

# 2021 Annual Report to The School Community



**School Name: Bendigo Senior Secondary College (7595)**



- 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 16 March 2022 at 02:59 PM by Dale Pearce (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 16 March 2022 at 03:04 PM by Damien Tangey Tangey (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

Bendigo Senior Secondary College (BSSC) is a Year 11 and 12 school located in the centre of Bendigo. With approximately 1750 students, 125 teaching staff (101.57 equivalent full-time), 9 Principal Class and 52 Education Support Staff (45 equivalent full-time), it is the largest provider of the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training in the state.

Our college vision is to empower students for individual, community and global leadership. We seek to provide the best possible education for all students, irrespective of their ability or intended pathway. Our college values, developed through community consultation, are Respect, Optimism, Learning and Environment. A process of reviewing these values is underway.

The college provides quality instruction and a range of programs which attract enrolments from students in government and non-government schools across a broad geographic area. The College has a close relationship with the four government Year 7-10 colleges in Bendigo, with whom it works closely in student transition and, increasingly, on common approaches to teaching and learning. Underpinning the relationship with these schools is the belief that every child can achieve and has a right to high quality education that will provide them with the knowledge and skills necessary for success in life and work beyond school. The strength of the college is built upon the expertise and commitment of its staff. Teachers at BSSC play a leading role in state wide curriculum development, subject associations and VCAA assessment processes.

The college provides a supported learning environment where sound work ethic, self-discipline and independent learning skills are fostered. Staff are committed to the academic progress and wellbeing of students, and all students are encouraged to interact closely with their teachers and seek help at any time. Students have high level access to ICT and the College operates a Bring Your Own Device (BYOD) model where students provide their own laptop or other device. An online portal is available which allows parents to monitor attendance, work completion and achievement in real time and to provide approval for absences.

Students can choose a pathway to meet their individual needs, whether that pathway is into university, some other form of further education, apprenticeship, trades or employment. Extensive careers and pathways advice is available to students and is complemented by the individual support provided through a structure in which each student is linked to an Advisor who monitors their progress.

A wide range of VCE and VET studies are offered and an accelerated learning program operates in conjunction with the 7-10 colleges whereby students can undertake VCE studies whilst in Year 10. Where capable, Year 11 students are encouraged to undertake a Unit 3/4 study in their first year at the College, and students are supported if they choose to undertake a first- year university subject in Year 12. Pathways in VCAL are offered at the Intermediate and Senior levels. The College is a Registered Training Organisation with many VET programs on its scope of registration. Strong relationships with other training providers in Bendigo and our Trade Training Centre provides our students with access to excellent vocational training facilities and opportunities.

NETschool is a second campus of the College, providing curriculum access for 15 to 19 year-old students who have been outside mainstream schooling or training. NETschool provides both online and face to face delivery of VCE, VCAL and VET units from its central city location.

A number of major building projects have recently taken place and students have access to a state-of-the-art Performing Arts centre and 1000-seat theatre, alongside foods and cafe areas, a Student Services Centre, new library, VCAL centre, Business Centre, Multimedia Centre and outdoor recreation space. Refurbishment of the G Block Maths Centre will take place over 2021 and 2022.

The College is proud of the work it does to promote inclusion. Intensive EAL support is provided to our refugee students and a homework club operates to serve students from several Bendigo schools. EAL students represent 6 per

cent of our student cohort. The College also has a highly valued indigenous student population. These students are assisted by mentors and a range of additional support services which are closely linked to families and community. 3 per cent of students are Aboriginal or Torres Strait Islanders.

The international focus of the College is wide ranging and includes sister school relationships in Germany, Indonesia, France and China. Students can participate in regular curriculum-based trips to these countries, and to Italy and Greece. The College for many years has benefitted from the presence of students from other countries, including many from China, who come to study as fee paying students or through exchange programs. These students, who access a wide range of VCE subjects, are supported in homestay arrangements with local families which provide an in-depth cultural and language experience for everyone concerned. These arrangements were significantly interrupted by COVID in 2020 and we are supporting international students aligned to BSSC and other schools through online delivery until the pandemic eases to the point that international travel is again possible. The college has an independent Confucius Classroom in partnership with a sister school in China. Through the Confucius Classroom Chinese language and cultural support is provided to over 20 schools in Bendigo and virtual classroom delivery is provided to primary schools in other regions of the state. Through the Confucius Classroom we have also successfully engaged many community members. The college also delivers VCE subjects to over 50 other schools around the state through its Victorian Virtual Learning Network.

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## Framework for Improving Student Outcomes (FISO)

The college strategic plan contains three goals:

1. To improve learning outcomes and achieve continuous learning growth for all students
2. To deepen and strengthen students' agency & voice in their learning
3. To develop confident, motivated and resilient students

These related to the following original FISO model dimensions and improvement strategies:

1. Excellence in Teaching and Learning (Building Practice Excellence, Curriculum Planning and Assessment)
2. Positive Climate for Learning (Setting Expectations and Promoting Inclusion, Intellectual Engagement and Self Awareness)

In 2021 the strategic work of the college was focused around the centrally-set DET imperatives of:

1. Curriculum Planning and Assessment: Learning catch-up and extension
2. Health and Wellbeing: Happy, active and healthy kids
3. Building Communities: Connected schools priority

In addition the college also chose to focus on two components of the original strategic plan:

- A. Building practice excellence: Consolidate and embed a whole college understanding of the school instructional model
- B. Building practice excellence: Build instructional and shared leadership capacity, including through greater leadership visibility and the ability of leaders to give and receive feedback

Key actions included:

1. Development and embedding of the new instructional model.
2. Building the capacity of our extended leadership team to give and receive feedback.
3. The establishment of a 'staff roundtable' model to support strategic conversations with teams within the college.
4. Training all staff in the Berry Street education model.
5. Engaging in BEP activity - teacher networking, multi school staffing model, working parties, trialing an alternative VCE timeline, improving 10-11 transition processes and Step Up.
6. A review of our college values and articulation of their meaning for staff and students.
7. Implementation of PLCs
8. Establishment of small group tutoring

Through these activities we were expecting to impact on completion rates for VCE and VCAL, study scores over and the all study mean, Year 11-12 retention, student destinations and a range of student and staff opinion survey results.

The reality of 2021 was that because of the impact of COVID we made limited progress against some of these objectives. Where this has occurred this work will be undertaken in 2022.

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## Achievement

In 2021 our student achievement goals were to improve the All Study mean (rose from 25.87 to 26.27 ), VCE completion (fell from 96.3% to 96.1%), Study Scores over 40 (unchanged at 1.9% ), VCAL credit completion (fell from 89% to 81%), VET completion (rose from 83% to 86%), Year 11-12 retention (fell from 67.6% to 63.8%) and other data measuring adjusted study scores. This represented a reasonable achievement in a year where COVID impacted heavily on student learning. The college had made good progress in most of these areas in the previous two years and expects that 2022 will see the resumption of this upwards trend. We note that the real retention data is under review as it includes anomalies such as students from other schools studying online at BSSC through the Victorian Virtual Learning Network.

In 2022 our focus will be improving learning and wellbeing outcomes and supporting all students to achieve continuous learning growth. Key strategies will include embedding the use of our new instructional model, individual student support, development of a disability inclusion program and Berry Street Education Model training.

The percentage of students exiting to further studies and full-time employment appears to be below the state average but BSSC data is compared with schools with Years 10-12 as opposed to Years 11 and 12 only and this data does not take into account the generally higher than average percentage of BSSC students who defer their university studies after completing Year 12. Each year we enrol over 900 students and some of these students, particularly those coming into Year 11, decide to undertake an alternative pathway at the beginning of the year or soon after. Each student is followed up by the college and their destinations are recorded. We continue to work closely with our partner Year 7-10 schools, students and families to encourage all students to continue their education. We have a comprehensive careers and pathways program which supports all students to access pathways information to enable them to make informed choices regarding their transition from secondary schooling. In 2021 every Year 12 student had a 1:1 meeting with our careers staff.

It is worth noting the improvement in student destinations measured via the On Track survey, which in 2021 showed over 77% of Year 12 existing students going to further work, training or employment or deferring university studies. This represents an improvement on the previous survey and is driven chiefly by an increase in university offers, a trend which appears to have continued in 2022. The other significant external force which will impact on student retention and destinations in 2022 is the change in the local job market which will mean more opportunities for young people in Bendigo.

In 2021 the college provided a range of support to students with disabilities. Individual students with funding support were assisted to develop and work towards the goals of their individual learning plan, supported by an aide and support group meetings involving parents and staff. The needs of these students were communicated to teachers who made the necessary accommodation in their teaching and, where necessary, in assessment. Additional support was available to these students during periods of remote learning. Students sitting VCAA exams were provided with special examination arrangements. In addition to these funded students, a significant number of other students were supported through adjustments made by classroom teachers. The college is well connected to the deaf facility and provides a base for their staff who work directly with our students.

Our Indigenous and EAL students continue to be supported by a range of programs and EAL students from across Bendigo are supported by our Homework Centre. Our NETschool program is also successful in engaging learners with over 90% of learners transitioning to sustainable pathways.

Consistently high levels of parent satisfaction with the college reflect the positive view of the college with families and in the broader community. We continue to seek ways of communicating positively with parents, via positive Compass messages and phone calls and increasing attendance at parent teacher interviews. Our alumni program which develops ongoing engagement with our previous students, continues to grow strongly.

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## Engagement

In 2021 the engagement focus will be on supporting students to be happy, active and healthy. Our key strategies include a requirement for all staff to undertake extensive training in trauma informed practice over the next 24 months, implementation of reflective practice groups for staff and a focus on aspiration, motivation and positive relationships through the advisor program.

The college has traditionally enjoyed very positive student responses to the student attitudes to school survey and this was evident again in 2021, where despite a decline in a range of variables responses were generally above state and similar school means. The impact of COVID was evident in responses related to transition and connection to peers and in the slightly lower than normal response rate.

The average student days absence was 19.5, similar to other schools but an increase on our average which is generally better than the state figure. The impact of remote learning was evident with a sharp increase in the number of students with more than 30 days absence. We attribute improvement over recent years in absences to the work of our Student Engagement Team and the follow up they do with students and families. Through our online Portal (Compass) we monitor student attendance for each period of the day which is available to parents in 'real-time', which is part of our proactive approach to following up concerns with attendance early and putting in place intervention strategies for students who start to record low attendance. However, attendance continues to be a focus of our work and the message that 'it's not OK to be away' is one we continue to emphasize. In 2022 we will continue to allocate equity funding to support to our Student Engagement Team, with attendance follow up being a significant component of this role and a focus on supporting students to transition back into regular schooling after two years of COVID interruptions. Ongoing conversations with students and parents emphasize that success is largely underpinned by attendance in class.

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## Wellbeing

Our 2021 plan to support student wellbeing included regular professional learning for student advisors, with an emphasis on their pastoral and learning support roles and training for all staff in understanding the impact of trauma.

The training in trauma informed practice was not possible due to COVID restrictions and in reality the key wellbeing work of the college revolved around meeting the needs of students during periods of remote learning and providing ongoing support for students (and families) who were impacted by the pandemic. During remote learning we redirected the work of a significant number of our Education Support staff. They made regular contact with students, particularly where there was evidence of disengagement or students were struggling to keep up with work. This provided significant support for the work of our Year Level Teams and Wellbeing Team.

Student wellbeing is a high priority and is essential for student success. It also underpins positive student/teacher relationships that enhance student learning. When compared to other secondary schools, our parent satisfaction levels are above state averages in most indicators which include behaviour management, classroom behaviour and student safety. Students at BSSC indicate they feel very safe at school.

Improving student connectedness is a high priority at the college. Our Year Level and Advisor systems have a student wellbeing focus and we have a strong commitment to providing wellbeing support for all students, through referrals to our Student Wellbeing team, which consists of a Mental Health Practitioner, a Student Wellbeing Coordinator, a Student Wellbeing Advisor and a Youth Health nurse. Our breakfast program provides students with a free healthy

breakfast each weekday. These supports all help ensure every student has ongoing access to the physical, social and emotional support they require. Through our online portal (Compass) we have been better able to monitor indicators of student wellbeing and intervene as appropriate.

Our organisational structure includes separate Year 11 and Year 12 Student Engagement Teams, with each team comprising an Assistant Principal, three Leading Teachers/Coordinators and an Education Support staff member. Students are supported by the same team during their time at the college.

To further build on our culture of inclusion, student inclusion ambassadors have been trained to lead our community in creating a culturally inclusive environment. Our LGBTIQ+ Ally network was established with 70 BSSC trained as Allies, and this program won a state award in 2019. A defined drop in space is available for our Aboriginal and Torres Strait Islander students to foster an increased sense of community and belonging and we offer a range of support for these students including a dedicated Koorie liaison teacher.

In 2022 our focus will be on undertaking training in the Berry Street Education Model and professional learning for staff around implementation of this model.

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## Finance performance and position

The financial report shows a net surplus for the year of \$305,243, attributable chiefly to reduced expenditure because of the pandemic. The chief source of funds is the Student Resource Package along with other DET grants, which in 2021 included support for additional COVID-related cleaning costs. The college received \$642,445 of equity funding which was targeted at student engagement and wellbeing as well as support for learning programs. The \$29,932 of commonwealth funding noted in the financial report relates to payment for student teachers via universities and also Centrelink funding to support booklist and other items for students. The college has made significant budgetary improvement in recent years and in 2021 was able to clear the historical staffing deficit leaving more capacity for expenditure in other areas in 2022.

**For more detailed information regarding our school please visit our website at**  
<https://www.bssc.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 1746 students were enrolled at this school in 2021, 919 female and 827 male.

7 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

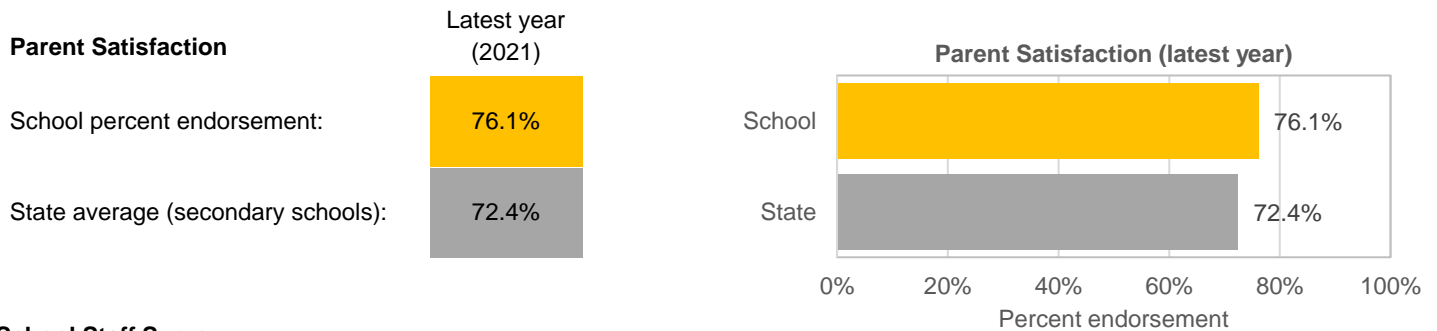
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

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

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

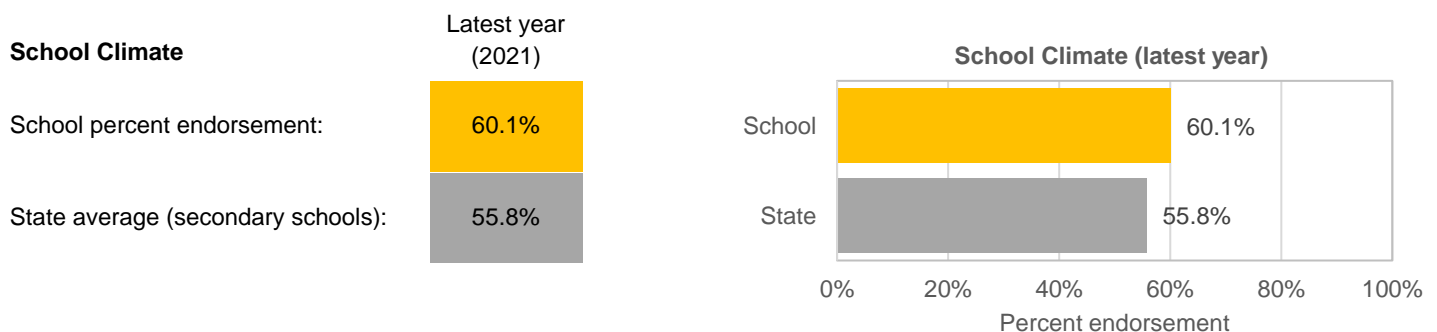


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

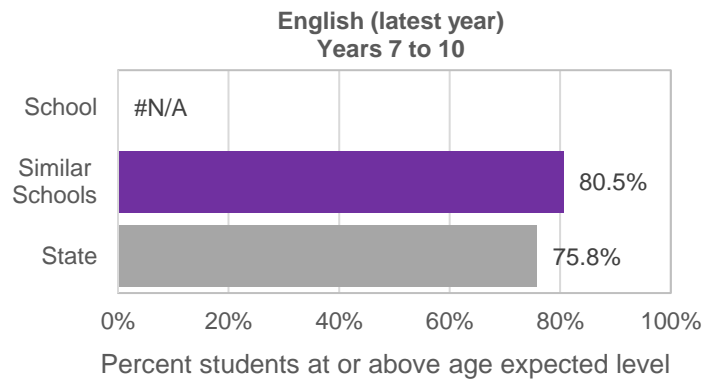
NDA

Similar Schools average:

80.5%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

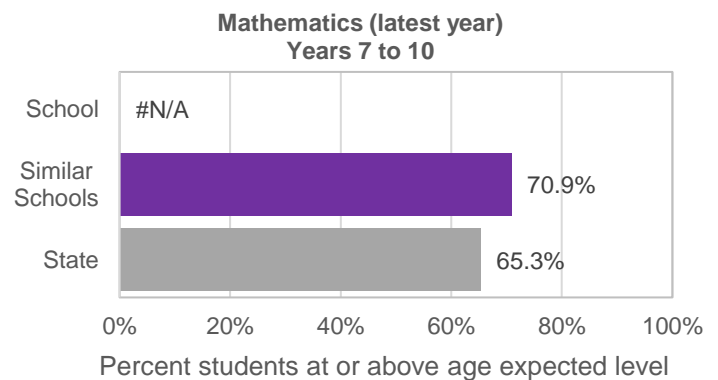
NDA

Similar Schools average:

70.9%

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.

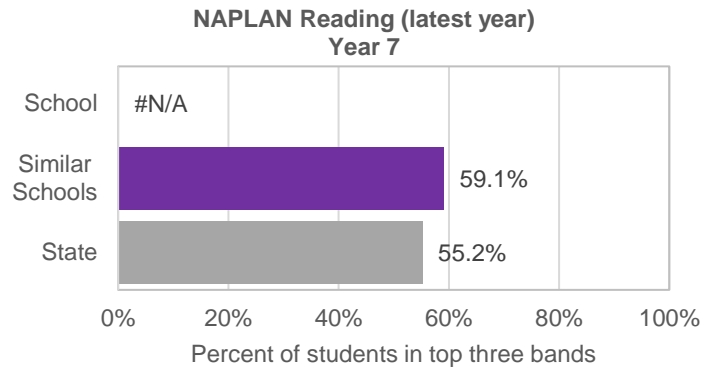
**NAPLAN**

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.

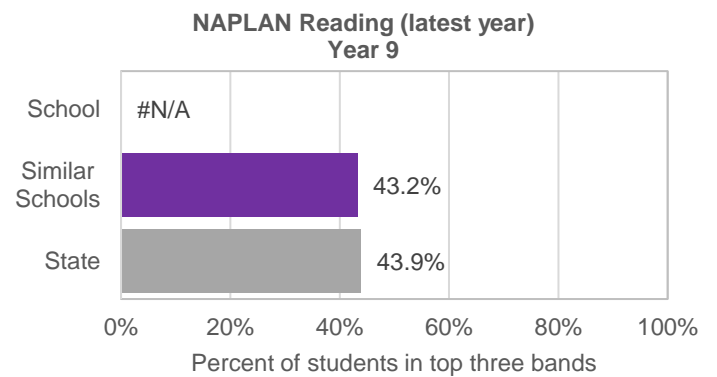
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	59.1%	60.2%
State average:	55.2%	54.8%



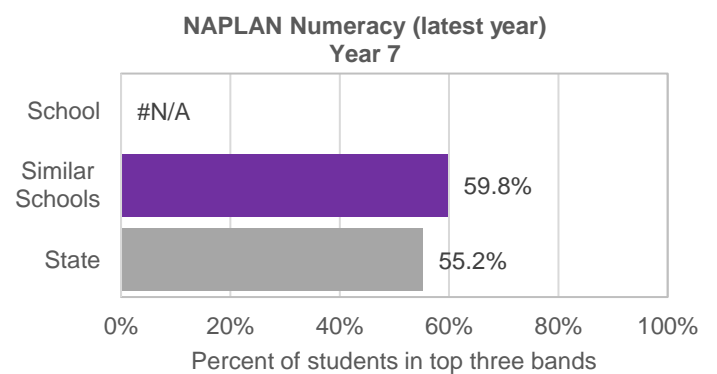
**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	43.2%	46.6%
State average:	43.9%	45.9%



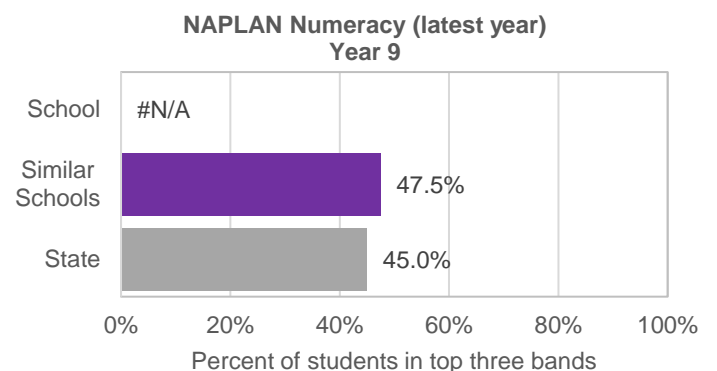
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	59.8%	61.5%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	47.5%	50.2%
State average:	45.0%	46.8%



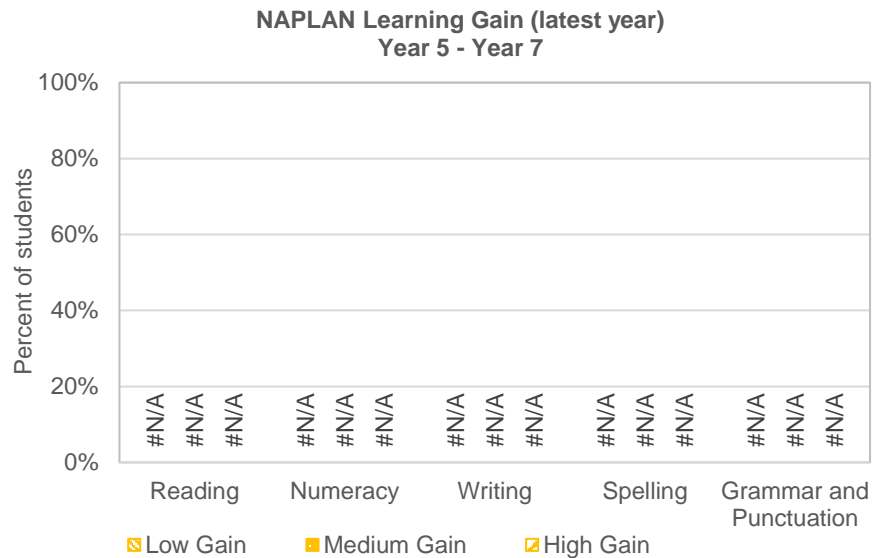
**ACHIEVEMENT (continued)**

**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'.

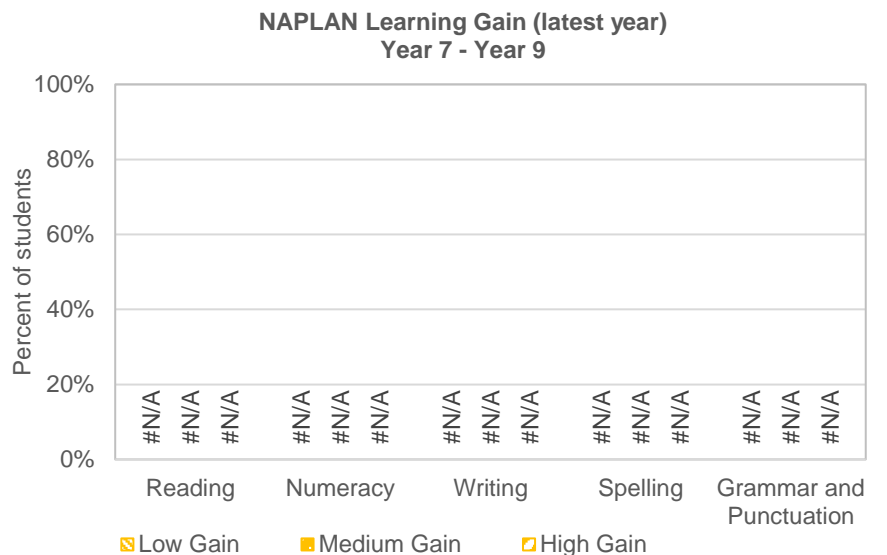
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDA	NDA	NDA	22%
Numeracy:	NDA	NDA	NDA	22%
Writing:	NDA	NDA	NDA	21%
Spelling:	NDA	NDA	NDA	23%
Grammar and Punctuation:	NDA	NDA	NDA	22%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDA	NDA	NDA	22%
Numeracy:	NDA	NDA	NDA	23%
Writing:	NDA	NDA	NDA	21%
Spelling:	NDA	NDA	NDA	22%
Grammar and Punctuation:	NDA	NDA	NDA	23%



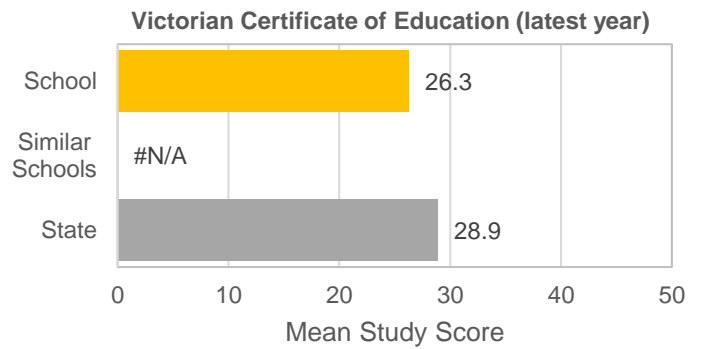
## ACHIEVEMENT (continued)

### Victorian Certificate of Education (VCE)

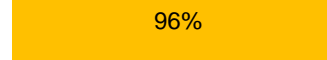
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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	26.3	26.3
Similar Schools average:	28.4	NDA
State average:	28.9	28.9



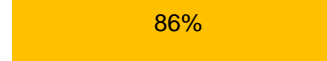
Students in 2021 who satisfactorily completed their VCE:



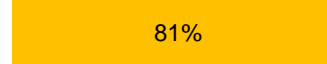
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



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.

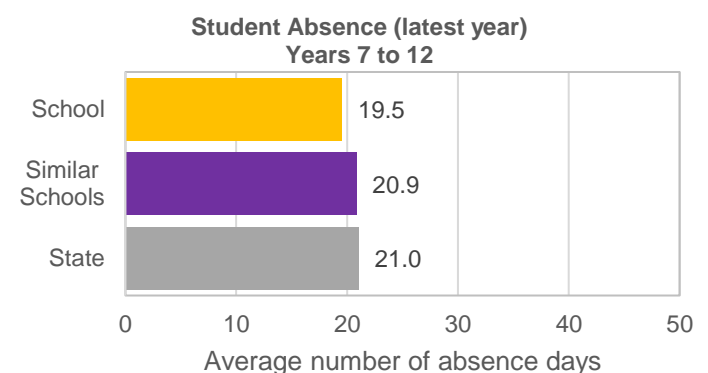
## ENGAGEMENT

**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:	19.5	17.1
Similar Schools average:	20.9	18.2
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

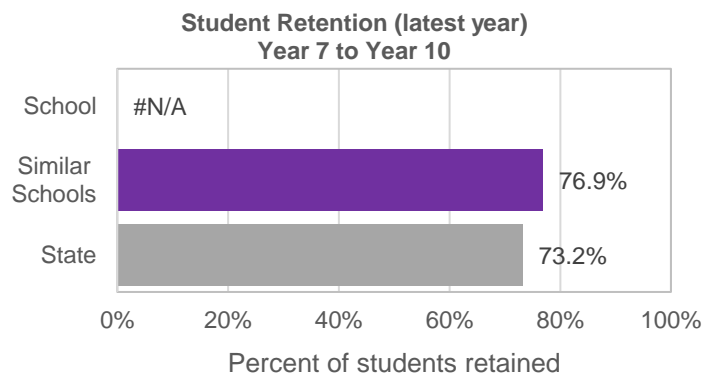
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	NDA	NDA	NDA	80%	90%	90%

**Student Retention**

Percentage of Year 7 students who remain at the school through to Year 10.

**Student Retention Year 7 to Year 10**

	Latest year (2021)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	76.9%	76.3%
State average:	73.2%	72.9%



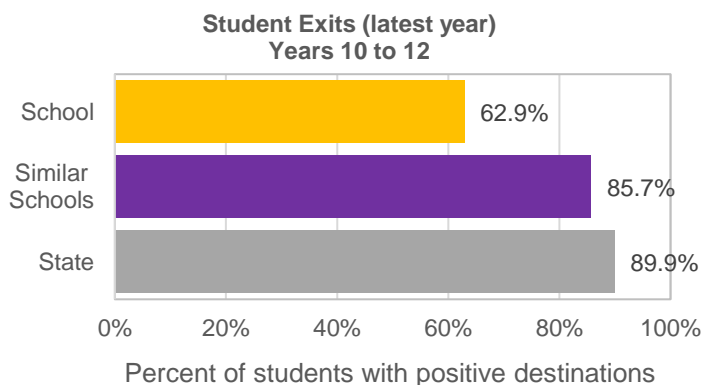
**Students exiting to further studies or full-time employment**

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

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

**Student Exits Years 10 to 12**

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	62.9%	64.1%
Similar Schools average:	85.7%	84.8%
State average:	89.9%	89.2%



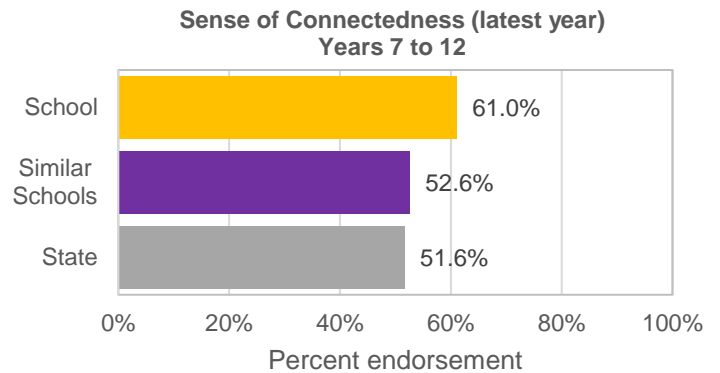
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	61.0%	64.7%
Similar Schools average:	52.6%	56.0%
State average:	51.6%	54.5%

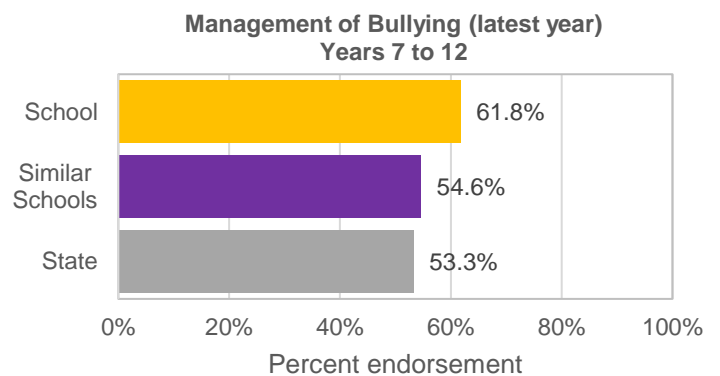


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	61.8%	67.9%
Similar Schools average:	54.6%	58.8%
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	\$17,864,974
Government Provided DET Grants	\$3,958,997
Government Grants Commonwealth	\$29,932
Government Grants State	\$9,800
Revenue Other	\$465,043
Locally Raised Funds	\$1,269,385
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$23,598,130</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$553,480
Equity (Catch Up)	\$88,965
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$642,445</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$18,510,800
Adjustments	\$0
Books & Publications	\$14,053
Camps/Excursions/Activities	\$251,377
Communication Costs	\$135,705
Consumables	\$657,530
Miscellaneous Expense <sup>3</sup>	\$1,308,984
Professional Development	\$43,419
Equipment/Maintenance/Hire	\$505,851
Property Services	\$652,813
Salaries & Allowances <sup>4</sup>	\$176,900
Support Services	\$560,968
Trading & Fundraising	\$80,043
Motor Vehicle Expenses	\$15,146
Travel & Subsistence	\$3,478
Utilities	\$369,389
<b>Total Operating Expenditure</b>	<b>\$23,286,457</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$311,673</b>
<b>Asset Acquisitions</b>	<b>\$136,296</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	\$3,865,404
Official Account	\$10,351
Other Accounts	\$52,898
<b>Total Funds Available</b>	<b>\$3,928,653</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$758,557
Other Recurrent Expenditure	\$1,704
Provision Accounts	\$44,695
Funds Received in Advance	\$0
School Based Programs	\$1,127,319
Beneficiary/Memorial Accounts	\$195,732
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$421,202
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$520,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$859,444
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$3,928,653</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.*