

2021 Annual Report to The School Community



School Name: Hampton Park Secondary College (8709)



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

Attested on 04 April 2022 at 09:38 AM by Wayne Haworth (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 28 April 2022 at 11:50 AM by Luke Delutis (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Hampton Park Secondary College is a large multi-cultural learning community situated in southeast Metropolitan Melbourne. We currently have almost 1200 students, from over 60 cultural backgrounds. We have approximately 160 staff, comprising of Teaching and Educational Support staff.

At Hampton Park Secondary College, we are rich in diversity and, by empowering and engaging students, wholehearted in our pursuit of excellence. Our vision of learning is underpinned by our values of Respect, Learning and Working Together. Through our values, we hope that our students manifest the qualities of understanding the world with a global view, engaging in life-long learning, and always being critical and creative problem solvers.

Hampton Park Secondary College is committed to providing education that is both student-centred and focused upon personalised learning experiences. We have re-designed our learning programme to enable students to excel through a researched based, future focused model, ensuring all our students benefit from deepened learning and improved educational outcomes.

Learning at Hampton Park Secondary College is categorised into three stages or programmes: Explore, Enhance, and Excel. These programmes recognise the unique needs of each student and allow students to 'move through' their secondary schooling experience in a way that better reflects their passions and abilities rather than their normal 'year level.'

During 2021, we planned structural changes to our then existing Sub Schools. Following extensive collaboration and consultation with students and staff, our new House System was launched at the start of the 2022 school year.

Students and staff are now aligned with one of our four Houses: Hollows, Freeman, Mabo, and Walton. Each House comprises of students from Years 7-12 and includes staff from a range of positions and teaching areas.

Our new House System has already created a stronger sense of connection amongst both staff and students, and we have created such a strong foundation for this system as we see Houses as being a powerful way to enhance student engagement and sense of belonging.

At Hampton Park Secondary College, we are deeply committed to improving student learning outcomes and supporting the wellbeing of our students. Following the interruptions due to COVID and remote learning, we know that it is perhaps even more important than ever before to ensure our students are connecting or reconnecting with the school and with their peers, and to provide intensive support for learning 'catch-up'. Building upon our already extensive and intensive interventions that sit within our RTI Framework, we have bolstered and extended these supports through refining our MYLNS programme, running an outstanding Tutor Learning Initiative Programme with the support of Monash University, and extending our Intervention ES team so as that they can now run intensive programmes with our most at-risk students. As always, the programmes for our at-risk students are mirrored by the opportunities offered to our High Ability students, including Extension Maths through TLI and an Extension and Enrichment Writing Programme.

Framework for Improving Student Outcomes (FISO)

In 2021, the College adapted its remote and flexible learning program based on community feedback. A daily mentor teacher 'check-in' class was introduced and proved to be extraordinarily successful in keeping students connected with the College and to their learning. Moreover, teachers adjusted planned curriculum and assessments in response to repeated lock-downs, along with adopting researched informed pedagogical practices better suited to the online teaching and learning environment.

Despite the challenges of COVID-19, considerable progress was made in relation to our three Key Improvement Strategies (KIS) underpinning our College Strategic Improvement Plan. KIS 1 focused on building practice excellence with emphasis on 'learning c-tch up'. This was addressed through the strategic development of an agreed Pedagogical Model and training fourteen leaders in the Department's Professional Learning Communities (PLC) approach. Both the Pedagogical Model and PLC approach have been implemented in 2022 with the objective of improving student learning outcomes by improving staff collaboration and quality of instruction within and across all classrooms. Furthermore, significant human resources were allocated to our Literacy and Numeracy Support classes, Tutor Learning Initiative (TLI) and Middle Years Literacy and Numeracy Support (MYLNS) initiative. KIS 2 centred around supporting all students to be Happy, Active, and Healthy. The College placed emphasis on the Mentor Program, developing COVID-

19 responsive resources for the 45 mentor teachers who played a significant role in supporting students to stay connected to the College, their peers, and their learning as well as in maintaining a positive sense of wellbeing. Lastly, KIS 3 was about building communities. Here the College decided to focus on clear and timely communication given the ever-changing impacts of COVID-19. The aim was to try and alleviate uncertainty, stress, and anxiety as much as possible through clear infographics, translated information, and guides explaining operational elements and our learning program.

Achievement

There were 56 students funded under the Program for Students with a Disability in 2021, which included six students who received transitional funding from Primary School to Secondary College.

Students were funded under a range of categories, listed below:

- Intellectual Disability
- Autism Spectrum Disorder
- Severe Behaviour Disorder
- Severe Language Disorder with Critical Educational Needs
- Physical

All students were supported by experienced Learning Support Officers, and overall, most students made progress against their learning goals, despite the challenges of remote learning. Students were monitored and assessed through GPAs, attendance and engagement, and school-based assessments. The Wellbeing Team and Inclusion Team monitored the social and emotional wellbeing of our PSD students. The College provided students with laptops and internet dongles to access the curriculum during remote learning. Online Student Support Group meetings were held with parents and carers throughout the year and support was given to many families with NDIS applications. Students who were leaving at the end of 2021 were transitioned to meaningful pathways, including TAFE, SLES (School Leavers Employment Supports), and work placements, and support has been provided to these students post school.

Senior Learning

All Senior Learners were strongly supported during remote learning by our mentors, our teaching staff, our student support services team, and our house leadership teams, with an emphasis on wellbeing to inspire learning. Regular mentor check-ins were completed to ensure maintained connection to school and to ensure supports were provided as needed. Our Senior teachers attended on site learning as much as possible to provide opportunities for our students and they adapted their teaching styles to best support them. Authentication processes were established, and our mentors and House Leadership Teams engaged students in pathways conversations to ensure success.

Despite our work, our VCAL (Victorian Certificate of Applied Learning) completion rate goal of 90% fell short – at 60%. Although our course counselling process was supported by a large team of staff, more work needs to happen to ensure students are placed in the best pathway that meets their learning needs, abilities, and strengths. In 2022 this will be a focus, as well as closer tracking of our learners throughout their senior years. Our Careers Team did do an exceptional job to ensure, despite our completion rates, that our Year 12 VCAL students left school with suitable pathways available - all were able to achieve a pathway. Close tracking of our students continues in this space.

Authentication processes were put in place to support our learners and the CED (Consideration of Education Disadvantage) process closely adhered to, to ensure no student was disadvantaged, with their needs and individual circumstances strongly considered.

Our students who achieved study scores above 37 in English exceeded the state, network, and similar schools, with a strong focus on moderation across the domain, as well as ensuring indicative grades were well informed and accurate. Further Maths also had an increase in the number of students receiving study scores above 37, again being higher than the state, network, and similar schools. Physics too had a 2% increase in the students achieving above 37 as a study score, as did Psychology. Visual Communication had a significant increase in the students above 37 at 29% which was well above the state, similar schools, and the network.

The median VCE (Victorian Certificate of Education) Study Score was 27 in 2021, which is below the state average of 28.7 in 2016 and below that of 2021, at 30. It has not moved for 3 years.

Future work needs to focus on senior school improvement with the establishment of a senior studies improvement team in 2022. Moderation will be a major focus for all subject areas, and we will establish a community of practice to further align our processes and develop our understanding of assessment and marking. Ensuring our pedagogical model is being reflected in the senior years is also crucial, and a study skills program is being developed to strengthen skill development and application for our senior learners.

Engagement

Our students in 2021 reported increased cognitive engagement when compared to previous years. Our students enjoyed the approach to their learning which was stimulated and inspired by remote learning. Many students liked the flexibility remote learning offered them. Sixty-five percent of our students reported cognitive engagement, above the 58% reported in 2020.

The introduction of our pedagogical model, which focuses on a gradual release of responsibility, meant our students had greater time to apply their skills and less time listening to teacher instruction. Students also enjoyed the flexibility and agency they had over their learning during this time. Students reported teachers were using teaching time more effectively up from 59% in 2020 to 70% in 2021. Stimulated learning also dramatically increased from 51% in 2020 to 62% in 2021.

The move to a choice-based curriculum has been paramount in this improvement, whereby students have more say in what they study, and more subjects are on offer to choose from. This ensures students can connect their learning to their interests and passions. Our Enhance curriculum ensures students are challenged at the appropriate skill level, rather than age level, and are with others who share the same interests. Students who need greater challenge can choose from VCE and VET (Vocational Education and Training) based programs, further connecting to their interests and abilities.

A greater focus on Project Based Learning and STEAM subjects will further engage and inspire our students, as well as give them greater agency and ownership.

A School Wide Positive Behaviour Support approach has been developed and further work in 2022 will take place to ensure understanding and implementation across the school. A staged response to behaviour has been developed, as well as the implementation of a strong awards system to recognise and celebrate the positive behaviours of learners who go above and beyond. We have moved away from a hierarchy of consequences to a staged response to be more inclusive and supportive and to educate our learners, rather than using punitive means. More work will take place in 2022 to ensure a positive climate for learning across the entire school.

An Attendance improvement team has been established, as well as a documented attendance process. In 2021 we appointed four administration officers and a whole school attendance officer, to ensure the close following of and documentation of attendance. Our TAL (Team Around the Learner) meetings have been established to support our students and to identify patterns and trends around attendance, ensuring close monitoring, tracking and the implementation of strategies and supports. The establishment of our House System will continue to positively impact our attendance, and has been designed to ensure connection, a sense of belonging and identity, as well as a dedicated team around the learner.

Despite this work, the attendance of our students remains a challenge and needs to be a major focus in 2022. In 2021 40% of our students were reported as having 20 or more days absent in the year. Over a four-year period, we have not seen improvement in this area.

Our parent engagement, when it comes to attendance, is also a challenge and needs to remain a major focus in 2022. We have a substantial number of unapproved/unexplained absences. All of this will be addressed by our attendance improvement team in 2022.

Wellbeing

Wellbeing support was adapted to remote learning and each morning mentor teachers did a 'wellbeing check-in' with all students. Students valued this interaction, which was followed up by the Wellbeing Team with 'Wellbeing Wednesday' tips and support and regular surveys of students to monitor wellbeing. The Wellbeing team maintained regular contact with students and their families and continued to offer support where needed. Vulnerable students who attended school onsite were well supported by teachers and Learning Support Officers.

Breakfast Club ran when students were onsite and food parcels were available to students during remote learning periods. Special deliveries of care packages were made to all staff and Year 12 students on 'R U Ok' day to help keep their connection to school.

During the Afghanistan crisis, our Multicultural Education Aides contacted all families to offer support. The Wellbeing Team arranged a free presentation to the Afghan community by a Humanitarian Lawyer and a meeting for students who had missing family members by the Red Cross.

Highlights in 2021 included: -

- the addition of a School Chaplain and School Nurse to the wellbeing team.
- the Refugee Education Support Program initiative
- success with our application for the Doctor's in Secondary School program, which has commenced in 2022
- the announcement of a new Wellness Centre to be completed during 2022.

The mentor program has been steadily gaining ownership from the Student Learning Leaders and mentors, with the Learning Leaders regularly meeting with mentors to develop the curriculum.

Evaluation from students indicated that as is the case with classroom teachers, the mentor impacted the connection that students had with the program. Having mentor at a regular time provides an avenue for year level and house assemblies, however, there are conflicting uses for mentor time which need to be managed carefully, so that the program and the key purpose of having a mentor know their students well is not diluted.

With the introduction of the House System, Mentor Teachers have been planning to generate friendly and cohesive competition to engender association with the house and the mentor.

Feedback from mentors has stressed that it would be ideal to have a mentor class that they teach beyond the mentor program, so that they are able to have more regular contact with students and forge stronger relationships. Including Respectful Relationships elements into the program as well as course counselling and pathway planning is proving beneficial, however, requires further shaping of the various elements relevant to each year level. This is a key focus of this years mentor program development.

Finance performance and position

The College has maintained a strong financial position which allowed monies to be carried forward for expenditure in 2022.

During 2021, the College continued in the planning and development of three State Government funded building projects. To ensure that the new/refurbished spaces support the needs of students, the school allocated funds of approximately \$2.5 million for these building projects to be fully completed, including fittings, technology requirements, landscaping, and furnishings.

Stage 1 – Senior Student Centre, which has now been completed and serves as our base location for Freeman House.

Stage 2 – STEAM Building, works commenced in 2021 with a proposed completion date of Semester 2 2022. Students will benefit from what has been a substantial investment in new equipment and resources, including laser cutters and 3D printers for this space.

Stage 3 – Wellness Centre and G/J Block, final planning underway with a commencement date proposed for mid-2022.

The College has also allocated funds to an upgrade of the administration block to provide a more open and efficient use of this space including a waiting area and a confidential office space for HR.

During 2021 a Salesforce grant of \$40,000 was received, these monies will be expended during 2022 when the STEAM building is complete.

In 2021, Equity funding was used to staff several programs to support improved student learning outcomes. These programmes include, three-teacher teams for Maths and English in years 7 and 8, small EAL classes and Literacy and Numeracy Support classes, Multicultural Aides, a school nurse, and a large team of staff to support student well-being.

For more detailed information regarding our school please visit our website at
<https://hpsc.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 1116 students were enrolled at this school in 2021, 549 female and 567 male.

65 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

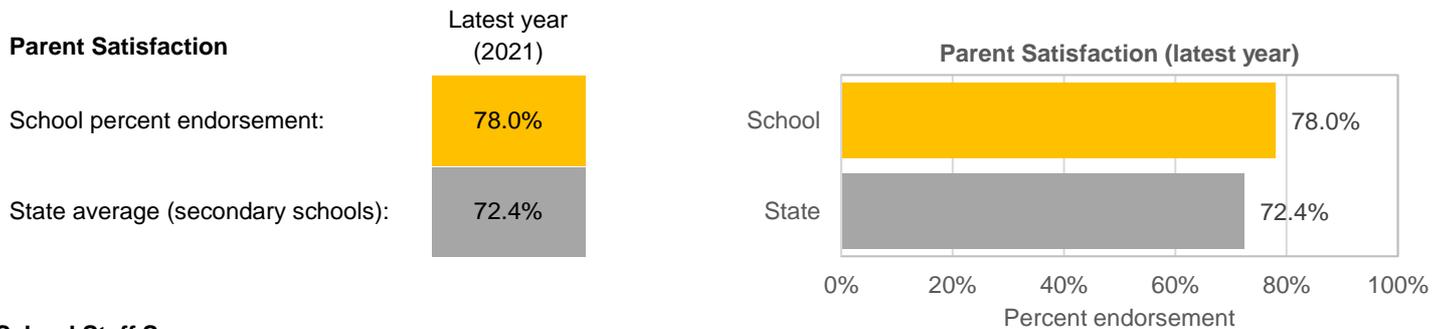
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

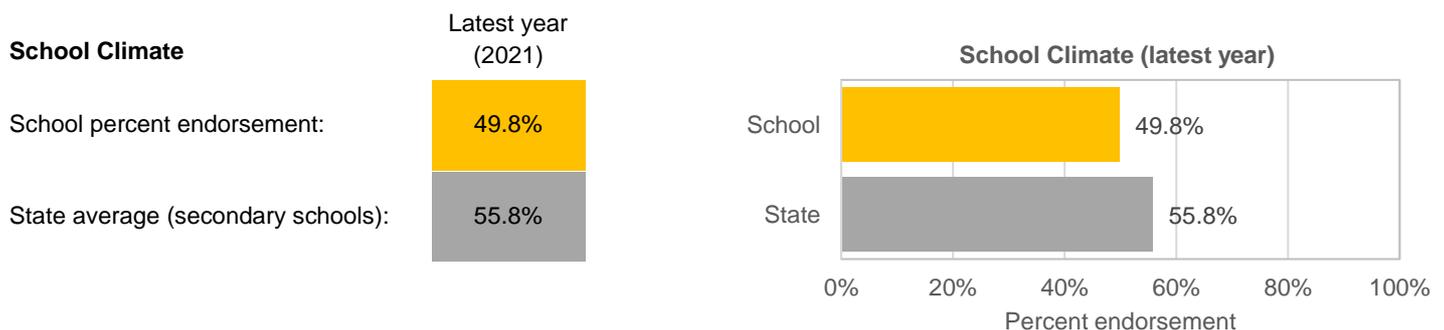


School Staff Survey

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:

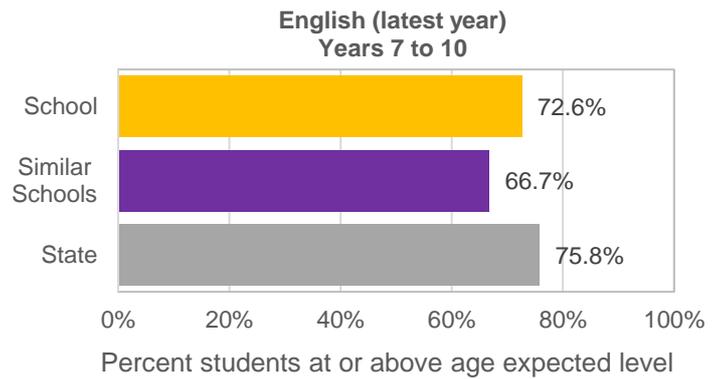
72.6%

Similar Schools average:

66.7%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

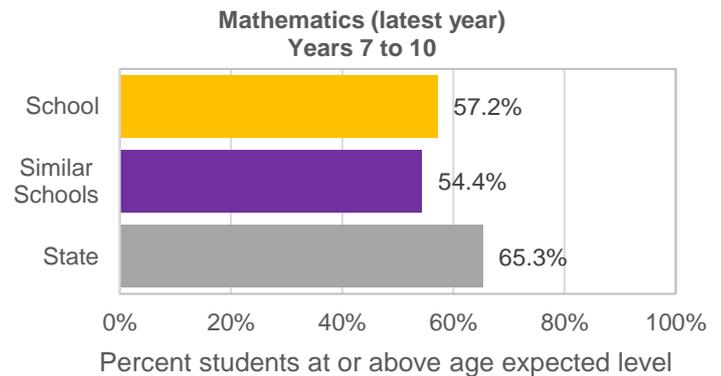
57.2%

Similar Schools average:

54.4%

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.

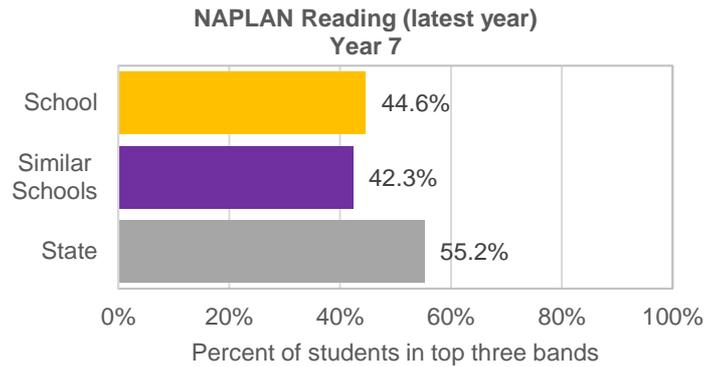
NAPLAN

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.

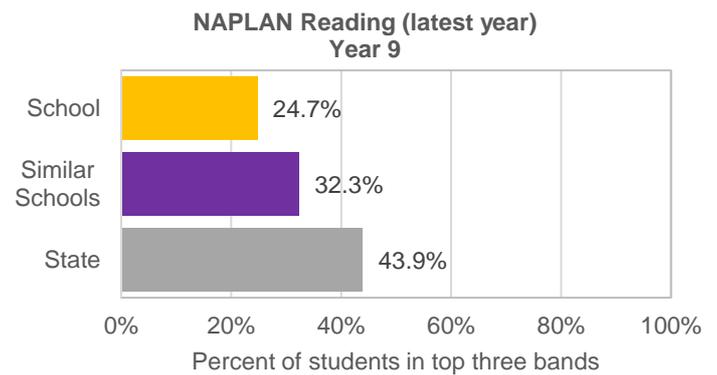
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.6%	38.7%
Similar Schools average:	42.3%	41.0%
State average:	55.2%	54.8%



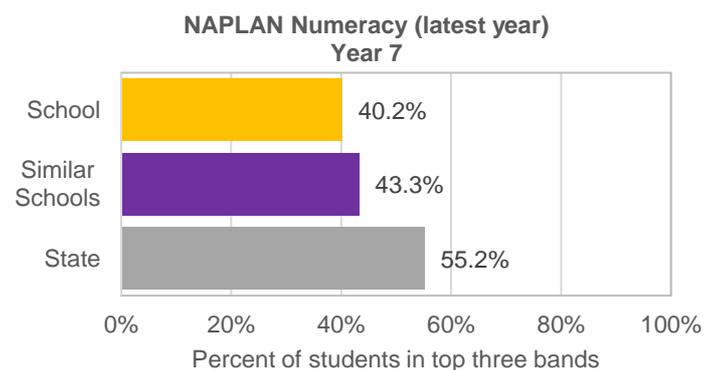
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	24.7%	25.4%
Similar Schools average:	32.3%	32.6%
State average:	43.9%	45.9%



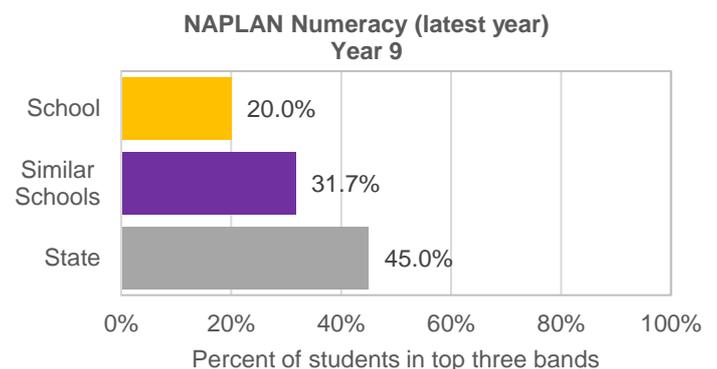
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	40.2%	35.2%
Similar Schools average:	43.3%	42.1%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	20.0%	20.9%
Similar Schools average:	31.7%	32.7%
State average:	45.0%	46.8%



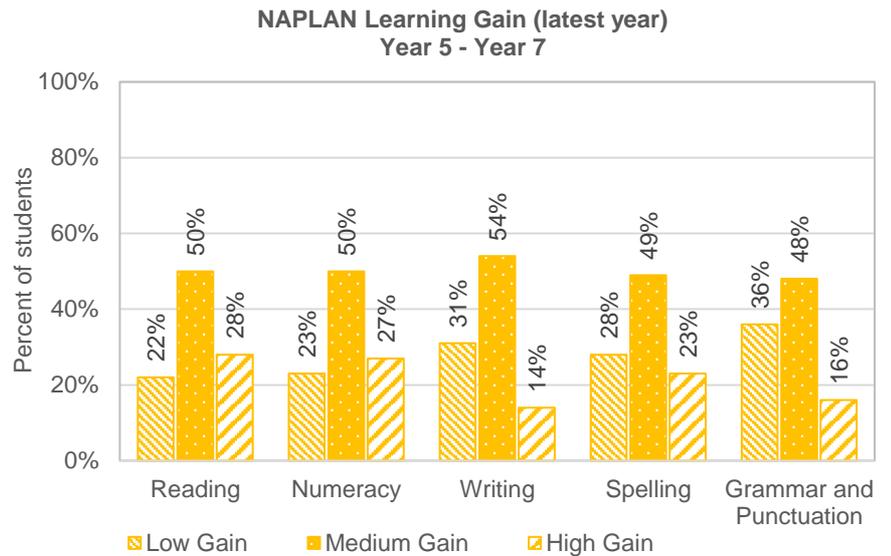
ACHIEVEMENT (continued)

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'.

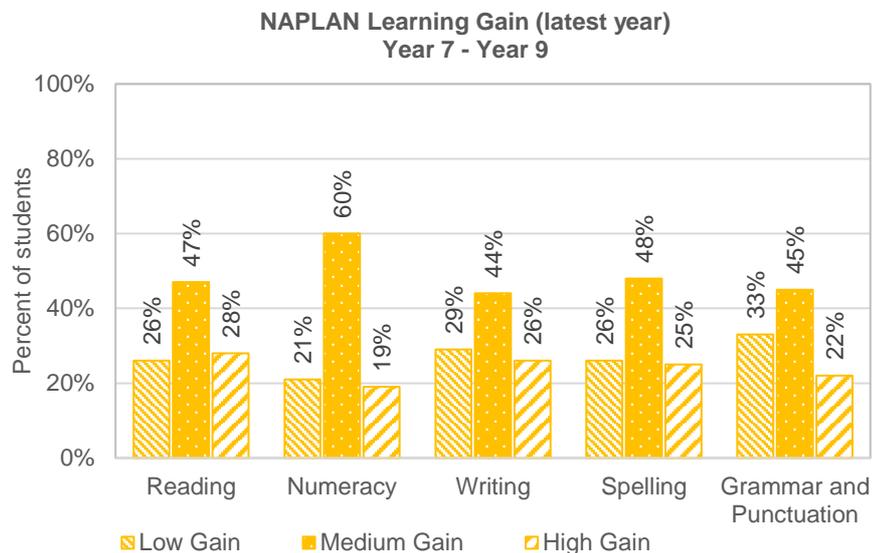
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	22%	50%	28%	21%
Numeracy:	23%	50%	27%	21%
Writing:	31%	54%	14%	21%
Spelling:	28%	49%	23%	24%
Grammar and Punctuation:	36%	48%	16%	20%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	26%	47%	28%	24%
Numeracy:	21%	60%	19%	22%
Writing:	29%	44%	26%	21%
Spelling:	26%	48%	25%	24%
Grammar and Punctuation:	33%	45%	22%	21%



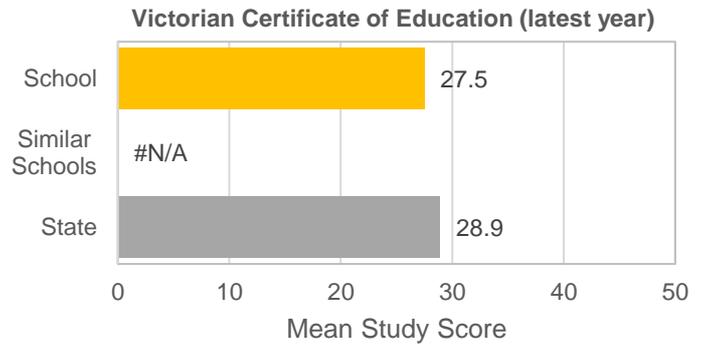
ACHIEVEMENT (continued)

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	27.5	26.8
Similar Schools average:	27.2	N/A
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

95%

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

39%

VET units of competence satisfactorily completed in 2021*:

49%

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

60%

* 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.

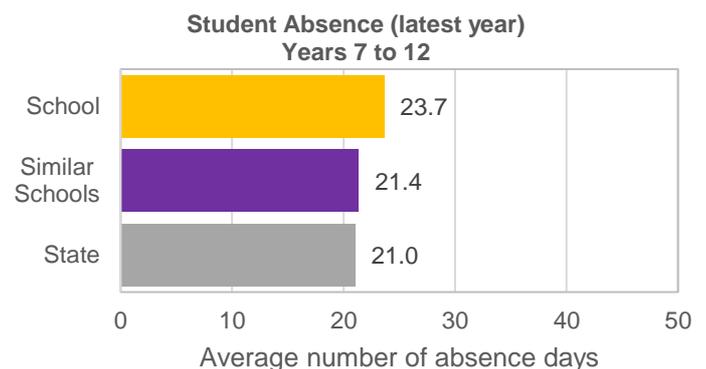
ENGAGEMENT

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:	23.7	20.6
Similar Schools average:	21.4	20.1
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

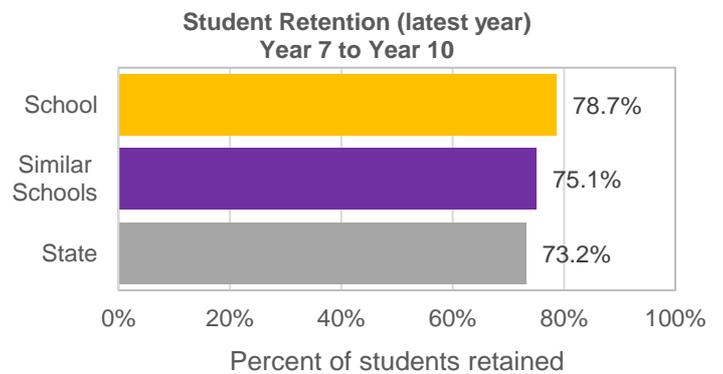
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	87%	86%	87%	89%	89%	94%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2021)	4-year average
School percent of students retained:	78.7%	75.8%
Similar Schools average:	75.1%	72.7%
State average:	73.2%	72.9%



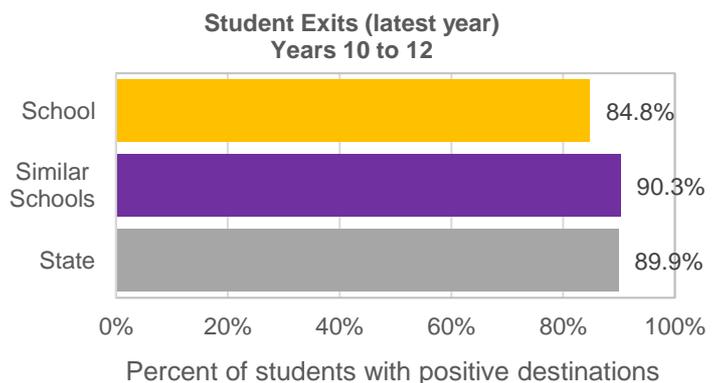
Students exiting to further studies or full-time employment

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:	84.8%	84.8%
Similar Schools average:	90.3%	90.6%
State average:	89.9%	89.2%



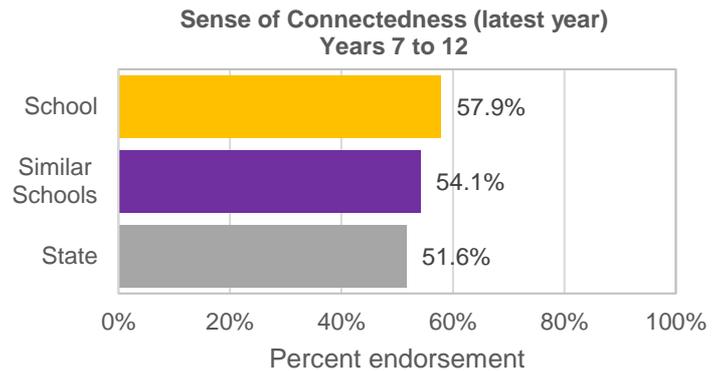
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	57.9%	54.7%
Similar Schools average:	54.1%	56.3%
State average:	51.6%	54.5%

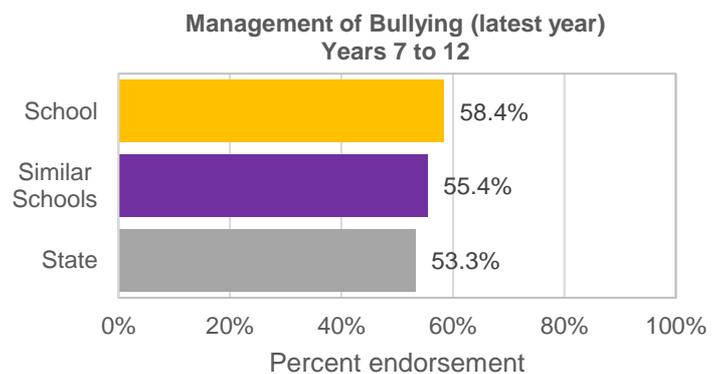


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	58.4%	54.8%
Similar Schools average:	55.4%	57.7%
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	\$15,721,744
Government Provided DET Grants	\$3,326,254
Government Grants Commonwealth	\$36,233
Government Grants State	\$60,408
Revenue Other	\$211,949
Locally Raised Funds	\$336,761
Capital Grants	\$0
Total Operating Revenue	\$19,693,348

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,781,874
Equity (Catch Up)	\$147,743
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$2,929,617

Expenditure	Actual
Student Resource Package ²	\$14,596,146
Adjustments	\$0
Books & Publications	\$14,897
Camps/Excursions/Activities	\$201,876
Communication Costs	\$68,765
Consumables	\$241,482
Miscellaneous Expense ³	\$1,060,498
Professional Development	\$91,302
Equipment/Maintenance/Hire	\$215,442
Property Services	\$444,451
Salaries & Allowances ⁴	\$623,732
Support Services	\$514,048
Trading & Fundraising	\$11,381
Motor Vehicle Expenses	\$12,789
Travel & Subsistence	\$0
Utilities	\$152,484
Total Operating Expenditure	\$18,249,293
Net Operating Surplus/-Deficit	\$1,444,055
Asset Acquisitions	\$236,879

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

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$3,207,190
Official Account	\$686,533
Other Accounts	\$97
Total Funds Available	\$3,893,820

Financial Commitments	Actual
Operating Reserve	\$540,600
Other Recurrent Expenditure	\$0
Provision Accounts	\$1,189
Funds Received in Advance	\$280,174
School Based Programs	\$40,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$400,000
Capital - Buildings/Grounds < 12 months	\$2,101,602
Maintenance - Buildings/Grounds < 12 months	\$283,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$300,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,946,565

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.