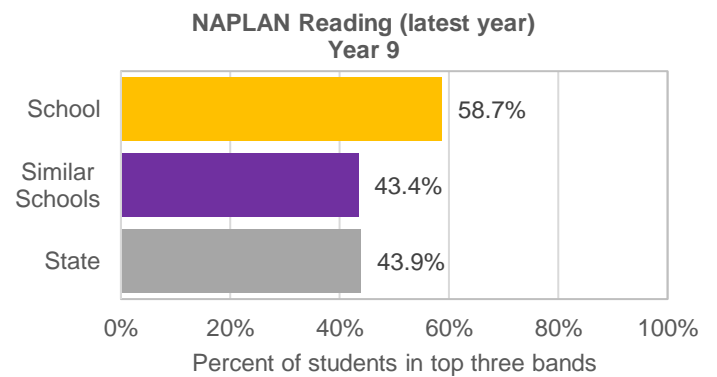
**Reading
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.7%	72.7%
Similar Schools average:	59.5%	58.8%
State average:	55.2%	54.8%



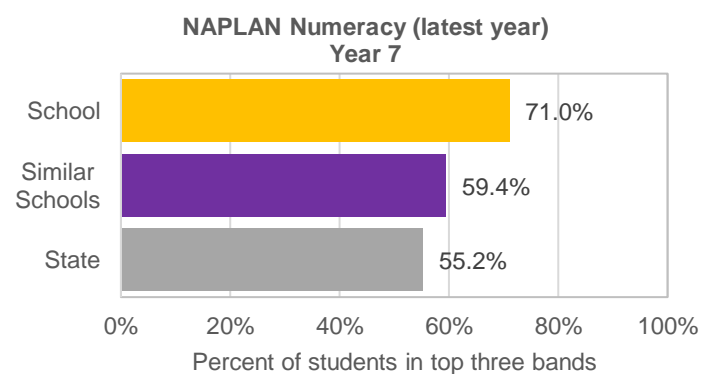
**Reading
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.7%	58.7%
Similar Schools average:	43.4%	45.6%
State average:	43.9%	45.9%



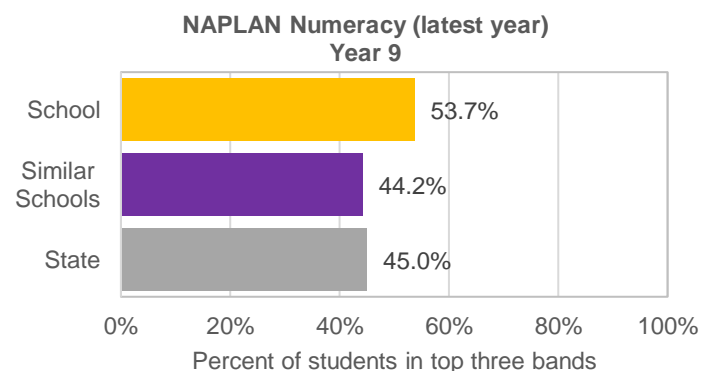
**Numeracy
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.0%	71.0%
Similar Schools average:	59.4%	58.8%
State average:	55.2%	55.3%



**Numeracy
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.7%	53.7%
Similar Schools average:	44.2%	46.6%
State average:	45.0%	46.8%



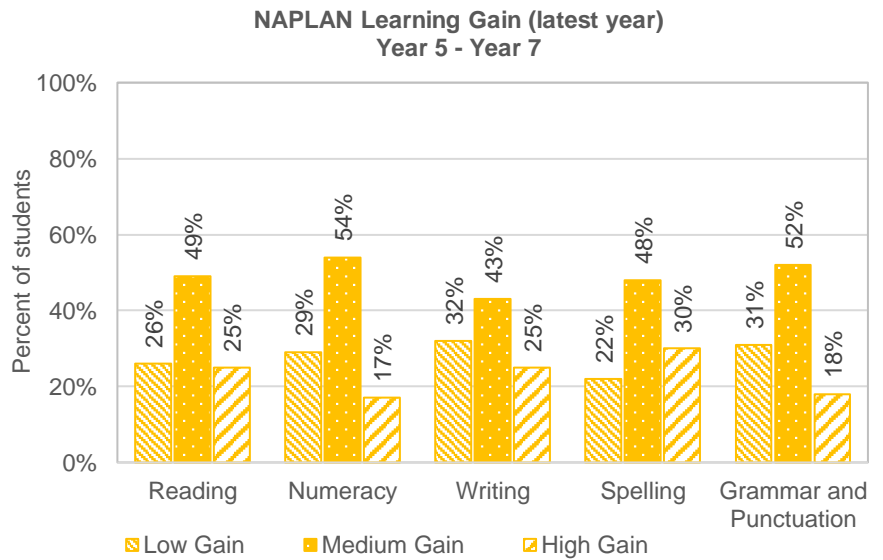
ACHIEVEMENT (continued)

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'.

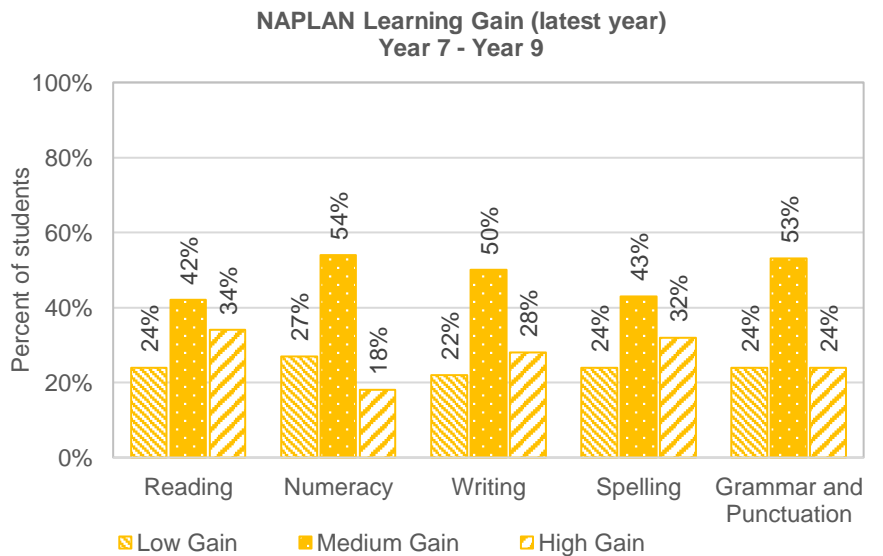
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	26%	49%	25%	21%
Numeracy:	29%	54%	17%	21%
Writing:	32%	43%	25%	21%
Spelling:	22%	48%	30%	24%
Grammar and Punctuation:	31%	52%	18%	22%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	24%	42%	34%	23%
Numeracy:	27%	54%	18%	22%
Writing:	22%	50%	28%	21%
Spelling:	24%	43%	32%	22%
Grammar and Punctuation:	24%	53%	24%	22%



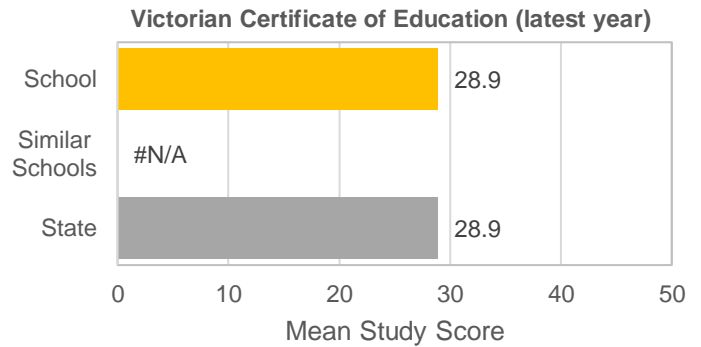
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

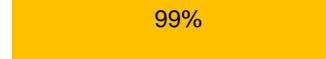
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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

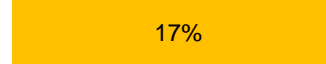
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	28.9	28.7
Similar Schools average:	28.0	NDA
State average:	28.9	28.9



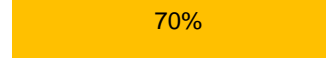
Students in 2021 who satisfactorily completed their VCE:



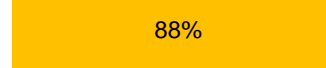
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2021*:



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



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

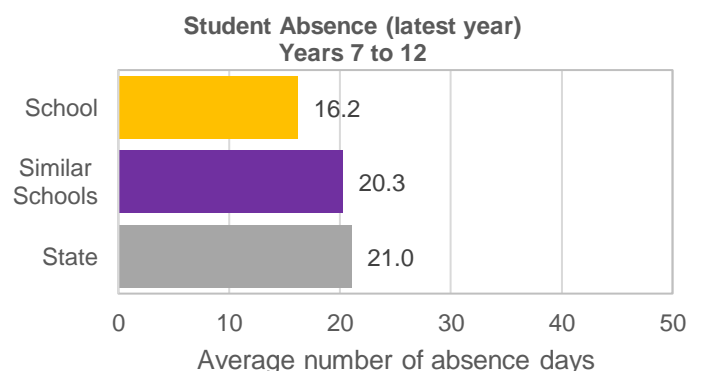
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	16.2	14.2
Similar Schools average:	20.3	18.6
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

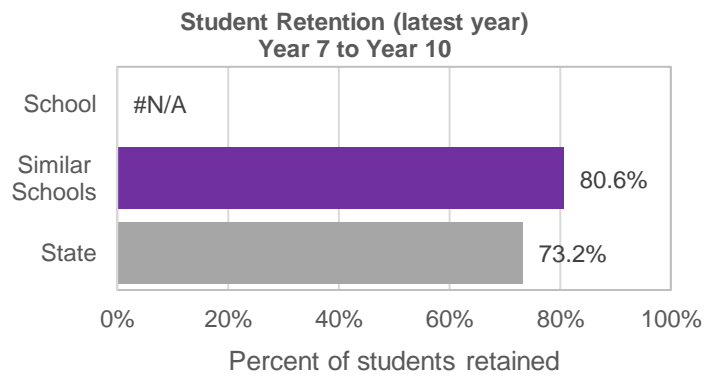
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	94%	91%	91%	91%	91%	94%

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:	NDA	NDA
Similar Schools average:	80.6%	79.3%
State average:	73.2%	72.9%



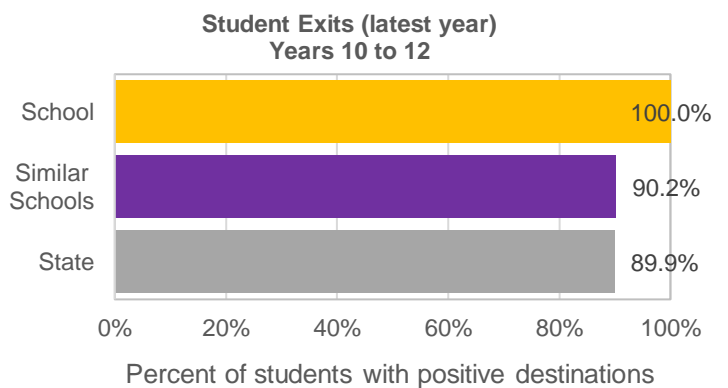
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	100.0%	100.0%
Similar Schools average:	90.2%	89.5%
State average:	89.9%	89.2%



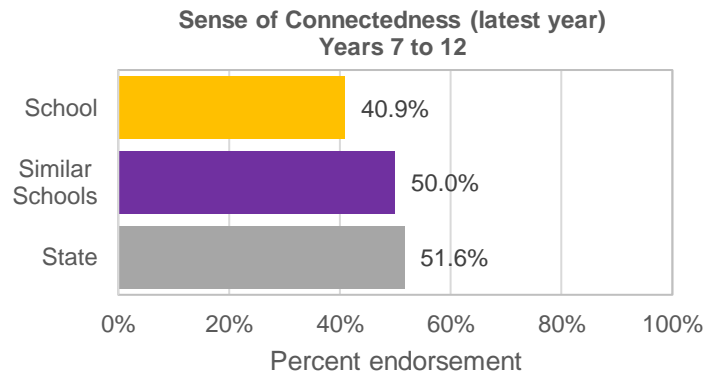
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	40.9%	44.0%
Similar Schools average:	50.0%	53.3%
State average:	51.6%	54.5%

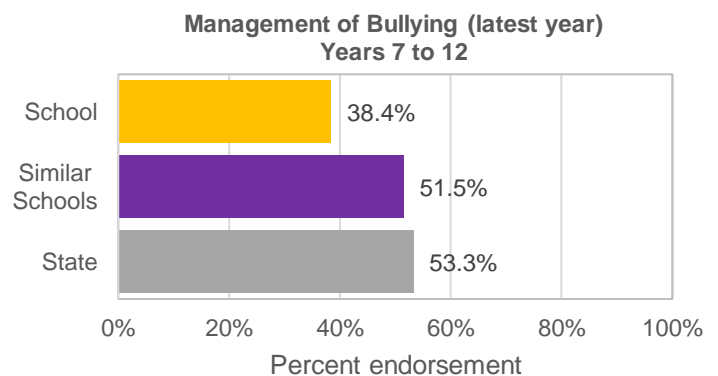


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	38.4%	41.5%
Similar Schools average:	51.5%	56.1%
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	\$16,300,242
Government Provided DET Grants	\$2,751,959
Government Grants Commonwealth	\$40,061
Government Grants State	\$0
Revenue Other	\$98,787
Locally Raised Funds	\$797,076
Capital Grants	\$0
Total Operating Revenue	\$19,988,126

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,518,769
Equity (Catch Up)	\$55,577
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,574,346

Expenditure	Actual
Student Resource Package ²	\$18,005,431
Adjustments	\$0
Books & Publications	\$33,274
Camps/Excursions/Activities	\$199,728
Communication Costs	\$104,573
Consumables	\$511,807
Miscellaneous Expense ³	\$71,124
Professional Development	\$89,013
Equipment/Maintenance/Hire	\$1,843,160
Property Services	\$665,062
Salaries & Allowances ⁴	\$109,742
Support Services	\$1,122,878
Trading & Fundraising	\$25,916
Motor Vehicle Expenses	\$226
Travel & Subsistence	\$5,314
Utilities	\$321,591
Total Operating Expenditure	\$23,108,839
Net Operating Surplus/-Deficit	(\$3,120,713)
Asset Acquisitions	\$257,305

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 10 Mar 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$3,504,720
Official Account	\$467,184
Other Accounts	\$0
Total Funds Available	\$3,971,903

Financial Commitments	Actual
Operating Reserve	\$759,346
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$1,279,381
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$902,332
Asset/Equipment Replacement < 12 months	\$300,000
Capital - Buildings/Grounds < 12 months	\$400,000
Maintenance - Buildings/Grounds < 12 months	\$330,844
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,971,903

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.