

# 2021 Annual Report to The School Community



**School Name: Epping Secondary College (7813)**



- 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 06 May 2022 at 12:10 PM by Bradley Moyle (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 09 May 2022 at 05:10 PM by Stuart Lord (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

#### School Vision Statement

Epping Secondary College fosters a supportive, safe, harmonious community, which promotes learning for life. The college values diversity and individuality, and develops students' self-esteem, confidence and social competence. The learning environment is challenging, engaging and relevant, and is based on the expectation that everyone will perform to the best of their ability and will strive for excellence.

#### School Values

The College values which underpin our behaviours and practice are:

- Commitment – being responsible for our learning and behaviour and always striving to improve
- Honesty – being sincere, genuine, open and truthful to ourselves and others
- Fairness – developing an understanding that we are all different yet all equal and treating others sensitively and justly
- Respect – developing an understanding that all individuals are unique and can make valuable contributions to the community
- Perseverance – building a sense of determination and optimism when faced with challenges in learning and life.

#### School size, structure and geographic location

Epping Secondary College is located in the City of Whittlesea in the northern suburbs of Melbourne approximately 20 kilometres north of Melbourne's Central Business District. The school was founded in 1976 and in 2021 catered for the needs of 1252 students from the local area, drawing students from both within and beyond the neighbourhood zone.

The school's permanent facilities include Junior and Middle School teaching units, applied learning, science, technology, arts, physical education spaces and a large central courtyard. A significant number of portable buildings have been added to the site due to increased enrolments. At the commencement of 2021, a new Senior School Centre opened, incorporating six classrooms, a shared senior study space and several staff offices. The sporting grounds include a full-size synthetic soccer pitch, small grass oval and tennis and basketball courts.

The school is organised into a sub-school structure of Years 7-9 and Years 10-12, with each sub-school lead by a Leading Teacher. Our Assistant Principals each support the academic, social and emotional development of two student cohorts, Years 7/8, Years 9/10 and Years 11/12.

Epping Secondary College is physically organised in year level units to better support students through their different stages of growth as well as provide a sense of belonging and wellbeing. The Year 7 Unit supports transition through concentrated staffing and orientation programs. Discrete Year 8 and 9 precincts provide targeted support for academic and social growth and cohesion. At Year 9 all students are involved in the Community Elective which builds citizenship through community volunteering. At Year 10, students are introduced to an extended elective program aimed to engage with students interest as well as provide rigorous learning that leads directly towards later years.

The college offers an Alternative Pathways program for Year 10 students to cater for the needs of students exploring a range of Pathways. The Senior Unit and the VCAL precincts are resourced to assist students with designing flexible and individualized courses and programs, accessing VET studies (Vocational Education and Training) as well as university based extension programs. The Future Directions Program at the senior years caters for students requiring additional support with Literacy, Numeracy and Personal Development as they undertake a differentiated Applied Learning Pathway.

The ACE program (Acceleration Cluster Education) is a cluster grouped acceleration strategy that ensures that high achieving students are able to access challenging curriculum within the supportive environment of a class of similar aged peers.

In order to engage and support students who are at risk of not attending school, the college has been offering the

Learning Support program. This program has been developed to address the needs of students with literacy, numeracy, engagement and attendance concerns.

A critical component of educating the 'whole' child at Epping Secondary College involves the implementation across the School of Positive Education, an approach introduced primarily through the "Learning for Life" Curriculum at years 7-9 and the POD Program in the senior years as well as across the school curriculum and culture.

#### Workforce Composition

The 2021 staffing profile comprised approximately 120 staff (effective Full time), including 4 Principal class, 6.8 Leading Teachers, 6 Learning Specialists, 74.3 teaching staff and 30.6 Education Support staff. The school workforce currently contains no identified indigenous employees.

#### Overseas Student Program

Epping Secondary College is a safe, friendly and welcoming study destination, offering international students an enviable lifestyle that nurtures success and the confidence to take steps forward in life. In 2020 the school offered places for all year levels (7 to 12) and enrolled a total of 10 international students. Countries represented were India, Sri Lanka, Vietnam, China and Nepal. The school has capacity for 20 international students. Our international students are here in Australia with their families studying the Victorian Curriculum or Victorian Certificate of Education.

#### Social & enrolment characteristics

Epping Secondary College has a diverse and multicultural community with students representing over 39 nationalities. As part of our 2021 enrolment, we had 40 Aboriginal and Torres Strait Islander (ATSI) students, forty percent of the student population have English as an additional language, providing us with 77 EAL students (funded English as an Additional Language) and 10 international students. The Student Family Occupation and Education (SFOE) Index for the college in 2020 is 0.5076. The college provides support for 26 funded students under the Program for Students with a Disability (PSD).

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## Framework for Improving Student Outcomes (FISO)

In 2021 as the school and the broader community continued to respond to the global COVID-19 pandemic, Epping Secondary College modified it's annual focus and goals to align with the key DET priority areas of:

- a) Learner Catch Up and Extension
- b) Healthy, Happy, Active Kids
- c) Connected Schools

In each of these priority areas the school focused the improvement work to ensure a clear focus and improvement agenda for the year. Our focus areas included:

- a) Learner Catch Up and Extension - Differentiation of student learning, Tutor Learning Initiative and a Curriculum Review
- b) Healthy, Happy, Active Kids - The introduction of Respectful Relationships and a focus on Student Attendance.
- c) Connected Schools - A focus on Student Voice, Agency and Leadership

During 2021, the interruptions of Remote Learning throughout the year required the school to regularly adjust and adapt the implementation of the school's AIP. This required the school leadership team to be agile and focused on supporting staff and students in an ever-changing environment. The consequence of this was adjustments to the implementation of Professional Learning Communities. For example, peer observations were unable to occur as planned and the inquiry cycle increased in length. A greater emphasis was also placed on further developing formative assessment practices and developmental rubrics to enhance assessment strategies in a Remote Learning environment.

Despite these adjustments, it was evident through the School Review in Term 3 that progress has been made against the FISO continua. The review panel used a range of evidence including student performance data, surveys from students, staff and parents, classroom observations and forums with all key stake holders to assess Epping

Secondary's growth. The School Improvement Team also undertook learning walks and consulted broadly with staff to determine Epping Secondary College's ongoing progress against the continua.

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## Achievement

At Epping Secondary College we have a strong tradition of providing all of our students with meaningful learning, strong academic outcomes and pathways both through and beyond school.

Our College continually performs close to the state medians in all areas of student learning, including literacy, numeracy and a wide range of VCE Studies. Our VCE results continued to be strong in 2021, despite the challenges presented by COVID and remote learning. Our students achieved a mean VCE study score of 27.6, slightly above the performance level for similar schools and slightly below the state average. In 2021, 95% of our VCE cohort successfully completed their VCE. In addition to offering VCE to senior students, Epping Secondary College is a strong and proud provider of the VCAL program. In 2021, 85% of VCAL credits were successfully completed by students, with some students not completing units as they secured successful pathways into employment or further training beyond school. These results strongly reinforce the effectiveness of the strategies the College is undertaking to seek continual improvement in student learning outcomes and is a credit to students and teachers alike – made even more commendable against the backdrop of two COVID impacted years.

The College has a long standing and successful International Student Program. The students in this program generally earn strong VCE outcomes and regular surveys indicate International students and their families feel very well supported. The International Student Team provide specific homework clubs and support for students within the ISP and local EAL students which are well attended.

Our NAPLAN data continues to be an area where the school is focusing on student achievement improvement efforts. Year 7-9 students in the top three bands of testing in NAPLAN were below state and similar schools in all Year 7-9 Reading and Numeracy NAPLAN data. This data was stronger for Mathematics than Reading, showing a considerably different trend than the teacher judgements for these same students. NAPLAN learning gain data between Year 7 (2019) and Year 9 (2021) shows that 66% of students have demonstrated medium to high growth in Reading and 79% of students have demonstrated medium to high growth in Writing. 66% of students demonstrated medium to high learning gain in Numeracy. Whilst uniformly pleasing, the College will continue to focus upon lifting a higher percentage of students into the 'medium & high gain' categories in reading, writing and numeracy as a key component of our whole-school Literacy and Numeracy Strategy that will be delivered as part of our strategic intent over the next three years.

With over 40% of our students having language backgrounds other than English, a strong focus continues to be on literacy improvement. The College continues to identify all students who are performing above and below expected levels. This data is communicated to all teachers so that when working collaboratively on curriculum, specific teaching strategies are explored that will most effectively meet the learning needs of all students. The College's small cohort of PSD students are well supported and are making good progress, achieving all identified personal learning goals. Our students with a disability and additional learning needs each have Individual Education Plans (IEP) and Student Support Groups each term. Parents, teachers, students and the Wellbeing team are involved in these meetings.

Our College continues to look for ways to achieve further improvement in student learning outcomes through the implementation of the key improvement strategies of our School Strategic Plan.

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## Engagement

The College is committed to developing independent, confident, resilient students who are engaged in and enjoy school. College programs continue to foster student engagement, connectedness to peers, to the College and to the

local and global community.

Attendance is a key indicator of students' engagement with the school and with their learning. It is therefore pleasing to see that our attendance rates are well above Victorian Government Secondary School averages. College student attendance continues to be above 91% at all Year Levels. Our average 2021 attendance rate for Year Levels 7-12 sits at 92.8%, which reflects the commitment and application of our students and the broader value the Epping Secondary College community places on education.

The average annual student absenteeism of 16.7 days over the last four years is below the similar school average of 20.0 days over four years and well below the state average of 19.6 days.

As was the case in 2020, both the Student Sub-School and Student Wellbeing Teams worked closely with relevant families in order to implement strategies to improve attendance and learning outcomes for students who found it difficult to undertake remote learning.

Student retention rates for Years 7-10 continue to be above the State median benchmarks. In 2021, our retention rates were at 81.9%, above the similar school average of 77% and well above the State average of 73.2%. These strong figures at Year 7-10 over a number of years support the stronger performance of Epping Secondary College when looking at Student Exits in Years 10-12. In 2021 the school percentage of students exiting to further studies or full time employment sat at 94.4%, outperforming similar schools at 88.8% and the state at 89.9%. This continued positive trend of student retention, particularly in the senior school, is partly related to students having greater access to vocational pathways via VET, foundation/intermediate and senior VCAL programs and strong support of the Head Start program at the College.

Our College continues to ensure that all Year 10-12 students who leave the school, continue to high quality pathways or employment. Students are supported with a comprehensive careers education program from Year 9, including course advice, VCE Information Evenings and Work Experience opportunities. Year 12 students are expertly supported through regular and ongoing careers counselling and pathways planning.

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## Wellbeing

At Epping Secondary College we are committed to providing a safe, supportive and inclusive learning environment.

Our school values guide our behaviours and teacher response to behavioural concerns. We continue to address strategies to enable students to take greater responsibility in the classroom and become involved in how curriculum is designed. Student voice is now a priority area in our strategic plan and over the years ahead will be further valued and shape the daily experience of a College student.

Our College Student Wellbeing Team, working closely with our Sub-School Teams and supported by the documentation available via the XUNO system, ensures all students have ongoing access to multiple tiers of support.

Through a holistic approach to wellbeing, the College has continued to offer an extensive tiered program, including individualised support and counselling where appropriate. The program includes Middle and Senior Years Wellbeing support, the Year 7 Orientation program, Year Level Assemblies and themed year level wellbeing foci.

Our dedicated Wellbeing Centre continues to be an essential College facility and one that reflects our belief that individual and collective wellbeing sits at the centre of the College program. The Student Wellbeing Team played a key role in supporting the most vulnerable students attending on-site during lock-down periods and supported staff, students, and parents with the transition to remote learning, in coping with the long period of remote learning, and to transition back to onsite learning.

The Annual Attitudes to School Survey data demonstrates a level of student connectedness to school that sits at the same level as similar schools and the state average. This data reflects the positive learning environment at our



College.

Student Attitude to School Survey data focuses our work to further build student engagement, connectedness, the integrity of relationships with all College stakeholders and our ability to better manage student relationship issues. In 2021, we continued to provide professional development for teachers in how best to support students at their point of need and taking into account their wellbeing needs, alongside their learning needs. This will be an ongoing focus for 2022-204 as our Strategic Plan clearly articulates a focus on student's resilience and emotional intelligence.

In 2021 we continued our mentoring program as a means of addressing the social and emotional needs of our students in a multi-dimensional and integrated approach. Our College embraces both social and cultural diversity and inclusion and were proud of the recognition we received in this sphere by continuing in our role as 'lead school' in the state-wide 'Respectful Relationships' program.

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### Finance performance and position

Epping Secondary College ensures the efficient allocation of resources to optimise the achievement, engagement and wellbeing of all students. The College prioritises investment in leadership development and continual staff professional learning directly related to the identified College key priorities and targets. Equity funding is expended on programs and additional support and resources for vulnerable cohorts and for students most in need of further tiers of support.

Within the School budgetary processes, we have ensured that our priority has been focused upon improvement in the teaching and learning program, improvement in our physical environment and a continual improvement in our responsiveness to families across the community. Although the circumstances of 2021 have once again negatively impacted upon multiple streams of revenue to the College, the College remains in a sound financial position as we continue to plan for further improvement in the learning program and physical environment of the College in a prudent and responsible manner.

**For more detailed information regarding our school please visit our website at**  
<https://www.eppingvc.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 1261 students were enrolled at this school in 2021, 620 female and 641 male.

40 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).

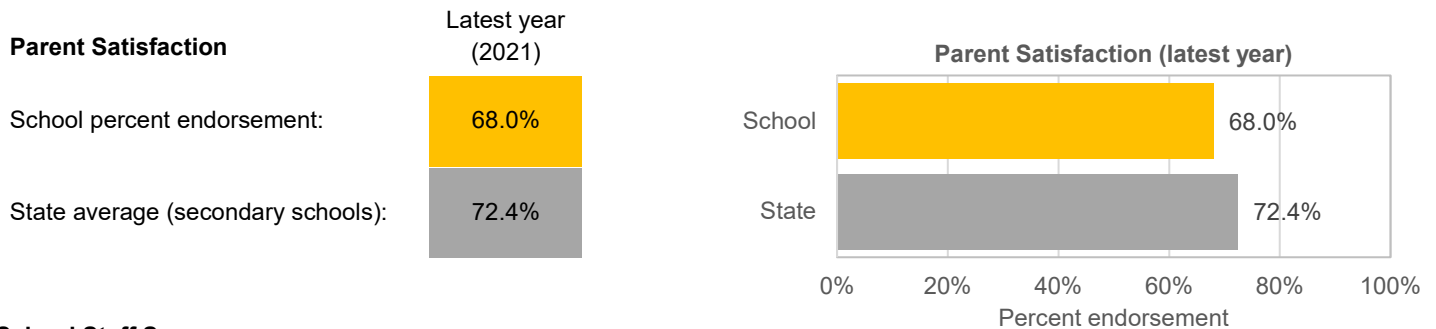
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

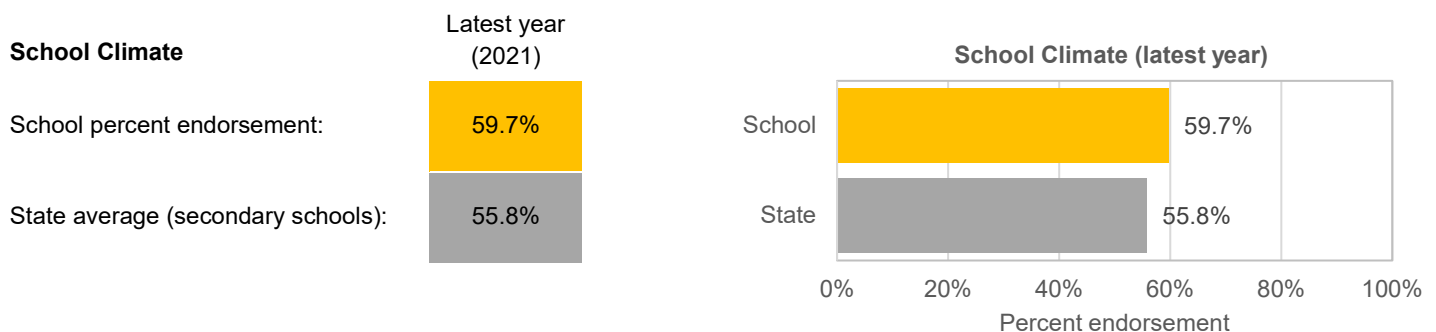


### School Staff Survey

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:

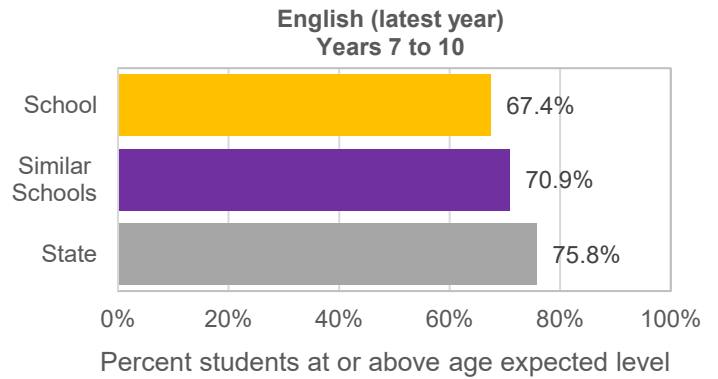
67.4%

Similar Schools average:

70.9%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

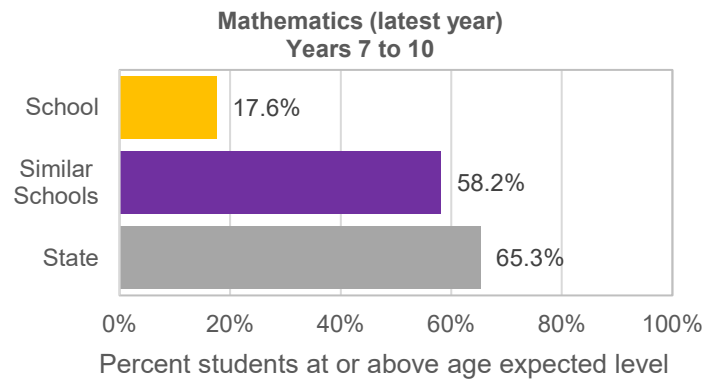
17.6%

Similar Schools average:

58.2%

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.

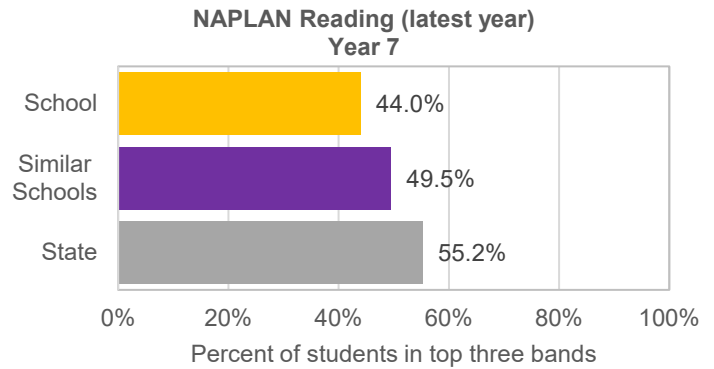
**NAPLAN**

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.

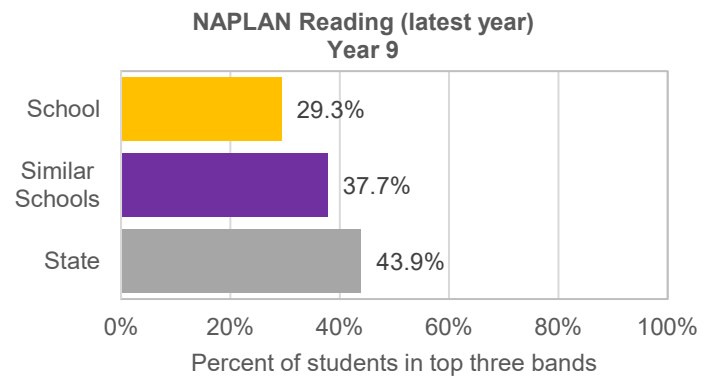
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.0%	47.6%
Similar Schools average:	49.5%	49.3%
State average:	55.2%	54.8%



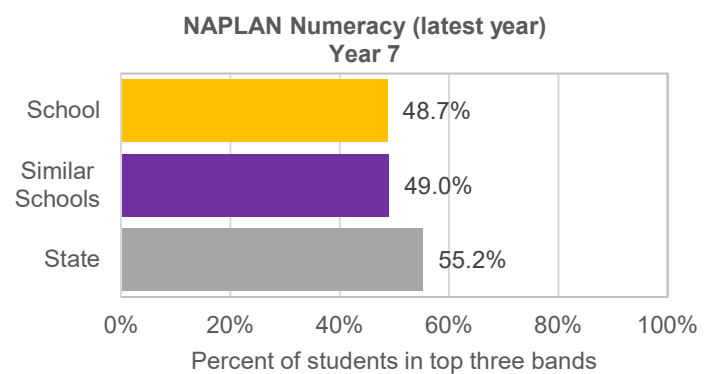
**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	29.3%	36.5%
Similar Schools average:	37.7%	39.3%
State average:	43.9%	45.9%



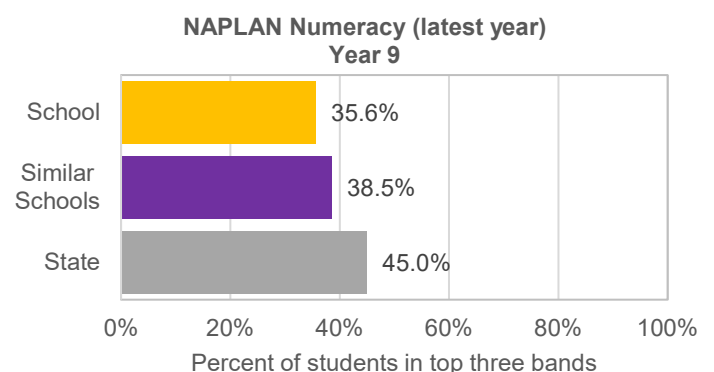
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	48.7%	46.5%
Similar Schools average:	49.0%	49.4%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	35.6%	33.8%
Similar Schools average:	38.5%	39.4%
State average:	45.0%	46.8%



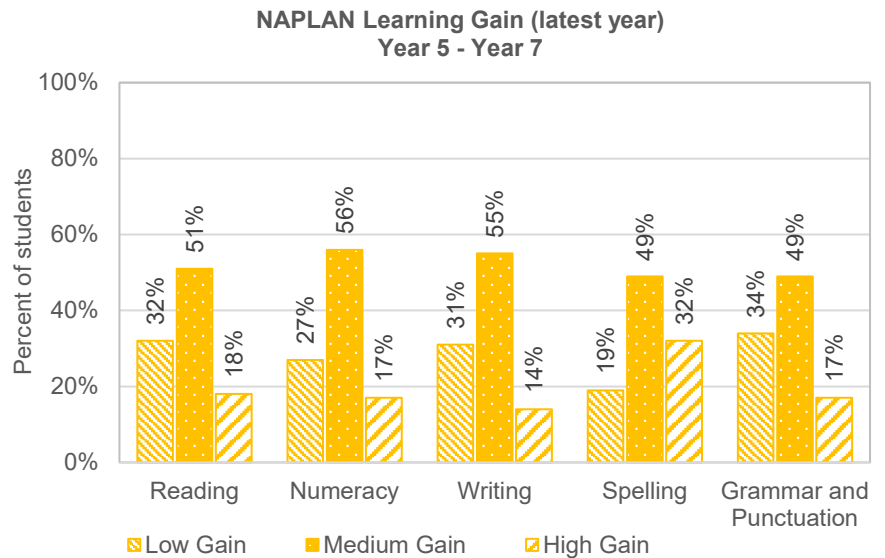
**ACHIEVEMENT (continued)**

**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'.

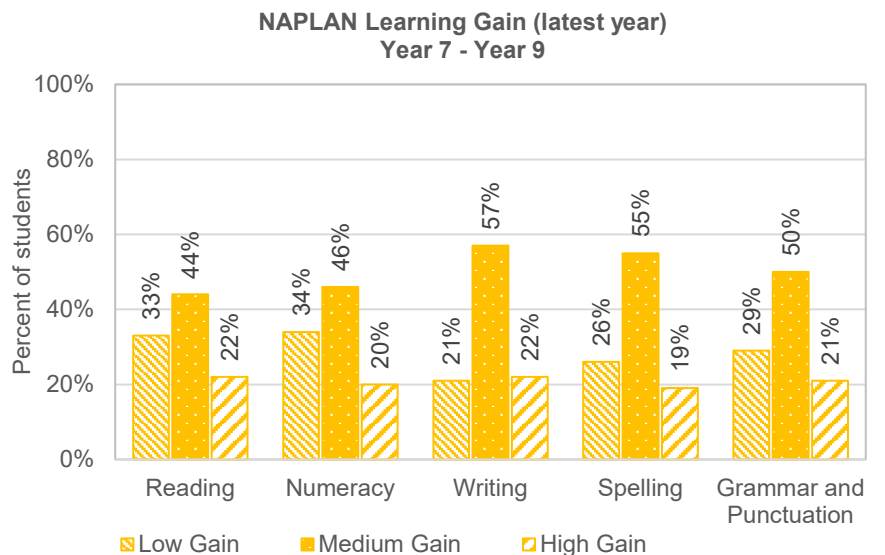
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	32%	51%	18%	22%
Numeracy:	27%	56%	17%	21%
Writing:	31%	55%	14%	21%
Spelling:	19%	49%	32%	24%
Grammar and Punctuation:	34%	49%	17%	22%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	44%	22%	24%
Numeracy:	34%	46%	20%	22%
Writing:	21%	57%	22%	22%
Spelling:	26%	55%	19%	22%
Grammar and Punctuation:	29%	50%	21%	23%



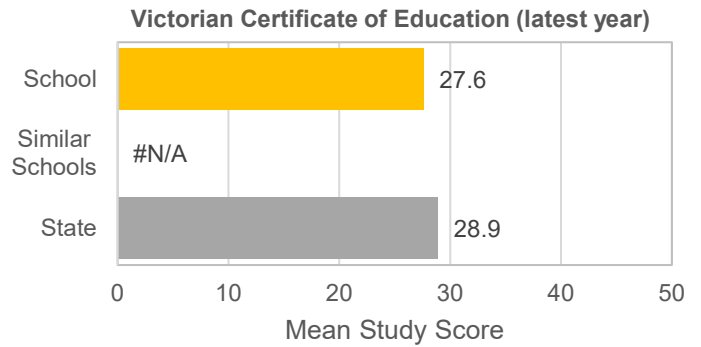
## ACHIEVEMENT (continued)

### 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	27.6	28.2
Similar Schools average:	27.4	NDA
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:

29%

VET units of competence satisfactorily completed in 2021\*:

67%

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

85%

\* 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.

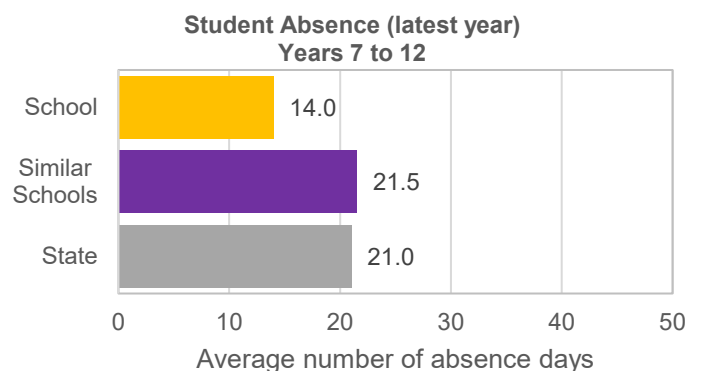
## ENGAGEMENT

**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:	14.0	16.7
Similar Schools average:	21.5	20.0
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

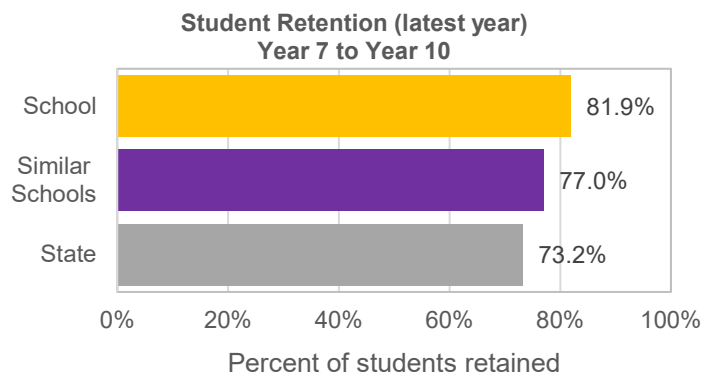
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	92%	91%	92%	92%	95%	95%

**Student Retention**

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

**Student Retention Year 7 to Year 10**

	Latest year (2021)	4-year average
School percent of students retained:	81.9%	77.6%
Similar Schools average:	77.0%	75.4%
State average:	73.2%	72.9%



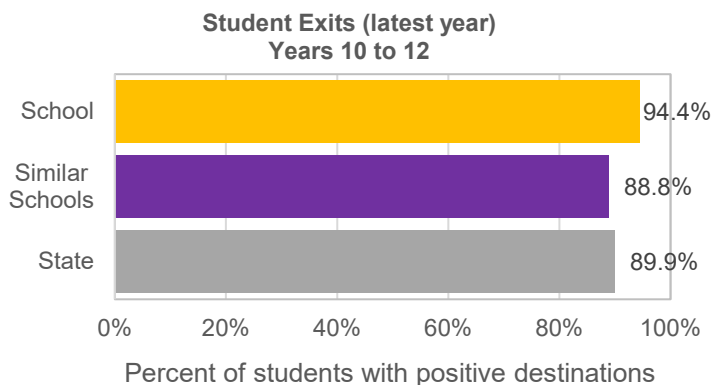
**Students exiting to further studies or full-time employment**

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:	94.4%	91.9%
Similar Schools average:	88.8%	88.6%
State average:	89.9%	89.2%



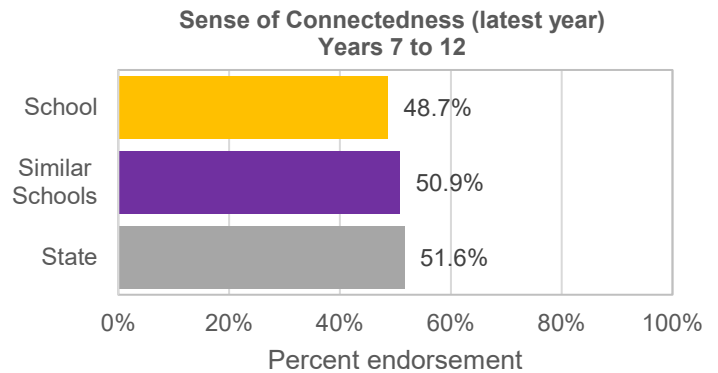
## WELLBEING

**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:	48.7%	49.8%
Similar Schools average:	50.9%	52.8%
State average:	51.6%	54.5%

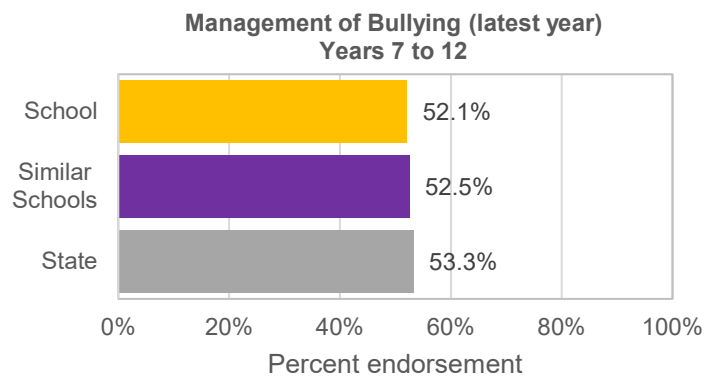


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	52.1%	53.1%
Similar Schools average:	52.5%	55.4%
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	\$13,496,590
Government Provided DET Grants	\$2,348,108
Government Grants Commonwealth	\$8,771
Government Grants State	\$17,265
Revenue Other	\$53,871
Locally Raised Funds	\$383,947
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$16,308,552</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,156,889
Equity (Catch Up)	\$142,481
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,299,370</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$13,259,562
Adjustments	\$0
Books & Publications	\$9,402
Camps/Excursions/Activities	\$102,603
Communication Costs	\$31,569
Consumables	\$270,424
Miscellaneous Expense <sup>3</sup>	\$46,629
Professional Development	\$17,502
Equipment/Maintenance/Hire	\$384,506
Property Services	\$314,787
Salaries & Allowances <sup>4</sup>	\$342,170
Support Services	\$339,088
Trading & Fundraising	\$7,495
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$51
Utilities	\$92,409
<b>Total Operating Expenditure</b>	<b>\$15,218,197</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,090,355</b>
<b>Asset Acquisitions</b>	<b>\$374,130</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	\$4,184,769
Official Account	\$75,276
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$4,260,045</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$278,371
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$200,830
Capital - Buildings/Grounds < 12 months	\$1,500,000
Maintenance - Buildings/Grounds < 12 months	\$320,000
Asset/Equipment Replacement > 12 months	\$160,000
Capital - Buildings/Grounds > 12 months	\$1,600,843
Maintenance - Buildings/Grounds > 12 months	\$200,000
<b>Total Financial Commitments</b>	<b>\$4,260,044</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.*