

# 2021 Annual Report to The School Community



**School Name: Kambrya College (8421)**



- 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 04:49 PM by Keith Perry (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 30 April 2022 at 09:22 PM by Catherine English (School Council President)

# How to read the Annual Report

---

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

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

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

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

---

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

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

### Engagement

Student attendance and engagement at school, including:

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

---

## Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

---

### What do ‘*Similar Schools*’ refer to?

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

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

---

### What does ‘*NDP*’ or ‘*NDA*’ mean?

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

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

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

---

### What is the ‘*Victorian Curriculum*’?

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

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

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

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

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

## About Our School

---

### School context

Kambrya College is a large secondary school, located in the south-east growth corridor of Berwick. It is a place of outstanding learning and professional practice. The College provides a broad range of learning opportunities and caters for a broad range of needs, interests and pathways.

In 2021, the state of Victorian endured another year of significant and prolonged periods of lockdown due to the COVID19 pandemic. This saw schools across much of the state shut down for extraordinary lengths of time, and the vast majority of students and staff engaging in learning from home. Kambrya College worked exceptionally hard to provide a quality program for students that maximised learning continuity, as well as connectedness and a focus on health and wellbeing for all. For the greater part, students and teachers followed a normal school timetable and engaged in video conferencing for most lessons. Student engagement remained high. We are exceptionally proud of our students, staff, parents and community for the manner in which they all worked together during this particularly challenging time, and for the way that they looked out for one another.

Student enrolments have risen dramatically in the last four years, in line with extensive housing developments in the Casey area and DET's new enrolment boundary. The College grew from 1340 students in 2017 to 1706 students in 2021. The College has forecast growth to 2000+ students by 2024, and has been planning accordingly.

In 2021, 26% of students identified as being EAL (English as an Additional Language), and 1% of students identified as being ATSI (Aboriginal and Torres Strait Islander). The College provides a program for International Students; in 2021, this program saw between 11-13 students enrolled at any one time.

In 2020, the College's Socio-Economic Profile band value was Low-Medium.

In alignment with the increased enrolments, the College's workforce increased in 2021, and included 131 teachers, 6 Principal Class members, and 64 non-teaching staff. This equated to 169.8 full time equivalent staff. There are two known staff members who identify as Aboriginal or Torres Strait Islander.

The College enrolls students from within its neighbourhood boundary, with Brentwood Primary, Berwick Fields Primary, Berwick Chase Primary and Grayling Primary School being our major feeder schools. Due to significant enrolment growth and lack of capacity, the college has strictly enforced the zone and has not enrolled students from outside.

The College continues to offer a suite of in-house Vocational Education Training (VET) programs (Sport and Recreation, Plumbing, Hairdressing, Hospitality, Beauty Services, Building and Construction), whilst all of our Senior VCAL students undertake an in-house Cert II in Business Management. Students in Years 7-10 have access to an accredited Select Entry Accelerated Learning (SEAL) program. We also offer specialist programs for students in the junior years; these include an Athlete Development Program (ADP), Accelerated Music Program and the Accelerated Learning Program (Year 7-8) which caters to the needs of students who require additional learning support in their transition to secondary school. At Year 9 we also have two flagship re-engagement programs: The Darrabi Program which targets Year 9 boys, and the G.I.R.Ls Program (Growing Independent and Resilient Learners). Both programs continue to deliver excellent outcomes.

The College values are: Integrity, Compassion, Achievement and Respect. These are instilled in all that we do and create the foundation of our strategic intent; 'Maximising the Potential of Each Student'. In 2021, Year 7-9 students were again organised into a 'School within a School' model. These sees them based in one of four vertical sub-schools: Gwonawa, Warin, Bulen-Bulen and Mirrim. The Senior Sub-school is split into Yr.10, Yr.11-12 VCAL and Yr.11-12 VCE. These sub-schools cater for students' core classes and provide the foundation for their management and welfare, giving students a sense of belonging to a close network of peers and teachers within a bigger school setting. Each Sub-School has a dedicated team of leaders, including a Sub-School Leader, Assistant Leader, Learning Mentors, and wellbeing counsellors.

To support our language program, our college has sister-school links in Germany and Japan. Due to the COVID19 pandemic, all cultural exchange trips with sister schools have been put on hold.

Kambrya College's Strategic Plan (2019-2022) targets three key goals:

- Improve achievement and learning growth outcomes for all students.
- Improve Student Voice, Leadership and Learner Agency the College.
- Improve Student Wellbeing, Engagement and Inclusion across the College.

Each of these goals is supported by Key Improvement Strategies that were developed in consultation with the College community, and measurable performance indicators have been set. We provide a collaborative and consultative process in the development of our Annual Implementation Plan (AIP) and utilise the School Improvement Team to maintain an ongoing reflection of our progress towards the goals and targets. In 2022, the College will be entering its period of school review, and will then develop a new strategic plan.

---

## Framework for Improving Student Outcomes (FISO)

In 2021, the College targeted four priority dimensions, against six priority initiatives. These were aligned to the Department of Education (DET's) Framework for Improving Student Outcomes (FISO) and our 2019 - 2022 Strategic Plan and Key Improvement Strategies (K.I.S.), goals and targets of our Annual Implementation Plan (A.I.P.)

The College created a School Improvement Team (S.I.T) to monitor and analyse our progress to the Key Improvement Strategies at the mid-year.

### 1. Excellence in Teaching and Learning

- Building Practice Excellence
- Curriculum planning and assessment

### 2. Professional Leadership

- Empowering students and building school pride
- Setting Building leadership teams

### 3. Positive Climate for Learning

- Expectations and promoting inclusion

### 4. Community Engagement in Learning

- Building communities

---

## Achievement

Students at Kambrya College have access to a wide range of programs that ensure they enjoy high levels of learning and growth across all key areas, as evidenced by our NAPLAN, VCE and VCAL results.

In 2021, NAPLAN results for Year 9 demonstrated excellent growth in literacy, however numeracy standards declined slightly. The College has reviewed this and put new strategies in place to address numeracy for 2022.

In 2021, our Senior School programs at Year 10-12 continued to see approximately 35% of students pursuing VCAL pathways, with the remaining 65% pursuing VCE studies. To compliment these pathways, we continued to provide our students with onsite access for our Vocational Education and Training facilities: Plumbing, Building and Construction, Hospitality (Kitchen Operations), Sport and Recreation, Beauty Services, and Hairdressing.

VCE achievements:

- 98% of students satisfactorily completed their Victorian Certificate of Education.

- The VCE Median study score was 31 – this equaled 2020, and was the highest in our history.
- Percentage of 40+ scores was 6.44%, this was up from 6.4% in 2020, and is the highest in our history.
- Outstanding percentage of students attaining ATAR 90+ (17%, up from 7% in 2020) and ATAR 50+ (96% up from 86% in 2020).
- The highest student ATAR was 99.95.
- The College ranked in the top 13% of all Victorian Public and Select Entry Schools, and in the top 28% of all Victorian Secondary Schools (based on median study score and 40+ study score percentage)

#### VCAL and VET achievements:

- VET units of competency successful completion was 75%, up from 73% in 2020. This data has been significantly impacted by COVID19 (88% in 2019).
- VCAL satisfactory completion of units declined to 76% in 2021, down from 78% in 2020 and 85% in 2019. Again, this data has been significantly impacted by COVID19.
- 52% of Yr.12 students undertook at least one Vocational Education and Training (VET) unit of competence. (47% in 2020)

In 2021, the College continued to facilitate its Select Entry Accelerated Learning classes (Yr.7-10), which target highly-able students with a challenging and enhanced curriculum. On-Demand, NAPLAN and school-based academic results place this cohort well-above the State level mean, with many students successful in their enrolment into selective entry government schools for 2022. For the fourth year running, Kambrya College had more students successfully apply for Nossal High than any other school in the State.

The Yr.7-8 Accelerated Program, Yr.9 G.I.R.Ls and Darrabi re-engagement programs, and the Pre-VCAL (Yr.10) vocational program, continue to be holistic and inclusive. These provide modified and tailored pathway opportunities for students. They continued to be successful in offering students more engaged pathways, personalised curriculum, improving retention data, rapport with teachers, and connectedness to school. The College has expended all PSD funding appropriately on eligible students through a variety of strategies, such as providing Integration Aides, tailored support programs, accessibility devices, and specialised training for staff as required.

---

## Engagement

Regarding student attendance, the average number of days absent for each student was 18.5 days. This was below the state average of 21 days per student.

The College continues to consolidate and deliver programs that provide links to social expectation, cultural sensitivities, equity and tolerance. These include: Respectful Relationships, Safe Minds, Community Alliance Group and Student Leadership programs. We have also begun the process of embedding a School Wide Positive Behaviour System across the College.

The Student Health, Wellbeing and Engagement Team comprises five full-time counsellors, who provide specialist assistance with support from a SSSO psychologist, and many other external social workers and agencies. In 2021, the new student health wellbeing and engagement centre was further expanded, and also hosted a new Mental Health Practitioner.

We had outstanding student participation in the survey (97%, up from 92% in 2020) and the results increased significantly in every area. Given the complex challenges of the extended lockdowns, the College was very pleased to see that our data improved.

Year 7-10 student retention data improved in 2021 and was above the state average (74.1% compared to 73.2%), and our percentage of students exiting to further studies or full time employment increased from 93.9% in 2020 to 97.4% in 2021, and was well above the state average (89.9%).

---

## Wellbeing

Students at Kambrya College enjoy a high level of engagement with their learning as evidenced through the Attitudes to School Survey. This extends to a strong sense of connectedness with their peers, with a positive endorsement of 56.4% being above both the state average (51.6%) and the similar schools average (50.9%). This also extends to the students feeling safe at Kambrya College, evidenced by our data regarding bullying. In 2021, our 65.9% positive endorsement from students was well above the state average of 53.3% and the similar schools average of 52.5%.

Staff at the College strongly indicated that the school is providing a positive and productive working environment. All indicators in the annual Staff Opinion Survey were well above the state average in 2021, with the 'Overall School Climate' positive endorsement at 71% compared to the state average of 56%.

Kambrya College recognises that a student's health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining student's positive learning experiences. A focus on holistic student development underpins all aspects of teaching and learning to promote the overall wellbeing of our students. Accordingly, all staff prioritise the wellbeing of students and work closely with the dedicated Student Wellbeing Team and College Leadership Team to ensure this.

A strong transition program with feeder primary schools ensures a smooth and successful movement into their secondary education. Equally, a rigorous approach to managed individual pathways, through course counselling and close collaboration between the College and the student and the parent/guardian, ensures that critical transitions into further education and /or employment are effectively cultivated and supported.

The College is supported by DET through provision of a Student Support Services Officer (SSSO) and has access to additional Psychologists, Social Workers and Speech Pathologist services. Students considered 'at risk' are supported through a number of short and long-term welfare, social and / or academic programs and agencies, such as: Adolescent Recovery Centre (ARC), Headspace, ELHMS, Operation New Start (Casey / Dandenong), Narre Community Learning Centre, Casey Youth Services and the Program for Students with Disabilities. 26% of our student cohort are EAL students (English was an Alternate Language). To support this cohort (and any others identified student in need of literacy support), the EAL co-ordinator organised additional support through the Literacy and Numeracy support programs, Individual Learning Plans and a consistent approach to curriculum differentiation.

The College has undertaken a pro-active approach towards decreasing student absenteeism through consistent College wide strategies, including: proactive Home group communication with parents, COMPASS, SMS communications, College / DET policies, Regional referrals, student wellbeing / SSSO interventionist involvement and Attendance Learning Plans (negotiated return to school / staggered timetable). Other educational options, such as Navigator and Virtual Schools Victoria have been initiated where significant absenteeism, despite intervention across multiple sources, has been exhausted.

Kambrya College is fully compliant in meeting all seven standards of Ministerial Order 870- Child Safety Standards. Teachers complete annual PD regarding Responding to Disclosures and Mandatory Reporting, along with DET E-Learning Modules. The College has developed its own Child Safe-Code of Conduct Policy and Commitment Statement, with a dedicated area within our website providing community booklets and DHHS / Protect resources for further explanation and supports. The College vigilantly follows the Four Critical Actions that must be followed when discharging their obligations to Mandatory Reporting.

---

## Finance performance and position

In 2021, the College's enrolments increased for the seventh consecutive year. Equity Funding was \$481,000 (\$20,000 less than 2020 despite the increase in student numbers). These funds were vital in supporting the College's investment in additional Literacy and Numeracy resources (inclusive of staffing and learning material).

Remote learning in 2021 resulted in changes to income and expenditure, however the College remained within Budget

(as per remote learning in 2020). Casual Replacement Teacher demand was minimal which allowed additional funds to be invested in providing all students with an electronic device. There was also additional investment in infrastructure, taking advantage of the staff and students working from home.

All teachers in 2021 were provided with their four day entitlements of Professional Practice Days; with the College investing heavily in build teacher leadership capacity across High Impact Teaching Strategies (HITS) and in particular; the FISO dimensions of:

- (1) Excellence in Teaching and Learning
- (2) Community Engagement in Learning and
- (3) Positive Climate for Learning.

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. Through strategic fiscal management of resources, the College's financial position is sound.

**For more detailed information regarding our school please visit our website at**  
[www.kambryacollege.vic.edu.au](http://www.kambryacollege.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 1706 students were enrolled at this school in 2021, 806 female and 900 male.

26 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).

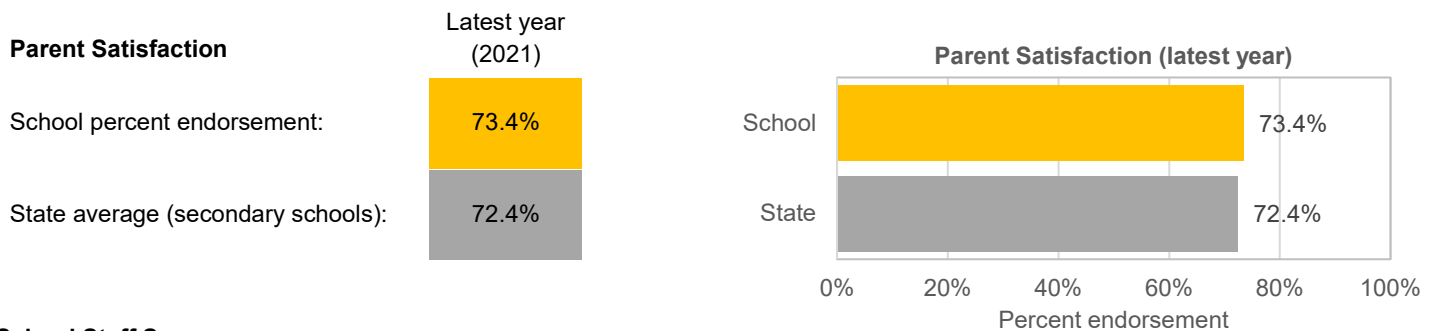
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

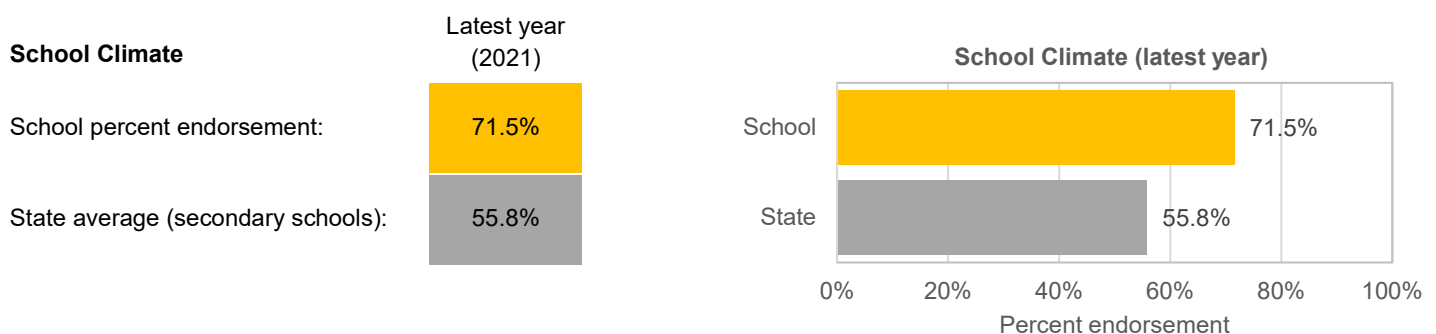


### School Staff Survey

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:

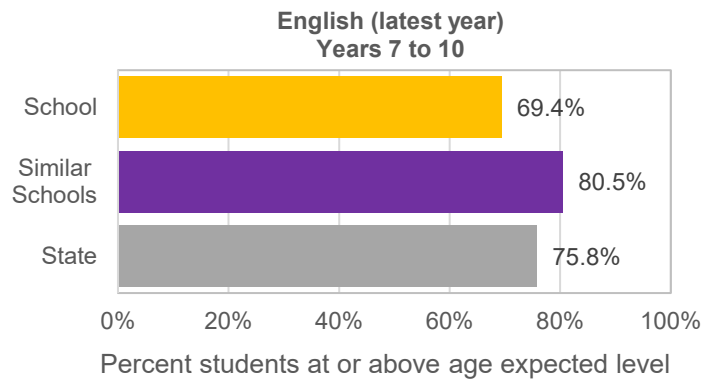
69.4%

Similar Schools average:

80.5%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

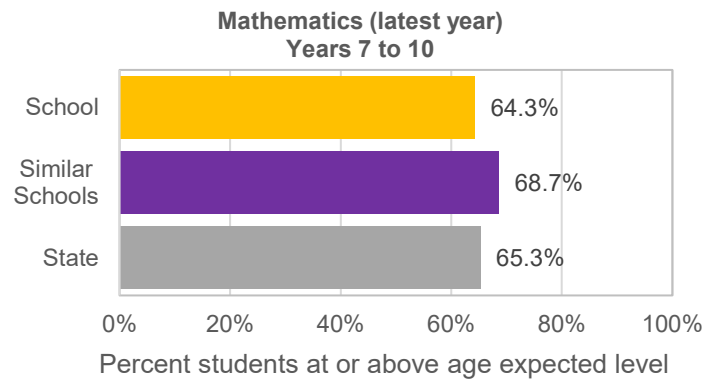
64.3%

Similar Schools average:

68.7%

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.

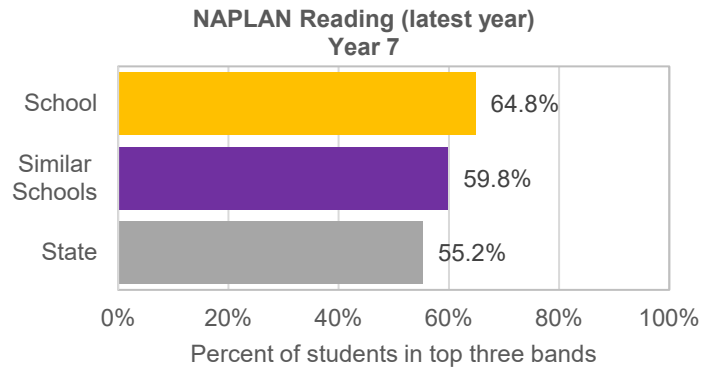
**NAPLAN**

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.

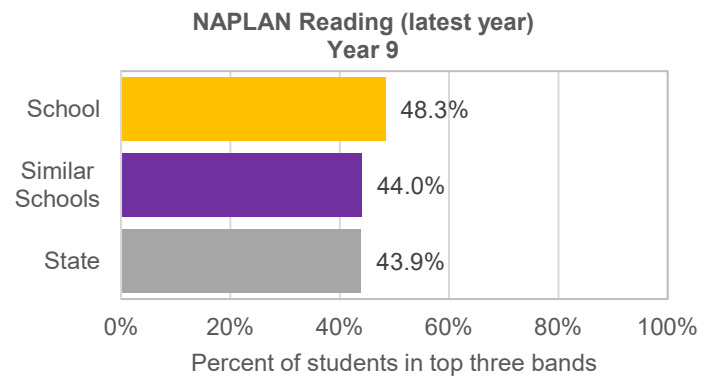
**Reading  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.8%	64.5%
Similar Schools average:	59.8%	59.1%
State average:	55.2%	54.8%



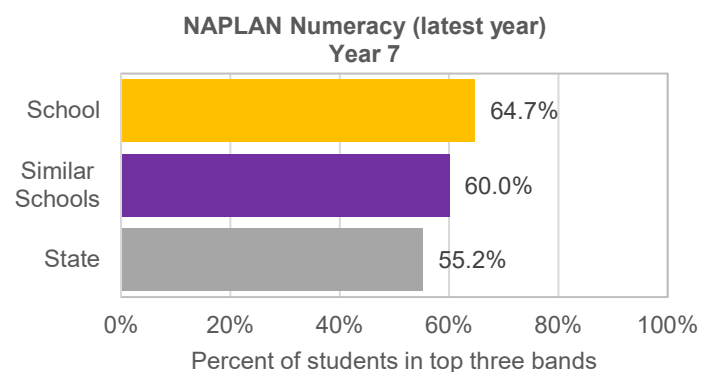
**Reading  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	48.3%	51.3%
Similar Schools average:	44.0%	46.0%
State average:	43.9%	45.9%



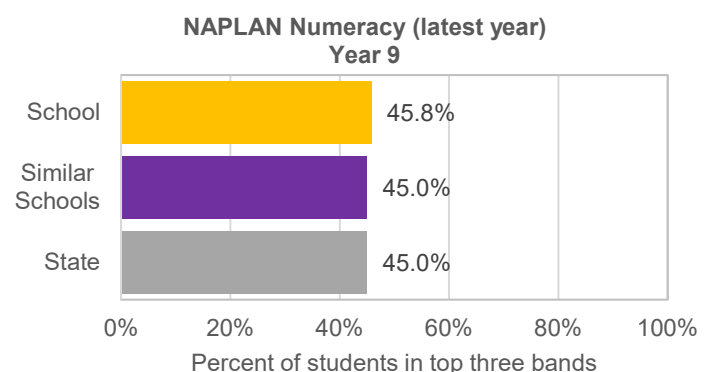
**Numeracy  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.7%	65.6%
Similar Schools average:	60.0%	59.6%
State average:	55.2%	55.3%



**Numeracy  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	45.8%	52.5%
Similar Schools average:	45.0%	47.4%
State average:	45.0%	46.8%



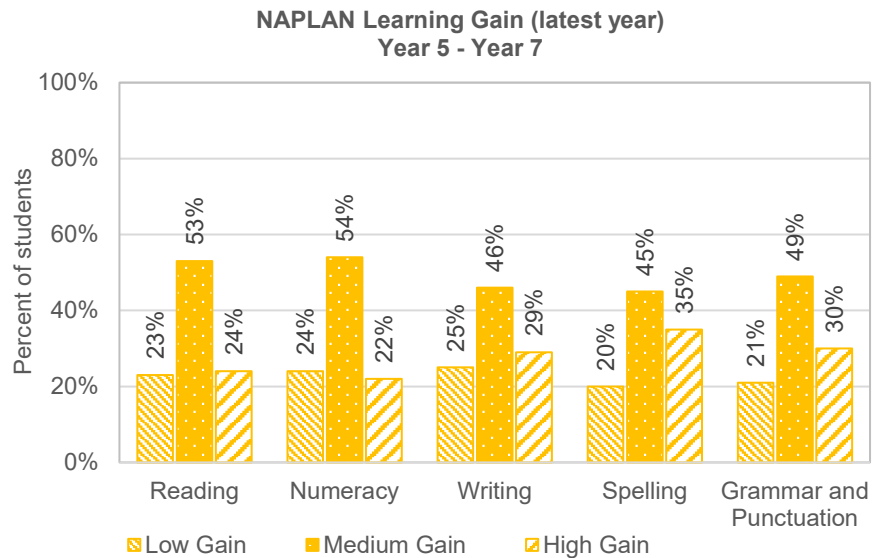
## ACHIEVEMENT (continued)

### 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'.

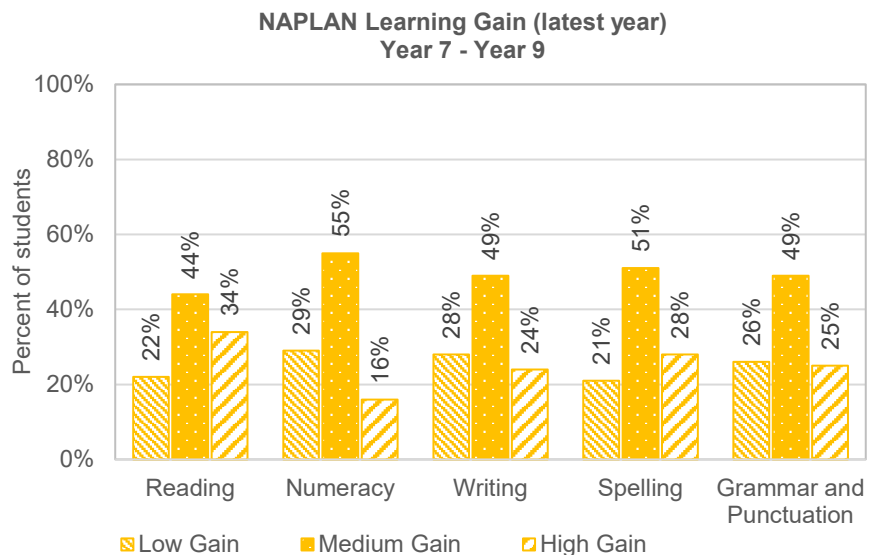
#### Learning Gain Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	53%	24%	22%
Numeracy:	24%	54%	22%	21%
Writing:	25%	46%	29%	21%
Spelling:	20%	45%	35%	24%
Grammar and Punctuation:	21%	49%	30%	22%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	22%	44%	34%	23%
Numeracy:	29%	55%	16%	22%
Writing:	28%	49%	24%	22%
Spelling:	21%	51%	28%	22%
Grammar and Punctuation:	26%	49%	25%	23%



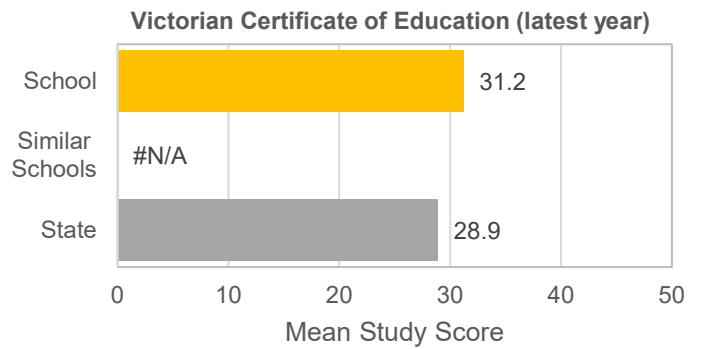
## ACHIEVEMENT (continued)

### Victorian Certificate of Education (VCE)

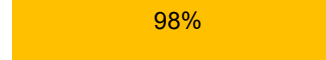
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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	31.2	30.3
Similar Schools average:	28.0	NDA
State average:	28.9	28.9



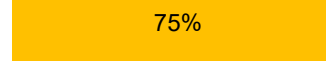
Students in 2021 who satisfactorily completed their VCE:



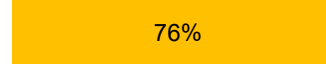
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



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.

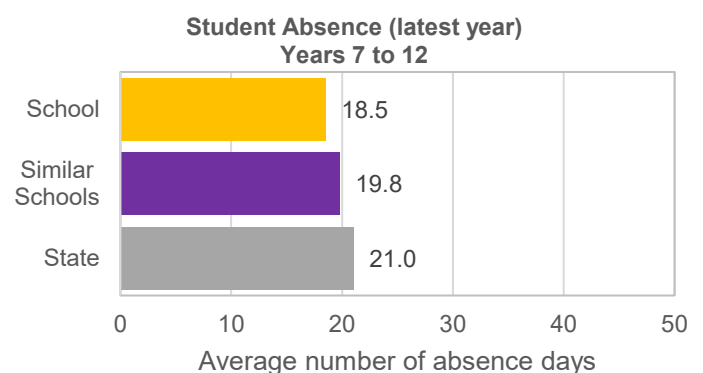
## ENGAGEMENT

**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:	18.5	19.4
Similar Schools average:	19.8	18.0
State average:	21.0	19.6



## ENGAGEMENT (continued)

### Attendance Rate (latest year)

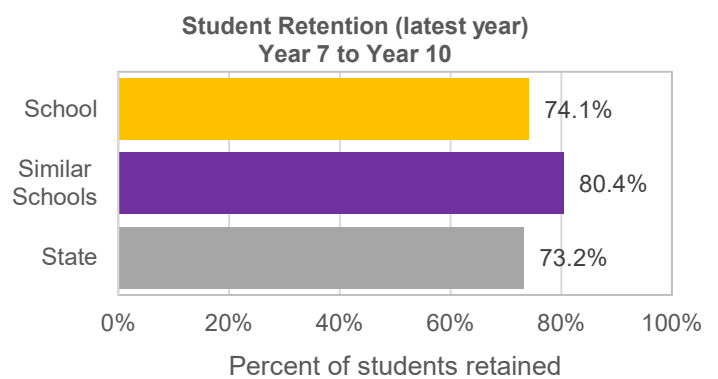
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	92%	89%	90%	91%	91%	94%

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2021)	4-year average
School percent of students retained:	74.1%	71.5%
Similar Schools average:	80.4%	79.0%
State average:	73.2%	72.9%



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

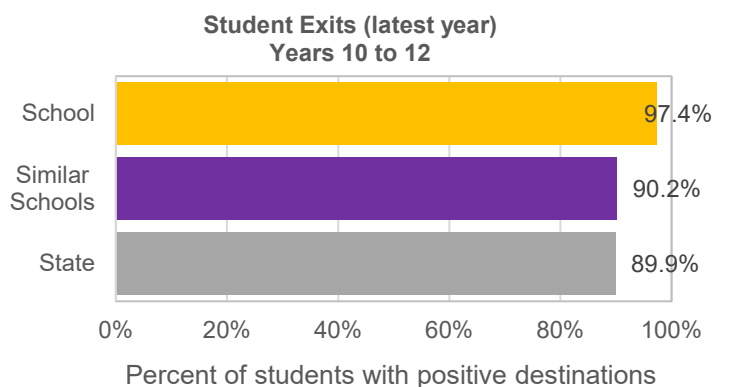
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

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:	97.4%	89.9%
Similar Schools average:	90.2%	89.6%
State average:	89.9%	89.2%



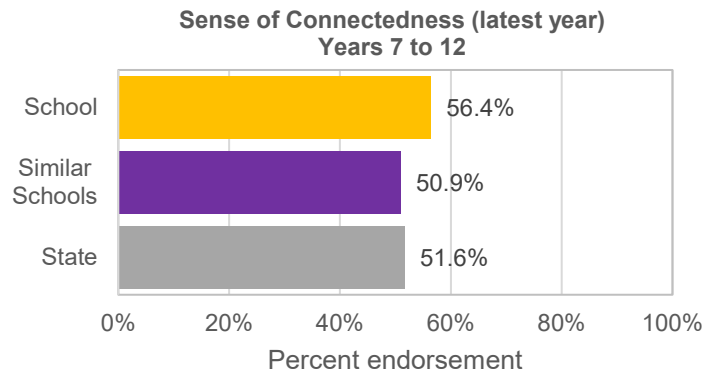
## WELLBEING

**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:	56.4%	55.6%
Similar Schools average:	50.9%	53.8%
State average:	51.6%	54.5%

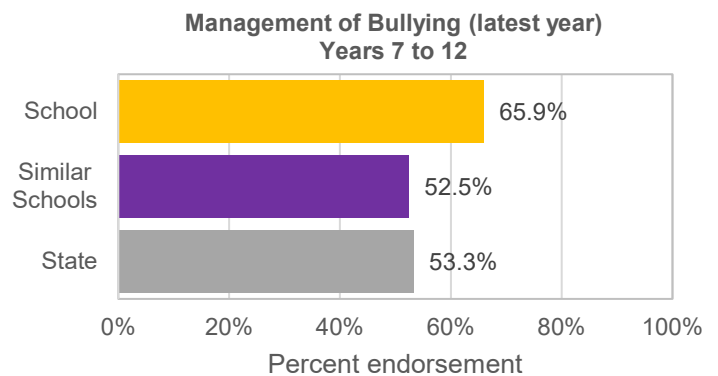


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	65.9%	64.0%
Similar Schools average:	52.5%	56.6%
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	\$16,882,165
Government Provided DET Grants	\$2,467,460
Government Grants Commonwealth	\$10,391
Government Grants State	\$3,238
Revenue Other	\$116,621
Locally Raised Funds	\$542,670
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$20,022,545</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$365,131
Equity (Catch Up)	\$90,110
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$455,241</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$16,825,705
Adjustments	\$0
Books & Publications	\$12,119
Camps/Excursions/Activities	\$163,385
Communication Costs	\$39,398
Consumables	\$254,991
Miscellaneous Expense <sup>3</sup>	\$75,715
Professional Development	\$41,305
Equipment/Maintenance/Hire	\$639,728
Property Services	\$577,811
Salaries & Allowances <sup>4</sup>	\$304,930
Support Services	\$575,856
Trading & Fundraising	\$98,477
Motor Vehicle Expenses	\$8,416
Travel & Subsistence	\$215
Utilities	\$127,629
<b>Total Operating Expenditure</b>	<b>\$19,745,681</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$276,865</b>
<b>Asset Acquisitions</b>	<b>\$21,979</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	\$3,684,105
Official Account	\$200,997
Other Accounts	\$119,705
<b>Total Funds Available</b>	<b>\$4,004,806</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$412,560
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$377,577
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$209,675
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$2,929,994
Maintenance - Buildings/Grounds < 12 months	\$75,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$4,004,806</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.*