

2021 Annual Report to The School Community



School Name: Terang College (6236)



- 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 28 April 2022 at 04:00 PM by Kathryn Tanner (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 04 May 2022 at 11:54 AM by Tammi Logan (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 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.

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

Terang College is a school where students of all ages are encouraged to grow academically, socially and emotionally to ensure that they become active members of our local community.

The College has a major emphasis on academic rigour and high expectations but overriding all others is the well-being of the students, staff and parents and ensures that they become confident, contributing members of their communities.

At Terang College, our pedagogy and programs aim to foster tolerance and respect of others, respect for the local and global environment but most importantly a respect for themselves in their learning and growth. Our values include: Inclusivity, Excellence, Resilience, Responsibility and Respect.

Our staffing profile includes: College Principal, 2 Assistant Principals, 3 Leading Teachers, 1 Learning specialist, 16 full time Teachers and 14 part time Teachers along with 3 full time and 14 part time Education Support Staff.

We are situated in Western Victoria, 211 kms west of Melbourne. We form part of the South West Victorian Region of Schools.

Terang College is a dual campus co-educational College consisting of a P-4 (Junior campus) and a 5-12 (Senior campus). The College operates under the framework of a Junior school (P-4), Middle school (5-8) and a Senior school (9-12). Student numbers have remained relatively stable at 300- 149 female and 151 male. Two percent of students had English as an additional language and three percent were Aboriginal or Torres Strait Islander.

Terang College is determined to see an improvement in Literacy and Numeracy results across the board. Efforts to simplify and raise the profile of our Instructional Model, along with support from the Tutor Learning Initiative and Middle Years Literacy and Numeracy Specialists have been our focus.

Framework for Improving Student Outcomes (FISO)

In 2021 Terang College had two main goals:

1. Priorities Goal; Learning Catch up and Extension, Happy, Healthy Kids & Connected Communities.
2. To improve student learning outcomes in Literacy and Numeracy.

Goal 1

Terang College delivered on the KIS to have a focus on learning catch up and extension although there was little demand for extension. However, there was a strong focus on intervention across both campuses with the implementation of the Tutor Learning Initiative and MYLNS. Tutors followed a blended model of withdrawing small groups of students as well as working within the classroom for targeted groups of students and staff in the subject areas of Maths and English in Yrs 8-10 classes. Regular meetings ensured that communication between tutors, key staff and leadership was maintained and focussed on the goals of the initiative. A focus of building teacher capacity within both initiatives was associated with the development of quality lessons using the instructional model. There was a focus throughout the year on the consistent delivery of the instructional model. In July a new principal was appointed and the focus shifted slightly to build staff capacity in their understanding of explicit teaching. Staff spent Semester 2 engaging in professional reading and workshops on the Explicit and Direct Instruction model.

Another intervention implemented in 2021 was to resource a speech pathologist. She worked with a number of students to support their speech development as well as supporting the staff by providing materials to classroom teachers to support the students speech development. Time was resourced to allow an ES staff member to conduct follow up activities with these children.

In addition the Teaching Partners support concluded in June 2021 and was perceived as a positive learning opportunity by staff in the area of reading. This was reflected in the 2021 Year 3 & 5 reading results demonstrating strong achievement gains.

KIS 2 & 3 has a focus on student engagement and this was delivered throughout remote learning and beyond to varying levels of success. During the periods of remote learning, Staff and students connected on multiple platforms, Teams, Compass and Dojo and ran live classes, posted videos, set class work and communicated with parents and students. A number of wellbeing initiatives were conducted; Road to Brisbane, Covid Coins Carnival, Care packages for students, local businesses and staff. There were some major challenges with resourcing wellbeing staff to cater for the increasing demand within the student cohort. Year level co-ordinators noticed an increase in their workload as they absorbed this into their days.

The AToSS data was lower than expected and this was analysed further by staff and leadership.

Goal 2

Terang College inconsistently delivered on KIS 2; embedding of a documented curriculum. Parts of this process were implemented however this was not consistent across P-12. This work was impacted by the extended and constant periods of remote learning as well as staff turnover. This has become a major focus area for improvement in 2022.

Achievement

Terang College continued to work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

Achievement according to teacher judgement indicated that students in Years P-6 had slightly lower results than students from similar schools results in English and Maths. Students from Years 7-10 were significantly lower than students in similar schools, particularly in the area of Mathematics. In 2021, NAPLAN testing was held and the results were mixed. The percentage of students in the top three bands in Years 3 & 5 received higher than state averages in Reading. This was reversed for students in Year 7 & 9. In Numeracy, the percentage of students in the top three bands was similar to that of similar schools, with the strongest result reflected in the Year 3 cohort.

Despite a large focus on learning catch up, a lot of students did not reach expected level at the end of 2021. Some of the NAPLAN targets that were set in the AIP were met in the relative growth data however none of the the Top 2 bands data targets were met. The targets that were achieved were by a slim margin however the targets not met, reflected larger gaps.

Throughout the regular periods of remote learning, staff adjusted the delivery of content and this had a positive impact. In Semester 2, staff increased the amount of synchronous teaching and this was received positively by both students and families. There were a number of initiatives to boost student engagement throughout these periods and many students responded positively towards these, particularly from P - 6. It was challenging for many students, those with learning difficulties, personal wellbeing concerns, lack of parental support and to support them, we offered them places in onsite supervision at school.

During Semester 1 the primary staff finalised their work with the Teaching Partners, which included the use of the common planning documents and weekly planning and the embedding of a consistent instructional model for the teaching of reading. Staff invested in this process and were positive about the teaching of reading. NAPLAN results at Years 3 & 5 showed strong growth and achievement in reading.

Our focus for 2022 will be on the following areas:

- * Completing curriculum documentation including scope and sequence documents and unit planners in all areas from P - 10.
- * Engaging in professional learning on the teaching of writing so that it can be implemented consistently across the school
- * Incorporating a Maths review at the start of every Maths lesson from P-10 so that students master concepts
- * Staff build their understanding of Explicit and Direct Instruction so that elements of the model can begin to be implemented.

Engagement

At Terang College our student absence data showed that in 2021, students were averaging more absenteeism than in previous years. This would have been heavily impacted by a small number of students who have chronic absenteeism. Last year, on average our students were away from school 5 days more than the state average for students in Years 7-12. The gap was significantly smaller from the primary cohort.

The school should be proud of the way it transitions students into the workforce with 100% of students exiting the school going to full-time employment or further studies.

To strengthened student engagement during remote learning we altered our program to include more live teaching. Staff also initiated a 'covid coin' incentive whereby students were rewarded for logging onto classes and completing work with covid coins. When restrictions lifted the coins were used at our carnival to buy food and participate in carnival games and activities. In addition, we delivered care packages to all our families in one of the lock down periods. We conducted Book Week activities remotely and even featured in the local paper!

To support student engagement during Health classes, Respectful Relationships continued to be implemented and at the beginning of the year, all students were given a drink bottle with their name on it.

Students were also given student voice and agency through Junior School Council for P-4 and Student Representative Council for 5-12. In addition we had student representation on School Council.

Staff analysed the data from the Attitude to School Student survey and conducted a student forum to look more deeply in student perceptions of their connections with staff. They were disappointed that our goals and targets were not met and are committed to improving this in the future.

Wellbeing

It was a challenging year to implement wellbeing initiatives with many lockdowns throughout terms 1 - 3. At Terang College we started the year with 2 wellbeing counsellors however one of these workers left in Term 3 and we were left with 1 counsellor who only worked one day a week. This meant that year level co-ordinators had to absorb this work which they did very successfully.

The P-4 campus has a strong wellbeing focus, including weekly assemblies, regular house activities and an established wellbeing committee that met regularly.

The highlights from the term included the response to our Covid Carnival whereby we were able to have a celebration together and welcome families back onto school grounds. As well the delivery of care packages to families and local businesses built a sense of connectedness and kindness between the school and the local community.

It became evident as the year progressed, that the impact of 2 years of dealing with the pandemic was going to be significant for students, their families and staff going into 2022 and beyond. As a result of this our focus for 2022 was to recruit a strong wellbeing team to deal with the issues amongst the student cohort, we managed our budgets so to employ a fulltime counsellor, a mental health practitioner, secondary school nurse and a staff member with the role of Student Engagement Leader. We will implement some whole school changes consistently across both campuses and they are:

- * Positive Education
- * School Wide Positive Behaviours

- * Restorative Practices
 - * Respectful Relationships
-

Finance performance and position

Terang College has recorded a Net Operating Deficit of \$28391 as of 31st December 2021. Covid restrictions and offsite learning prevented some spending of budgeted items so these funds have been pooled to enable implementation of additional resources and support during 2022. The College had prepared for a low prep enrolment in 2021 due to a low enrolment at the local kindergarten and had to rely on reconciled funds to reduce the expected deficit. We have witnessed the transition of several long term employees to other schools as well as some retirements and three maternity positions and the subsequent hiring of new employees who will receive increments over time so allocations have been made to assist in the future. The Cash Component received versus the Operating Expenditure remained consistent with the previous year in most areas.

In 2021 we detected a trend in decreasing enrolments from approx 345 students to 292 mostly reflecting a response to remote learning. As an example, the Year 12 cohort started with 25 at the beginning of 2020 and ended with 11 at the end of 2021, which had a significant impact on our available funding.

For more detailed information regarding our school please visit our website at <https://www.terangcollege.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 294 students were enrolled at this school in 2021, 148 female and 146 male.

NDP percent of students had English as an additional language and 5 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).

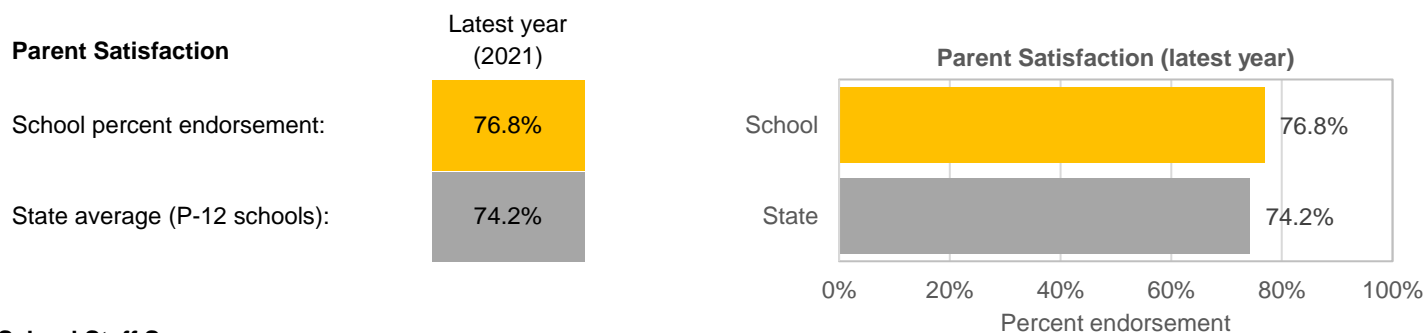
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

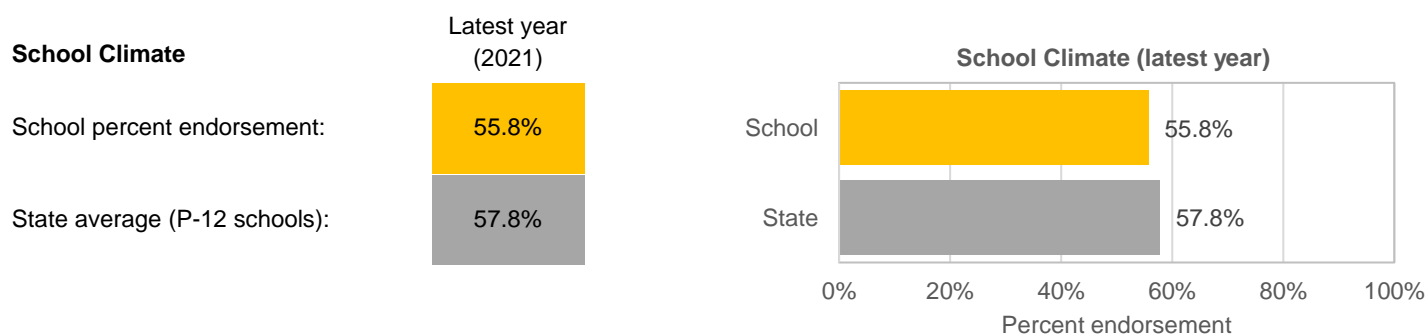


School Staff Survey

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

School percent of students at or above age expected standards:

Similar Schools average:

State average:

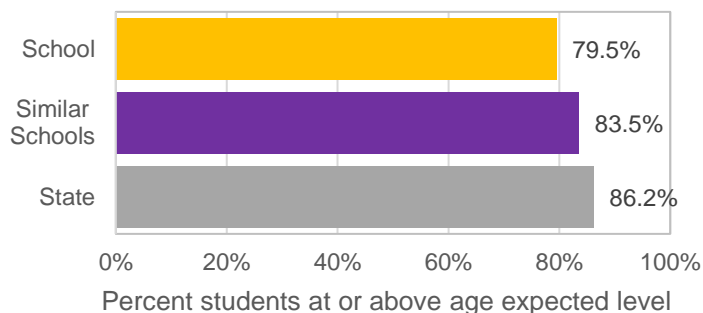
Latest year
(2021)

79.5%

83.5%

86.2%

English (latest year) Years Prep to 6



English Years 7 to 10

School percent of students at or above age expected standards:

Similar Schools average:

State average:

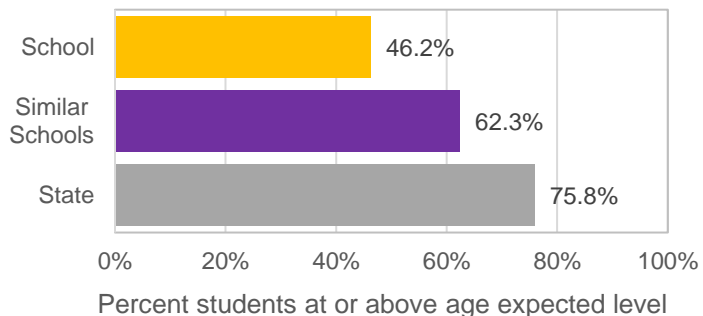
Latest year
(2021)

46.2%

62.3%

75.8%

English (latest year) Years 7 to 10



Mathematics Years Prep to 6

School percent of students at or above age expected standards:

Similar Schools average:

State average:

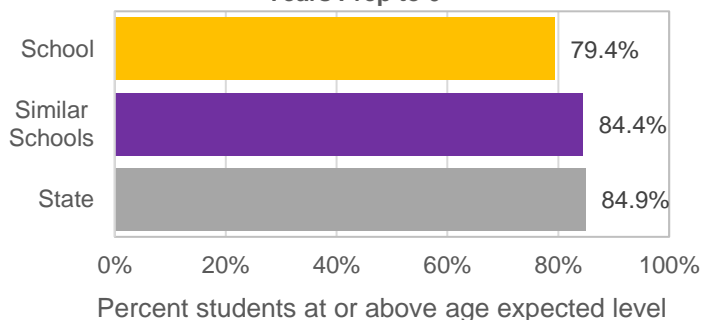
Latest year
(2021)

79.4%

84.4%

84.9%

Mathematics (latest year) Years Prep to 6



Mathematics Years 7 to 10

School percent of students at or above age expected standards:

Similar Schools average:

State average:

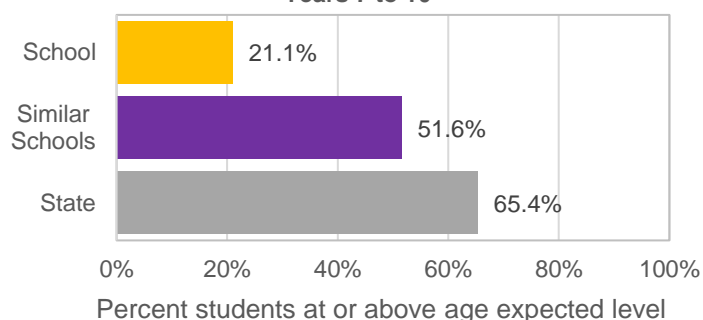
Latest year
(2021)

21.1%

51.6%

65.4%

Mathematics (latest year) Years 7 to 10



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.

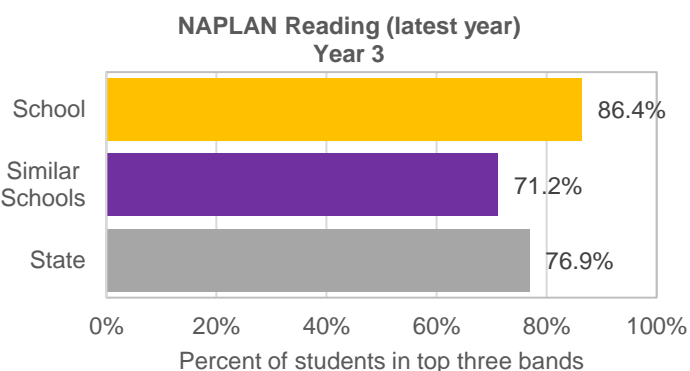
NAPLAN

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.

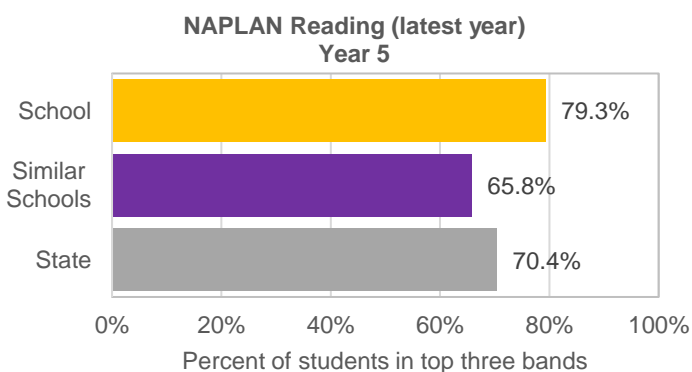
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.4%	83.7%
Similar Schools average:	71.2%	70.0%
State average:	76.9%	76.5%



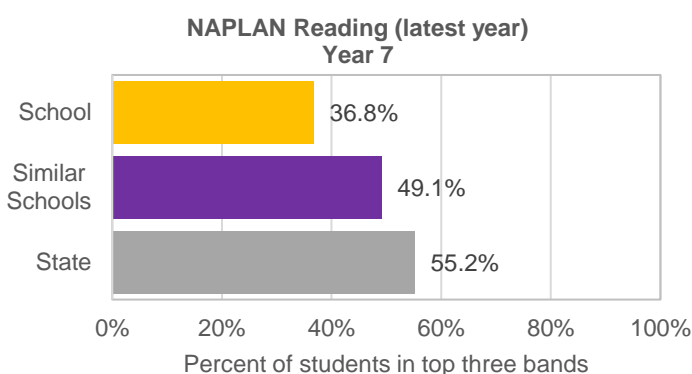
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	79.3%	53.7%
Similar Schools average:	65.8%	61.0%
State average:	70.4%	67.7%



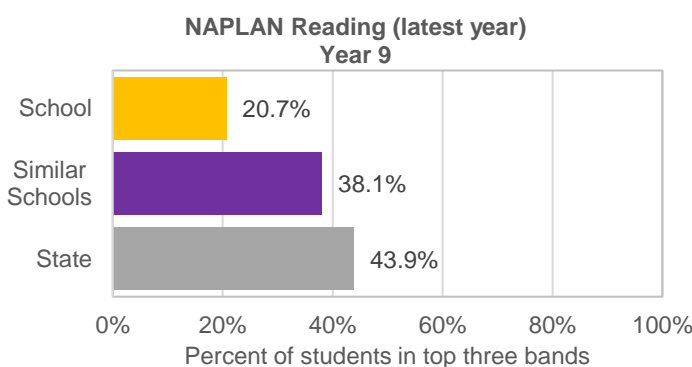
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.8%	34.9%
Similar Schools average:	49.1%	48.5%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	20.7%	36.5%
Similar Schools average:	38.1%	41.8%
State average:	43.9%	45.9%



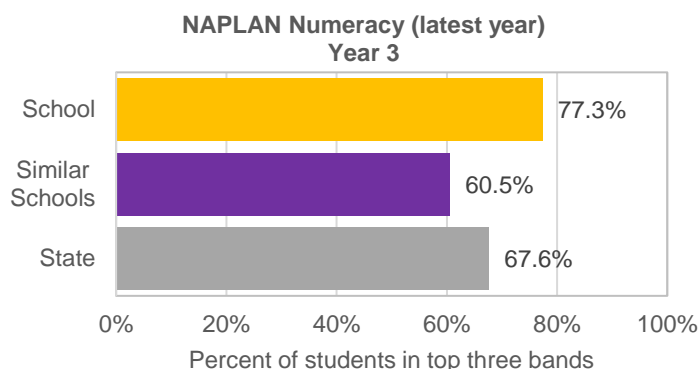
ACHIEVEMENT (continued)

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)

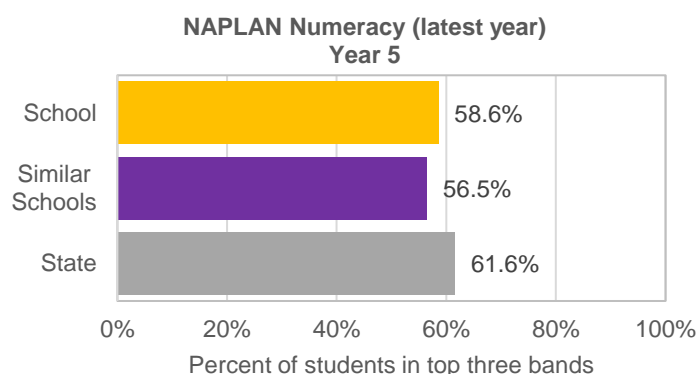
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.3%	75.3%
Similar Schools average:	60.5%	64.1%
State average:	67.6%	69.1%



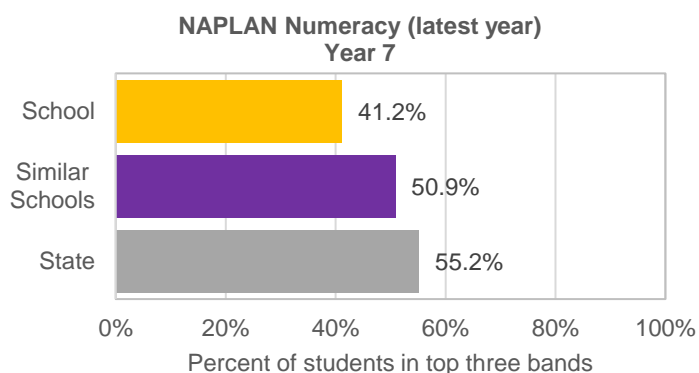
Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.6%	47.6%
Similar Schools average:	56.5%	51.9%
State average:	61.6%	60.0%



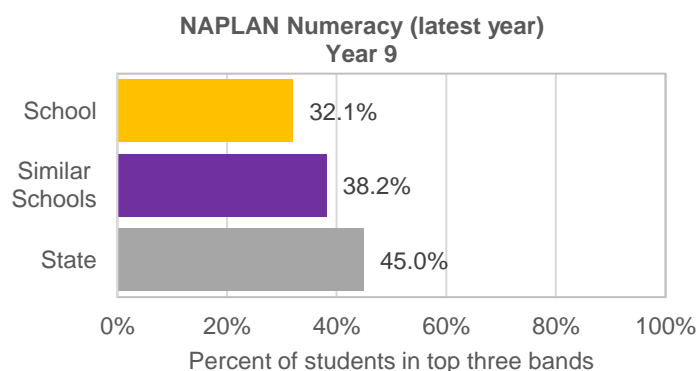
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	41.2%	34.4%
Similar Schools average:	50.9%	49.7%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	32.1%	37.8%
Similar Schools average:	38.2%	43.4%
State average:	45.0%	46.8%



ACHIEVEMENT (continued)

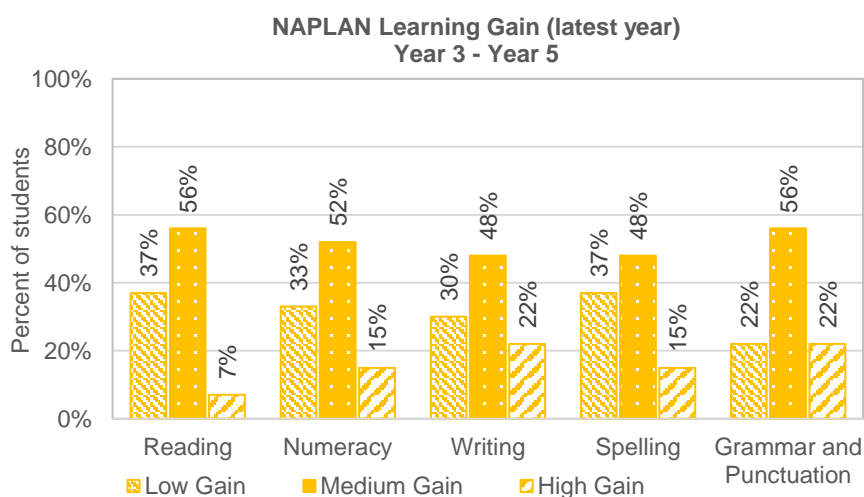
NAPLAN Learning Gain

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)

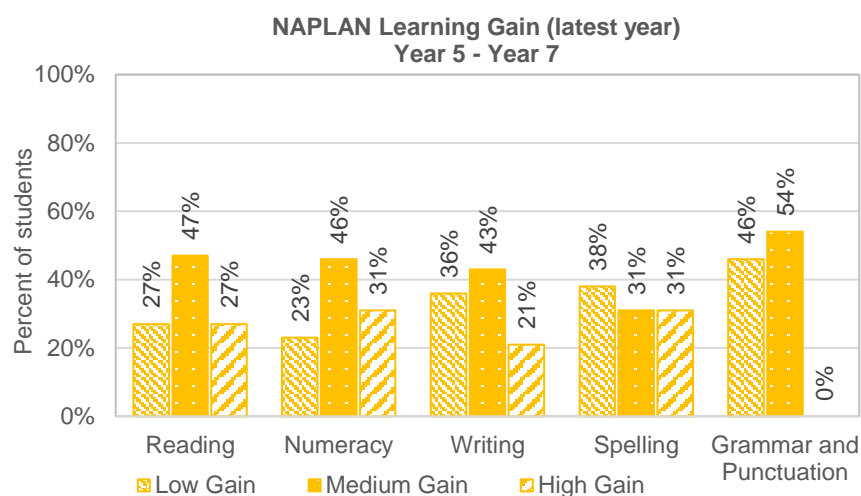
	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	37%	56%	7%	23%
Numeracy:	33%	52%	15%	21%
Writing:	30%	48%	22%	18%
Spelling:	37%	48%	15%	20%
Grammar and Punctuation:	22%	56%	22%	19%



Learning Gain

Year 5 (2019) to Year 7 (2021)

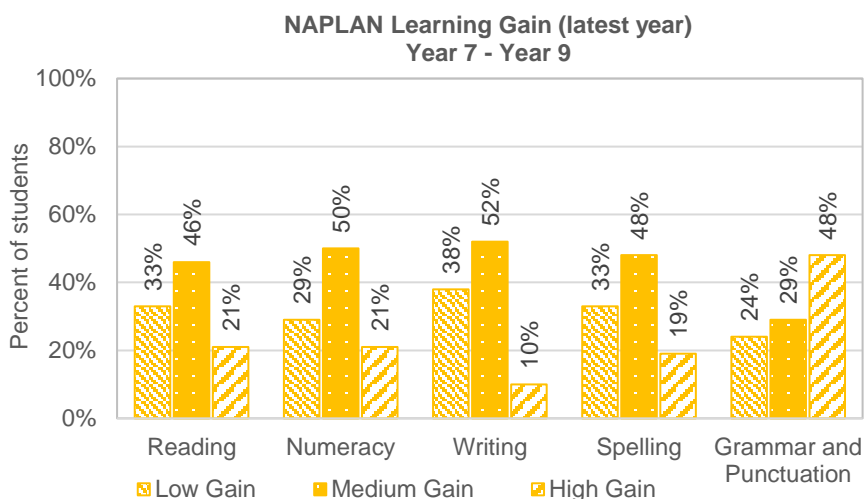
	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	47%	27%	19%
Numeracy:	23%	46%	31%	22%
Writing:	36%	43%	21%	19%
Spelling:	38%	31%	31%	21%
Grammar and Punctuation:	46%	54%	0%	21%



Learning Gain

Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	46%	21%	21%
Numeracy:	29%	50%	21%	24%
Writing:	38%	52%	10%	19%
Spelling:	33%	48%	19%	21%
Grammar and Punctuation:	24%	29%	48%	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)

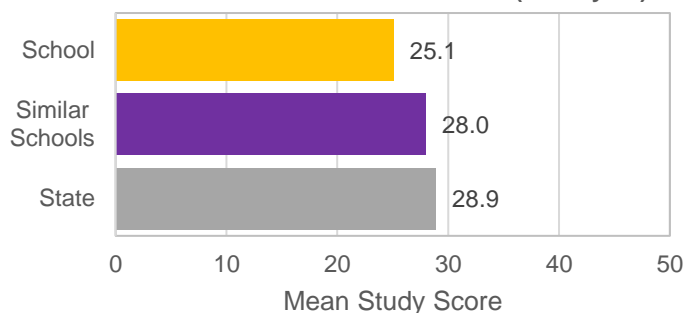
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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	25.1	26.0
Similar Schools average:	28.0	27.4
State average:	28.9	28.9

Victorian Certificate of Education (latest year)



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:

37%

VET units of competence satisfactorily completed in 2021*:

76%

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

65%

* 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

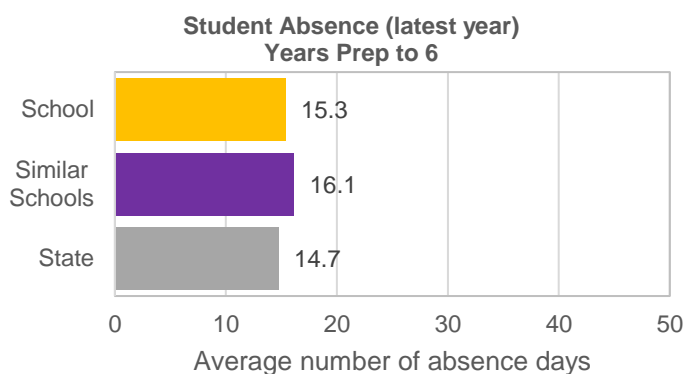
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

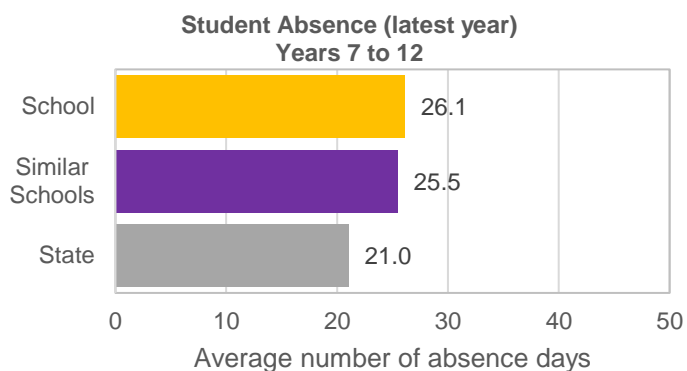
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	15.3	14.6
Similar Schools average:	16.1	15.5
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	26.1	22.3
Similar Schools average:	25.5	23.8
State average:	21.0	19.6



Attendance Rate (latest year)

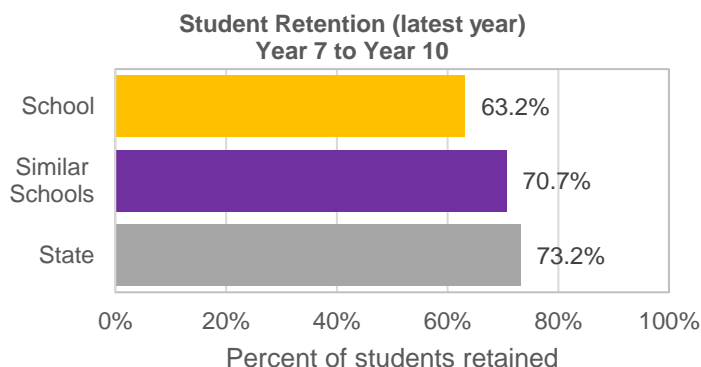
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	90%	92%	94%	91%	93%	93%	92%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	85%	89%	87%	82%	87%	94%	

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:	63.2%	72.6%
Similar Schools average:	70.7%	70.5%
State average:	73.2%	72.9%

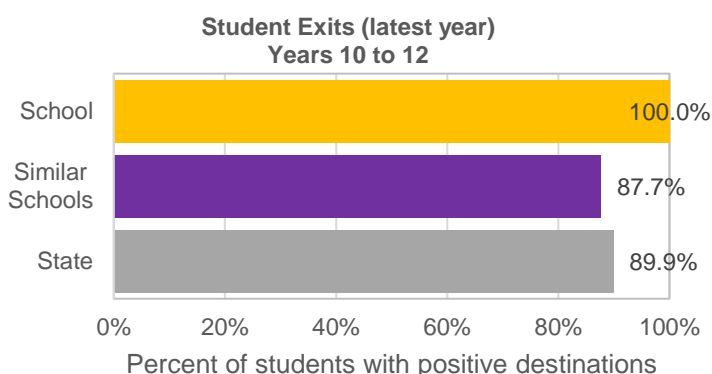


Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	100.0%	97.8%
Similar Schools average:	87.7%	86.2%
State average:	89.9%	89.2%



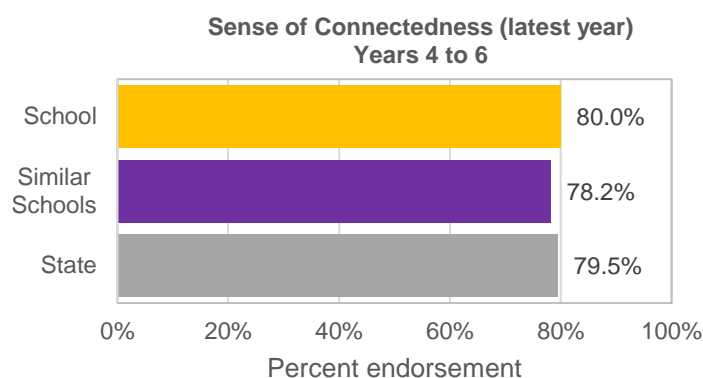
WELLBEING

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

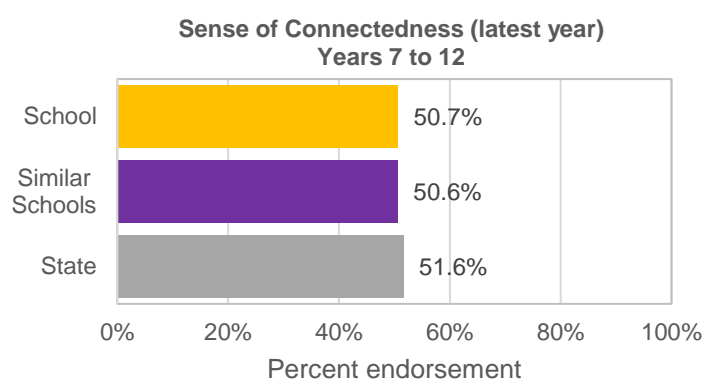
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	80.0%	77.2%
Similar Schools average:	78.2%	78.3%
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 Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	50.7%	54.8%
Similar Schools average:	50.6%	53.3%
State average:	51.6%	54.5%



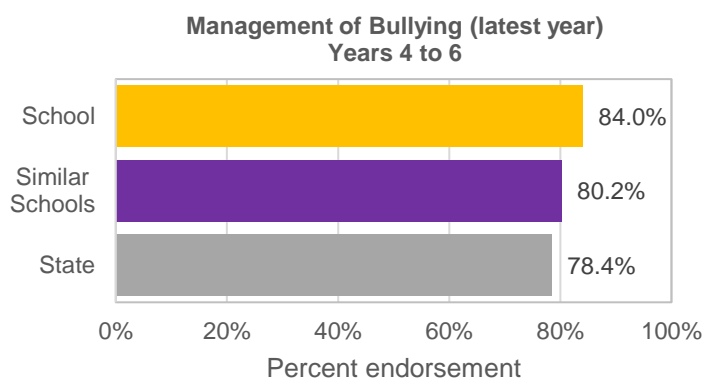
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

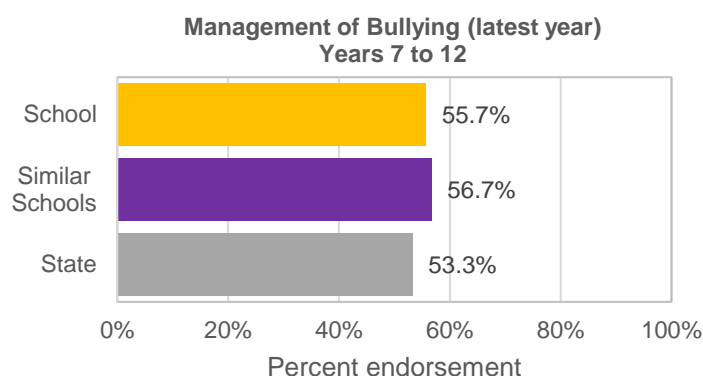
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	84.0%	80.8%
Similar Schools average:	80.2%	80.0%
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.

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	55.7%	63.0%
Similar Schools average:	56.7%	59.7%
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	\$4,547,584
Government Provided DET Grants	\$1,130,758
Government Grants Commonwealth	\$8,450
Government Grants State	\$34,397
Revenue Other	\$83,588
Locally Raised Funds	\$173,755
Capital Grants	\$0
Total Operating Revenue	\$5,978,532

Equity ¹	Actual
Equity (Social Disadvantage)	\$183,532
Equity (Catch Up)	\$19,440
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$202,971

Expenditure	Actual
Student Resource Package ²	\$4,583,456
Adjustments	\$0
Books & Publications	\$13,688
Camps/Excursions/Activities	\$62,413
Communication Costs	\$15,234
Consumables	\$133,065
Miscellaneous Expense ³	\$37,682
Professional Development	\$20,587
Equipment/Maintenance/Hire	\$123,329
Property Services	\$213,008
Salaries & Allowances ⁴	\$162,440
Support Services	\$81,086
Trading & Fundraising	\$34,296
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$73,787
Total Operating Expenditure	\$5,554,069
Net Operating Surplus/-Deficit	\$424,463
Asset Acquisitions	\$20,923

- (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	\$1,174,946
Official Account	\$37,161
Other Accounts	\$0
Total Funds Available	\$1,212,107

Financial Commitments	Actual
Operating Reserve	\$152,117
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$356,320
Beneficiary/Memorial Accounts	\$70,529
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$69,391
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$132,833
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$39,025
Maintenance - Buildings/Grounds > 12 months	\$25,000
Total Financial Commitments	\$895,215

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.