

# 2021 Annual Report to The School Community



**School Name: Mount Waverley Secondary College (8105)**



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

Attested on 21 March 2022 at 09:48 AM by Karen Wade (Principal)

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

Attested on 23 March 2022 at 12:48 PM by Nishant Patel (School Council President)

## How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

#### School Profile

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

#### Achievement

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

#### Engagement

Student attendance and engagement at school, including:

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

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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### Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

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

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

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

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

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

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### School context

Our vision: Mount Waverley Secondary College is a proudly diverse learning community where everyone is empowered to strive for growth and excellence.

Our values:

I - Integrity

L - Learning

E - Excellence

A - Accountability

R - Respect

N - Nurturing

Mount Waverley Secondary College is a high demand state secondary co-educational college with 1790 students across two campuses located in the eastern suburbs of Melbourne. The core purpose of our college is to provide quality 21st Century education that develops each student's potential to shape their future and contribute positively to their community. In 2021, our college had 156 Equivalent Full Time (EFT) staff of which 4.0 were Principal Class; 119 Teaching Staff and 33 were Education Support Staff. Based on the college's Student Family Occupation index we have a high socio-economic profile and 5% of our students' study English as an Additional Language.

Our college is noted for the consistent academic success of its students and the dedication of our staff. Its outstanding reputation has been established through a commitment to teaching high quality academic programs, setting high expectations of students and staff, developing traditional values, instilling self-discipline, encouraging leadership and community values, and nurturing the individual.

The Junior Campus (Years 7 and 8) caters for students in their first two years of secondary schooling, allowing both development and consolidation of essential learning through a unique teaching and learning approach that is designed to differentiate for students' specific learning and developmental needs.

The Senior Campus caters for Years 9 to 12 and offers opportunities for students to explore greater choices in a broad academic and co-curricular program that ultimately leads to VCE, further education and other pathways.

Mount Waverley Secondary College has a long and proud history welcoming international students, being one of the first schools in Victoria to enrol international students in 1994. International students enrich the diverse cultural mix at the college; we currently have students from China, India, Malaysia, Singapore, Cambodia, Vietnam, Sri Lanka and other countries. We are well supported by various English Language Schools in the immediate area, who provide intensive English language instruction. During 2020 and 2021 we continued to support International Students who were studying remotely from their home country. Mount Waverley Secondary College has a dedicated International Student Coordinator and assistants who oversee the enrolment, homestay accommodation and pastoral care of each international student. Multicultural Education Aides cater for specific language groups and students have access to all student wellbeing services including nurses, wellbeing counsellors and the career guidance centre.

Our college's extensive curriculum provides a wide range of opportunities for acceleration, enrichment, and extension. The co-curricular activities offer outstanding opportunities in instrumental music, the performing arts, study tours and student exchanges to Japan, Germany and China, student leadership, sport, camps and activities and community service. There is a genuine focus on student leadership and student voice across the college, as we aim to develop independent, resilient, creative, and positive individuals.

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### Framework for Improving Student Outcomes (FISO)

In 2021 we focused on the state-wide FISO Goal 1 Priority Goal which linked to the work of our School Strategic Plan. Some data was used to measure these areas for improvement and progress, however due to remote learning our progress in some areas was not as expected yet teacher collaboration and ICT skills improved dramatically.

Our key improvement strategies were:

1a) Learning, catch-up and extension priority

At a whole school level, we developed the data literacy of all teachers to inform understanding of students' point of need. Whole school professional learning and smaller professional learning sessions ran throughout the year with a focus on assessment, literacy, and numeracy. Initial delivery of whole school professional learning on differentiation took place and this work will continue in 2022. In 2021 we maintained our PLC/TPT/Faculty structures to support teacher collaboration and reflection to strengthen teaching practice. In these meetings we revisited and embedded the use of HITS in classrooms, with a focus on metacognition and feedback.

At the classroom level teachers were able to use data to identify areas of learning need arising from remote learning in 2020. Staff were supported to embed the use of data to inform targeted teaching, with a focus on the students' point of need. We started to embed consistent approaches to formative assessment. Teachers used PLC / TPT/Faculty time to collaboratively plan units of work with a focus on key knowledge and skills. They also continued to build students' self-awareness and metacognitive skills through the Student Learning Model.

At the individual and tailored level, we established a targeted support program for students and prioritised time for teachers to discuss and adapt strategies working with individual students. Small group tutoring programs were established, and we maintained additional supports for students through Homework Clubs. The Inclusion Coordinator worked with ES and teaching staff to assess learning and map progress against IEP goals for individual students.

1b) Happy, active, and healthy kids' priority

At a whole school level, we implemented a Student Wellbeing Model to consider actions for all stakeholders at the college and prioritised developing positive relationships to help foster a sense of belonging and connectedness for students, staff, and community. Our ILEARN values were reviewed and refined by students, staff and parent focus groups and behaviours associated with each value were identified. Our college values were incorporated through curricular and wellbeing programs.

At the classroom level students were made aware of the purpose of the Student Wellbeing Model. We continued to refine a wellbeing program implemented in homegroup and mentoring and maintained an agreed approach to monitoring and responding to student wellbeing concerns.

Staff capacity continued to be built to collect, analyse, monitor, and respond to student engagement data and we worked on strengthening in-class relationships. Our ILEARN values were incorporated into homegroup and mentoring programs and student management processes.

At the individual and tailored level, targeted counselling occurred for individual students with acute needs. We continued to build relationships and engage with families of at-risk students. Sub school teams and Wellbeing teams conducted regular check-ins with at-risk students and ensured all students knew there was someone who cared about them.

1.c) Connected schools' priority

At the whole school level, we focussed on the Partnerships and Support element of the Student Wellbeing Model and provided a professional service and advice to students, families, staff, and school community on student wellbeing. We proactively built and maintained relationships with families and the wider school community to create a shared understanding of how to support students' learning and wellbeing. An inclusive and safe environment, which supports cultural diversity, disability, gender, and sexual identity was provided.

At the classroom level teachers and support staff worked to strengthen positive relationships between students and staff. Partnerships between teachers and families to support student learning and wellbeing were strengthened, as teachers engaged and communicated with parents regularly to enhance student outcomes. A safe and inclusive classroom environment was maintained whether this was during onsite learning or during remote learning.

At the individual and tailored level individualised and targeted support for identified students was provided through the Tutor Learning Initiative MYLNS program, PSD and other school programs. Support was tailored for individual students via the Wellbeing team and Sub school teams and families were linked to relevant community and other support agencies where required.

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## Achievement

Our student achievement data is significantly higher than the median of all Victorian Government schools. In comparison to similar schools in Victoria, our data reflects we are above this level in nearly all categories. Our English and Maths Years 7-10 data indicates that 98.8% and 95.2% of students respectively were at or above expected standards.

Our NAPLAN percentage of students in the top three bands was well above the State average for Reading and Numeracy and above the Similar Schools average in Year 7 Reading and Year 7 and 9 Numeracy. The NAPLAN Learning Gain results for Year 5- Year 7 for High Gain compared to Similar Schools indicate that our students are above in nearly all categories and for High Growth for Year 7-9 students we are above Similar Schools in the categories of Reading, Spelling and Grammar and Punctuation.

Our 2021 Year 12 cohort were very successful with our College Dux receiving an ATAR score of 99.95 and our published Median study score was 30.1, although our four-year average was 30.9. Seven students gained an ATAR over 99 and twenty-two students above 95. 20% of our cohort gained an ATAR above 90. Nine students also gained a perfect study score of 50. 100% of our students satisfactorily completed their VCE. Our VCE results were rated as above when compared to similar schools. This reflects the strong commitment and skill level of our teaching staff as well as the quality of the academic and co-curricular programs on offer.

In 2021 the college introduced the Student Wellbeing Model to focus on student wellbeing. We also highlighted the importance of the use of data to enhance the learning growth of our students. The Inclusion Program consisted of 12 students funded under the Program for Students with a Disability. During remote learning, students engaged well with staff. Staff and students were able to utilise a variety of platforms and worked cohesively to deliver and access the curriculum with success. This ensured that content was delivered, and students were able to experience positive educational outcomes. Students were well supported with inclusion aides and teachers working together online in breakout rooms to ensure that content and reasonable adjustments were made to support these students.

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## Engagement

Mount Waverley Secondary College's motto of 'Community Choice Engagement' is one that we hold dear. In 2021 our college continued to be involved in the Ourschool alumni program, the first of its kind in Australia. The aim is to build our alumni community to support and further strengthen our college. The college is proud to be one of eleven partner schools with the Monash Tech School and many of our Year 7-9 students have been able to access programs on offer incorporating cutting edge technology and the design thinking model.

Student retention is above the state average but slightly below similar schools. This data has been affected particularly at Years 8-9 due to the high number of select entry school offers our students receive. We also have students who apply at the end of Year 9 to attend the John Monash Science School which is close by. The student retention data from Years 10-12 was very pleasing in 2021 and much higher than the state average. The 4-year average data indicates that almost all of our students exiting the college go onto further study or enter full time employment. In 2021, 96% of our Year 12 students received tertiary offers and of these 90.5% received university offers and 5.5% received

TAFE places.

Our student attendance results are outstanding and are well above the state average and in the 90th percentile across all year levels. This demonstrates that our students enjoy coming to school (whether this was onsite or remote learning) and value the academic and co-curricular programs on offer. It also highlights the proactive work completed by our student attendance officers and the work of our sub school and wellbeing teams.

During remote learning we focussed on ensuring all students and staff remained well connected with the college. We had a daily check in with all students during Home Groups Years 7-9 and our Mentoring Program at Years 10-12 changed from being once per week to an after-school check in session. Staff met with their PLC teams once per week to monitor staff wellbeing. The College Principal also emailed out a weekly video to all students and staff during lockdowns to keep them connected to our college and to highlight the importance of wellbeing and resilience. After the first period of remote learning in 2020 we surveyed students, parents and staff and used this feedback to guide our further stages of remote learning. In every lesson our staff contacted their students via video conferencing and all students had to have their cameras on. Teachers also took a roll for every lesson so we could track attendance. This ensured that students remained connected and engaged with their teachers and peers. Regular year level and sub school assemblies were also held remotely as were career forums and wellbeing presentations. Parent Night and Subject Selection Nights were held, and a Year 12 Graduation Ceremony was videoed and presented to our learning community. Student/Parent/Teacher Conferences were successfully held via WebEx and College Council meetings met via Google Meet. Our end of year 2021 Presentation Night will be filmed and streamed to all families and staff members in March 2022.

Our college continues to provide opportunities for student leadership, voice, and agency. In 2021, we continued to provide these opportunities. Throughout lockdowns, our Year 8 Leadership Team met weekly with Leaders at the Junior Campus and provided ongoing feedback about their experiences while learning remotely. They contributed to the planning of remote Home Group sessions, organised Home Group competitions and made a video for Junior Campus students about how they were looking after their own wellbeing in lockdown. Our Year 12 Leaders met regularly with the Senior School Team and with the Wellbeing staff and provided ongoing feedback about their experiences as VCE students in remote learning.

During 2020 a Remote Learning Working Party was established. Teachers, students, and school leaders from across both campuses worked together to develop feedback surveys for students, parent/carers, and teachers. The aim was to capture a snapshot of the experiences of students during the lockdown period to inform our future practices. Over 1400 people completed the remote learning surveys. The data was collated presented in a summary report and shared with members of the school community. The Remote Survey Feedback report provided invaluable data to guide the college's approach to further lockdown periods. Several Year 10 and 12 leaders presented to an international audience at the 'Lessons from Lockdown' conference in September 2020. The Department of Education recognised our work in this area and wrote a case study on how Mount Waverly Secondary College has positioned remote learning as a time for staff to experiment and learn, but with student wellbeing, agency, and assessment (for learning) firmly in mind. This was published on the FUSE website under their 'Learning and Wellbeing Guidance' for schools at the start of Term 4 2021.

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## Wellbeing

Our college acknowledges that the health, safety, and wellbeing of our students is essential to their learning experience. The college has an outstanding Student Wellbeing team. The wellbeing team consists of a Student Wellbeing Manager, Student Wellbeing Counsellors and Mental Health Practitioners at both campuses, a chaplain, qualified nurses, an Individual Learning Needs Co-ordinator, and integration aides. This was complemented by a strong college wide focus of all staff prioritising wellbeing in 2021 for students and staff, which saw the introduction of the Student Wellbeing Model.

The Student Wellbeing Model consists of Positive relationships, Social and Emotional Learning, Partnerships and Support and Student Voice and Agency. The introduction of the whole school model is a commitment from the school

to prioritise student wellbeing whilst supporting students to achieve academic excellence. The Student Wellbeing model was introduced to all students in a variety of mediums, including workshops and whole year level assemblies. During the introduction of the model, students identified teachers as 'Wellbeing Champions' - those teachers who proactively prioritised student wellbeing. All staff attended professional collaboration sessions on Positive Relationships and Partnerships and Support. These sessions helped staff share ideas and collaborate on best practice - to help with developing staff capacity to develop positive relationships with their students and to improve their connection with families.

Whilst in remote learning, Student Wellbeing continued to support students directly via email and video counselling. They also provided a range of proactive approaches to support the wellbeing of all students whilst they were learning from home.

These included:

- \* Regular advice to students on staying healthy- including live daily video sessions
- \* Virtual lunch time groups to engage with students who were at home alone or wanted more peer-to-peer interaction
- \* Hosted and delivered several virtual wellbeing presentations on a range of topics including the power of sleep, navigating VCE during remote learning, positive body image and positive choices.
- \* Virtual parent webinar - providing parents with family inclusive approaches of supporting good mental health at home
- \* Launched a podcast called "The Summit" - providing proactive tips to help students be their best
- \* Created and provided several student wellbeing fact sheets for parents focusing on topics such as anxiety, mood, motivation, and truancy.

The Attitudes to School Survey data proudly indicates that our sense of connectedness and safety measures were well above the state median and similar schools' comparisons which is an outstanding result. Our Parent Opinion Survey percent endorsement data indicated that we had a higher percent of positive responses compared with the state average of secondary schools. The School Staff Survey school climate survey results were well above the state average of all Victorian Government Secondary Schools. This is indicative to the quality and strength of our wellbeing programs and initiatives for both students and staff last year.

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## Finance performance and position

At Mount Waverley Secondary College, we continued to support our students by delivering high quality programs, services, and facilities. The college had a net operating surplus of \$1,597,007. This can be attributed to high student enrolments and a carefully considered staffing structure and the remote learning period. These funds will enable the college to continue to deliver quality programs, services and facilities that meets the needs of our students' learning, engagement and wellbeing. Equity funding was used to support students with laptops, books and uniform and additional teacher support.

2021 saw a further decrease in revenue generated via our International Student Program (totalling \$326,781), and a decrease in locally raised funds which includes parent contributions and facility hire. Our College Council entered into contracts with external hirers, Chalkboard Catering, Peridot Theatre Company and the Xin Jin Shan Chinese School.

A very broad curriculum continues to be offered at the college and due to our associated revenue, all programs are well resourced.

Updating our facilities, in particular our Senior Campus, has been a strong focus. In 2021 a maintenance project was completed on the Senior Campus near the Hall. Further funds have been committed to ensure quality upgrades of our facilities and the implementation of new facility projects. At the end of 2020 our college received funding for the design and building of a STEAM Centre on the Senior Campus and in 2021 planning commenced. On the Junior Campus, we began planning to upgrade the oval with an artificial turf pitch. This project will be a school self-funded initiative. Our focus is to ensure we remain a state-of-the-art educational institution and the school of first choice in the community.



**For more detailed information regarding our school please visit our website at**  
<https://www.mwsc.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 1790 students were enrolled at this school in 2021, 838 female and 952 male.

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

### Overall Socio-Economic Profile

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

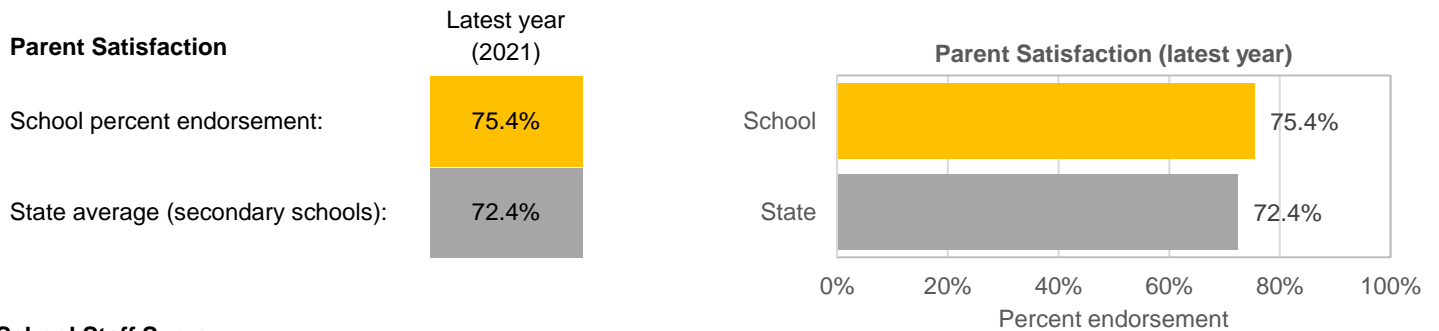
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

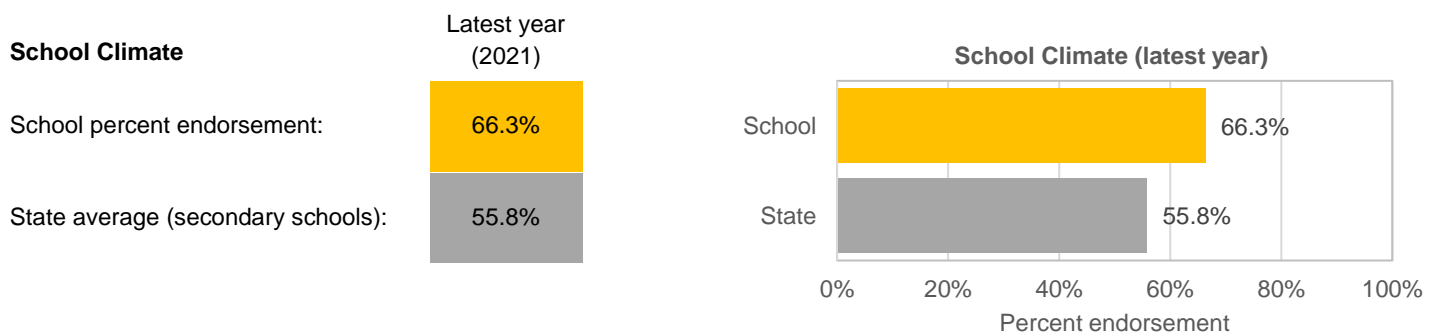


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

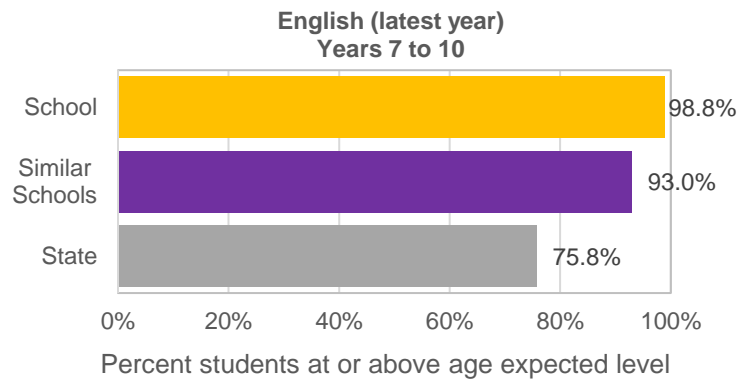
98.8%

Similar Schools average:

93.0%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

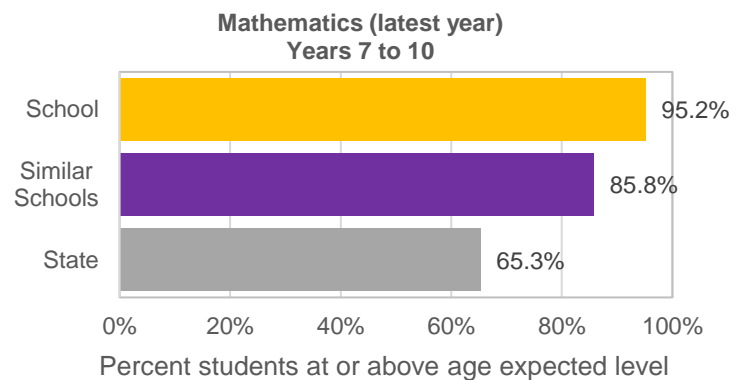
95.2%

Similar Schools average:

85.8%

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.

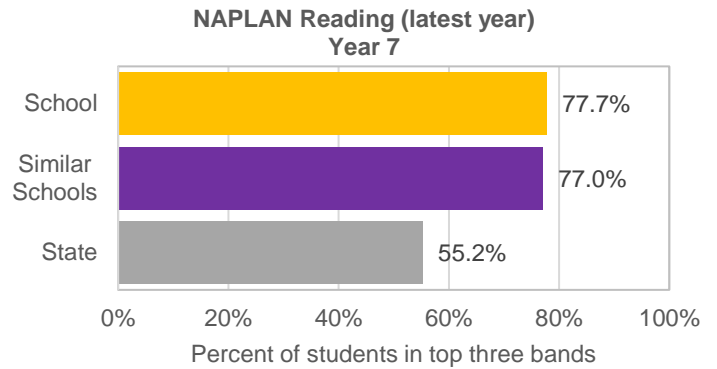
**NAPLAN**

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.

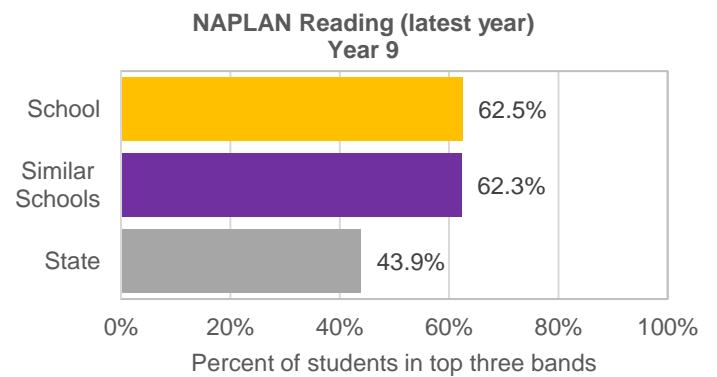
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.7%	76.6%
Similar Schools average:	77.0%	75.8%
State average:	55.2%	54.8%



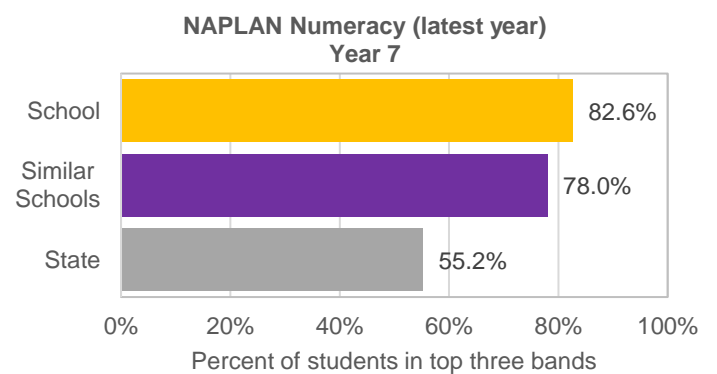
**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.5%	62.4%
Similar Schools average:	62.3%	64.7%
State average:	43.9%	45.9%



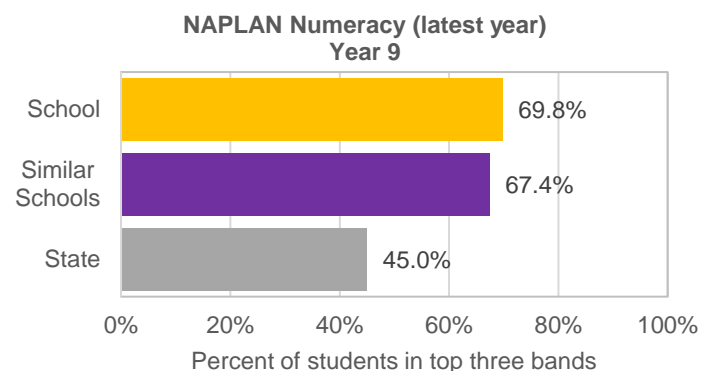
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.6%	83.3%
Similar Schools average:	78.0%	78.5%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.8%	72.4%
Similar Schools average:	67.4%	69.2%
State average:	45.0%	46.8%



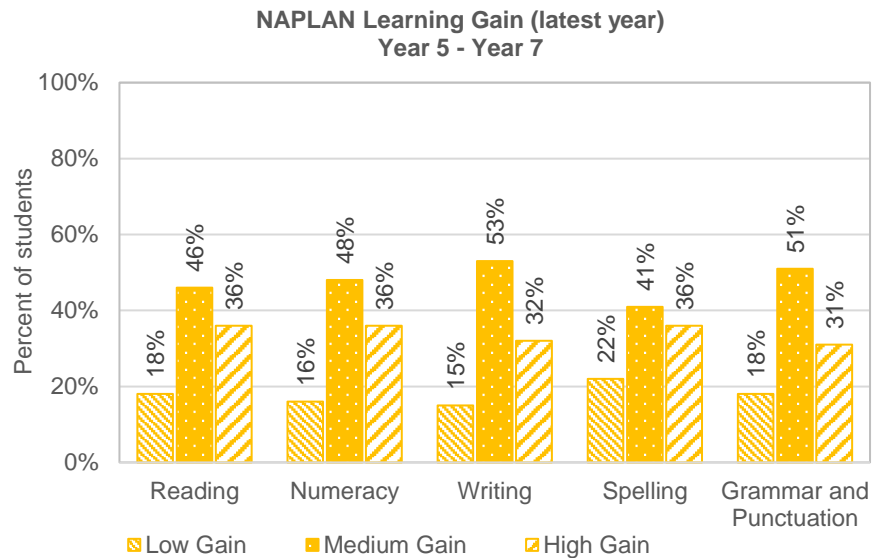
**ACHIEVEMENT (continued)**

**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'.

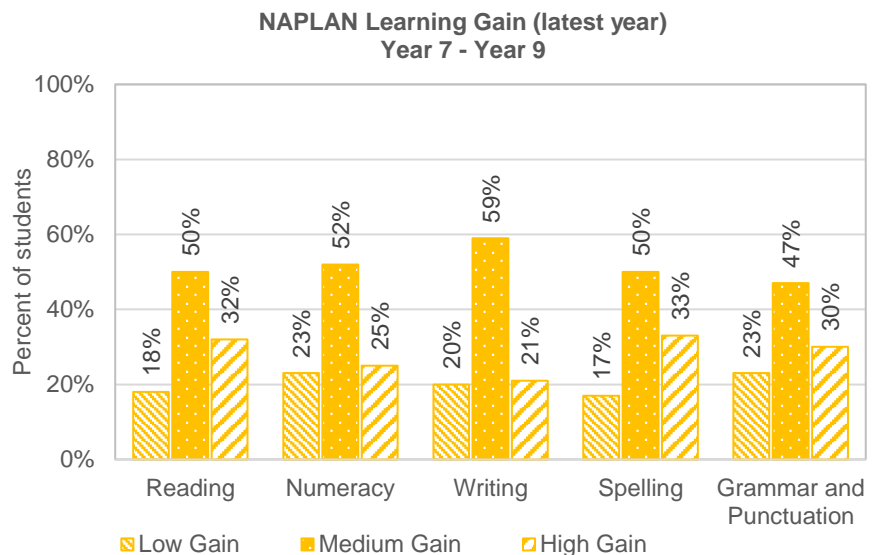
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	18%	46%	36%	30%
Numeracy:	16%	48%	36%	28%
Writing:	15%	53%	32%	28%
Spelling:	22%	41%	36%	28%
Grammar and Punctuation:	18%	51%	31%	28%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	18%	50%	32%	28%
Numeracy:	23%	52%	25%	28%
Writing:	20%	59%	21%	28%
Spelling:	17%	50%	33%	31%
Grammar and Punctuation:	23%	47%	30%	27%



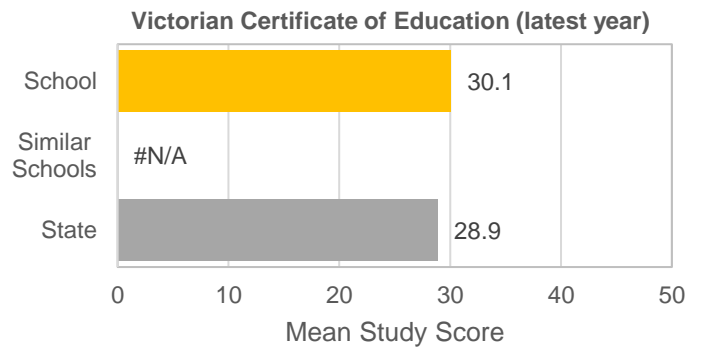
## ACHIEVEMENT (continued)

### 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.

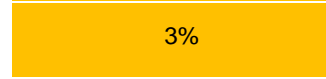
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	30.1	30.9
Similar Schools average:	30.6	NDA
State average:	28.9	28.9



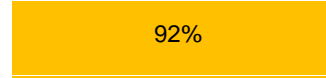
Students in 2021 who satisfactorily completed their VCE:



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



VET units of competence satisfactorily completed in 2021\*:



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



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

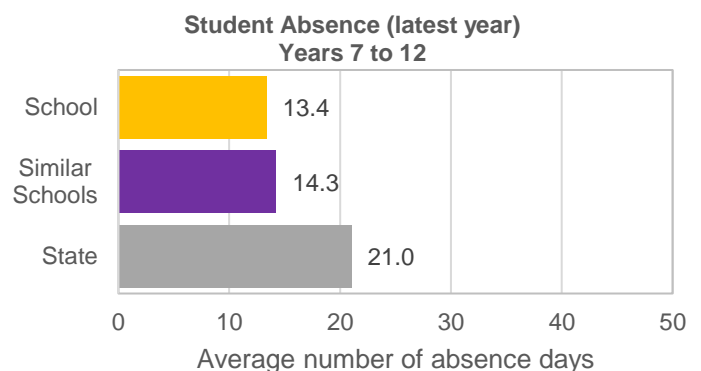
## ENGAGEMENT

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

### Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	13.4	11.5
Similar Schools average:	14.3	14.1
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

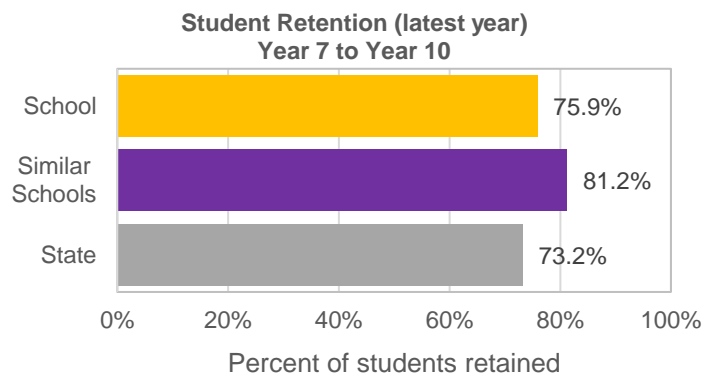
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	94%	94%	91%	90%	96%	95%

**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:	75.9%	75.7%
Similar Schools average:	81.2%	80.6%
State average:	73.2%	72.9%



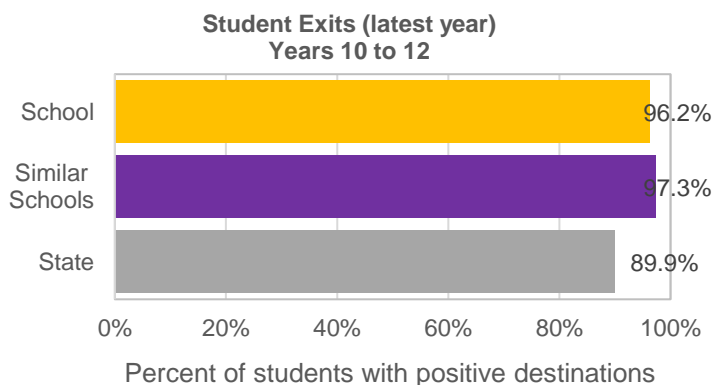
**Students exiting to further studies or full-time employment**

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

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

**Student Exits Years 10 to 12**

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	96.2%	95.5%
Similar Schools average:	97.3%	97.0%
State average:	89.9%	89.2%



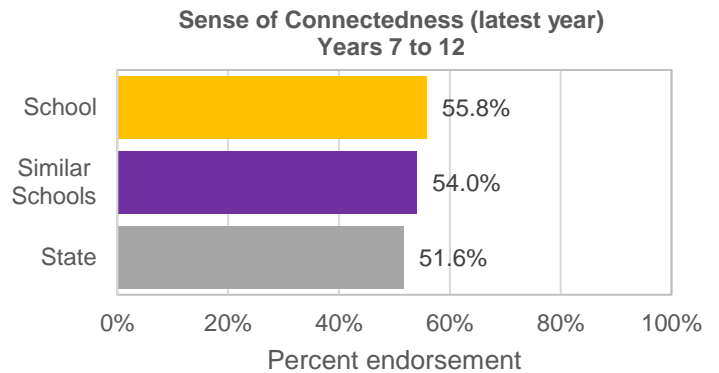
**WELLBEING**

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

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

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

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	55.8%	57.9%
Similar Schools average:	54.0%	57.4%
State average:	51.6%	54.5%

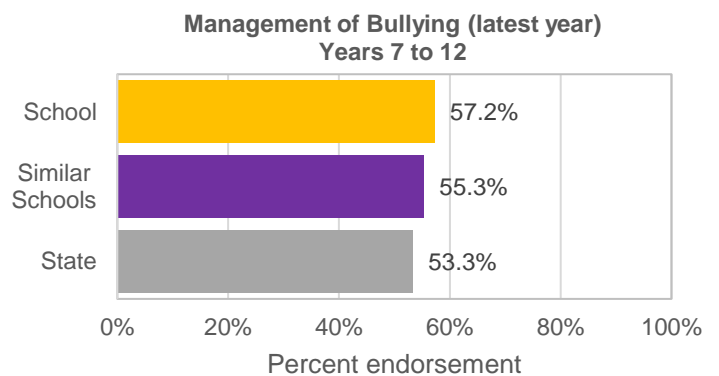


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

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

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

<b>Management of Bullying Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	57.2%	61.0%
Similar Schools average:	55.3%	59.1%
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	\$18,252,230
Government Provided DET Grants	\$1,995,555
Government Grants Commonwealth	\$12,771
Government Grants State	\$119,036
Revenue Other	\$28,856
Locally Raised Funds	\$2,073,037
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$22,481,484</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$59,255
Equity (Catch Up)	\$39,795
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$99,049</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$18,204,071
Adjustments	\$0
Books & Publications	\$14,846
Camps/Excursions/Activities	\$297,793
Communication Costs	\$44,979
Consumables	\$253,510
Miscellaneous Expense <sup>3</sup>	\$121,836
Professional Development	\$43,991
Equipment/Maintenance/Hire	\$497,907
Property Services	\$462,458
Salaries & Allowances <sup>4</sup>	\$533,929
Support Services	\$255,546
Trading & Fundraising	\$14,408
Motor Vehicle Expenses	\$61
Travel & Subsistence	\$0
Utilities	\$154,134
<b>Total Operating Expenditure</b>	<b>\$20,899,470</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,582,014</b>
<b>Asset Acquisitions</b>	<b>\$517,607</b>

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$6,255,205
Official Account	\$257,583
Other Accounts	\$362,612
<b>Total Funds Available</b>	<b>\$6,875,400</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$388,370
Other Recurrent Expenditure	\$86,625
Provision Accounts	\$0
Funds Received in Advance	\$205,302
School Based Programs	\$290,575
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$108,700
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$483,019
Capital - Buildings/Grounds < 12 months	\$4,580,000
Maintenance - Buildings/Grounds < 12 months	\$552,500
Asset/Equipment Replacement > 12 months	\$70,300
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$6,765,392</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*