

# 2021 Annual Report to The School Community



School Name: Wangaratta High School (8425)



WANGARATTA  
HIGH SCHOOL

- 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 29 April 2022 at 12:14 PM by Dave Armstrong (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 29 April 2022 at 01:57 PM by Deborah Fisher (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

The vision for Wangaratta High School is to empower all students to grow academically, socially and emotionally, through the provision of an outstanding learning environment built on high expectations for success that will enable students to experience quality teaching within a positive climate for learning. Our graduates will be independent, lifelong learners who are equipped to make a positive impact on the world around them.

Wangaratta High School is located in the North-Eastern region of Victoria, approximately 250 kilometres northeast of Melbourne. Wangaratta High School is the only government secondary provider and is one of four government schools in the Wangaratta area; and opened in 1909.

In 2021 Wangaratta High School supported 652 students in Years 7-12 to improve and enhance their learning as they worked towards achieving learning growth, high levels of achievement and, for our senior students, pathways beyond school. Our students were supported by a team of 63.6 EFT staff, including 46 teaching staff, 17.6 education support staff and 3 Principal Class employees.

The school facilities include a flexible learning centre, senior building, gymnasium, performance hub and specialist and multipurpose learning spaces. The grounds include basketball and netball courts, an oval, a soccer pitch, and both active and passive play spaces.

Wangaratta High School provides a Year 7 to 10 program based on the Victorian Curriculum framework and a senior year program through the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and a range of options from Vocational Education and Training (VET). The High School offers Language Other Than English (LOTE) through Italian.

Wangaratta High school provides a specialist instrumental music program, a Select Entry Accelerated Learning Program (SEAL) and a wellbeing program supported by a social worker, counsellors and youth worker, as well as engagement with external support agencies.

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### Framework for Improving Student Outcomes (FISO)

In 2021 Wangaratta High School strategically narrowed its focus to ensure school improvement areas were restricted to what matters most. As a result, two FISO areas were identified as the key improvement foci, these were: Excellence in Teaching and Learning and a Positive Climate for Learning through a student wellbeing lens.

The work in Excellence in Teaching and Learning remained linked to the 2020-2023 Strategic Plan goal of maximising the learning growth for all students in the Victorian Curriculum, VCAL and VCE. This was narrowed through key improvement strategies that focused on all levels of the school, building practice excellence in both curriculum, assessment and pedagogy. The specific actions, activities and milestones of this work then drilled deeper into developing, documenting and embedding whole school collaborative approaches to curriculum, planning and assessment through Professional Learning Communities (PLCs). Embedding an agreed Wangaratta High School Instructional Model (including evidence-based High Impact Teaching strategies), as well as enhanced data collection and analysis of student learning growth, was also a key focus.

The school took full advantage of the Department of Education's Tutor Learning Initiative (TLI), which was developed to target the learning catch up and extension of students who fell behind due to the pandemic.

Aligned to this initiative, the school employed three qualified teachers to work with small groups and individuals around literacy and numeracy support. The immediate success of this program supported an effective continuation into 2022 due to significant growth measured across the initial 12 months of implementation.

Pandemic issues also meant that programs and structures to support the explicit teaching of social and emotional

health continued, including the weekly Social & Personal Development (SPD) sessions. This program was implemented to support students and improve resilience and awareness of social and emotional issues exacerbated by 18 months of the pandemic.

The school continued to work on a Positive Climate for Learning, supporting the Strategic Plan Wellbeing Goal of creating a safe, secure environment that fosters a positive climate for learning and teaching. This translated to focused school improvement work for staff around School-Wide Positive Behaviour Supports (SWPBS).

Leadership Development also played a crucial role in 2021, using the coaching model "Interaction Essential Process". The focus of which was for all leaders to develop skills to conduct deeper coaching conversations with their teams while maintaining:

- Esteem
- Empathy
- Involvement
- Support

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## Achievement

Student achievement at Wangaratta High School is measured through a range of variables, taking into consideration that both student learning growth and student achievement levels matter. The school examines teacher judgements, NAPLAN data and VCE/VCAL/VET data to obtain a realistic understanding of the achievement and growth levels of all students.

In 2021 the Learning Culture at Wangaratta High School continued to develop and transform. This was enabled by a leadership team with a whole school focus on developing and enhancing student learning growth through data-driven pedagogy and was evidenced in improvements to NAPLAN and PAT data (see below), as well as feedback from staff, student, and parent focus groups.

The school's focus on collaborative planning supported the development and implementation of a guaranteed and viable curriculum at Wangaratta High School. This was enabled by the school's supports and structures that established dedicated PLC meetings. Staff highlighted the collaborative approach to planning had strengthened their teaching practice, consistency through learning areas, and the mapping of learning programs according to the curriculum guidelines. Staff also identified that there had been an increase in the sharing of practice (through PLCs) of informal and formal feedback within learning areas.

Following extended periods of interruption to learning in 2020, many students in schools across the state displayed a stagnation in learning growth. The Tutor Learning Initiative (TLI) is a government initiative developed to support these students to catch up on learning missed to COVID-19 through one-on-one, targeted and differentiated instruction. This program was implemented at WHS throughout the entire school year.

At the conclusion of 2021, a comprehensive assessment of the TLI program's effectiveness was conducted, using PAT (Australian Council of Education Research Progressive Achievement Test) Reading and PAT Math growth data to compare students within the program to those not receiving Tutor Learning Initiative assistance. This data showed the average learning growth of students receiving assistance was more than double in all PAT areas. These results were acknowledged by the Department of Education through a congratulatory email stating that the school was Top 10 in state for outstanding PAT growth of students within intervention programs (such as TLI).

Throughout 2021, Learning Walks and talks were conducted by staff to allow observers to monitor classroom practice and student progress toward AIP goals, observe student learning and inform practice through meaningful, real-world data. This data was collected by the leadership team and analysed during meetings to inform teaching and learning discussions and direction.

Leadership staff were also taught and guided through a peer coaching model to enhance the mentoring and coaching of their teams, enabling deeper learning conversations to enhance classroom practice.

In 2021 NAPLAN testing was completed for the first time in two years, allowing the triangulation of PATM and PATR

data to create data walls for student learning growth.

In 2021 student NAPLAN data for English indicated: 68% of students displayed High to Medium reading growth, a 10% improvement from the previous year and a result that was above "similar schools" and equal to schools in the network. Writing growth displayed similar improvements with 69% of students in the High to Medium growth bracket, a 3% increase on previous years and a result measuring 4% above the state average, 8% above similar schools, and 3% above schools in the network.

In the area of Mathematics at Year 7-10, NAPLAN indicated: 71% of our students displayed High to Medium knowledge growth, a 1% decrease from the previous testing year (however, an increase on the 5-year average). This result was also slightly lower than similar schools (1%).

In 2021, 95% of students studying VCE Unit 3/4 subjects at Wangaratta High School satisfactorily completed their VCE.

Many students decided to do an unscored VCE due to poor mental health during remote learning.

The Median Study Score for our students was 28, slightly below the state median of 30.

The maximum student study score is 50, and when compared to schools with a similar student demographic, Wangaratta High School performed well above those schools.

In 2021, 10% of Year 12 students undertook at least one Vocational Education and Training (VET) unit of competence. 86% of VET units of competence undertaken in 2021 were completed successfully.

In 2021 Victorian Certificate of Applied Learning (VCAL) courses were offered to students at Foundation, Intermediate and Senior levels, with 79% of VCAL credits being satisfactorily completed.

The school also boasted the highest ATAR in the region at 99.7 with an additional four students scoring above 90.

During our three periods of remote learning, staff were able to utilise online resources for content delivery and assessment and consequently develop new ways of differentiating for students. On average, the school had 20-30 students attend onsite learning during remote learning.

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## Engagement

A focus on a positive climate for learning and lifting expectations to enhance the culture of achievement at Wangaratta High School continued to evolve in 2021. The school had focused on improving the school culture through symbolic upgrades to the facilities and focusing staff collaborative time on learning and teaching. This key achievement was evidenced by feedback from staff, students, and parents in focus groups throughout 2021. The Student Attitudes to School Survey results mostly displayed an increase in positive endorsements or were in line with results from 2020.

A structured student leadership council was in operation throughout 2021. Students describe student leaders as symbolic leaders representing the school at public forums, and in 2021, they had an impact on school culture, playing a key role in the Year 6 to 7 transition program.

The High School has documented processes for the establishment of Individual Learning Plans and student management and engagement structures across the school.

Student attendance at school continues to be a challenge for the High School despite a tiered system of supports to encourage high rates of attendance. The average number of school absent days per student across Year 7-12 in 2021 was 35.20. This figure is well above the state median of 17.8 days, and our student attendance is below that of students in similar schools.

Student attendance at Year 12 is the strongest, with the average attendance rate being 86%. This is followed at Year 11 with an attendance rate of 71% and Year 7 74.5%. Our lowest attending cohorts were Year 8 (67 %) and Year 10 (79%). However, it is important to note that there were a number of issues (such as access to technology) affecting students accurately recording their attendance during remote learning. It is notable that our Year 12 students

maintained their attendance rate from Year 11 in 2020 of 86%.

Student retention at school can reflect student engagement levels with their school and their learning. At Wangaratta High School in 2021 the retention rate or the percentage of Year 7 students who remain at school through to Year 10 was 76.7 in 2021. This is a slightly higher figure to schools with a similar student demographic and slightly above the State Median 73.10% and our own 4-year average,

Student engagement at school ensures that students have a pathway both through and beyond school. At Wangaratta High School we believe that we are successful if when students exit the school, they have a pathway that includes an apprenticeship, TAFE Course, Work or University. In 2021, 77% of our students who exited the school in Year 10, 11 or 12 went on to further studies or full-time employment. This is significantly below the state median of 88.8% and the performance of schools similar to ours.

The Planning of a case management model and re-engagement process commenced at the end of the 2021 school year. This model will allow the leadership team, and teachers to put faces to the data for student wellbeing/behaviour and attendance.

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## Wellbeing

A calm and orderly learning environment is evident across the school and positive relationships are highly valued. The success of the school's focus on engagement policies, programs and implementation was evident throughout Student Attitudes to School Survey results, student, staff and parent forums. The school has successfully adopted a Team Around the Learner (TAL) approach. The High School has documented processes for the wellbeing of students and the support structures that can be accessed as part of this process.

Student Wellbeing is supported by a dedicated team within the school that includes an Assistant Principal (Positive Climate for Learning), Leading Teacher (Student Wellbeing and Inclusion), Social Worker, Counsellor and School Nurse. This team is ably supported by Year Level Leaders and Social and Personal Development teachers who both maintain strong links with our student cohort. Student wellbeing was supported during remote learning through calls to families when student absence in remote learning occurred.

The annual Student Attitudes to School Survey contains key measures of student wellbeing. The school attempted the survey three times in 2021, as a consequence of the repeated community ongoing lockdowns. The first measure is Emotional and relational engagement which recorded a 23.9% positive endorsement rate in 2021. This rate was above the state average. The other key measure found within the student survey is sense of confidence which was 22.4%, also above state average. Student voice and agency rating was below the 2020 state survey, but strategies were developed throughout 2021 in response, for implementation in 2022.

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## Finance performance and position

In 2021 the school started the year with increased cash surpluses due to the impacts that Covid-19 played throughout the 2020 school year. Due to flexible and remote learning held offsite throughout the Covid-19 pandemic, the budgeted revenue and expenditure targets were down. The school held an increased amount of cash reserves due to necessary camps and excursion cancellations, which resulted in a large number of parent credits and unspent camps, sports and excursion funding held on behalf of families. Due to the Covid-19 pandemic, the school was in receipt of many additional DET funded initiatives throughout 2021, such as the Student Excellence Program, VCE Revision Lectures, Career Education funding and Job, Skills and Pathways funding. There was additional funding provided to support the financial cost that Covid-19 had on the increased daytime cleaning and additional sanitary supplies that was required.

Wangaratta High School received the Active Schools Extracurricular PE and Sports Boost funding that provided additional sporting equipment to students.

The school was able to continue to support the evidence-based literacy intervention program for students in Years 7 & 8 via the MacqLit programme. Funding continued to enable the provision of a Social Worker and Leading Teacher to support the wellbeing of students, individual support for targeted low achieving students and increased educational support staff to support student attendance.

**For more detailed information regarding our school please visit our website at**  
<https://www.whs.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 652 students were enrolled at this school in 2021, 332 female and 320 male.

1 percent of students had English as an additional language and 6 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).

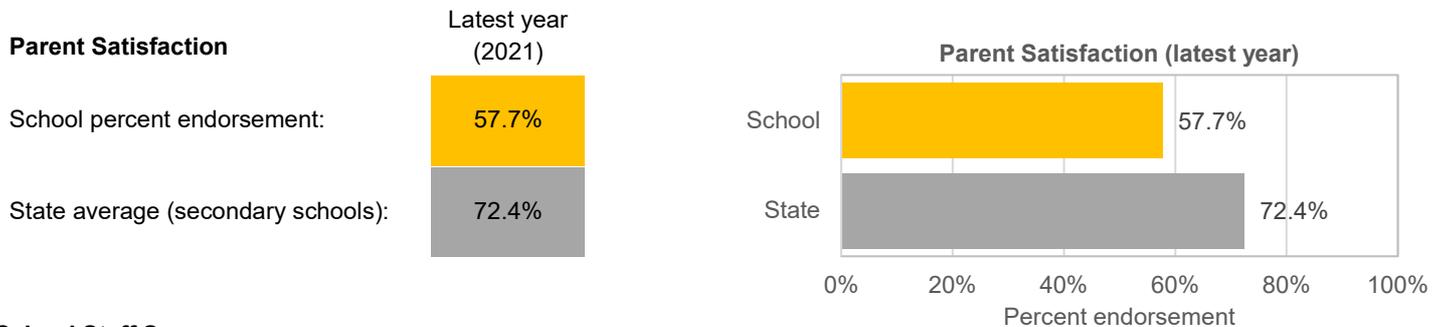
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

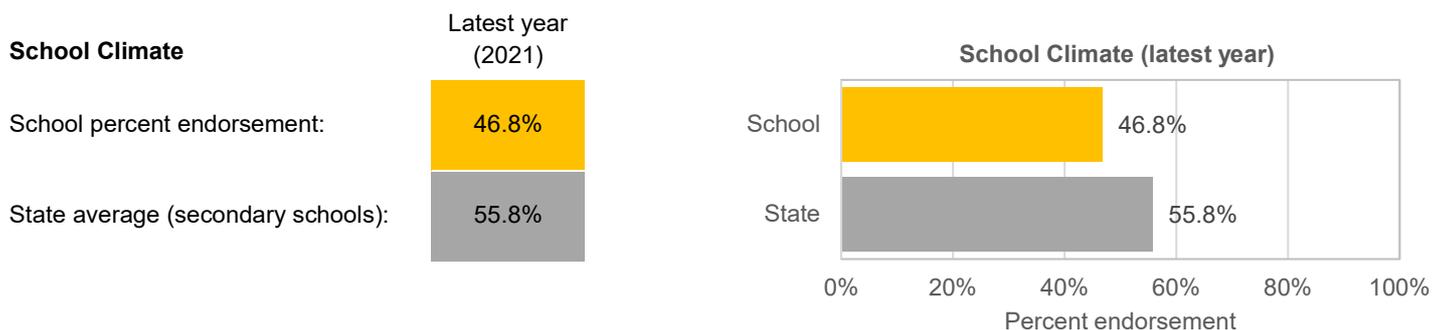


### School Staff Survey

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:

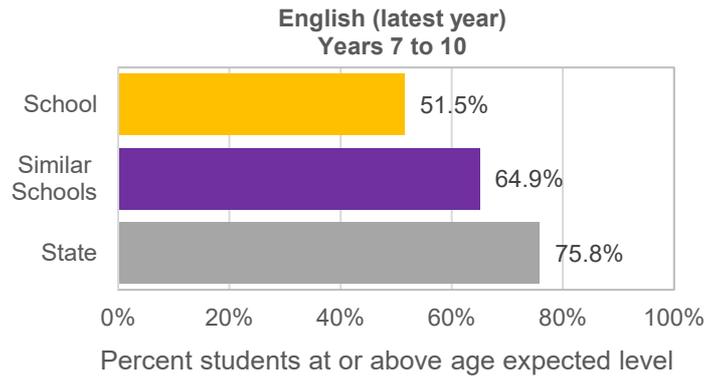
51.5%

Similar Schools average:

64.9%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

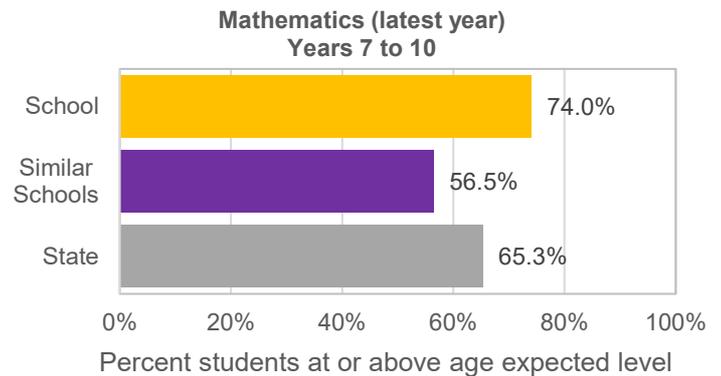
74.0%

Similar Schools average:

56.5%

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.

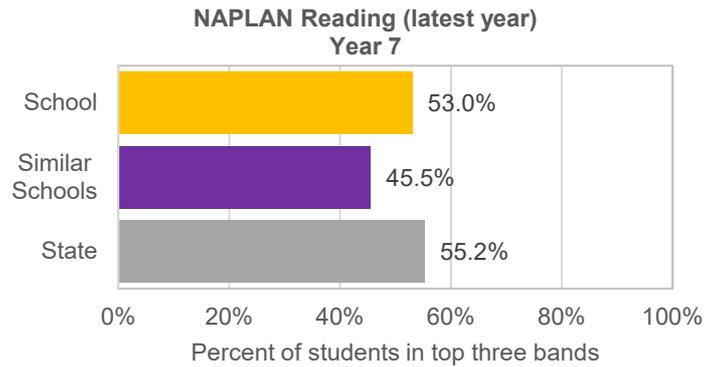
**NAPLAN**

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.

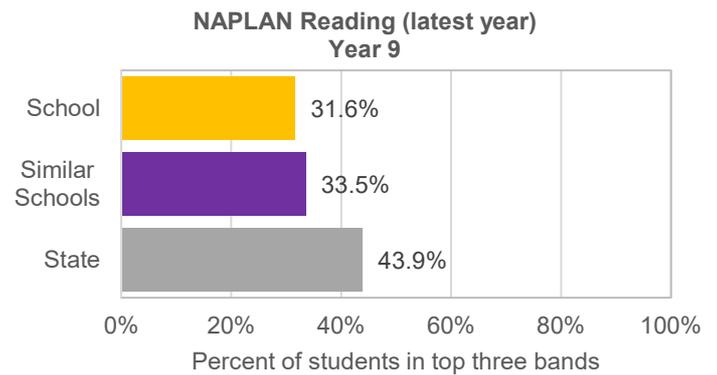
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.0%	47.4%
Similar Schools average:	45.5%	46.9%
State average:	55.2%	54.8%



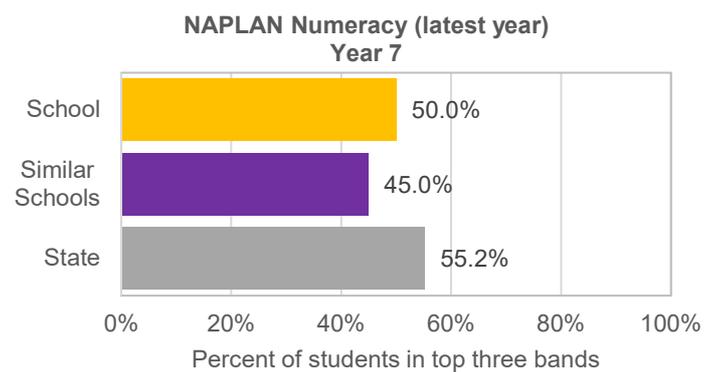
**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	31.6%	41.6%
Similar Schools average:	33.5%	37.5%
State average:	43.9%	45.9%



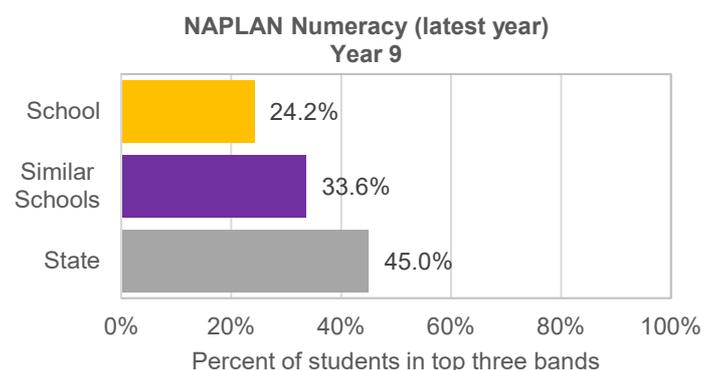
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	44.9%
Similar Schools average:	45.0%	46.1%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	24.2%	34.4%
Similar Schools average:	33.6%	36.6%
State average:	45.0%	46.8%



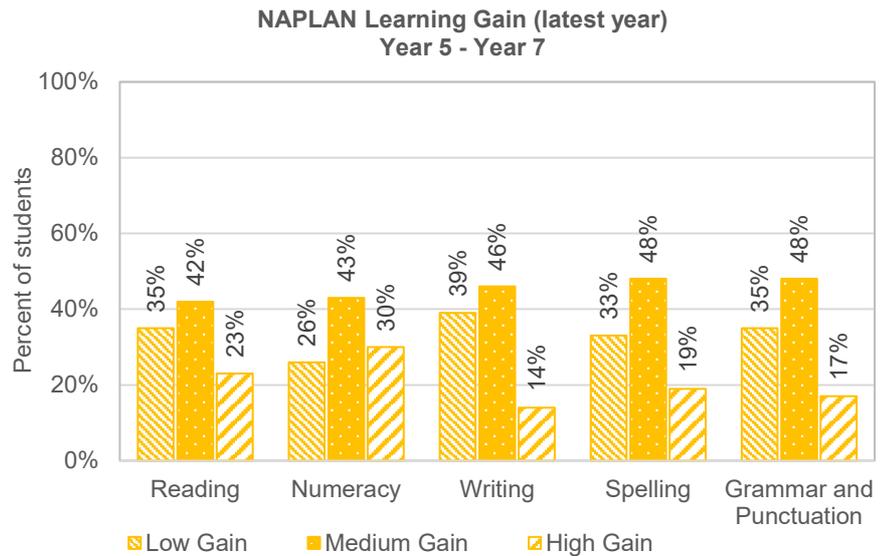
**ACHIEVEMENT (continued)**

**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'.

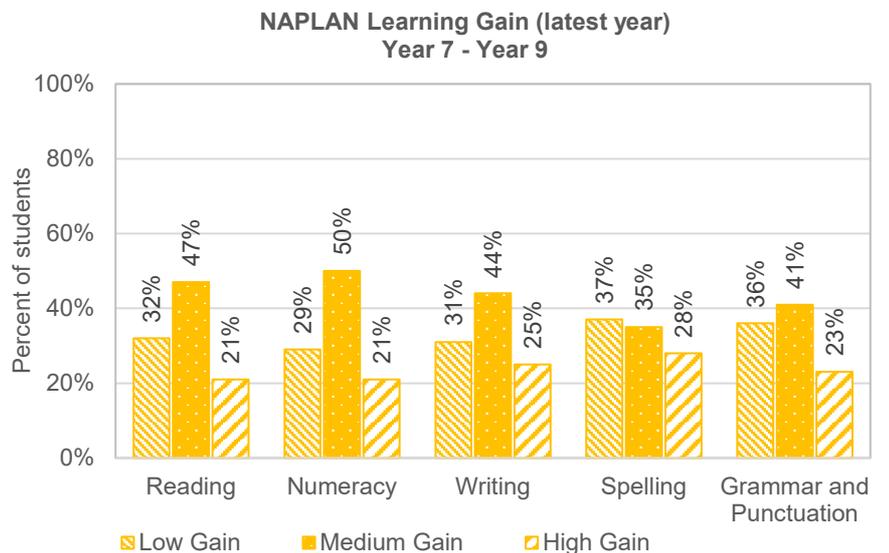
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	35%	42%	23%	16%
Numeracy:	26%	43%	30%	20%
Writing:	39%	46%	14%	17%
Spelling:	33%	48%	19%	20%
Grammar and Punctuation:	35%	48%	17%	19%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	32%	47%	21%	19%
Numeracy:	29%	50%	21%	22%
Writing:	31%	44%	25%	18%
Spelling:	37%	35%	28%	20%
Grammar and Punctuation:	36%	41%	23%	17%



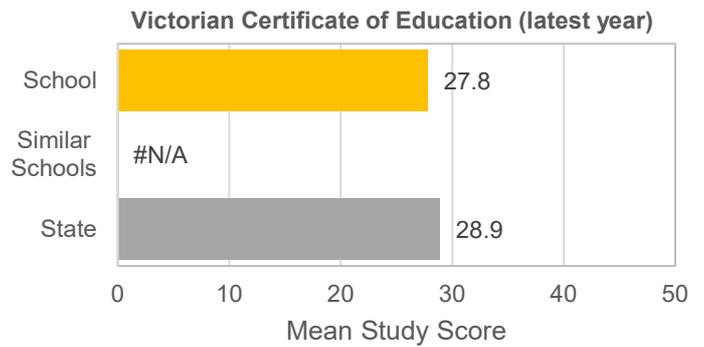
## ACHIEVEMENT (continued)

### 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	27.8	27.3
Similar Schools average:	26.8	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:



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



VET units of competence satisfactorily completed in 2021\*:



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



\* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

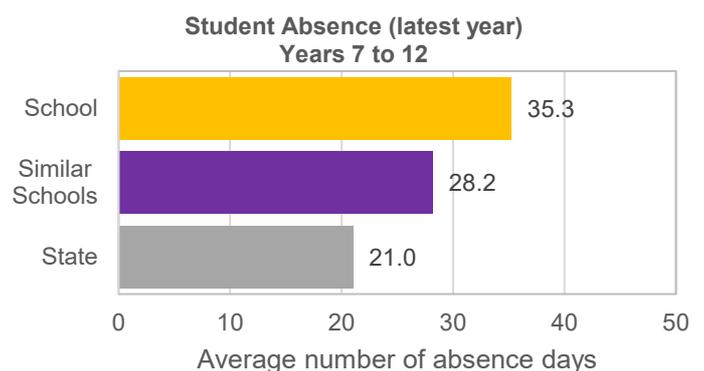
## ENGAGEMENT

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

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	35.3	30.4
Similar Schools average:	28.2	25.1
State average:	21.0	19.6



## ENGAGEMENT (continued)

### Attendance Rate (latest year)

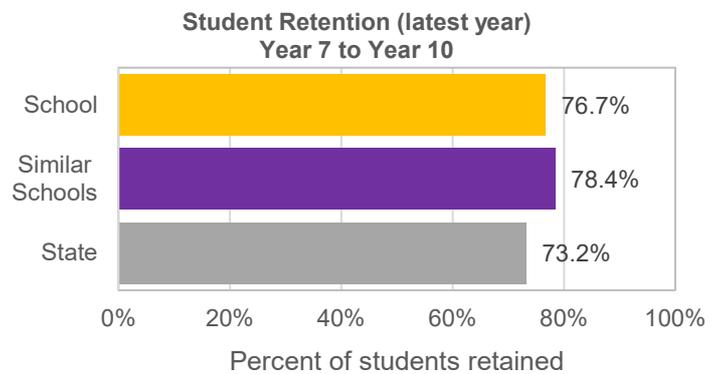
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	87%	82%	79%	76%	81%	89%

### 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:	76.7%	74.8%
Similar Schools average:	78.4%	77.1%
State average:	73.2%	72.9%



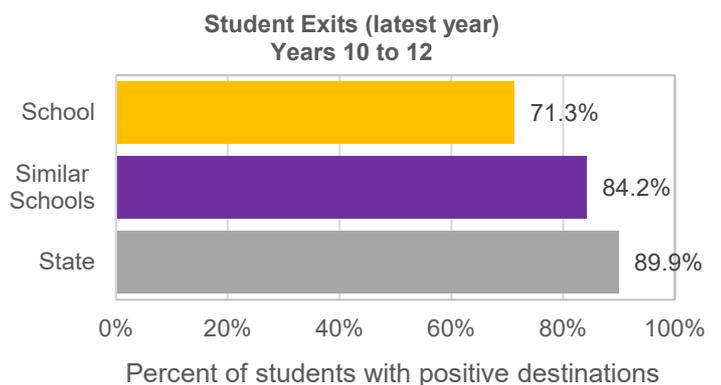
### Students exiting to further studies or full-time employment

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:	71.3%	78.1%
Similar Schools average:	84.2%	83.5%
State average:	89.9%	89.2%



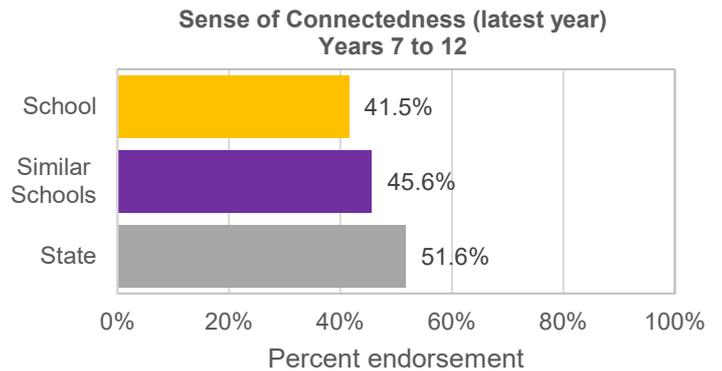
**WELLBEING**

**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).

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	41.5%	42.8%
Similar Schools average:	45.6%	48.6%
State average:	51.6%	54.5%

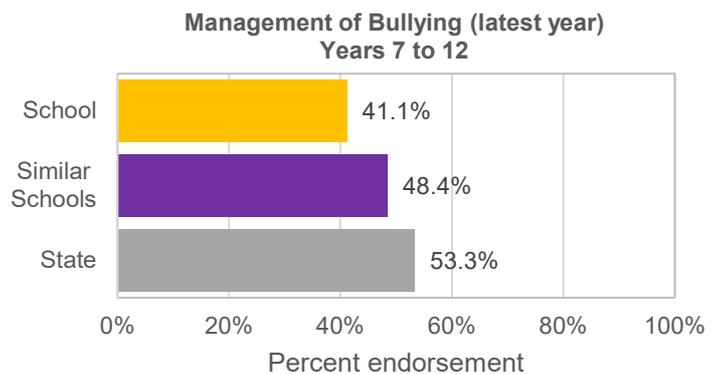


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	41.1%	44.2%
Similar Schools average:	48.4%	51.7%
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	\$7,722,251
Government Provided DET Grants	\$1,577,581
Government Grants Commonwealth	\$0
Government Grants State	\$10,400
Revenue Other	\$26,378
Locally Raised Funds	\$202,156
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,538,765</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$466,284
Equity (Catch Up)	\$53,516
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$519,800</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,519,698
Adjustments	\$0
Books & Publications	\$3,328
Camps/Excursions/Activities	\$25,851
Communication Costs	\$17,675
Consumables	\$212,424
Miscellaneous Expense <sup>3</sup>	\$103,686
Professional Development	\$21,126
Equipment/Maintenance/Hire	\$242,239
Property Services	\$207,515
Salaries & Allowances <sup>4</sup>	\$309,476
Support Services	\$266,523
Trading & Fundraising	\$27,055
Motor Vehicle Expenses	\$3,378
Travel & Subsistence	\$0
Utilities	\$177,793
<b>Total Operating Expenditure</b>	<b>\$9,137,768</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$400,998</b>
<b>Asset Acquisitions</b>	<b>\$10,000</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	\$549,665
Official Account	\$143,156
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$692,821</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$264,222
Other Recurrent Expenditure	\$19,662
Provision Accounts	(\$19)
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	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$283,866</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.*