

# 2021 Annual Report to The School Community



**School Name: Timboon P-12 School (6260)**



- 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 11 March 2022 at 11:25 AM by Davin Reid (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 11 March 2022 at 11:29 AM by Bronwyn Lenehan (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 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.

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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

Timboon P12 School is classified as a remote school as it is 53 kilometres from the nearest provincial centre. It is serviced by a very limited public transport system. It is in the heart of a buoyant dairy industry that has experienced several economic down turns. The school is close to tourist destinations along the Shipwreck Coast, and this provides employment in the hospitality industry. Our school has steady enrolments with approximately 452 in 2022 students. The school will continue to develop programs and publications to foster a motivated, aspirational, high achieving attitude in all students and families.

The school mission is to ensure strength through understanding by providing high levels of academic, social and emotional learning for all our students. Daily instruction is based around Learning Intentions, Success Criteria, Quality of Task and Feedback.

Curriculum initiatives include an Early Years Numeracy program, an extensive list of VCE subjects, a strong VCAL program that offers foundation, intermediate and senior certificates and a wide selection of VET subjects. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated curriculum program and unit system address the Australian and Victorian curriculum domains. Specialist P-6 and 7-12 teachers provide targeted instruction in designated areas including the Arts and Physical Education. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music via our Rock Bands Program. Strong links with community and families have been identified as a key whole school priority. Examples of success in these areas include the establishment of the TAP (Timboon Agriculture Program) and the real-life opportunities it provides as well as the Timboon P12 community library and the many programs it offers. Leadership opportunities for students exist throughout the school ranging from House Captains, School Captains and SRC /JSC members. We believe in giving every child the opportunity to be a leader. A comprehensive transition program runs between years K-12 which ensures students are supported in their transition into, through and from school. The school has 3 Principal class , 2 Leading teachers , 46 teaching staff and 18 Educational support staff. There are zero staff with an Aboriginal and Torres Strait islander background. Timboon P12 does not have an international students program however students arriving from overseas are supported through the visiting teacher service and ESL programs. The school strives to establish and maintain an inclusive environment that promotes, respect, empathy and commitment. Families value an open-door policy where relationships are based on trust and mutual respect and the contributions of all are valued and acknowledged. Timboon P12 School is committed to continuous improvement in our learning and teaching that reflects current and future learning needs. The school is striving to develop a culture that provides quality learning opportunities with a focus on ensuring that all members of the school community have the best opportunities for success.

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### Framework for Improving Student Outcomes (FISO)

Timboon P12 is committed to utilizing the FISO to provide structure and diagnostic analysis of the work to be done to continue to develop practice and ultimately improve student outcomes and experiences. For the 2021 school year Timboon P12 concentrated work on the following FISO areas: Curriculum Planning and assessment, Health and Wellbeing, Building Communities In the sections that follow in this Annual Report certain initiatives related to the development of these important aspects in our school will be unpacked further. These two areas were mandated by the Department as a result of Covid and our work was in these areas.

Goals set for Curriculum planning as Assessment was focused on learning catch up and extension. Considerable school resources were put into ensuring that students were supported in their learning and a tutoring program was in place for both the Primary and Secondary school. Staff undertook professional development focused on ensuring individual learning plans for students and 'catching up' those students who had not shown growth at the level expected. Goals for Health and wellbeing were to ensure staff were aware of the impacts of trauma on students learning and that students were provided with significant welfare support. The priority for Timboon P12 in 2021 has been on making sure students were active, happy and healthy. This involved making sure students are provided with opportunities in sport, art and technology. Our planning was always focused on making sure events such as camps, athletics days and

year level activities could take place. Goals for Building communities was focused on the improved use of compass and use of technology at the school and provision of VCE subjects across the district.

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## Achievement

At Timboon P12 for 2021 the Year 3 and year 9 and NAPLAN Reading results were above the state median for top 3 bands. While in Numeracy results were above the state median at Year 3,7 and 9. Other year levels performed well, slightly below the state mean.

NAPLAN learning gain highlights that student continue to make strong growth in year 3 to 5 and Year 7 to 9. Our 5 to 7 data while positive in a number of areas highlights the need to work on reading and writing.

The Timboon P12 mean study score for all VCE subjects in 2021 was better than 2020 results, sitting just below the state score. The four-year trend indicates that the VCE students show similar results to the State. In 2021, 100% of students satisfactorily completed their VCE studies and 87% of VCAL students were awarded this certificate. Our VCE results were excellent in 2021 with 3 students in the 90's and a dux of 97.25. These scores were the highest for the district and for Timboon P12 for many years.

Teacher assessment 7-10 against the Victorian Curriculum indicates results in English Mathematics were lower than the state average in year 7-10. These are teacher judgements, and some work needs to be done to ensure teachers are making informed and accurate judgements about student performance.

Staff were supported in modifying student work to cater for individual needs of students. PSD students have demonstrated a broad range of progress from slight to excellent. Pathways for these students continue to be facilitated through Student Support Group conversations with parents and students. A specific PSD manager is employed to support families and students and that all ILP's are provided and are up to date with regular SSG meetings.

In 2022 Timboon P12 will continue to focus on Numeracy We will continue our work with Assessment and Models of Instruction as we focus on growth for all students across the school. During remote leaning the school provided lessons on line for all students prep to year 12. Staff developed their skills during this time and students learnt new skills and collectively we were better at this each time. Work was provided in hard copy for students requiring additional support. Where applicable the school provided on site supervision.

Our year 3 results are very strong and writing has been a positive. The NAPLAN schools project has been a positive and there has been changes in practice with a focus on good fit books and students being challenged. Above benchmark growth in 5-7 and 7-9 in reading is not as strong as we would like but there is a significant percentage meeting benchmark growth levels.

We met all of our goals in relations to the student survey and staff have been focused on the development of an instructional model which will be work in 2022. The tutor program has been successful in that students have been well supported and there has been significant process with the development of ILP's.

The staff opinion survey is at 63% which is above the state and similar schools. Our goals in relation to using student feedback continues to improve and this is through the use of PIVOT and we are meeting our goals in relating to planning differentiated activities which is a positive. Our covid staff survey was very positive. Staff believe strongly, above school type and the state, that school leaders care about them and they are generally positive.

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## Engagement

Student data and opinions on their schooling experience is very influential in terms of the ongoing direction the school will take with learning programs. Teachers at Timboon p12 are encouraged to regularly receive feedback from students relating to their experiences in the classroom. This approach is seen as important if we as a school are to truly engage students in the learning process. Whilst on a very rudimentary level engagement can be measured by attendance and retention of students, the work at Timboon P12 is also focussed on what aspects of pedagogy and the learning program contribute to positive engagement for our students. Work in the Senior School has continued to focus on the development of positive and relevant pathways for our Year 10-12 students. Increased numbers in the senior cohorts has seen the VCAL program grow.

In the Primary school we are similar to state average but it is extremely pleasing to see we are significantly below

similar schools and the state average. This a credit to the programs on offer such as the TAP and the relationships and support offered to families. The school attendance for the Primary school is slightly higher than the State result, with the 4 year trend also reflecting this higher rate of attendance. In the Secondary school the absence rate is significantly lower at Timboon p12 compared to the state.18.8 days compared to 21.

Maintaining a high level of student engagement and connectedness continues to be a Timboon P12 priority. Home group and class teachers and Administrative staff maintain regular contact with families to ensure all students are supported to attend school on a regular basis.

The continued use of Compass has allowed for increased parent interaction and student connectedness to the School. Excursions and School events are publicized along with student feedback to parents about progress and participation. Absences are also followed up through this online system. Wellbeing team work with families to improve attendance and modified program are put in pace to encourage students with significant absence.

Our goal of 86% school connectedness has been met with 92% achieved. In light of covid this is very pleasing as parents are still feeling connected to the school. Parent opinion survey goal relating to confidence and resilience skills has been met with 86% positive endorsement by parents. Our parent survey results are excellent with over 87% of parents satisfied with the education we provide. This compares to a state average of 74%

The introduction of the Step-up Program improved the engagement of targeted students throughout the School with regards to pathways, classroom application and connectedness to the wider School program.

Student 7-10 retention data indicated the school sits well above the state median, however it is acknowledged that meaningful pathways are facilitated for all students exiting the School. Percentages of students undertaking full time work or further studies place the School above the state median for the 4-year period. , 89% compared to 87% for similar schools.

Staff opinion survey results are consistently strong with the staff endorsement of School Climate above the State score. This year we delivered VCE Maths and Chemistry to other schools and this has been successful, and staff have developed new skills and we have supported the network. The use of technology across the school has improved and in Term 2 an audit confirmed 100% of students had their own device. It has certainly made things easier during remote learning. Unfortunately, in 2022 our parents association disbanded however there continues to be strong involvement by parents on sport days and community events. Digital text books have been used in the secondary school and positive feedback has been received about this change. Staff and students definitely feel more comfortable about using technology at school and there is improved collaboration in this space.

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## Wellbeing

Overall wellbeing data for students across the school is very positive. Students feel a positive Sense of Connectedness with the School, and this has been a trend for the past two years. The support provided by the Student Wellbeing Team has gone a long way to supporting students at the school. This has extended to our staff with this team delivering quality professional learning aimed at increasing the capacity of staff to respond and support student wellbeing matters. This professional learning program aims to equip staff members with the tools to proactively ensure students in their care feel valued, heard and understood. These elements of the teacher / student working relationship are vital to providing a platform for high level student achievement.

With the support of a team of a Welfare Officer, Chaplain, , and focused Home Group program the School will continue to actively support all students.

The school fully supports the mandated Child Safe requirements as mandated by DET. Orientation and Transition programs offered continue to build positive relationships with the school.

Leadership opportunities continue to develop capacity in staff and students at all levels throughout the school. Student attendance at School events and community forums has been consistently high over 2021 ,despite the impact of Covid. Student safety continues to be a focus for the school as we support all students to feel connected, valued and safe in our School community.

Staff have undertaken professional development on trauma informed practices through WISA. There has also been follow up sessions. This has highlighted areas for improvement and it will be a focus for 2022 along with the wellbeing of students and staff to ensure engagement in learning. The new wellbeing team has been very successful with increased documentation and meetings held to ensure students are supported and all measure are in place. Increased welfare support has been appreciated by the school community. PE and Arts focus continue to grow with more



students selecting Art based subjects and the introduction of STEAM in the primary and the use of Minecraft has been beneficial. Staff are understanding of the need to have a welfare focus and increased use of ILP's for students to ensure their specific learning needs are catered for.

Our parent survey results relating to motivation and support is at 85% this is 19% above our goal and stimulating learning is at 88% which is 17% above our goal. This is something as a school we are very proud of, and staff should be recognized for their work in this space.

The sense of Connectedness at both Primary and secondary school is well above similar schools and the state average. This is something the school should be proud of, and it is particularly important in these times that students feel connected to each other and feel supported. An area the school will continue to work on is the managing of bullying. Data indicated that in both the Primary and secondary school we manage this better than other schools. However, it is always something we can work on and improve. We want all students to feel supported and that issues are dealt with.

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## Finance performance and position

At Timboon P12 we continue to provide excellent facilities and programs for all students. Our productivity highlights for 2021 ensured that physical and human resources were well managed and facilitated the ongoing improvement of teaching and learning programs. The continued expansion and use of the Compass management system helps to tie together many facets of the College, ensuring that parents, student and staff are informed and engaged in the everyday events and processes of the school

Facilities upgrades through the renovation of rooms and the extensive purchase of ICT hardware ensure that students learn in a high quality environment with the very best access to technology and learning resources.

Timboon P12 School has maintained strong, positive growth throughout this period. Educational delivery is complemented by our staff's commitment and dedication to provide our student with optimum outcomes. The continuation of the Timboon Agricultural Program (TAP) through highly successful co-ordination and financial support allows us to provide our students with "real life, hands on" farm-based experiences and links to the agricultural sector. The equity funding received by the school has been very well used, in line with the Department's expectation that it be used to improve student outcomes. Timboon P12 school has used the equity to cover special activities and speakers who have been brought in to run activities or communicate to our students on best practices to achieve their own best results.

Along with these student activities, the funding has also been used to cover some very specific 'Teaching and Learning' professional learning that many of our staff have attended and also covering the CRT costs incurred due to these particular professional development days.

The school continues to be a strong financial position and resources are used to provide extra support in the classroom with the employment of additional teacher aids and classroom support. In 2021 an effective tutoring program was in place to support students from Year 1 to 12

**For more detailed information regarding our school please visit our website at**  
**<https://www.timboonp12.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 451 students were enrolled at this school in 2021, 227 female and 224 male.

2 percent of students had English as an additional language and NDP 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).

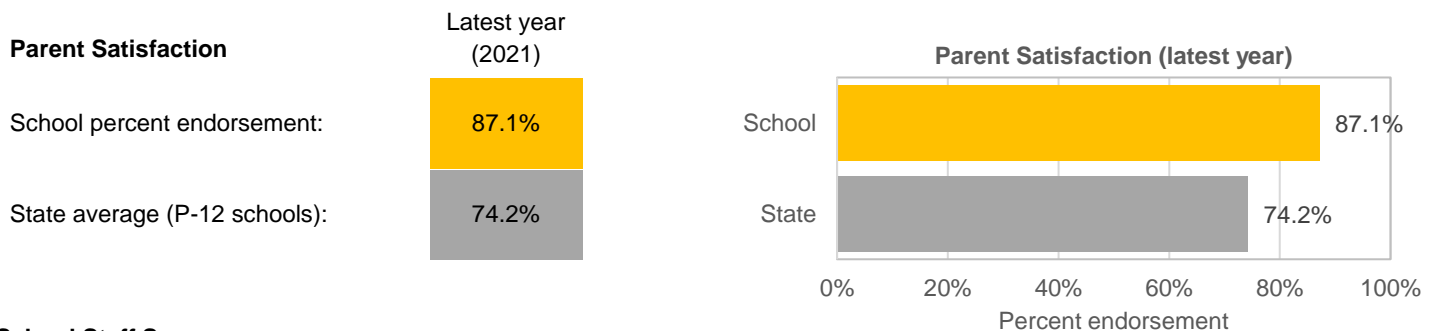
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

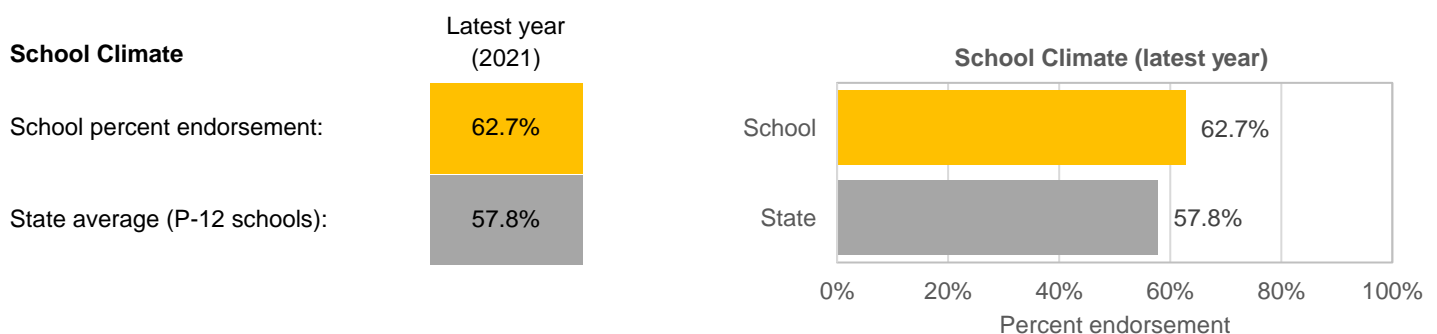


### School Staff Survey

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

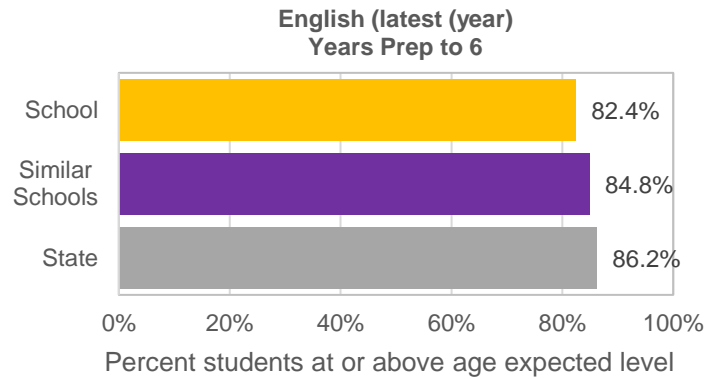
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

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

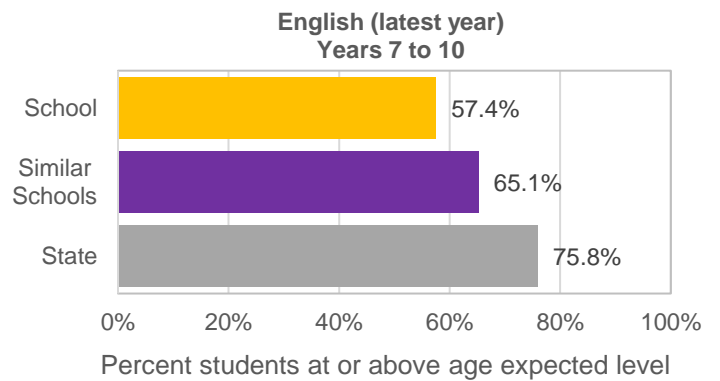
#### English Years Prep to 6

|  | Latest year<br>(2021) |
|--|-----------------------|
| School percent of students at or above age expected standards: | 82.4%                 |
| Similar Schools average:                                       | 84.8%                 |
| State average:   | 86.2%                 |



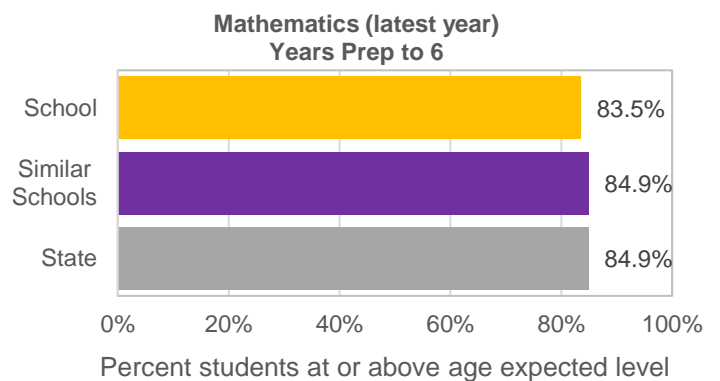
#### English Years 7 to 10

|  | Latest year<br>(2021) |
|--|-----------------------|
| School percent of students at or above age expected standards: | 57.4%                 |
| Similar Schools average:                                       | 65.1%                 |
| State average:   | 75.8%                 |



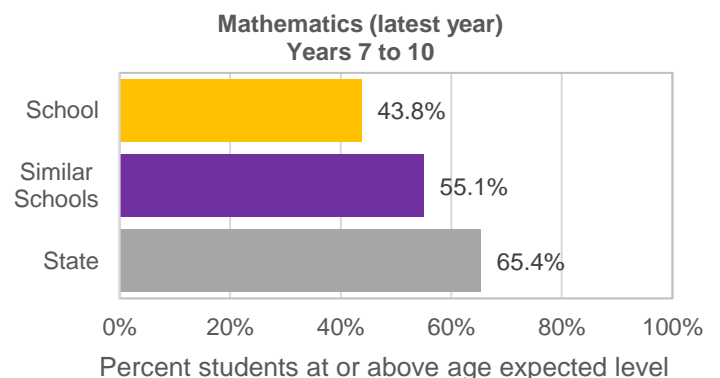
#### Mathematics Years Prep to 6

|  | Latest year<br>(2021) |
|--|-----------------------|
| School percent of students at or above age expected standards: | 83.5%                 |
| Similar Schools average:                                       | 84.9%                 |
| State average:   | 84.9%                 |



#### Mathematics Years 7 to 10

|  | Latest year<br>(2021) |
|--|-----------------------|
| School percent of students at or above age expected standards: | 43.8%                 |
| Similar Schools average:                                       | 55.1%                 |
| 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.

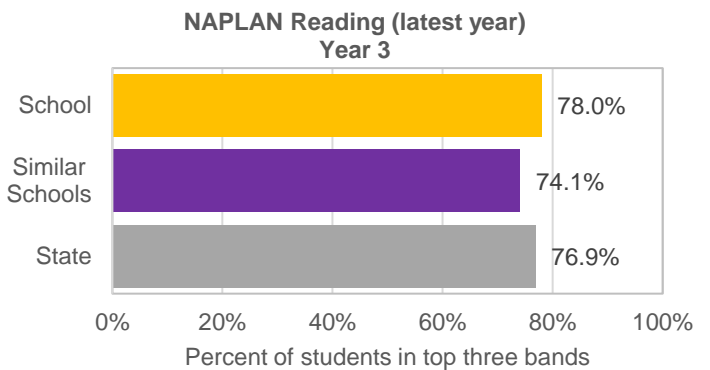
**NAPLAN**

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.

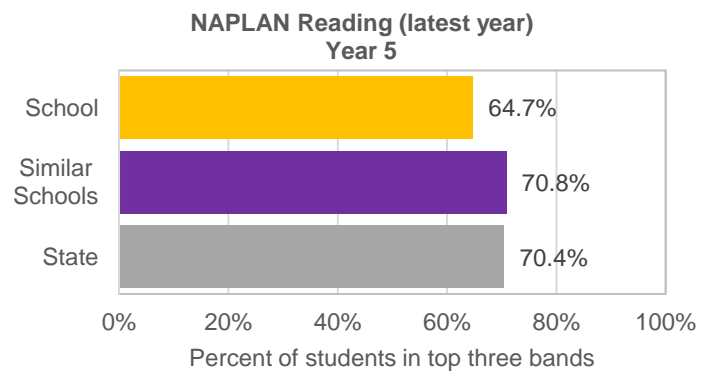
**Reading Year 3**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 78.0%              | 76.9%          |
| Similar Schools average:                       | 74.1%              | 74.7%          |
| State average:                                 | 76.9%              | 76.5%          |



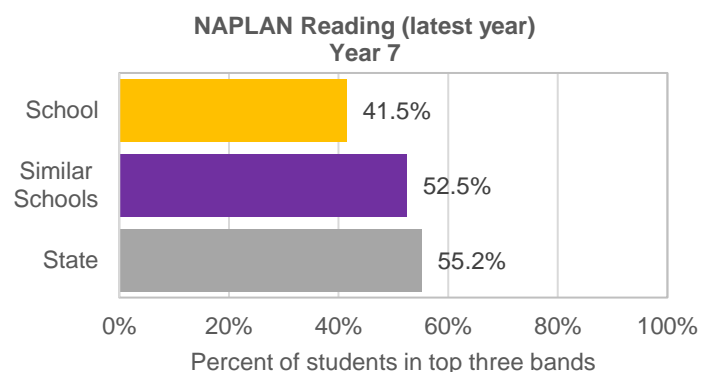
**Reading Year 5**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 64.7%              | 59.1%          |
| Similar Schools average:                       | 70.8%              | 66.7%          |
| State average:                                 | 70.4%              | 67.7%          |



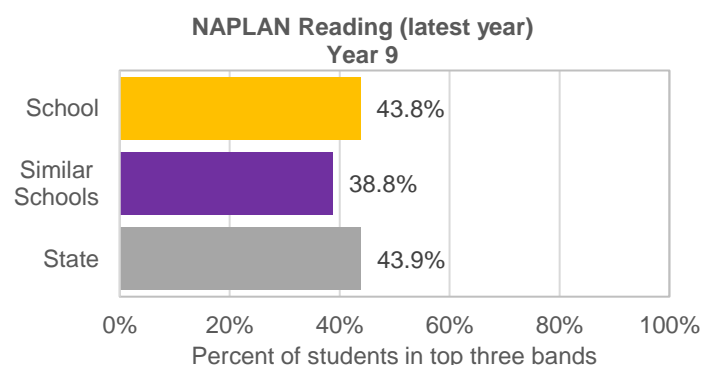
**Reading Year 7**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 41.5%              | 44.7%          |
| Similar Schools average:                       | 52.5%              | 50.6%          |
| State average:                                 | 55.2%              | 54.8%          |



**Reading Year 9**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 43.8%              | 54.2%          |
| Similar Schools average:                       | 38.8%              | 43.7%          |
| State average:                                 | 43.9%              | 45.9%          |



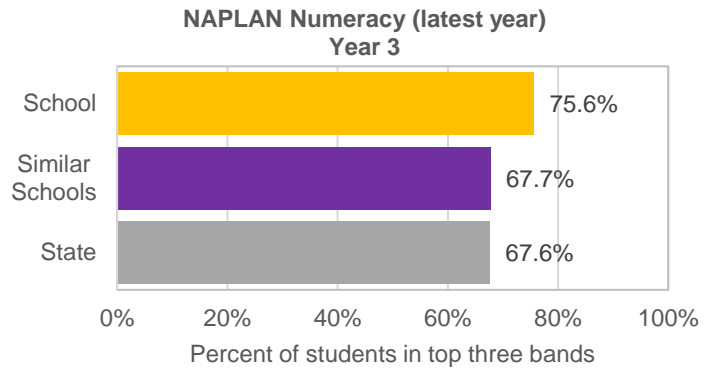
**ACHIEVEMENT (continued)**

**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)**

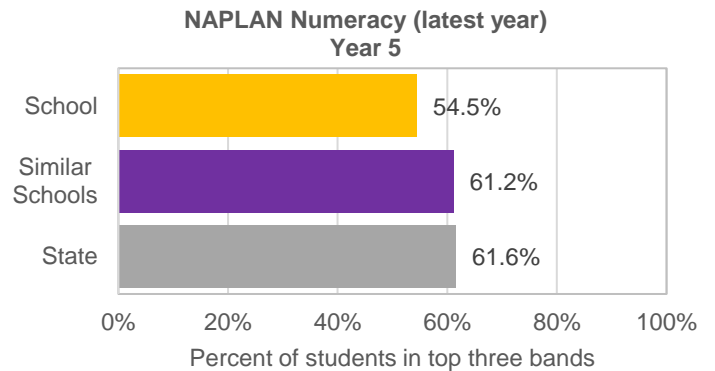
**Numeracy Year 3**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 75.6%              | 75.2%          |
| Similar Schools average:                       | 67.7%              | 70.1%          |
| State average:                                 | 67.6%              | 69.1%          |



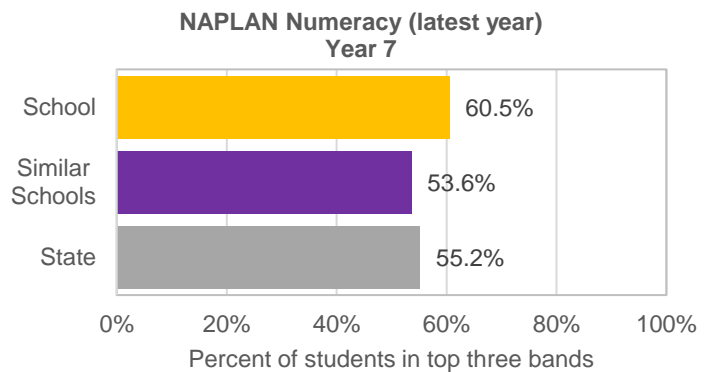
**Numeracy Year 5**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 54.5%              | 54.8%          |
| Similar Schools average:                       | 61.2%              | 58.8%          |
| State average:                                 | 61.6%              | 60.0%          |



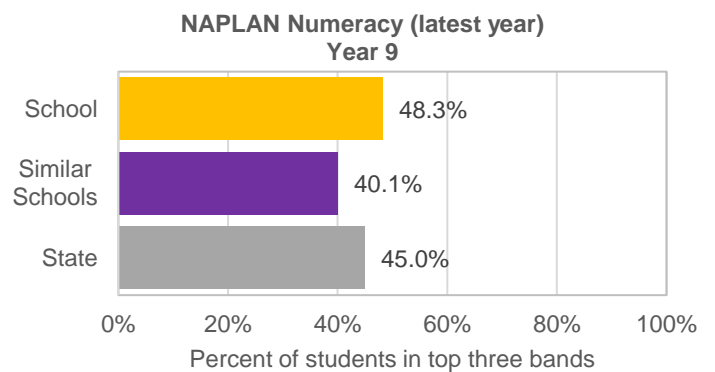
**Numeracy Year 7**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 60.5%              | 57.7%          |
| Similar Schools average:                       | 53.6%              | 51.8%          |
| State average:                                 | 55.2%              | 55.3%          |



**Numeracy Year 9**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 48.3%              | 62.2%          |
| Similar Schools average:                       | 40.1%              | 45.2%          |
| State average:                                 | 45.0%              | 46.8%          |



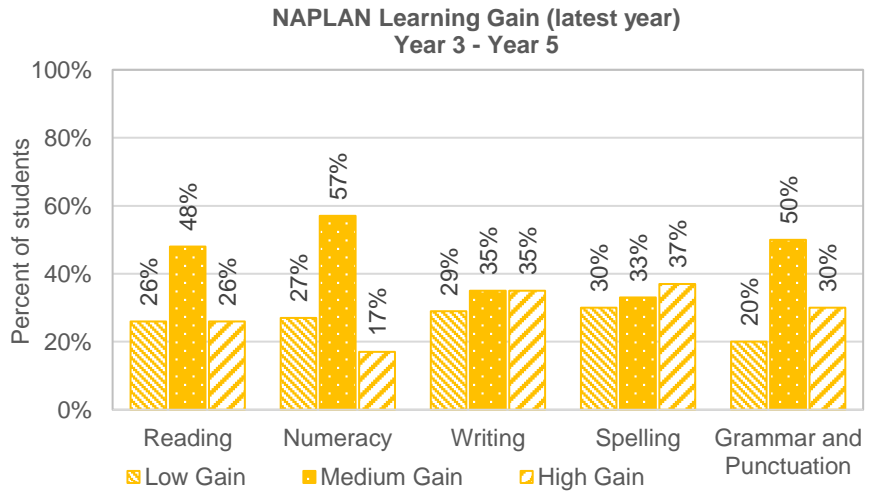
**ACHIEVEMENT (continued)**

**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'.

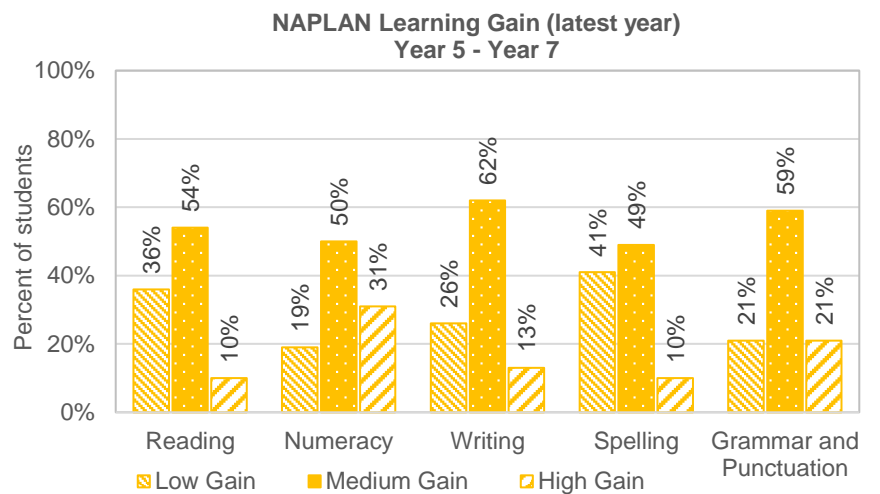
**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

|                          | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading:                 | 26%      | 48%         | 26%       | 22%                         |
| Numeracy:                | 27%      | 57%         | 17%       | 24%                         |
| Writing:                 | 29%      | 35%         | 35%       | 19%                         |
| Spelling:                | 30%      | 33%         | 37%       | 18%                         |
| Grammar and Punctuation: | 20%      | 50%         | 30%       | 19%                         |



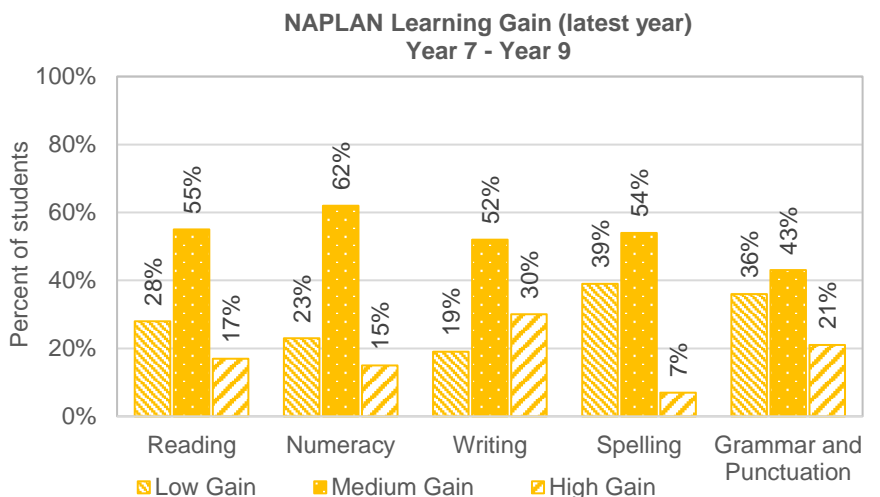
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

|                          | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading:                 | 36%      | 54%         | 10%       | 19%                         |
| Numeracy:                | 19%      | 50%         | 31%       | 22%                         |
| Writing:                 | 26%      | 62%         | 13%       | 20%                         |
| Spelling:                | 41%      | 49%         | 10%       | 21%                         |
| Grammar and Punctuation: | 21%      | 59%         | 21%       | 22%                         |



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

|                          | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading:                 | 28%      | 55%         | 17%       | 20%                         |
| Numeracy:                | 23%      | 62%         | 15%       | 24%                         |
| Writing:                 | 19%      | 52%         | 30%       | 21%                         |
| Spelling:                | 39%      | 54%         | 7%        | 22%                         |
| Grammar and Punctuation: | 36%      | 43%         | 21%       | 22%                         |



**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.

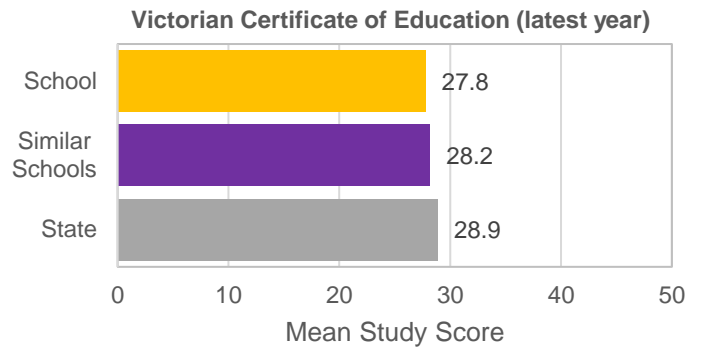
**Victorian Certificate of Education (VCE)**

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  | 27.8               | 27.1           |
| Similar Schools average: | 28.2               | 27.8           |
| State average:           | 28.9               | 28.9           |



|   |      |
|---|------|
| Students in 2021 who satisfactorily completed their VCE:  | 100% |
| Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence: | 29%  |
| VET units of competence satisfactorily completed in 2021*:  | 94%  |
| Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:                    | 87%  |

\* 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

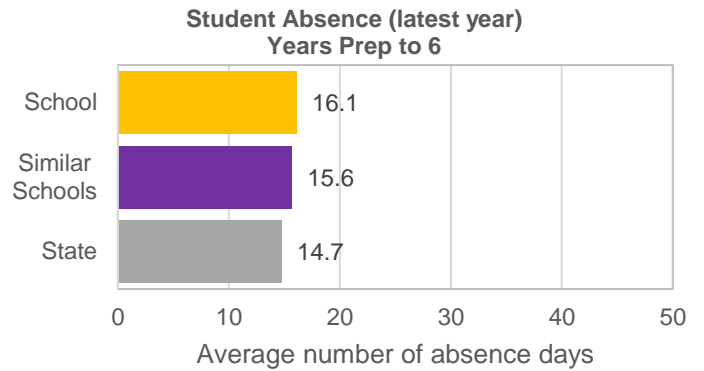
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

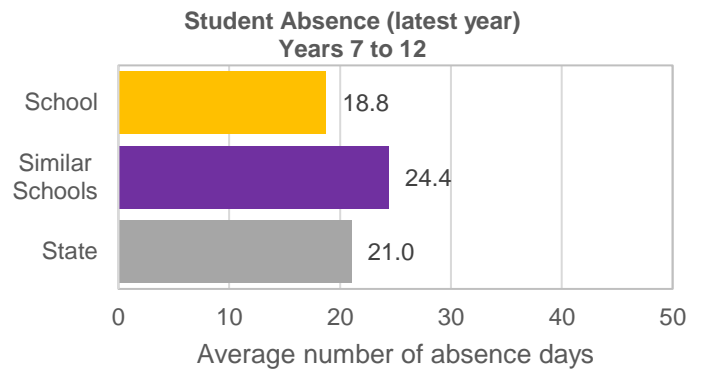
#### Student Absence Years Prep to 6

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 16.1               | 15.7           |
| Similar Schools average:               | 15.6               | 15.4           |
| State average:                         | 14.7               | 15.0           |



#### Student Absence Years 7 to 12

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 18.8               | 17.8           |
| Similar Schools average:               | 24.4               | 22.5           |
| 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): | 91%    | 93%    | 94%    | 90%     | 93%     | 90%     | 94%    |
|                                       | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |        |
| Attendance Rate by year level (2021): | 91%    | 89%    | 87%    | 92%     | 93%     | 92%     |        |

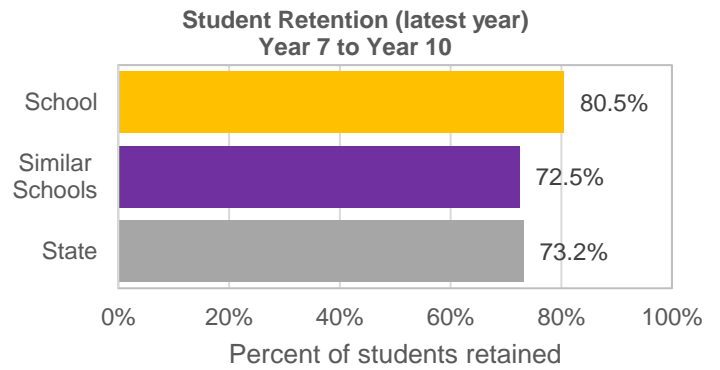


## ENGAGEMENT (continued)

### 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: | 80.5%              | 72.0%          |
| Similar Schools average:             | 72.5%              | 71.9%          |
| State average:                       | 73.2%              | 72.9%          |

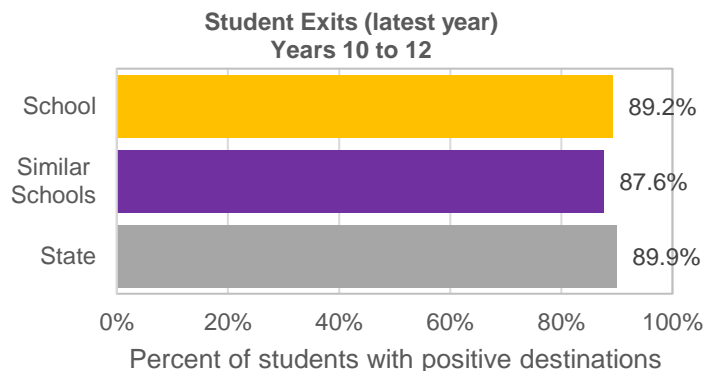


### Students exiting to further studies or full-time employment

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: | 89.2%              | 88.2%          |
| Similar Schools average:   | 87.6%              | 87.1%          |
| State average:   | 89.9%              | 89.2%          |



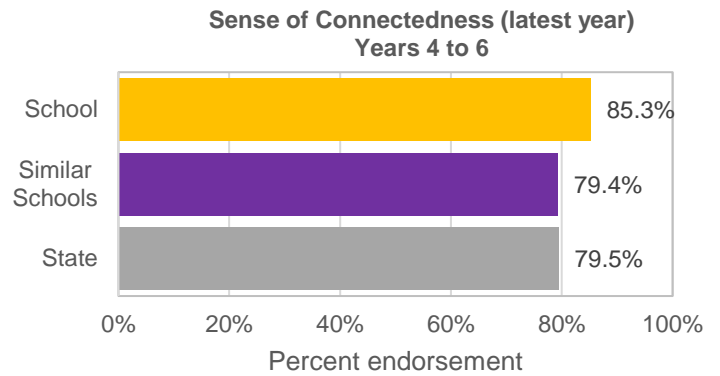
## WELLBEING

**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

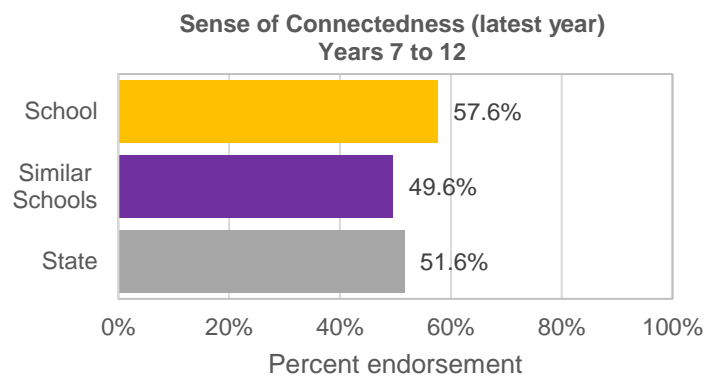
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

| Sense of Connectedness<br>Years 4 to 6 | Latest year<br>(2021) | 4-year<br>average |
|--|-----------------------|-------------------|
| School percent endorsement:            | 85.3%                 | 78.0%             |
| Similar Schools average:               | 79.4%                 | 80.0%             |
| 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<br>Years 7 to 12 | Latest year<br>(2021) | 4-year<br>average |
|---|-----------------------|-------------------|
| School percent endorsement:             | 57.6%                 | 60.7%             |
| Similar Schools average:                | 49.6%                 | 53.0%             |
| State average:                          | 51.6%                 | 54.5%             |



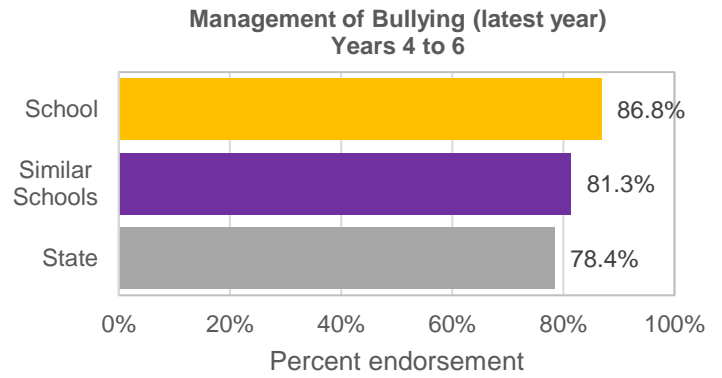
*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**WELLBEING (continued)**

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

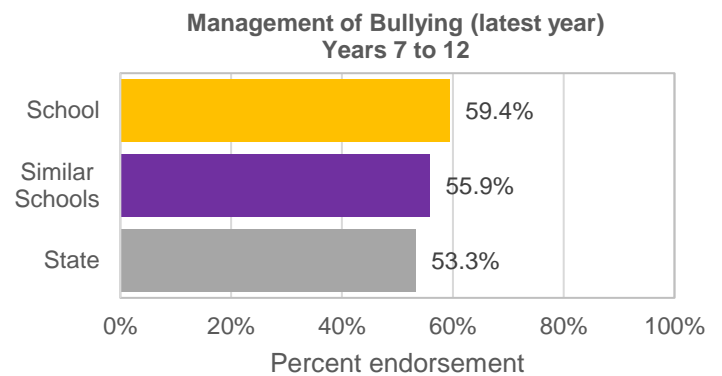
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

| <b>Management of Bullying Years 4 to 6</b> | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent endorsement:                | 86.8%              | 77.1%          |
| Similar Schools average:                   | 81.3%              | 81.2%          |
| State average:                             | 78.4%              | 79.7%          |



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

| <b>Management of Bullying Years 7 to 12</b> | Latest year (2021) | 4-year average |
|---|--------------------|----------------|
| School percent endorsement:                 | 59.4%              | 65.1%          |
| Similar Schools average:                    | 55.9%              | 59.5%          |
| 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       | \$5,408,014        |
| Government Provided DET Grants | \$1,237,526        |
| Government Grants Commonwealth | \$2,950            |
| Government Grants State        | \$9,800            |
| Revenue Other                  | \$36,491           |
| Locally Raised Funds           | \$410,587          |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$7,105,368</b> |

| Equity <sup>1</sup>                                 | Actual           |
|---|------------------|
| Equity (Social Disadvantage)                        | \$129,674        |
| Equity (Catch Up)                                   | \$15,552         |
| Transition Funding                                  | \$0              |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0              |
| <b>Equity Total</b>                                 | <b>\$145,226</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$5,318,160        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$10,796           |
| Camps/Excursions/Activities           | \$124,050          |
| Communication Costs                   | \$6,596            |
| Consumables                           | \$178,002          |
| Miscellaneous Expense <sup>3</sup>    | \$79,773           |
| Professional Development              | \$11,588           |
| Equipment/Maintenance/Hire            | \$139,555          |
| Property Services                     | \$236,654          |
| Salaries & Allowances <sup>4</sup>    | \$177,259          |
| Support Services                      | \$187,193          |
| Trading & Fundraising                 | \$40,201           |
| Motor Vehicle Expenses                | \$2,844            |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$101,844          |
| <b>Total Operating Expenditure</b>    | <b>\$6,614,515</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$490,853</b>   |
| <b>Asset Acquisitions</b>             | <b>\$106,242</b>   |

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

| Funds available               | Actual             |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,521,061        |
| Official Account              | \$28,334           |
| Other Accounts                | \$142,341          |
| <b>Total Funds Available</b>  | <b>\$1,691,736</b> |

| Financial Commitments                       | Actual             |
|---|--------------------|
| Operating Reserve                           | \$195,862          |
| Other Recurrent Expenditure                 | \$0                |
| Provision Accounts                          | \$0                |
| Funds Received in Advance                   | \$9,100            |
| School Based Programs                       | \$1,419,138        |
| Beneficiary/Memorial Accounts               | \$0                |
| Cooperative Bank Account                    | \$0                |
| Funds for Committees/Shared Arrangements    | \$185,462          |
| Repayable to the Department                 | \$0                |
| Asset/Equipment Replacement < 12 months     | \$0                |
| Capital - Buildings/Grounds < 12 months     | \$78,036           |
| Maintenance - Buildings/Grounds < 12 months | \$0                |
| Asset/Equipment Replacement > 12 months     | \$0                |
| Capital - Buildings/Grounds > 12 months     | \$0                |
| Maintenance - Buildings/Grounds > 12 months | \$0                |
| <b>Total Financial Commitments</b>          | <b>\$1,887,598</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.*