

# 2021 Annual Report to The School Community



School Name: Mount Alexander 7-12 College (7763)



- 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 07:52 AM by Daniela Angelico (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 09:31 AM by Angelica Inserra (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

Mount Alexander College or MAC is a co-educational 7 -12 school located in Flemington, 5.4 kilometers from Melbourne CBD. In 2021 the school's enrollment was 597, including 21 international students predominantly from Vietnam and China. 1% of students are from Aboriginal and Torres Strait islander background. Students are divided into 4 Houses and 82% of the overall enrolment was at Years 7 - 10. The overall College enrolment increased by 75 students. There were 143 Year 7 enrolments, the largest intake in over a decade. There were 58.20 staff (EFT), consisting of 1 principal, 1 assistant principal, 6 leading teachers, 38 teachers, 20 Education Support (EFT 15.64) and one business manager.

MAC is fast becoming the school of choice for families living in the Kensington-Flemington Community with enrollments doubling in the past 5 years. In 2016, MAC underwent significant change, transforming itself into an innovative and progressive school with a focus on student empowerment and student-centered learning. MAC's approaches to curriculum provision and pedagogy, student engagement and wellbeing have gained national and international recognition. In 2019, the College hosted 16 delegations from across the country and internationally and across Government, Catholic, Independent and Tertiary sectors.

At MAC we empower students to 'Take Control' of their learning. We believe education is co-constructed with students and if they are interested and passionate about their learning, they are more likely to succeed. At MAC, there are no year levels and classes are organised vertically. Learning is differentiated and designed to stretch all students and ensure every student achieves maximum learning growth every year. Students are free to choose from over 150 exciting subjects, run by specialists. Students at MAC are able to access curriculum based on their capacity rather than their year level. Our philosophy is that students learn best and are better prepared for the challenges of life when they take control and have ownership of 'their choices'. Students are guided to discover, pursue and enhance their interests and passions. Every student at MAC has their own Student Pathway Plan. A student interested in Science can undertake several science subjects in any one semester, from Food Science, Marine Biology, Forensics, Medicine and Disease, to Biochemistry. A 14-year-old student (notionally year 8) can undertake a VCE or pre-VCE subject if they want to and is considered academically ready. Subjects are designed on the Victorian Curriculum F-10 standards, with an emphasis on developing students' ability to think both critically and creatively, to set goals, to manage and reflect on their learning, to work both cooperatively and independently.

Mount Alexander College believes that a vibrant school culture with a shared enthusiasm for lifelong learning is the key to successful student outcomes. Our school aims to provide students with a safe and positive learning experience where we enable students to be empowered, engaged and supported to reach their full potential. We believe that positive student wellbeing provides the foundation upon which academic success can be achieved. All members of the MAC school community are treated with respect, fairness and equality. At MAC, it is recognized that success comes in many different forms. We have continually recognised and celebrated success throughout the year and at our Annual Awards evening at the Clock Tower. In 2021, the awards evening took place virtually and was well attended. At MAC, we consider academic endeavor as much as academic excellence. All students are encouraged to be the best that they can be. Our student empowered model of learning enables students to be able to select subjects that they are passionate about regardless of their year level.

At MAC, our goal is to cater for the diverse needs of all our students and enable them to be adaptable, curious life-long learners of the 21st century. Our school works actively with its local community and is seen as the school of choice in the area because it provides access and equity for all, a central tenant of the meaning of public education.

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### Framework for Improving Student Outcomes (FISO)

In 2021 we continued to focus on improving student growth and outcomes in literacy and numeracy and embedding consistent teaching and learning practices across the school to improve student outcomes. We implemented the whole

school literacy improvement plan and delivered targeted professional learning focused on the explicit teaching of vocabulary strategies such as scaffolding vocabulary and how to effectively assess vocabulary in writing. This was the focus for the first cycle of inquiry for our Professional Learning Teams (PLTs) in Semester 1. Whilst the main focus of the professional learning program for terms 3 and 4 was literacy improvement, all staff including Education School Support Staff participated in a cycle of inquiry focused on staff and student wellbeing and resilience in Term 4.

The professional learning program also took into account the remote learning context, with some time spent on the use of the common instructional model in a remote learning setting. The GANAG (Goal, Access Prior Knowledge, New Information, Apply, Review Goal) lesson schema was used consistently by all staff as a whole school lesson model to reduce discrepancy in teacher effectiveness which resulted in an increase in the use of the model to monitor student learning in each lesson. It is worth noting that during remote learning in 2021 the GANAG lesson schema and the High Impact Teaching Strategies (HITS) were documented on Compass for each lesson.

All teaching staff included a goal focused on literacy improvement on their 2021 performance and development plans. These goals incorporated the use of data and evidence to demonstrate improved student achievement. The impact of the effective professional learning around literacy was evident in how Curriculum Development Teams (CDTs) continued to explore how to assess literacy on a developmental continuum as seen in rubrics on the staff drive and published on Compass.

Whilst moderation meetings time was prioritised, this was unable to occur regularly due to the pandemic. There were also logistical limitations which impacted on plans to implement instructional coaching. However, members of the leadership team and the Teaching and Learning Leaders (TALLs) were able to work with a small number of graduate/new staff to further develop and embed the agreed teaching and learning instructional model. Staff in the maths faculty engaged in targeted PL led by the MYLNS Numeracy coach. There were varying degrees of consistency in this implementation at the beginning of 2021 the year but this improved by the end of the year.

The Senior School Academic Advisor led PL and individual data analysis meetings. This resulted in staff having a better understanding of student achievement at VCE including trend data. The individual data meetings also informed the PDP goals of Unit 3 & 4 VCE teachers and assisted staff with the Consideration of Educational Disadvantage (CED) process. Whilst the network VCE Community of Practice (CoP) wasn't consistently attended across the network due to the pandemic, a small group of MAC staff continued to form partnerships with local schools with a major focus on moderation of work and sharing of effective resources.

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## Achievement

In 2021 the College continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. Despite the extended period of remote learning students in Years 7 - 10 continued to improve in both Literacy and Numeracy, with an increase in the percentage of students at or above the expected level in Year 7 Reading and Numeracy. Our internal PAT R testing indicated that some students in the Literacy withdrawal program continued to make gains of up to 1 to 2 years growth in reading. The College is particularly proud of the high learning gains in writing and spelling from Years 7 - 9, and attribute these results to the explicit literacy strategies in tiered vocabulary that have been implemented in 2020 and 2021.

The college continued to employ 1.5 EFT literacy and numeracy intervention teachers in to support students who needed catchup as a result of remote learning and address the literacy needs of students who are below the state average. This intervention program continued to operate in 2021.

Students in the Program for Students With Disabilities (PSD) program continued to make gains in their learning despite the extended period of remote learning. Learning Support Officers were able to continue to provide support albeit online. Teachers have continued to differentiate and modify classwork and assessment to cater to the varying needs and goals of the students.

The VCE school mean study score was 28 slightly above similar schools of 27.7. Whilst the study score average was lower than the previous year, there was a slight increase from 7% to 8% of students receiving 37+ scores. Given the culmination of two years of remote learning, we are incredibly pleased with the number of 37+. 38% of students achieved an ATAR above 70, 19% above 80.

95% of students satisfactorily completed their VCE. Whilst there was a decrease in the completion rate for VCAL students (75%), this was predominantly due to students not being able to complete VET certificates due to the limitations on TAFE setting and structured work placements. These students are able to complete their VET studies in 2022.

The college is very proud of the personalised approach it takes with every student including close monitoring by Mentor Teachers, Heads of House, Student Engagement Leading Teacher, Senior School Academic Advisor and Junior School Transitions and Programs Leader. These leading teachers are responsible for overseeing the academic progress of students in their sub schools and providing additional support programs. We continued to implement a consistent approach to course counseling despite challenges with working remotely. This has paid dividends for many students at the College.

In 2021, we are proud to have continued to adapt and significantly increase our use of digital technology to improve student teaching and learning particularly during remote learning periods.

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## Engagement

At Mount Alexander College, student engagement continued to be a priority throughout 2021. Within the vertical curriculum structure, all students had an Individual Learning Plan and engaged in student centered learning in all subjects. Student leadership remained at the forefront of all activities in the school with a strong Student Leadership Team led by a designated Leading Teacher, Student Leadership and Empowerment. Student leaders continued to host information evenings virtually, conducted virtual school tours, participated in staff selection panels and organised a range of House and school wide activities. To strengthen engagement and connectedness, students are allocated to a House for Mentoring and intra school competitions both onsite and during remote learning. The school continued to strengthen the existing strong ties with our local community through frequent community activities and celebrated our multicultural community through a range of events although some were limited by remote learning and COVID restrictions.

Despite another year of extended periods of remote learning, students continued to respond well to remote learning demonstrated by high rates of work completion. The daily attendance / engagement average was 90%. The 4 year average of Student Absent Days improved from 21.6 in 2020 to 20.6 and remains slightly above the similar schools and the state. The college will continue to work on reducing this further in 2022.

The overall student retention in Year 7 – 10 has decreased slightly from 2021 from 63% to 62%. In 2021, there continued to be more families being relocated from the Flemington and North Melbourne Housing Estate to social housing in the outer suburbs, therefore these families chose to enroll their children at their local school. In addition the College has seen a number of families relocate to country Victoria and interstate as a result of COVID.

The percentage of students from Years 10 to 12 going on to further studies or full-time employment continues to be at 100% and above the state and similar schools. We are particularly proud of the achievements of Graduating class of 2021 and in particular the high number of students receiving their first tertiary preference.

At Mount Alexander College, we are particularly proud of some outstanding results in the Government School

Performance Summary for 2021. These results include achieving:

\* a rating of 69.1% for School Climate (Culture) in comparison to the state median of 56%.

\* a continued high rating of Parent Satisfaction of 80.4%.

In 2021, we are proud to have:

\*provided high level wellbeing support to students experiencing hard lockdown in public housing during remote learning

\*maintained student engagement at high levels during remote learning.

\*broadened our Student Leadership Team's voice and agency to include a range of new leadership positions including the Arts, Debating, the Environment, International students, Science and Sport.

\*continued to strengthen our House system with awards for Positive Behaviour, Community fundraising, Swimming, Debating and competitions. Again, remote learning impacted on some of our whole school events that built the cornerstone of our school culture.

\*built on our African Community Liaison program with the continued employment of an African Youth Mentor to specifically support African students at risk of dis-engagement.

\*continued to expand our camps program to provide opportunities to build student relationships with their peers and teachers.

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## Wellbeing

Student Wellbeing has continued to be a high priority at Mount Alexander College. There is a strong Wellbeing Team led by a designated Leading Teacher Student Engagement, who provided school wide and individual wellbeing support both onsite and during remote learning.

In 2021, the school has:

\* continued to embed the School Wide Positive Behaviour Program and the use of Restorative Practices for student behaviour management and support.

\* continued to embed and strengthen the House structure and program with Heads of House, Mentor Teachers and Student Mentor Leaders.

\* continued to implement the Doctors in Secondary School program to provide onsite as well as Telehealth medical support to improve student physical and mental health.

\* continued to hire a Mental Health Practitioner to provide onsite as well as Telehealth counselling

\* continued to build on connections with our local primary schools with outstanding improvements in Year 7 enrollments and transitions

\* strengthened our communication with non-English speaking parents through regular Community meetings and the employment of African Community Liaison Officers.

\* continued to implement Student Personal Development as a dedicated new subject delivered for one period each week by Mentor Teachers in a vertical structure to enhance student wellbeing, build resilience, improve subject selection processes and to enhance the monitoring of academic achievement.

We are again particularly proud of some outstanding results in the Government School Performance Summary for 2021 including:

\* a rating of 59% for Sense of Connectedness in comparison to the similar schools median of 47.8% and state's 51.6%. Our 4 year average is 63.5% compared to similar schools 51.4% the state's 54.5%

\* a rating of 59.5% for Management of Bullying in comparison to the similar schools median of 49.9% and the state's 53.3%. Our 4 year average is 66.3% compared to similar schools 49.9% and the state's 56.8%

We continue to focus on strategies to improve attendance and punctuality to school. The Learning from Home Survey indicated outstanding results with almost all students feeling supported during remote learning with two out of three reporting that they generally felt happy. Highlights included high levels of empowerment in learning, support for teacher practice, school safety and teacher student relationships.

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## Finance performance and position

Mount Alexander College maintained a very sound financial position throughout 2021. The School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The College continued to raise local funds through the International Students program, however as a result of border closures the number of students for 2021 was reduced from 31 to 19. Local funds from facilities hire were also impacted by COVID. Parental contributions remained relatively high despite the financial hardship of many families. The college saw another decrease in equity funding due to the decrease in the school's SFOE (School Family Occupation and Education) index. Despite this we were able to continue funding a number of programs including the Literacy and Numeracy Withdrawal programs. The College ended the year with surplus funds as a result of under expenditure of the casual relief teacher budget, general operational costs of the school due to COVID closures and salary surpluses.

**For more detailed information regarding our school please visit our website at**  
<http://www.mountalexandercollege.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 596 students were enrolled at this school in 2021, 264 female and 332 male.

27 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

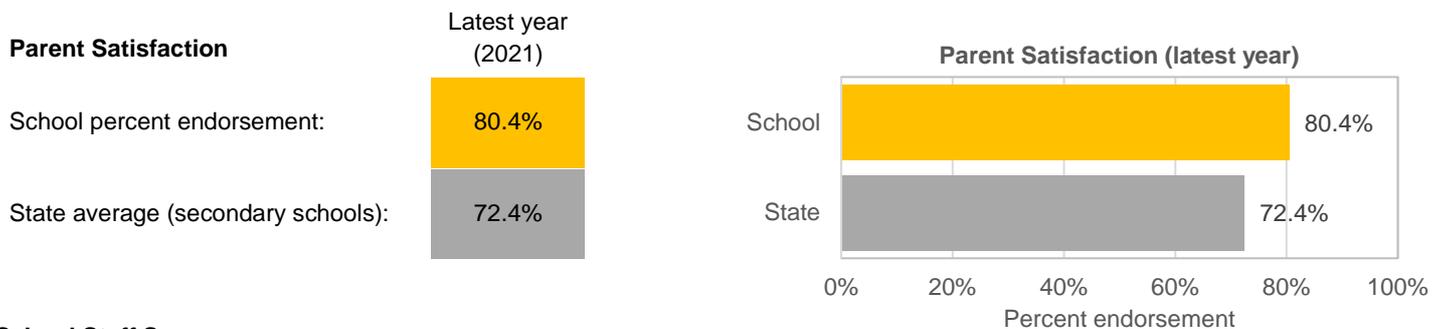
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

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

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

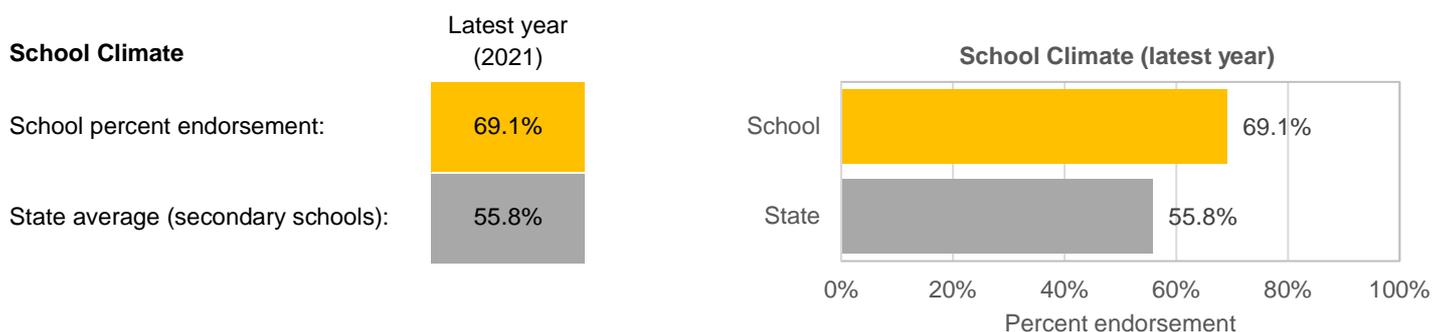


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

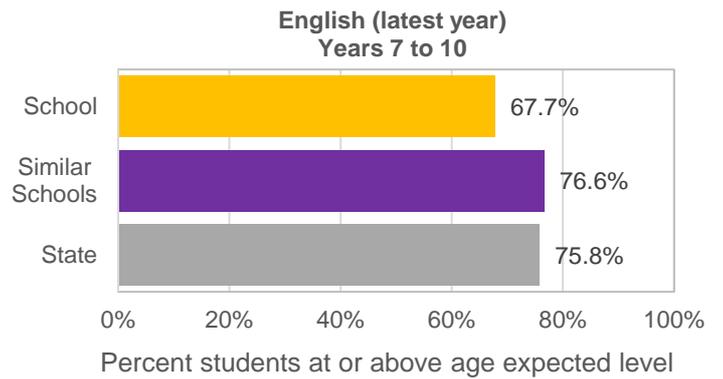
67.7%

Similar Schools average:

76.6%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

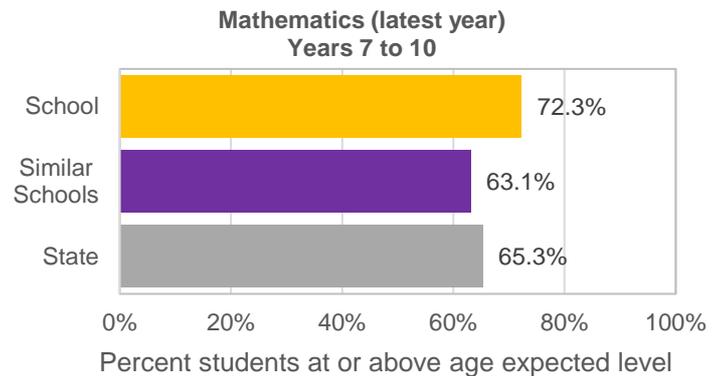
72.3%

Similar Schools average:

63.1%

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.

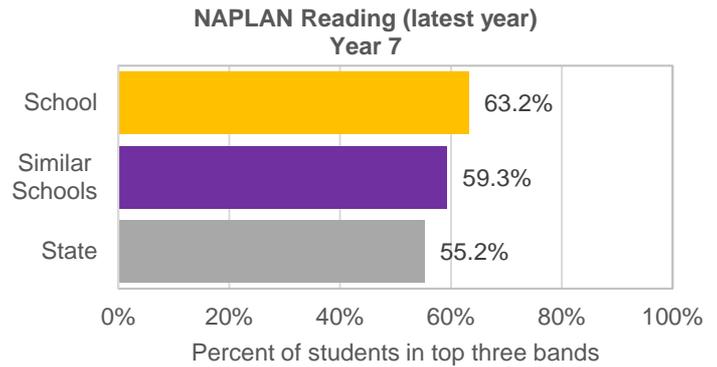
**NAPLAN**

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.

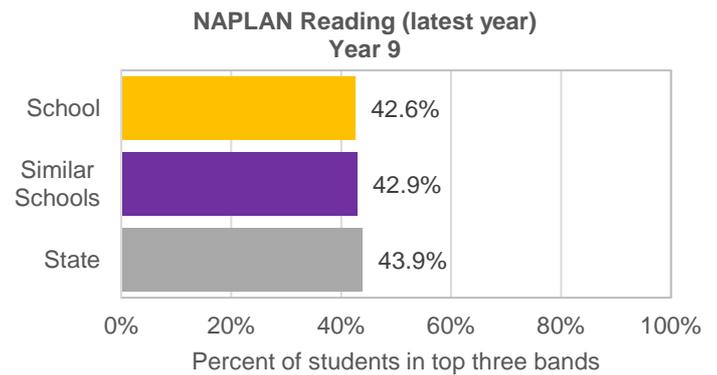
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.2%	61.0%
Similar Schools average:	59.3%	56.5%
State average:	55.2%	54.8%



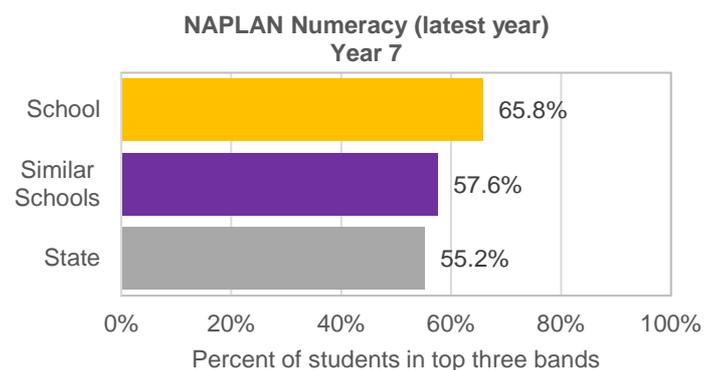
**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.6%	43.0%
Similar Schools average:	42.9%	43.9%
State average:	43.9%	45.9%



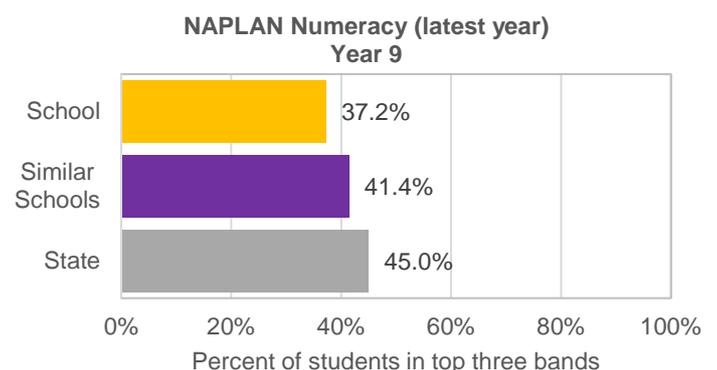
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.8%	56.3%
Similar Schools average:	57.6%	55.6%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	37.2%	33.3%
Similar Schools average:	41.4%	42.7%
State average:	45.0%	46.8%



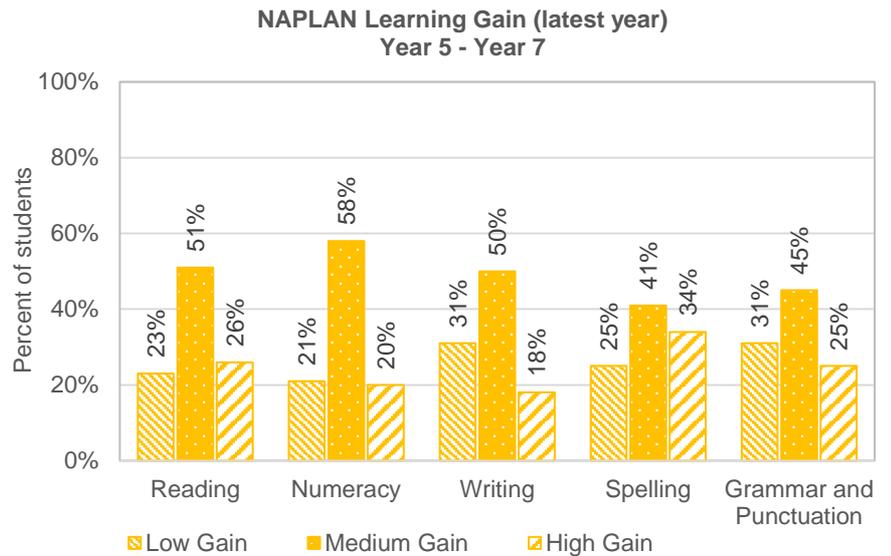
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

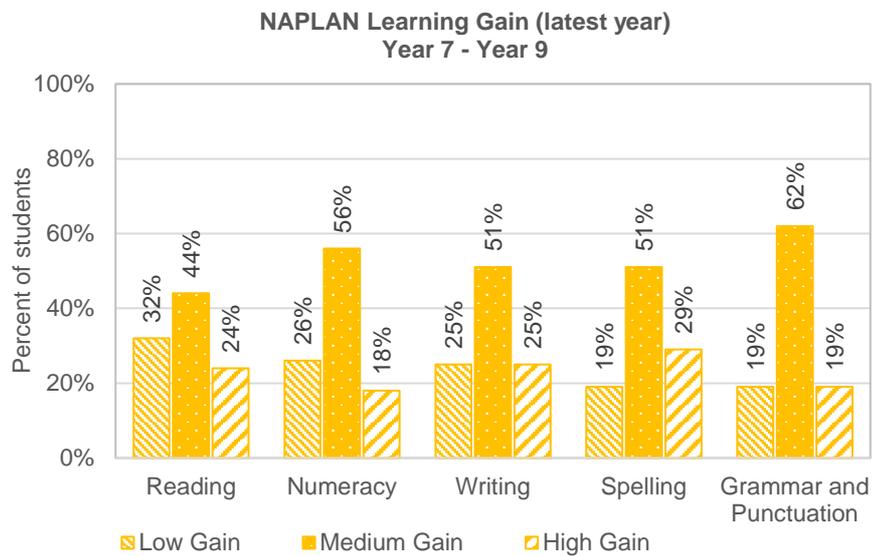
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	51%	26%	23%
Numeracy:	21%	58%	20%	22%
Writing:	31%	50%	18%	23%
Spelling:	25%	41%	34%	24%
Grammar and Punctuation:	31%	45%	25%	21%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	32%	44%	24%	24%
Numeracy:	26%	56%	18%	21%
Writing:	25%	51%	25%	21%
Spelling:	19%	51%	29%	24%
Grammar and Punctuation:	19%	62%	19%	22%



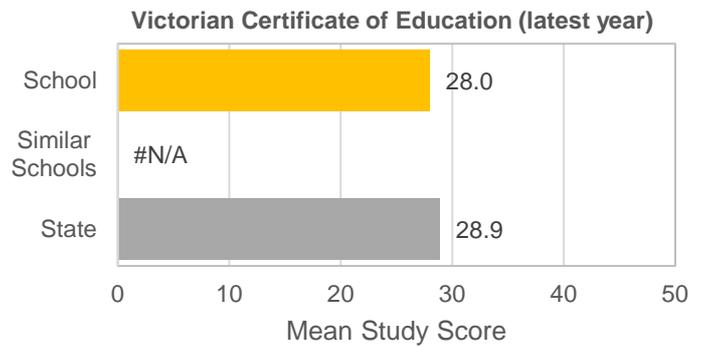
## ACHIEVEMENT (continued)

### 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	28.0	27.7
Similar Schools average:	27.5	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.

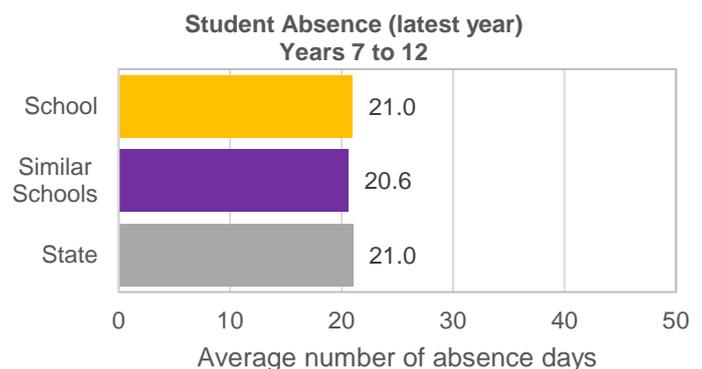
## ENGAGEMENT

**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:	21.0	20.9
Similar Schools average:	20.6	19.4
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

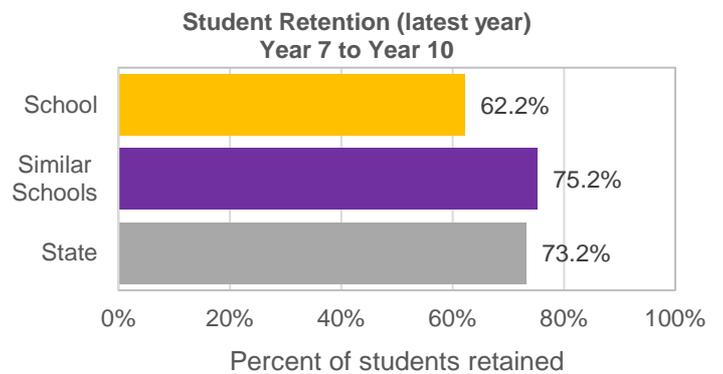
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	93%	89%	86%	88%	91%	91%

**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:	62.2%	60.6%
Similar Schools average:	75.2%	73.7%
State average:	73.2%	72.9%



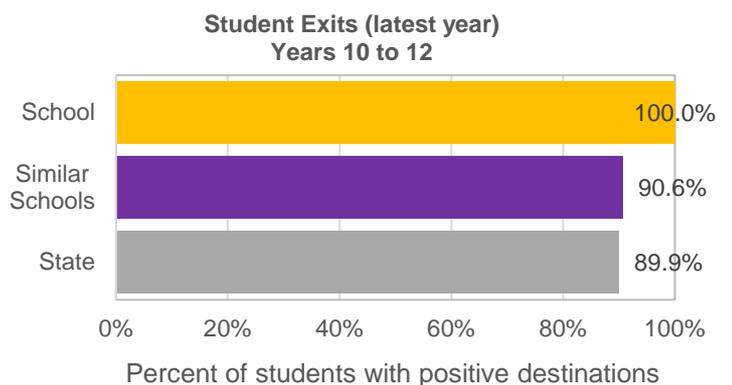
**Students exiting to further studies or full-time employment**

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

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

**Student Exits Years 10 to 12**

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	100.0%	100.0%
Similar Schools average:	90.6%	89.4%
State average:	89.9%	89.2%



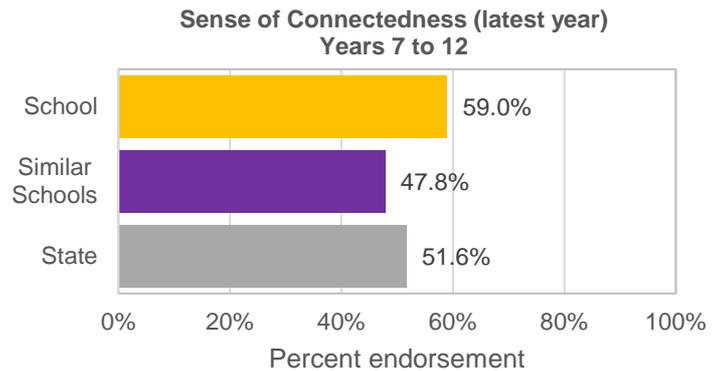
## WELLBEING

**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:	59.0%	63.5%
Similar Schools average:	47.8%	51.4%
State average:	51.6%	54.5%

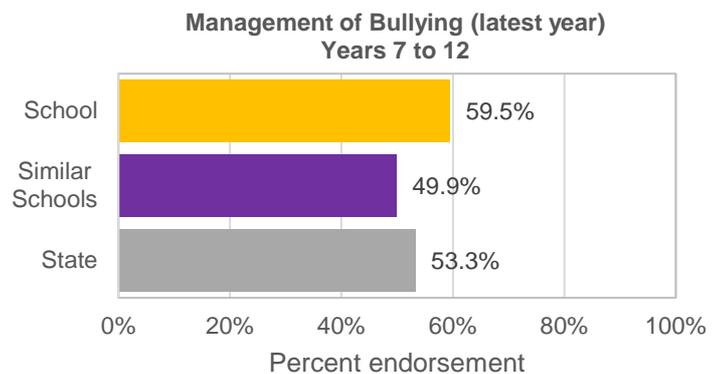


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	59.5%	66.3%
Similar Schools average:	49.9%	54.4%
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	\$6,216,312
Government Provided DET Grants	\$1,080,573
Government Grants Commonwealth	\$2,625
Government Grants State	\$10,244
Revenue Other	\$124,475
Locally Raised Funds	\$298,869
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,733,097</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$130,451
Equity (Catch Up)	\$36,822
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$167,273</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,153,504
Adjustments	\$0
Books & Publications	\$4,704
Camps/Excursions/Activities	\$98,017
Communication Costs	\$26,236
Consumables	\$170,038
Miscellaneous Expense <sup>3</sup>	\$86,497
Professional Development	\$7,424
Equipment/Maintenance/Hire	\$163,270
Property Services	\$104,959
Salaries & Allowances <sup>4</sup>	\$100,433
Support Services	\$160,976
Trading & Fundraising	\$11,679
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$204
Utilities	\$60,983
<b>Total Operating Expenditure</b>	<b>\$7,148,926</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$584,172</b>
<b>Asset Acquisitions</b>	<b>\$132,910</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	\$1,148,428
Official Account	\$27,727
Other Accounts	\$45,187
<b>Total Funds Available</b>	<b>\$1,221,341</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$154,529
Other Recurrent Expenditure	\$19,816
Provision Accounts	\$0
Funds Received in Advance	\$33,797
School Based Programs	\$74,790
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$11,476
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$265,000
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$461,934
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,221,341</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.*